

A SELECTIVE REFERENCE LIST IN BUSINESS EDUCATION  
FOR THE SENIOR HIGH SCHOOL LIBRARY

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THESIS

Presented to the Graduate Council of the North  
Texas State Teachers College in Partial  
Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

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149328

Howe, Texas

August, 1947

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

The purpose of this study is to determine the types of books and periodicals in the field of business education which should be included in the library of the average senior high school, and to compile a selective list of the best publications as a standard reference list for the use of the high school commercial teacher.

To do this, it is necessary to show the development of the business education curriculum from the time when the offering was almost entirely technical to the present time, when a vast field of non-technical reading material is available in the areas of general business and socio-economics. Later chapters will show the changing trends in business education, the need for equipping the student with a sound education in the fundamentals of business life so that he may adjust to complex economic problems and become a better and more useful citizen, and the part that the library should play in reaching these goals.

#### Limitations of Problem

There are many successful aids in the teaching of business, such as transcriptions, educational and vocational



films and filmstrips, maps, models, etc., which should be included in every well-equipped library. However, this study will be limited to business books and periodicals of a technical and non-technical nature which should be included in the library.

The study will be confined to the senior high school level, and will be limited to a selective list of publications of the two broad fields.

The study will be limited, with a few exceptions, to selected books which have been published within the last ten years, and is by no means exhaustive.

#### Definition of Terms

By books of a technical nature, we mean those which are related directly to the courses and textbooks used in the business department, by which the student may improve his skills and techniques, or those of a historical nature which show technical improvements in the past and suggest improvements for the future. Books on accounting, typing, business law, shorthand, etc., are examples of this type of book.

By books of a non-technical nature, we mean that type of book which would be suitable reading matter for all types of students, no matter what their specialization. It should aid the student to improve his daily well-being, and should assist him in better understanding the complex social and economic system in which he lives. From it he should get a better understanding of how business is interrelated with practically

all phases of life. Books of this nature usually come under the classification of general business or socio-economics. By far the greater number of publications in the business field come under this classification, and it is with this type that this study is largely concerned.

#### Sources of Data

Information of a historical nature, used to show the development of the field of business education and the broadening of its aims, trends in reading, etc., was obtained from the North Texas State College library.

Information regarding the extent of teacher participation in the selection of books, reference lists available, use of these sources, etc., was obtained from questionnaires given to experienced business teachers who are students in North Texas State College at this time.

Primary data for evaluation of business periodicals were obtained from rating scales filled in by members of the faculty who are considered to be experts in their respective fields.

Lists of business publications for the period of time covered in this study were obtained from bound volumes of The Book Review Digest, The Journal of Business Education, The Standard Catalog for High School Libraries, and from a study of business books in the North Texas State College library.

### Survey of Related Studies

A survey of the library disclosed that several studies have been made to determine that which would be suitable business education reading material for various levels. The reference lists compiled by these authors were generally for the adult level. No single study was found, covering both books and periodicals, which was compiled specifically for the high school level.

Bulletin No. 28 of the University of Nebraska, dated 1932 and entitled Selected Books on Business, is a composite selection made by twenty-two members of the faculty of the College of Business Administration of this university. About 400 books are listed under the headings of Economics, Finance, Production and Distribution, Accounting and Statistics, and Miscellaneous. This list is intended primarily for the adult and college levels.

A 75-page pamphlet published by the Newark Public Library, entitled The Business Bookshelf, by Marian C. Manley and Mary E. Hunt, comprises a collection of indices in daily use by the Business Branch of the Newark Public Library in discovering sources of specific information in the mass of business literature handled by this library. This list is divided into three sections: Business Information and its Sources, Business Magazines Classified by Subject, and Business Directories.

In 1939 the Amos Tuck School of Administration and Finance of Dartmouth College, published a pamphlet entitled

A Reading List on Business Administration, with evaluations of several hundred business books, designed for compilation of private libraries by graduates of the school. This list appeared to be designed for the use of men in business and finance.

In 1935 a reference list was compiled by a joint committee of the American Library Association, the National Education Association and the National Council of Teachers of English, under the direction of Mary Elizabeth Foster, Chairman. This study, entitled 1,000 Books for the Senior High School Library, presents an evaluation of suggested books by groups of high school librarians and teachers and covers all fields of the library. Special emphasis was placed on those fields in which greatest use by the students was evident. Annotations were written by committee members or taken from acknowledged sources. Comparatively few business publications are listed in this book, and no concrete bases of evaluation are given. Apparently the books were judged by popularity, since a large majority of them are books of fiction.

In 1943 Madalene E. Smith of West Virginia University compiled a list of articles by experts in the field of teaching typewriting, entitled A Bibliography, Current Publications in the Field of Typewriting Education. The aim of this list is to improve teaching skills in typewriting. The list is prefaced by the statement that the purpose in compiling such a work is to develop typing competence in order that more

time can be given to essential related and background courses and to basic general education which is so necessary to democracy.<sup>1</sup>

In 1939 P. O. Selby of Kirksville, Missouri, published a ten-year bibliography entitled Index to the Teaching of Bookkeeping and Accounting. This is a complete, rather than selective, list of everything published in the field of teaching of bookkeeping and accounting during the past ten years. This list contains more than seven hundred references, and should prove an invaluable aid to any teacher in this field.

Magazines for High Schools, written by Laura Katherine Martin, was published in 1941. This treatment of a rather comprehensive list of educational magazines is based on the results of polls taken over a five-year period. A study was made of the preferences of librarians, teachers and pupils to determine the composite preferences of these various groups in order to establish bases for intelligent selection for high school use. Elaborate graphs and charts were prepared to show numbers of schools subscribing to each magazine, ratings, etc., and the author analyzed each publication very carefully for desirable characteristics.

In 1941 George Thomas Walker published a bibliography of about 170 books of business under the title, "The Library in

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<sup>1</sup>Madalene E. Smith, A Bibliography, Current Publications in the Field of Typewriting Education, p. 1.

Business Education," in the May, 1941, issue of The Journal of Business Education. These books were deemed by the author to be suitable for the average high school student, and cover practically all fields of business.

"A Basic Library List for the Commercial Department," by Margie L. Brown, published in the April, May, and June, 1941, issues of Business Education World, is an annotated list which contains only reference books, and is suggested as the foundation from which a high school commercial library can be built. The books are evaluated as to suitability for high school students, ease of reading, thoroughness of coverage, interest, etc.

In 1924 the American Library Association published a pamphlet entitled Periodicals for the Small Library, by Frank L. Walter, which contains a list of magazines popular at the time, with suggestions for selection and use. This list was compiled from suggestions from about sixty librarians in all parts of the country, in answer to a request for suggestions for the periodicals to be subscribed to first. The list is broken down into the headings of Agriculture, Educational, and Technical. Only one magazine evaluated by the writer in this present study, Printer's Ink, was included in the above-mentioned list of periodicals.

American Youth, an Annotated Bibliography, by Louise Arnold Menefee and M. M. Chambers, was published by the American Council on Education in 1938. One section of this

book is devoted to recent articles and books published on the subjects of vocational adjustment and the economic aspects of employment for youth.

In 1924 the Detroit Public Library compiled a bibliography entitled One Thousand Useful Books, published by the American Library Association. This is a revision of a previously published comprehensive list of the books of business, finance, commerce, investments, banking, etc., which has been expanded to include books of agriculture, industrial arts, home economics, religion, and other fields. Most of the books listed here appear to be too technical for the high school student.

#### Method of Procedure

In subsequent chapters the writer attempts to ascertain, from the results of the above-mentioned questionnaire study, the extent to which business teachers are informed in regard to the various types of publications available for the high school library, sources of publications, the extent to which they participate in the selection of business publications for the library, and the use which is made of these materials in student research.

A selected list of periodicals in business and related fields will be evaluated by a committee of experts, each of whom is an authority in his particular field of education. These periodicals will be rated according to their value in business and economics, for good writing characteristics, and

as to their suitability for reading material on the high school level.

A selective list of books of business will be compiled from various sources, and will include both technical and non-technical publications. Books included in this list will be classified under the headings of Accounting and Record Keeping, Advertising, Banking and Finance, Business Law, Consumer Education, Economics, General Business and Miscellaneous, Labor and Management, Salesmanship, Secretarial Training, and Vocational Information.



## CHAPTER II

### DEVELOPMENT AND TRENDS OF READINGS IN BUSINESS EDUCATION

#### Purpose of the Chapter

It is the purpose of this chapter to show the changing concepts and trends of readings in the field of business education, to define the two broad fields of business education reading material, to give the purposes and aims of business education in the light of student development through research and guided study, and to justify the need for more extensive business readings. Lastly, the responsibility of the library in placing such materials before all students, regardless of their category, will be shown.

#### Trends in Business Education

Before 1930 the primary purpose of business education in the average high school was training for office positions.<sup>1</sup> During the intervening years, however, there has been increasing evidence of the development of social and economic studies in business education to help the student adjust to the everyday business world about him. Today the progressive

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<sup>1</sup>Ray G. Price and Harold M. Benson, "The Purposes of Business Education," The School Review, XLIV, (January, 1941), p. 45.

business educators have accepted the dual functions of technical training and socio-economic business education. These broad purposes of business education training need not be competitive; they should be, and are in most cases, complementary. The typist or filing clerk who understands the relationship of his company to other industries and to society will be more efficient both as a worker and as a private citizen.

Trends of the future and how the student's need for greater information and enlightenment will be met are predicted by Price and Benson in the following paragraph:

Business education of a non-technical character is designed to meet the needs of every member of our economic society. Socializing the already-existing business subjects will not meet the pupil needs for an understanding and appreciation of business as an economic activity. Other units of activity in social and economic business must be added to the curriculum if pupils are to discharge wisely their duties as citizens in this complex economic society. Pupils of high school and upper elementary-school age feel and express their need for enlightenment in regard to the business world with which they come in daily contact in a variety of ways.<sup>2</sup>

One implication of the above quotation is that guidance in research and directed reading programs will be a means of supplying information to the student in regard to the workings of the business and economic world.

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<sup>2</sup>Ibid., p. 42.

### Types of Business Education

There are two types of knowledge which all students, and the business student in particular, should constantly be acquiring.<sup>3</sup> The first may be called primary knowledge, or that knowledge of business fundamentals and customs which he acquires in his everyday contact with his fellow men. He may get this type of knowledge from the radio, newspapers, the movies, or from his personal observations and dealings. All normal individuals are subject to daily business experiences, but too few are able to receive the maximum benefit because of limited background knowledge or an improper sense of relationships and values.

The other, or secondary type of business knowledge, is the field with which the library is most concerned. This is the written accumulation of experiences and observations of leaders in the fields of business, men who are competent to advise the inexperienced student regarding the many areas of business with which he cannot have had real-life experience. Although this type of experience may not be as valuable as actual business experience, a well-directed program which gives the student a broader and more tolerant outlook on life will have done much to aid him in avoiding the mistakes of others and in improving his personal well-being.

Business education is generally considered by educators

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<sup>3</sup>Franklin Bobbit, The Curriculum of Modern Education, p. 201.

to be of two types, technical or vocational, and non-technical or general social-business.<sup>4</sup> The first type, technical, is founded on the long-standing belief that the field of business education is one of narrow job-specializations, in which the student must meet certain minimum requirements for employment. This narrower viewpoint of business education comes from the employer of goods and services, whose immediate interests may be the basic skills and techniques of the person to be employed.

The second type of business education is much broader in scope and lays no particular emphasis on skills and technical proficiency, but is rather concerned with adjusting the individual to the complicated economic society in which he lives, from the standpoint of a consumer of economic goods and services, a factor with which he will be dealing all his life.

Business education, then, should be thought of as education of young people for business experiences both as efficient producers engaged in business pursuits and as consumers who will eventually be striving to acquire their fair share of the world's economic goods and services, according to the standards which they set for themselves. Maintaining our present high standard of living necessitates that every individual have sufficient business knowledge to lead a sound

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<sup>4</sup>B. J. Haynes and C. W. Humphrey, Research Applied to Business Education, p. 251.

economic life, both as a producer and as a consumer.

#### Purposes and Aims of Business Education

It is the purpose of business readings to make the student more observant, to assist him in achieving a better sense of values, and to obtain new and fresh information which will permit him to weigh and evaluate happenings in the light of a broad social and economic understanding. The student's readings and observations should furnish him with a daily, continuous picture of the world of business and socio-economics, not from a strictly vocational standpoint, but from the standpoint of world-wide relationships.

By inciting a spirit of inquiry through guidance in business readings, the business teacher can aid in the development of the student's business understanding, and help to prepare him for his future work. The student will come to the end of his formal education with the realization that his education has just begun, but with a store of live knowledge and an active intellect as a result of studying and analyzing the business world which will aid him throughout his career.

Thus we see that the function of business education in a comprehensive educational program is two-fold: 1, to supply a basic general business education for all, business students and others alike; 2, to give specialized technical training to those who, by their aptitude, interest, and temperament, show that they can profit thereby and can be placed successfully in the world of business.

A general business education should aid young people in intelligently interpreting current economic problems, and should establish fundamental concepts of conservation and use of our natural resources, production and management, world trade, etc., as well as the necessary relationships that exist between government, business, and the individual.

The objectives of general business training for the individual are given by Paul Elicker in the following excerpts:

1. Civic Responsibility. The maintenance of a democratic society depends on a well-informed citizenry that can understand federal and local financial policies and practices.

2. Self-Realization. This objective is gained through business education when the individual acquires understanding of his own affairs and when he has acquired such skills as well make him a productive member of society. . . .

3. Human Relationships. One of the most significant contributions to a happy home and family life is an understanding of the limitations and use of a personal income. . . . The operative factors of honesty in relationships, responsibility for management, and tolerance in understanding are developed by basic business education.

4. Economic Competence. . . . This program for the individual made it possible for him to realize his own competency in a world of action; it gave him an awareness of essential participation in a national enterprise as a producer.

Business education can make him discriminating in the selection of goods and services; it can make him critical of the superlative claims of advertising; it can make him more intelligent in the management of money. . . .

Developing youth must always have through education a self-assurance that he can live in a world of security and progress. Business education must certainly have an important place in such an educational program.<sup>5</sup>

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<sup>5</sup>Paul E. Elicker, "The Function of Business Education," Community Cooperation in Business Education, The American Business Education Yearbook, Vol. I, pp. 131-132.

The high school library, then, has a very great responsibility in placing before the student sufficient materials for the completion of this well-rounded business education. Business education can, through library guidance as well as curricular activities, contribute much to the civic responsibility and economic intelligence of the individual.

#### Need for More Extensive Business Readings

According to a study made by J. M. Hanna,<sup>7</sup> the majority of business leaders feel that the primary objective of the school with reference to business education is to provide a broad general background, with little specific technical training other than that which is necessary to secure initial employment. Although this is a controversial issue, it indicates a change in point of view from that of the employer who was interested only in obtaining goods and services.

Studies made by Herbert A. Tonne<sup>8</sup> to determine what the leader of business desires most in the beginning employee, reveal that he wishes him to have a good background training in the fundamentals of business and economics, but prefers that specific job training be left up to the particular organization employing him. He states further that educators

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<sup>7</sup>J. M. Hanna, "Trends of Thought in Business Education," The Business Education World, Vol. 21, (Sept. 1940-June 1941), p. 578.

<sup>8</sup>Herbert A. Tonne and M. Henrietta Tonne, Social-Business Education in the Secondary Schools, p. 50.

are realizing more and more that business education is not merely training in special techniques, but training of a broader type which guides the student to a better understanding of how business helps to integrate our vast social and economic structure. Many educators are insisting that courses in general business and socio-economics be given to all students; not just to those majoring in business education.

There is a further need of extensive readings in social business to eliminate misconceptions as to the function of business training. Studies of this nature made by Tonne<sup>9</sup> show that there are more of the children of lower paid workers as compared with those from higher economic strata enrolled in business courses. He concludes that the reason for this is the misconception in the minds of these students that they can, by taking highly specialized technical training, achieve a higher standard of living than their parents. The result of this is that they fail to develop proper attitudes toward business which would fit them for positions of responsibility. He has this to say regarding the obligations of business education in preparing youth:

The average young man or woman going out into self-supporting life from the secondary school is rather ignorant of the most easily understood of the economic forces and processes at work in the world. Educators agree that one of the most important of the objectives of education is that of developing social efficiency of the

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<sup>9</sup>Ibid., p. 53.



individual. Yet this most important phase in the development of social efficiency is at times overlooked. It would seem, therefore, that modern education has not kept pace with the progress of the economic world and with social progress in general. Business and education have for many years been operating as separate and distinct entities, and, therefore, business education in particular has not been functioning as well as it might in the preparation of its students for the business world.<sup>10</sup>

Teachers generally agree that lack of understanding of fundamental business issues by students is far too great, although interest may not be lacking. Problems facing society today are far greater than ever before, and the solution of such problems demands citizens with sound training in political and economic theory. Frequently, particularly among high school students, there is a fundamental lack of understanding of such issues as tariffs, price regulations, labor and management problems, banking, finance, public control of utilities, collective bargaining, cartels, etc., or even a desire for knowledge of such problems. A guided program of business readings can do much to improve this situation in the schools, and to incite a spirit of inquiry in those who have the required aptitude and intellect to acquire sound business fundamentals.

For those students who will not study general business, the library should place before them materials from which they can integrate their everyday business experiences in a profitable manner. General business education is not only necessary

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<sup>10</sup>Ibid., p. 53.

for good citizenship, but should aid the student in better managing his personal affairs, so that he may spend his money wisely and realize more value from the goods and services that our economic system affords.

#### Responsibility of the Library to Business Education

Teachers and administrators need full understanding of the part the library plays in encouraging school reading to lead on into personal interests, hobbies, and vocational aims. A student may study a phase of business along with many other students for whom it is only a temporary interest, but if he goes on with other research and constructive activities, then the library and the school take on added responsibilities. Although the school library cannot possibly have all the books available on business, vocations, or related business subjects for its readers, it can be extremely helpful in integrating the classroom and the outside business world.

The library has the added responsibility of encouraging the study of socio-economic factors and of making available appropriate materials to avoid overcrowding the curriculum with social subjects, in order to prevent the overstressing of the social phases of the technical curriculum. In the final analysis, the test of a good citizen is the ability to earn his own living, and no matter how much he may know of current economic problems and business life, he must first pay his own way. Thus we see the importance of proper library facilities, as the student must acquire much of this broader

and higher type of business knowledge on his own time. The library must furnish opportunity for exploration into all phases of business, and the collection of books should be varied and extensive enough to show the interrelationship of business with all phases of everyday life.

In support of the contention that the library has a definite responsibility toward social-business education, the following quotation from Harvey A. Andruss is cited:

Social-business education is not the responsibility of any one department now existing in our modern schools. It is a problem for the entire high school, as all students will do business and all are members of society.<sup>11</sup>

The library, like every other department in the school which takes part in the guidance of young people, has the obligation of learning the problems of youth, and to the extent of financial limitations, assisting them in better understanding those problems through reading guidance. This is particularly true in such areas as vocational information, general business information, etc. The library becomes increasingly important when considered in this light, and it becomes obvious that many more books will be required by the student of the future, and that they must be selected with care.

Today the library is recognized as the center of the instructional program.<sup>12</sup> One of the primary purposes of

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<sup>11</sup>Harvey A. Andruss, Better Business Education, p. 37.

<sup>12</sup>George Thomas Walker, "The Library in Business Education," The Journal of Business Education, (April, 1941), p. 15.

education is to instill in the student that interest in the world about him so that he will begin to seek out the answers to questions of business now, though the answers may not become obvious until he is an experienced businessman, if then. His primary concern in using the library is to acquire and integrate facts of business and economics which are applicable to current problems, and to be able to use these findings wisely.

When a sound collection of the best material available is placed before the student, and the business education teacher utilizes this material to the utmost in such areas as research, classroom discussions, and individual interests, the broad aims of business education will be more nearly realized.

## CHAPTER III

### EVALUATION OF COMMERCIAL TEACHER PARTICIPATION IN THE LIBRARY PROGRAM

#### Purpose of Chapter

The purpose of this chapter is to show, from the results of questionnaires given to business education teachers, the extent to which teachers participate in the selection of books of business, the number and kinds of business books which are purchased each year, a list of the periodicals of business subscribed to by the library, and the use, if any, which is made of these materials in student research projects and reading programs. It is the intent of the writer to show that there is a need in most high school libraries for more extensive reading materials in the field of business, and for greater use of these materials by teachers in directed reading and research projects. That this need is felt by many educators is expressed by Walker and Hamilton as follows:

It is believed that library references for the various business subjects, including the skill subjects, have not in the past been fully utilized. Therefore, in continuing and extending their efforts toward the enrichment of business courses, school principals, administrators and business teachers must recognize the positive relationship between books and mental growth. In many high school libraries no materials have been provided for the commercial department and in too many other schools the materials now available are not comparable with other departments

of the school . . . . Two additional problems will have to be handled by the business teacher in cooperation with the school librarian. These are the wise selection of library materials, and the development of plans for the most advantageous use of the library facilities available.<sup>1</sup>

Finally, a list of books will be given which have been designated by the above-mentioned teachers as those books of business which they believe should be in the average high school library.

#### Results of Teacher Survey

Questionnaires were distributed to experienced business teachers who were presently attending North Texas State College, and twenty-six were returned with the desired information given. The schools represented by these teachers were placed in two groups for the purpose of this study: (1) those with enrollments of five hundred or less and (2) those over five hundred. A large majority, eighteen, of the schools represented fall into the category of five hundred or less.

The specific questions asked in the questionnaire given to business teachers in this survey were:

1. What is the approximate enrollment of the high school in which you teach?
2. Approximately how many books of a business nature are purchased by your library each year?

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<sup>1</sup>George Thomas Walker and Herbert A. Hamilton, "The Library in Business Education," The Journal of Business Education, (April, 1941), pp. 15-16.

3. Are you requested to make selections of business books and periodicals for your library?

4. Do you have sources readily available from which you can make a representative business selection?

5. Are selections which are made predominantly periodicals?

6. Are selections which are made predominantly technical (vocational) in nature?

7. Is library research required of your students in non-technical business courses?

8. Is the collection of business publications in your library extensive enough to permit research into related fields of socio-economics?

The summary of the findings of the questionnaires as to how the twenty-six teachers questioned and their schools met the above items is shown in Table 1.

Analysis of these data show that in the group of schools of five-hundred or less enrollment, the average number of books of a business nature, irrespective of periodicals, purchased per year was 5.2, while in the schools of five hundred or greater enrollment the average was 17. These figures tend to be misleading, however, as in the smaller group of schools the range was from 1 to 12, while in the larger schools the range was from 5 to 50. With the extremes of 1 and 50 eliminated, the mean for all the schools reporting was 5.5.

TABLE 1

THE EXTENT TO WHICH THE SCHOOLS OF THE TWENTY-SIX BUSINESS TEACHERS QUESTIONED MET THE ITEMS ASKED FOR REGARDING SELECTION AND USE OF BUSINESS BOOKS

Items Evaluated	Size of Schools by Enrollment Groups		Total
	Less than 500	500 or More	
	Number of Schools in Each Group		
	18	8	
2.	Av. 5.2	Av. 17	
3. Yes	14	5	19
No	4	3	7
4. Yes	5	4	9
?	1		1
No	12	4	16
5. Yes	11	2	13
?	1	5	6
No	6	2	8
6. Yes	9	5	14
?	3	2	5
No	12	1	13
7. Yes	6	3	9
No	12	5	17
8. Yes	8	4	12
No	10	4	14

Nineteen, or seventy-three per cent of the teachers reporting, stated that they were requested to select business books for the library, while sixty-five per cent reported



that they did not have sources or reference lists available from which they could make representative business selections. This indicates that there is a definite need for a ready reference list of all kinds of business publications, from which the business teacher can make a list to fit the particular needs of his school. Problems which have faced the library in the past in meeting this need are expressed by Goodykoontz in the following paragraph:

Two enormous problems face the library in regard to furnishing material for reference work. One of them is that teachers, in their zeal to offer truly meaningful units of study, offer those for which there is little really suitable reference material. Frequently the students must rely on books prepared for college or for study on the adult level. Another difficulty in providing reference materials for units of work lies in the cost of such a program.<sup>2</sup>

Thirteen, or half the teachers surveyed, reported that of the total number of business publications acquired by their library, the majority were periodicals or magazines. Among these, publishing house periodicals appear most often, and of those for which there is a subscription price the technical or skill periodicals predominate. A summary of business periodicals subscribed to by the schools of the teachers questioned is given in Table 2. Thirteen of the teachers reported that three or fewer periodicals were

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<sup>2</sup>Bess Goodykoontz, "Relation of Books and Libraries to Education," ALA Bulletin, Vol. 32 (Jan.-Dec., 1938), p. 504.

TABLE 2

PERIODICALS SUBSCRIBED TO BY THE SCHOOLS  
OF THE TWENTY-SIX TEACHERS REPORTING

Title of Magazine	Publisher	Number sub- scribing
Advertising Age	Advertising Publications, Inc., Chicago, Ill.	1
Balance Sheet	South-Western Pub. Co., Chicago, Ill.	21
Ball State Commerce Journal	Ball State Teachers College, Muncie, Ind.	1
Business Ed. World	Gregg Pub. Co., New York, New York	12
Business Week	McGraw-Hill Pub. Co., New York, N. Y.	4
Consumer's Guide	U. S. Dept. of Agricul- ture, Washington, D. C.	1
Fortune	William D. Greer, New York, N. Y.	2
Gregg News-Letter	Gregg Pub. Co., New York, N. Y.	6
Gregg Writer	Gregg Pub. Co., New York, N. Y.	16
Journal of Business Education	Herbert A. Tonne, Wilkes-Barre, Pa.	3
Newsweek	Malcolm Muir, New York, N.Y.	3
Occupations	Vocational Guidance Ass'n., New York, N. Y.	2
Spectator	Chilton Co., Inc., Phila., Pa.	1
Time	Time, Inc., Chicago, Ill.	2
United States Review	U. S. Review Pub. Co., Philadelphia, Pa.	1

subscribed for, while three reported no periodicals subscribed for at all.

In answer to the question regarding use of the library by the students for required reading, only thirty-five per cent indicated that outside readings were required of their students. Although this sampling is comparatively small, this figure indicates that far too few business teachers take advantage of the library in broadening the understanding and outlook of students. With the broadening of the field of business, the responsibilities of the business teacher are increased, as indicated by Price in the following excerpt:

At present there is a noticeable trend toward this "real" business education, valuable to producer and consumer alike. The teacher of business subjects is beginning to recognize the importance of introducing the pupil to a study of economics and business organization and his future role as a worker by making him aware of his present-day economic activities and identity with business.<sup>3</sup>

One of the best ways for the teacher of business to introduce the student to the various phases of economic and business life is through a more adequate and thorough use of the library and its facilities, in conjunction with classroom work.

That teachers do not fully use the facilities available is indicated by the answers to the last question regarding the adequacy of the library to meet the research needs of

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<sup>3</sup>Ray G. Price and Harold M. Benson, "The Purpose of Business Education," The School Review, XLIV (January, 1941), p. 43.

the business student. Although only thirty-five per cent indicated that a directed program of reading was carried on, forty-six per cent indicated adequate book collections.

The books listed in Table 3 are compiled from that part of the questionnaire which requested that the teachers list five books which they felt should be in every high school library. Some of the books may be too technical for high school use, but are presented to show the findings of this part of the questionnaire.

TABLE 3  
BUSINESS BOOKS SUGGESTED FOR HIGH SCHOOL LIBRARY  
IN RESPONSE TO QUESTIONNAIRE

Name of Book	Author	Number Suggesting
ABC's of Economics	Pound	1
Art of Conversation	Wright	3
Behave Yourself!	Allen	1
Behind the Counter	Van Brussel	1
Business Behavior	Abrams	5
Business Etiquette	Bleeker	1
Business Law	Skar	2
Business Letter in Modern Form	Butterfield	1
Bookkeeping	Noble	2
Careers in Personal Work	Smythe	1
Brief-form Drills	Bisbee	1

TABLE 3--Continued

Name of Book	Author	Number Suggesting
Education for Business	Lyon	1
Functional Method Dictation	Leslie	1
The Fundamentals of Business Training	Goodfellow	1
Gentlemen Behave	Townes	1
Gregg Speed Building	Gregg	1
Government and Agriculture	Blaisdell	1
How to Find and Follow Your Career	Reilly	3
Introduction to Business	Reed and Morgan	1
Key\$ and Cue\$	Findlay and Findlay	1
Making the Most of Your Income	Blodgett	1
Manners Make Men	The Witan	1
New Careers for Youth	Pitkin	1
Occupations	Brewer	1
Occupations Today	Brewer	3
Principles of Accounting	Finney	1
Pick Your Job - and Land It!	Edlund and Edlund	2
Principles of Economics	Marshall	2
Progress and Poverty	George	2
Standard Handbook for Secretaries	Hutchinson	5

TABLE 3.--Continued

Name of Book	Author	Number Suggesting
Secretarial Office Practice	Loso	1
She Strives to Conquer	Maule	1
Gregg Shorthand Dictionary	Gregg	1
Take a Letter	Garrett	1
Wealth of Nations	Smith	2
You and Your Future Job	Campbell	2
Your Carriage, Madam!	Lane	1
Your Voice Personality	Osborne	2

In summary, the findings of this chapter show that in a large number of schools the business education reading facilities are inadequate, and in a still larger number of schools indicate that full and adequate use is not being made of those facilities which do exist for the purpose of broadening social and economic understanding. Where non-technical courses permit, it is economically as well as professionally expedient that teachers expand the scope of their work to permit better understanding of world affairs and business. Tonne says:

Not until our teachers of business and commercial education fully recognize that we live in a business age requiring social vision, economic understanding, as well as manipulative skill, will they be in a position to justify the larger and increasing public

expenditures called for by commercial education. True commercial education is cheap at any price because of its fundamental values.<sup>4</sup>

The teacher of business education can, through understanding and proper use of the readings in business which are available, go a long way toward bridging the gap that lies between the student and employment on his first job.

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<sup>4</sup>Herbert A. Tonne, "Thoughts on Commercial Education," The Journal of Business Education, (June, 1940), p. 26.

## CHAPTER IV

### EVALUATION OF CURRENT BUSINESS PERIODICALS

#### Purpose of Chapter

This chapter is concerned with one very important medium of communication, so far as business education and the library are concerned: the business magazine, or the periodical related to business. High school students are avid readers of magazines, which in many schools are used to supplement courses or as substitutes for textbooks. Walter says:

Only a little casual observation is needed to convince one that Americans are primarily readers of periodicals and only secondarily of books. So rapidly has this tendency increased the past few years that argument in favor of wider use of periodicals in libraries is now quite unnecessary.<sup>1</sup>

Magazines have advantages over books which should be utilized by business teachers. They meet the demand for current topics, are usually written in easily readable style and have more appealing illustrations, and can be used in shorter units of time than can books.

The purpose of this chapter is to set up certain criteria for the evaluation of business periodicals, and to show the ratings given various magazines by educators who are considered experts in their respective fields.

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<sup>1</sup>Frank L. Walter, Periodicals for the Small Library, p. 5.



### Criteria for Evaluation of Business Periodicals

There are many criteria for determining the suitability of business periodicals as reading material for the average high school student.<sup>2</sup>

Publisher.--The publisher should be considered, as well as any other publications for which he is responsible. Is the magazine sponsored by special interests, or by non-profit organizations interested in advancing some particular cause?

Character and Policy.--Is the style technical or easily understood by high school students? Does the publication attempt to disseminate propaganda or political bias, or is it interested only in an impartial presentation of all the facts?

Price.--Is the price such that the magazine can economically be included in the budget of the average high school library? Is the price indicative of the relationship of the sponsors to the advertisers?

Advertising.--Does the advertising show good taste, and is it suitable for high school students? Is there a predominance of one type, and is the advertising well organized throughout the magazine?

Physical Makeup.--Is the print clearly stamped on good paper, and is the magazine properly bound and of good enough

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<sup>2</sup>Laura Katherine Martin, Magazines for School Libraries, pp. 187-188.

quality that it can be retained as permanent research material?

Reading Level.--Are the content and style suitable for senior high school students, and does the material challenge the superior student as well as the slow and average?

#### Rating of Business Periodicals

Twenty business periodicals were rated as to their suitability for the secondary level of reading, and the results are given in Table 4.

TABLE 4

#### RATING OF TWENTY BUSINESS PERIODICALS AS TO SUITABILITY FOR SECONDARY READING LEVEL

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .				X	
American City . . . . .			X		
Balance Sheet . . . . .				X	
Barron's . . . . .				X	
Business Week . . . . .	X				
Consumer's Digest . . . . .		X			
Consumer's Guide . . . . .		X			
Consumer's Research Bulletin . . . . .		X			
Consumer's Union Reports . . . . .			X		
Forbes . . . . .				X	
Fortune . . . . .		X			
Journal of Business Education . . . . .			X		
Nation's Business . . . . .	X				
Newsweek . . . . .	X				
Monthly Labor Review . . . . .		X			
Occupations . . . . .			X		
Printer's Ink . . . . .		X			
Survey of Current Business . . . . .			X		
Texas Business Review . . . . .		X			
United States News . . . . .	X				

The ratings of superior, excellent, good, fair, and poor are comparative standards, and the results shown in this table are to be considered only for the senior high school level. If the same publications were to be rated for the adult level of reading, many of those which are rated only fair would probably rate superior, and if they were rated for the junior high school level, still different results would be obtained.

When rated for their value as technical material, the results were as shown in Table 5. Technical material, for

TABLE 5  
RATING OF TWENTY BUSINESS PERIODICALS AS TO  
VALUE FOR TECHNICAL MATERIAL

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .			X		
American City . . . . .		X			
Balance Sheet . . . . .		X			
Barron's . . . . .		X			
Business Week . . . . .		X			
Consumer's Digest . . . . .			X		
Consumer's Guide . . . . .			X		
Consumer's Research Bulletin . . . . .		X			
Consumer's Union Reports . . . . .		X			
Forbes . . . . .				X	
Fortune . . . . .			X		
Journal of Business Education . . . . .		X			
Monthly Labor Review . . . . .		X			
Nation's Business . . . . .			X		
Newsweek . . . . .		X			
Occupations . . . . .	X				
Printer's Ink . . . . .		X			
Survey of Current Business . . . . .	X				
United States News . . . . .		X			
Texas Business Review . . . . .	X				

the purpose of this study, means that type of material which would be useful in improving technical skills, or material of a scientific or statistical nature which could be used in research.

Table 6 shows these same periodicals rated for their value as non-technical material. By non-technical is meant

TABLE 6  
RATING OF TWENTY BUSINESS PERIODICALS AS TO  
VALUE FOR NON-TECHNICAL MATERIAL

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .		X			
American City. . . . .			X		
Balance Sheet . . . . .		X			
Barron's . . . . .		X			
Business Week . . . . .		X			
Consumer's Digest . . . . .			X		
Consumer's Guide . . . . .			X		
Consumer's Research Bulletin . . . . .			X		
Consumer's Union Reports . . . . .			X		
Forbes . . . . .		X			
Fortune . . . . .	X				
Journal of Business Education . . . . .			X		
Monthly Labor Review . . . . .			X		
Nation's Business . . . . .		X			
Newsweek . . . . .	X				
Occupations . . . . .		X			
Printer's Ink . . . . .		X			
Survey of Current Business . . . . .			X		
Texas Business Review . . . . .				X	
United States News . . . . .	X				

that type of material which should be read for the development of a broad general business or socio-economic background.

In Table 7 is shown the respective ratings given by these twenty magazines for their scope of content. By scope

TABLE 7

RATING OF TWENTY BUSINESS PERIODICALS AS  
TO SCOPE OF CONTENT

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .		X			
American City . . . . .		X			
Balance Sheet . . . . .		X			
Barron's . . . . .	X				
Business Week . . . . .	X				
Consumer's Digest . . . . .		X			
Consumer's Guide . . . . .		X			
Consumer's Research Bulletin . . . . .			X		
Consumer's Union Reports . . . . .			X		
Forbes . . . . .		X			
Fortune . . . . .	X				
Journal of Business Education . . . . .		X			
Monthly Labor Review . . . . .			X		
Nation's Business . . . . .		X			
Newsweek . . . . .		X			
Occupations . . . . .		X			
Printer's Ink . . . . .		X			
Survey of Current Business . . . . .	X				
Texas Business Review . . . . .	X				
United States News . . . . .		X			

of content is meant coverage. Does the magazine have a wide coverage, or does it take in all the areas of business and economics? For some magazines this is a specialty, while others tend to concentrate on narrow fields, and to go deeper into the areas covered. Those magazines which rate high on this factor should rank high among magazines which are desirable for the high school library, other factors being equal.

Table 8 measures the validity of content of the twenty periodicals rated. By validity of content is meant the extent to which the findings reported in the periodicals can be

TABLE 8  
RATING OF TWENTY BUSINESS PERIODICALS  
AS TO VALIDITY OF CONTENT

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .	X				
American City . . . . .		X			
Balance Sheet . . . . .		X			
Barron's . . . . .	X				
Business Week . . . . .		X			
Consumer's Digest . . . . .			X		
Consumer's Guide . . . . .			X		
Consumer's Research Bulletin . . . . .			X		
Consumer's Union Reports . . . . .		X			
Forbes . . . . .		X			
Fortune . . . . .	X				
Journal of Business Education . . . . .		X			
Monthly Labor Review . . . . .		X			
Nation's Business . . . . .			X		
Newsweek . . . . .		X			
Occupations . . . . .		X			
Printer's Ink . . . . .		X			
Survey of Current Business . . . . .	X				
Texas Business Review . . . . .	X				
United States News . . . . .		X			

relied upon as being truly scientific findings, the amount and type of research which is back of their reports, and the accuracy with which their findings have been sustained over long periods of time. Next to suitability of reading level this is one of the most important factors upon which a magazine or any other publication can be judged, as the student usually must rely solely on secondary data when doing research in many fields of business.

Table 9 is an indication of how the twenty periodicals compare on the basis of composite scores and average ratings, from the standpoint of the above-mentioned factors by which

a business education teacher should judge business magazines.

TABLE 9  
COMPARISON OF TWENTY BUSINESS PERIODICALS AS TO  
COMPOSITE SCORE AND AVERAGE RATING  
ON BUSINESS BASES

Name of Periodical	Composite Score	Average Rating
Business Week . . . . .	22	4.4
Fortune . . . . .	22	4.4
Newsweek . . . . .	22	4.4
United States News . . . . .	22	4.4
Survey of Current Business . . . . .	21	4.2
Texas Business Review . . . . .	21	4.2
Barron's . . . . .	20	4
Consumer's Research Bulletin . . . . .	20	4
Occupations . . . . .	20	4
Printer's Ink . . . . .	20	4
Nation's Business . . . . .	19	3.8
American Economic Review . . . . .	18	3.6
American City . . . . .	18	3.6
Balance Sheet . . . . .	18	3.6
Journal of Business Education . . . . .	18	3.6
Monthly Labor Review . . . . .	18	3.6
Consumer's Digest . . . . .	17	3.4
Consumer's Guide . . . . .	17	3.4
Consumer's Union Reports . . . . .	17	3.4
Forbes . . . . .	16	3.2

It is to be noted from the above table that many of the periodicals rank equally, in which instances they are placed alphabetically. In considering the above ratings of business factors, 1 to 2 is to be considered poor, 2 to 3 fair, 3 to 4 good, 4 to 5 excellent, and 5 superior.

Ratings of the twenty business periodicals by an expert in the field of economics as to their suitability for the

high school level from the viewpoint of economics are shown in Table 10.

TABLE 10  
RATING OF TWENTY BUSINESS PERIODICALS AS TO  
SUITABILITY FOR SECONDARY LEVEL FROM  
VIEWPOINT OF ECONOMICS

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .					X
American City . . . . .			X		
Balance Sheet . . . . .			X		
Barron's . . . . .		X			
Business Week . . . . .			X		
Consumer's Digest . . . . .			X		
Consumer's Guide . . . . .			X		
Consumer's Research Bulletin . . . . .			X		
Consumer's Union Reports . . . . .			X		
Forbes . . . . .		X			
Fortune . . . . .			X		
Journal of Business Education . . . . .				X	
Monthly Labor Review . . . . .			X		
Nation's Business . . . . .			X		
Newsweek . . . . .			X		
Occupations . . . . .		X			
Printer's Ink . . . . .			X		
Survey of Current Business . . . . .			X		
Texas Business Review . . . . .				X	
United States News . . . . .			X		

When judging books by the above-mentioned criteria, the manner in which the content is written should be judged very closely. Is the material written in a readable manner and presented in an interesting fashion?

How the periodicals compare when rated as to their wide coverage in the field of economics is shown in Table 11.



TABLE 11

RATING OF TWENTY BUSINESS PERIODICALS AS TO  
WIDE COVERAGE IN FIELD OF ECONOMICS

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .			X		
American City . . . . .				X	
Balance Sheet . . . . .			X		
Barron's . . . . .	X				
Business Week . . . . .		X			
Consumer's Digest . . . . .				X	
Consumer's Guide . . . . .				X	
Consumer's Research Bulletin . . . . .				X	
Consumer's Union Reports . . . . .				X	
Forbes . . . . .			X		
Fortune . . . . .		X			
Journal of Business Education . . . . .		X			
Monthly Labor Review . . . . .		X			
Nation's Business . . . . .		X			
Newsweek . . . . .		X			
Occupations . . . . .		X			
Printer's Ink . . . . .				X	
Survey of Current Business . . . . .	X				
Texas Business Review . . . . .				X	
United States News . . . . .		X			

By wide coverage is meant the scope or areas of economics treated by the periodical.

Table 12 is a comparison of the twenty business periodicals when rated on the basis of freedom from propaganda. When rating a magazine on this basis, the objective of the magazine and the causes which it champions should be considered very closely.

The reader of the periodical should know whether the objective of biased opinion or of unbiased facts is followed by the editor and writers, and whether the purpose of the magazine is the advancement of some particular cause or interest,

TABLE 12

RATING OF TWENTY BUSINESS PERIODICALS AS TO  
FREEDOM FROM PROPAGANDA

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .	X				
American City . . . . .	X				
Balance Sheet . . . . .	X				
Barron's . . . . .			X		
Business Week . . . . .				X	
Consumer's Digest . . . . .				X	
Consumer's Guide . . . . .				X	
Consumer's Research Bulletin . . . . .	X				
Consumer's Union Reports . . . . .	X				
Forbes . . . . .		X			
Fortune . . . . .				X	
Journal of Business Education . . . . .		X			
Monthly Labor Review . . . . .	X				
Nation's Business . . . . .		X			
Newsweek . . . . .		X			X
Occupations . . . . .		X			
Printer's Ink . . . . .			X		
Survey of Current Business . . . . .	X				
Texas Business Review . . . . .		X			
United States News . . . . .					X

or the interest of society as a whole. A publication can be guilty of propagandizing when it fails to present both sides of a question, although the facts presented may be true as far as they go. Does the magazine attempt to win popularity by catering to popular opinion, or to mold it by upholding ideals?

How the periodicals compared when rated as to their value for research in the field of economics is shown in Table 13.

Several factors should be considered when rating a magazine on this basis. Are the findings and presentation of

TABLE 13

RATING OF TWENTY BUSINESS PERIODICALS AS TO  
VALUE FOR RESEARCH IN ECONOMICS

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .	X				
American City . . . . .				X	
Balance Sheet . . . . .				X	
Barron's . . . . .		X			
Business Week . . . . .				X	
Consumer's Digest . . . . .			X		
Consumer's Guide . . . . .			X		
Consumer's Research Bulletin . . . . .			X		
Consumer's Union Reports . . . . .			X		
Forbes . . . . .			X		
Fortune . . . . .			X		
Journal of Business Education . . . . .			X		
Monthly Labor Review . . . . .	X				
Nation's Business . . . . .				X	
Newsweek . . . . .				X	
Occupations . . . . .		X			
Printer's Ink . . . . .			X		
Survey of Current Business . . . . .	X				
Texas Business Review . . . . .		X			
United States News . . . . .			X		

materials scientific enough that they can be used as valid research by economics students? Has the publication proven itself to be reliable over a long period of time in its interpretation of economic problems?

In Table 14 is given the ratings of the twenty business periodicals for their value in socio-economics.

Does the publication treat broad social and economic problems, and does it deal with them in a manner that can be understood by the average high school student? To be

TABLE 14  
 RATING OF TWENTY BUSINESS PERIODICALS  
 AS TO VALUE IN SOCIO-ECONOMICS

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .	X				
American City . . . . .				X	
Balance Sheet . . . . .				X	
Barron's . . . . .	X				
Business Week . . . . .			X		
Consumer's Digest . . . . .			X		
Consumer's Guide . . . . .			X		
Consumer's Research Bulletin . . . . .			X		
Consumer's Union Reports . . . . .		X			
Forbes . . . . .		X			
Fortune . . . . .			X		
Journal of Business Education . . . . .			X		
Monthly Labor Review . . . . .	X				
Nation's Business . . . . .			X		
Newsweek . . . . .				X	
Occupations . . . . .		X			
Printer's Ink . . . . .			X		
Survey of Current Business . . . . .		X			
Texas Business Review . . . . .		X			
United States News . . . . .			X		

valuable from the standpoint of this criterion, a magazine should contribute to the general business background of the student, and should aid him in analyzing and evaluating happenings in the business and economic world.

Table 15 is an indication of how the twenty business periodicals compare on the bases of composite scores and average ratings, from the standpoint of the educator who is a specialist in economics.

TABLE 15

COMPARISON OF TWENTY BUSINESS PERIODICALS AS TO  
COMPOSITE SCORE AND AVERAGE RATING  
ON ECONOMICS BASES

Name of Periodical	Composite Score	Average Rating
Monthly Labor Review . . . . .	22	4.4
Survey of Current Business . . . . .	22	4.4
Barron's . . . . .	21	4.2
Occupations . . . . .	20	4
American Economic Review . . . . .	19	3.8
Forbes . . . . .	18	3.6
Consumer's Union Reports . . . . .	17	3.4
Consumer's Research Bulletin . . . . .	16	3.2
Journal of Business Education . . . . .	16	3.2
Nation's Business . . . . .	16	3.2
Texas Business Review . . . . .	16	3.2
Balance Sheet . . . . .	15	3
Fortune . . . . .	15	3
American City . . . . .	14	2.8
Business Week . . . . .	14	2.8
Printer's Ink . . . . .	14	2.8
United States News . . . . .	14	2.8
Consumer's Digest . . . . .	13	2.6
Consumer's Guide . . . . .	13	2.6
Newsweek . . . . .	12	2.4

The six tables which follow give a rating of the twenty business periodicals from the viewpoint of English, and are an evaluation on the bases of composition and grammar, level of reading, organization of material, presentation of material, and the cultural value which is to be derived from reading the publications.

Table 16 is an evaluation of the periodicals when considered on the basis of composition and grammar.

TABLE 16

RATING OF TWENTY BUSINESS PERIODICALS  
ON COMPOSITION AND GRAMMAR

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .	X				
American City . . . . .		X			
Balance Sheet . . . . .	X				
Barron's . . . . .		X			
Business Week . . . . .		X			
Consumer's Digest . . . . .		X			
Consumer's Guide . . . . .		X			
Consumer's Research Bulletin . . . . .		X			
Consumer's Union Reports . . . . .		X			
Forbes . . . . .		X			
Fortune . . . . .	X				
Journal of Business Education . . . . .	X				
Monthly Labor Review . . . . .	X				
Nation's Business . . . . .		X			
Newsweek . . . . .	X				
Occupations . . . . .	X				
Printer's Ink . . . . .		X			
Survey of Current Business . . . . .	X				
Texas Business Review . . . . .	X				
United States News . . . . .	X				

In evaluating a book on the above-mentioned basis, the reader should take into consideration several factors. Are the sentences well-constructed, continuous and written in a scholarly yet easily readable manner, or are they ponderous, fragmentary, and difficult to read? Are difficult words used unnecessarily where better-known ones would suffice? Does the writer take license with spelling and punctuation?

How the periodicals compare when rated as to level of reading from the standpoint of the instructor of English is shown in Table 17.

TABLE 17

RATING OF TWENTY BUSINESS PERIODICALS AS TO  
LEVEL OF READING FROM STANDPOINT  
OF FIELD OF ENGLISH

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .				X	
American City . . . . .			X		
Balance Sheet . . . . .			X		
Barron's . . . . .				X	
Business Week . . . . .	X				
Consumer's Digest . . . . .	X				
Consumer's Guide . . . . .		X			
Consumer's Research Bulletin . . . . .		X			
Consumer's Union Reports . . . . .			X		
Forbes . . . . .		X			
Fortune . . . . .			X		
Journal of Business Education . . . . .			X		
Monthly Labor Review . . . . .			X		
Nation's Business . . . . .	X				
Newsweek . . . . .	X				
Occupations . . . . .			X		
Printer's Ink . . . . .		X			
Survey of Current Business . . . . .				X	
Texas Business Review . . . . .			X		
United States News . . . . .			X		

By level of reading, is the magazine intended for high school, college, or adult level? Those periodicals in the above table which are rated the highest are those which are deemed most suitable for the senior high school. If the material is technical, is it such that it can be understood and used profitably by the student?

In considering the organization of material, the reader should note whether articles follow scientific and standardized

lines of development, whether illustrations are properly placed and in good taste, and whether the publication as a whole is well-organized. Table 18 is a comparison of the twenty business periodicals on this basis.

TABLE 18  
RATING OF TWENTY BUSINESS PERIODICALS  
AS TO ORGANIZATION OF MATERIAL

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .		X			
American City . . . . .	X				
Balance Sheet . . . . .			X		
Barron's . . . . .	X				
Business Week . . . . .		X			
Consumer's Digest . . . . .	X				
Consumer's Guide . . . . .		X			
Consumer's Research Bulletin . . . . .			X		
Consumer's Union Reports . . . . .		X			
Forbes . . . . .		X			
Fortune . . . . .	X				
Journal of Business Education . . . . .		X			
Monthly Labor Review . . . . .	X				
Nation's Business . . . . .		X			
Newsweek . . . . .		X			
Occupations . . . . .	X				
Printer's Ink . . . . .		X			
Survey of Current Business . . . . .	X				
Texas Business Review . . . . .	X				
United States News . . . . .	X				

Ratings of the periodicals on the basis of presentation of material is given in Table 19. By presentation of facts, are findings presented in a clear, concise, objective manner, free from bias and personal opinion? Findings should also be



TABLE 19

RATING OF TWENTY BUSINESS PERIODICALS  
AS TO PRESENTATION OF MATERIAL

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .	X				
American City . . . . .		X			
Balance Sheet . . . . .		X			
Barron's . . . . .		X			
Business Week . . . . .	X				
Consumer's Digest . . . . .	X				
Consumer's Guide . . . . .			X		
Consumer's Research Bulletin . . . . .			X		
Consumer's Union Reports . . . . .		X			
Forbes . . . . .		X			
Fortune . . . . .	X				
Journal of Business Education . . . . .		X			
Monthly Labor Review . . . . .	X				
Nation's Business . . . . .			X		
Newsweek . . . . .	X				
Occupations . . . . .		X			
Printer's Ink . . . . .		X			
Survey of Current Business . . . . .	X				
Texas Business Review . . . . .	X				
United States News . . . . .	X				

presented in the most entertaining style possible, if the magazine is to be read purely on a voluntary basis.

Table 20 is a comparison of the periodicals from the standpoint of their cultural value. This is, in the opinion of the writer, the most important basis for judging writing from the standpoint of the teacher of English. The coverage of the magazine and the scope of individual articles should be such that the student's background knowledge will be improved. Proper use of the publication should increase the student's usefulness as a thinking citizen who can discuss

intelligently current business and economic problems, and should instill in him the desire for a higher standard of living. The development of this ability to analyze problems

TABLE 20  
RATING OF TWENTY BUSINESS PERIODICALS  
AS TO CULTURAL VALUE

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .				X	
American City . . . . .		X			
Balance Sheet . . . . .				X	
Barron's . . . . .		X			
Business Week . . . . .		X			
Consumer's Digest . . . . .			X		
Consumer's Guide . . . . .			X		
Consumer's Research Bulletin . . . . .			X		
Consumer's Union Reports . . . . .			X		
Forbes . . . . .			X		
Fortune . . . . .	X				
Journal of Business Education . . . . .				X	
Monthly Labor Review . . . . .			X		
Nation's Business . . . . .			X		
Newsweek . . . . .		X			
Occupations . . . . .			X		
Printer's Ink . . . . .				X	
Survey of Current Business . . . . .			X		
Texas Business Review . . . . .			X		
United States News . . . . .		X			

would do much to eliminate short-sightedness and economic waste for society as a whole.

How the twenty business periodicals compare on the bases of composite scores and average ratings, when judged from the standpoint of the instructor of English, is indicated in Table 21. This table represents the total points given on

TABLE 21

COMPARISON OF TWENTY BUSINESS PERIODICALS AS TO  
COMPOSITE SCORE AND AVERAGE RATING  
ON ENGLISH BASES

Name of Periodical	Composite Score	Average Rating
Fortune . . . . .	23	4.6
Newsweek . . . . .	23	4.6
Business Week . . . . .	22	4.4
Consumer's Digest . . . . .	22	4.4
United States News . . . . .	22	4.4
Monthly Labor Review . . . . .	21	4.2
Texas Business Review . . . . .	21	4.2
American City . . . . .	20	4
Occupations . . . . .	20	4
Survey of Current Business . . . . .	20	4
Barron's . . . . .	19	3.8
Forbes . . . . .	19	3.8
Nation's Business . . . . .	19	3.8
American Economic Review . . . . .	18	3.6
Consumer's Guide . . . . .	18	3.6
Consumer's Union Reports . . . . .	18	3.6
Journal of Business Education . . . . .	18	3.6
Printer's Ink . . . . .	18	3.6
Balance Sheet . . . . .	17	3.4
Consumer's Research Bulletin . . . . .	17	3.4

the bases of composition and grammar, level of reading, organization and presentation of material, and cultural value.

Finally, the twenty business periodicals were rated by an expert in the field of education on the bases of suitability for the secondary level from the standpoint of education, sources of data, analysis of facts, presentation of facts, and for their value in the field of research.

Table 22 shows how the periodicals compare when rated as to their suitability for the secondary level.

TABLE 22  
RATING OF TWENTY BUSINESS PERIODICALS AS TO  
SUITABILITY FOR SECONDARY LEVEL  
IN EDUCATION

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .				X	
American City . . . . .				X	
Balance Sheet . . . . .			X		
Barron's . . . . .				X	
Business Week . . . . .			X		
Consumer's Digest . . . . .		X			
Consumer's Guide . . . . .		X			
Consumer's Research Bulletin . . . . .		X			
Consumer's Union Reports . . . . .		X			
Forbes . . . . .			X		
Fortune . . . . .		X			
Journal of Business Education . . . . .				X	
Monthly Labor Review . . . . .			X		
Nation's Business . . . . .			X		
Newsweek . . . . .		X			
Occupations . . . . .			X		
Printer's Ink . . . . .				X	
Survey of Current Business . . . . .				X	
Texas Business Review . . . . .				X	
United States News . . . . .	X				

To consider the periodicals on the above-mentioned basis is to determine whether the material is suitable for high school use, whether the content is simply written and presented in a conversational fashion, and whether the reading level is that of the students as a whole.

Table 23 is a ranking of the periodicals on the basis of sources of data. Is most of the material original or primary

TABLE 23

RATING OF TWENTY BUSINESS PERIODICALS  
AS TO SOURCES OF DATA

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .	X				
American City . . . . .			X		
Balance Sheet . . . . .				X	
Barron's . . . . .		X			
Business Week . . . . .			X		
Consumer's Digest . . . . .			X		
Consumer's Guide . . . . .			X		
Consumer's Research Bulletin . . . . .		X			
Consumer's Union Reports . . . . .		X			
Forbes . . . . .			X		
Fortune . . . . .		X			
Journal of Business Education . . . . .			X		
Monthly Labor Review . . . . .	X				
Nation's Business . . . . .			X		
Newsweek . . . . .			X		
Occupations . . . . .		X			
Printer's Ink . . . . .				X	
Survey of Current Business . . . . .		X			
Texas Business Review . . . . .		X			
United States News . . . . .			X		

data, or is much of it reprinted facts and articles which have been borrowed from other publications and books? Does the publication represent the best works of well-known authors and contributors? Has sufficient research been done to justify the conclusions made, and were proper research methods used in reaching these conclusions? Have all sources which would throw light on the issue been employed?

How the twenty periodicals compare when judged on the basis of the manner in which the facts are analyzed is shown in Table 24. To achieve a high rating on this factor, the

TABLE 24

RATING OF TWENTY BUSINESS PERIODICALS  
AS TO ANALYSIS OF FACTS

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .		X			
American City . . . . .				X	
Balance Sheet . . . . .			X		
Barron's . . . . .		X			
Business Week . . . . .		X			
Consumer's Digest . . . . .			X		
Consumer's Guide . . . . .		X			
Consumer's Research Bulletin . . . . .	X				
Consumer's Union Reports . . . . .	X				
Forbes . . . . .			X		
Fortune . . . . .		X			
Journal of Business Education . . . . .			X		
Monthly Labor Review . . . . .		X			
Nation's Business . . . . .				X	
Newsweek . . . . .				X	
Occupations . . . . .		X			
Printer's Ink . . . . .				X	
Survey of Current Business . . . . .		X			
Texas Business Review . . . . .		X			
United States News . . . . .			X		

material should be considered by the reader on the basis of the help which it will give the student in reaching an understanding of current economic and business problems. The analysis should represent an entirely objective approach to the problem under discussion, and should present all the facts pertinent to the issue.

Table 25 is a comparison of the methods employed by the periodicals in the presentation of facts to their readers. In considering this basis, the reader should know as much as possible of the purposes and objectives of the periodical.

TABLE 25

RATING OF TWENTY BUSINESS PERIODICALS  
AS TO PRESENTATION OF FACTS

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .		X			
American City . . . . .			X		
Balance Sheet . . . . .				X	
Barron's . . . . .			X		
Business Week . . . . .				X	
Consumer's Digest . . . . .			X		
Consumer's Guide . . . . .		X			
Consumer's Research Bulletin . . . . .		X			
Consumer's Union Reports . . . . .		X			
Forbes . . . . .			X		
Fortune . . . . .			X		
Journal of Business Education . . . . .		X			
Monthly Labor Review . . . . .		X			
Nation's Business . . . . .				X	
Newsweek . . . . .				X	
Occupations . . . . .		X			
Printer's Ink . . . . .			X		
Survey of Current Business . . . . .		X			
Texas Business Review . . . . .		X			
United States News . . . . .			X		

Is undue emphasis placed on those findings which promote the interests of the publication? Are facts which would reflect unfavorably on the policies of the publication slighted or omitted entirely? Are facts presented so that the student can reach an objective solution to his particular problem?

When rated as to their value in the field of research from the viewpoint of education, the results are as shown in Table 26. There are several factors which the reader should take into consideration when studying a publication on this basis. Has the content proven such that the material can be

TABLE 26

RATING OF TWENTY BUSINESS PERIODICALS AS TO  
VALUE IN FIELD OF RESEARCH  
IN EDUCATION

Name of Periodical	Sup.	Exc.	Good	Fair	Poor
American Economic Review . . . . .	X				
American City . . . . .				X	
Balance Sheet . . . . .					X
Barron's . . . . .		X			
Business Week . . . . .			X		
Consumer's Digest . . . . .			X		
Consumer's Guide . . . . .			X		
Consumer's Research Bulletin . . . . .		X			
Consumer's Union Reports . . . . .		X			
Forbes . . . . .			X		
Fortune . . . . .			X		
Journal of Business Education . . . . .					X
Monthly Labor Review . . . . .		X			
Nation's Business . . . . .				X	
Newsweek . . . . .				X	
Occupations . . . . .		X			
Printer's Ink . . . . .				X	
Survey of Current Business . . . . .	X				
Texas Business Review . . . . .		X			
United States News . . . . .		X			

used by students of research with the assurance that it is valid? If the publication makes predictions in the areas of business and economics are such predictions based on adequate statistical methods? Are adequate methods of polling and sampling used? Has it been proven over long periods of time, or is it a newcomer in its particular field?

Table 27 is a comparison of the composite scores and average ratings of the twenty business periodicals when rated on the five educational bases of suitability for



TABLE 27

COMPARISON OF TWENTY BUSINESS PERIODICALS AS TO  
COMPOSITE SCORE AND AVERAGE RATING  
ON EDUCATIONAL BASES

Name of Periodical	Composite Score	Average Rating
Consumer's Research Bulletin . . . . .	21	4.2
Consumer's Union Reports . . . . .	21	4.2
American Economic Review . . . . .	20	4
Monthly Labor Review . . . . .	20	4
Occupations . . . . .	19	3.8
Survey of Current Business . . . . .	19	3.8
Consumer's Guide . . . . .	18	3.6
Fortune . . . . .	18	3.6
Texas Business Review . . . . .	18	3.6
United States News . . . . .	18	3.6
Barron's . . . . .	17	3.4
Consumer's Digest . . . . .	16	3.2
Business Week . . . . .	15	3
Forbes . . . . .	15	3
Journal of Business Education . . . . .	13	2.6
Newsweek . . . . .	13	2.6
American City . . . . .	12	2.4
Nation's Business . . . . .	12	2.4
Balance Sheet . . . . .	11	2.2
Printer's Ink . . . . .	11	2.2

secondary level, sources of data, analysis of facts, presentation of facts, and value in the field of research.

Table 26 is an over-all ranking of the twenty business periodicals on the twenty bases of suitability for the secondary level in the field of business, value as technical material, value as non-technical material, scope of content, validity of content, suitability for the secondary level in the field of economics, wide coverage, freedom from propaganda, value for research in economics, value in socio-economics,

TABLE 28

COMPARISON OF TWENTY BUSINESS PERIODICALS  
AS TO COMPOSITE SCORE AND AVERAGE RATING  
ON ALL BASES

Name of Periodical	Composite Score	Average Rating
Survey of Current Business . . . . .	82	4.10
Monthly Labor Review . . . . .	81	4.05
Occupations . . . . .	79	3.95
Fortune . . . . .	78	3.90
Barron's . . . . .	77	3.85
Texas Business Review . . . . .	76	3.80
United States News . . . . .	76	3.80
American Economic Review . . . . .	75	3.75
Consumer's Research Bulletin . . . . .	74	3.70
Business Week . . . . .	73	3.65
Consumer's Union Reports . . . . .	73	3.65
Newsweek . . . . .	70	3.50
Consumer's Digest . . . . .	68	3.40
Forbes . . . . .	68	3.40
Consumer's Guide . . . . .	66	3.30
Nation's Business . . . . .	66	3.30
Journal of Business Education . . . . .	65	3.25
American City . . . . .	64	3.20
Printer's Ink . . . . .	63	3.15
Balance-Sheet . . . . .	61	3.05

composition and grammar, level of reading in English, organization of material, presentation of material, cultural value, suitability for secondary level in education, sources of data, analysis of facts, presentation of facts, and value in the field of research in education.

Table 29 is a presentation of facts concerning the business periodicals which are not given in the above tables. This table gives the subscription price, how the periodical is issued, the date it was established, the circulation in

TABLE 29

SUBSCRIPTION PRICE, ISSUE, DATE OF ESTABLISHMENT,  
CIRCULATION, COVERAGE, NAME OF EDITOR, PUBLISHER  
AND ADDRESS OF TWENTY BUSINESS PERIODICALS

Name of Magazine	Subscription Price	Issued Date	Established	Circulation (in 1,000)	Coverage	Name of Editor, Publisher and Address
American Economic Review	5.00	Q	1911	6	Economics	American Economic Association, Northwestern Univ., Evanston, Ill.
American City	2.00	M	1909	13	Municipal	Harold S. Duttonheim American City Mag. Corp. 470 Fourth Ave., New York 16, N. Y.
Balance Sheet	None	M	----	---	Business, Economics	W. Harmon Wilson South-Western Pub. Company, 201 W. Fourth St., Cincinnati 2, Ohio
Barron's	10.00	W	1921	33	Business, Finance	G. E. Shea, Jr. Barron's Pub. Co., 40 New Street, New York 4, N. Y.
Business Week	5.00	W	1929	150	Business News and Interpretation	R. B. Smith McGraw-Hill Pub. Co., 330 W. 42nd St., New York 18, N. Y.
Consumer's Digest	1.50	M	1937	---	Report on Consumer Products	Consumer's Institute of America, Inc., Washington, N. J.

TABLE 29--Continued

Name of Magazine	Subscription Price	Issued Date	Established	Circulation (in 1,000)	Coverage	Name of Editor Publisher and Address
Consumer's Guide	.50	M	1933	197	Food Consumer	Ben James U. S. Dept. of Agriculture, Washington 25, D.C.
Consumer's Research Bulletin	3.00	M	1929	--*	Analysis of Commodities	F. J. Schlink Consumer's Research Inc., Washington, N. J.
Consumer's Union Reports	5.00	M	1943	--*	Reports on Consumer Products	Madeline Ross Consumer's Union of United States, Inc. 17 Union Square, New York 3, N. Y.
Forbes	4.00	$\frac{1}{2}$ M	1917	83	Industry, Business, Finance	B. C. Forbes B. C. Forbes & Sons Pub. Co., Inc., 120 Fifth Ave., New York 11, N. Y.
Fortune	10.00	M	1930	226	Business, Industry	William D. Geer 350 Fifth Ave., New York 1, N.Y.
Journal of Business Education	2.00	M	1928	--*	Business Teachers	Dr. H. A. Tonne Robert C. Trethaway, 412 Brooks Bldg., Wilkes-Barre, Pa.
Monthly Labor Review	3.50	M	1922	--*	Labor Statistics, Legislation	Lawrence R. Klein U. S. Dept. of Labor, Washington, D. C.

TABLE 29--Continued

Name of Magazine	Subscription Price	Issued Date	Established	Circulation (in 1,000)	Coverage	Name of Editor, Publisher and Address
Nation's Business	4.00	M	1912	480	Business Executives	L. F. Hurley U. S. Chamber of Commerce, 1615 H. St., N.W. Washington 6, D. C.
Newsweek	5.00	W	1933	730	Current News	Malcolm Muir 152 W. 42nd St., New York 18, N. Y.
Occupations	3.50	M	1921	7	Education	H. D. Kitson National Vocational Guidance Ass'n., 82 Beaver St., New York 5, N. Y.
Printer's Ink	4.00	W	1888	19	Advertising, Management, Sales	Eldridge Peterson Printer's Ink Pub. Co., 205 E. 42nd St., New York 17, N. Y.
Survey of Current Business	2.00	M	1935	--*	Current Business	Dept. of Commerce, Dept. of Commerce Building, Washington 25, D.C.
Texas Business Review	2.00	M	1928	--*	Business, Economics of Texas	Bureau of Business College of Bus. Adm. University of Texas, Austin, Texas
United States News	4.00	W	1933	244	News of National Affairs	David Lawrence United States Pub. Co., 24th & N. St., N.W. Washington 7, D. C.

\*This particular information not available.

the nearest thousand, the areas of business and economics covered by the periodical, the name of the editor, and the publisher and address of the periodical.

After an analysis of the above evaluations, the writer has reached the conclusion that there are too few business periodicals which are suitable for the high school level. While nearly all of the twenty periodicals have some desirable features, very few of them are entirely acceptable, because of too-technical material, level of reading, etc. A magazine which is aimed at the high school level and which covers the fields of business and economics should prove very successful in the high school library.

## CHAPTER V

### A STANDARD REFERENCE LIST FOR BUSINESS AND RELATED SUBJECTS

#### Bases for Selection of Books

The books which are included in the following list were selected by the writer, after reading reviews and evaluations of each, on the following bases: (1) level of reading, (2) their value in broadening the background of the student if non-technical, and their value in improving skills if in the technical category, and (3) recency of publication. Most of the books included in this list were published within the last ten years, although there are exceptions to this in the case of books which are deemed especially meritorious. Price is another consideration of all high school libraries; however, no books were excluded because of price, since there are some schools which can afford a wide selection, and many expensive books are well worth the price.

When considering the level of reading of the high school student, the average individual is not aware of the variability between the degree of reading difficulty which the high school student should be able to comprehend, and conditions as they actually exist. This deficiency is exposed by Gray in the following paragraph:

. . . a surprisingly large proportion of young people and adults are at present not equipped to read at even a minimum level of comprehension the great mass of the printed material now available. In support of this statement reference may be made to the fact that the average person in the United States ranks about sixth grade in reading ability and that adult reading material ranks on the average about seventh grade in difficulty. Furthermore, experience teaches that many who are able to read well enough to meet the requirements imposed by schools are unable to read with the insight, discrimination, and breadth of interpretation essential in life outside the school.<sup>1</sup>

Whether this condition is due to lack of native ability or to failure of our educational system to develop the potentialities of the student is not the purpose of this study to determine. Although some of the selections in the following list may be too advanced for the average or slow student, it is the opinion of the writer that all of them can be used to advantage in some phase of business education. It has been the contention of the writer throughout this study that to obtain worthwhile results from the use of books of this type, the teacher must follow a well-planned reading and guidance program. Intelligent use of books of this nature should do much to upgrade the level of reading of the student body as a whole.

The books which follow are listed under the headings of Accounting and Record Keeping, Advertising, Banking and Finance, Business Law, Consumer Education, Economics, General

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<sup>1</sup>William S. Gray, "The Nature and Extent of the Reading Problem in American Education," The Educational Record, p. 89.



Business and Miscellaneous, Labor and Management, Salesmanship, Secretarial Training, and Vocational Information. For purposes of brevity, only the last name of the author is given. The name of the publisher is included, the year of publication, and, where obtainable, the number of pages and the price.

#### Accounting and Record Keeping

- Byrnes and Baker, Do You Want to Become an Accountant?, Stokes, 1940, \$1.50, 187 pages.
- Credit, Bookkeeping for Personal and Business Use, American Technical Society, 1937, \$2.25, 326 pages.
- Dalrymple and Heiges, General Record Keeping for Personal and Business Use, Gregg, 1939, \$1.20, 181 pages.
- Elwell, Zelliott, and Good, Personal and Business Record Keeping, Ginn, 1938, \$1.88, 494 pages.
- Hopkins, Farm Records, Amers, Iowa, Collegiate Press, Inc., 1936, \$3.50, 219 pages.
- Saliers, Modern Practical Accounting, American Technical Society, 1946, \$3.50, 365 pages.
- Stuebaker, Bookkeeping and Accounting for Rural Schools, South-Western, 1932, \$1.40.
- Theiss and Hunter, Practical Accounting, McGraw-Hill, 1942, \$2.25, 386 pages.

#### Advertising

- Arnold, The Bottlenecks of Business, Reynol and Hitchcock, 1940, \$2.50, 335 pages.
- Asher and Heal, Send No Money, Argus, 1942, \$2.75, 240 pages.
- Babson and Stone, Consumer Protection--How It Can Be Secured, Harper, 1938, \$2.50, 214 pages.

- Bennett, More for Your Money, Chemical, 1937, \$2.75, 251 pages.
- Brindze, How to Spend Money, Garden City, 1938, \$1.00, 297 pages.
- Clair and Dignam, Advertising Careers for Women, Harper, 1939, \$2.00, 268 pages.
- Clark, The Advertising Smoke Screen, Harper, 1944, \$2.00, 228 pages.
- Claugh, William Allen White of Emporia, Whittlesey House, 1941, \$2.50, 265 pages.
- Cohn, The Good Old Days, Simon and Schuster, 1940, \$2.75, 597 pages.
- Dana, Behind the Label, Little, Brown, 1938, \$2.00, 255 pages.
- Davis, Advertising as an Occupation, Science Research Associates, 1944, \$0.60, 48 pages.
- Ephriam, Take Care of Yourself, Simon & Schuster, 1937, \$2.00, 287 pages.
- Eskew, Guinea Pigs and Bugbears, Research Press, 1938, \$2.50, 269 pages.
- Goldman, You Pay and You Pay, Howell, Soskin, 1941, \$2.50, 340 pages.
- Hamburger, It's a Woman's Business, Vanguard, 1939, \$2.50, 300 pages.
- Hower, History of Macy's of New York, 1858-1919, Harvard U. Press, 1943, \$3.75, 527 pages.
- Jastrow, Betrayal of Intelligence, Greenberg, 1938, \$1.50, 170 pages.
- Kidd, Just Like a Woman, Appleton-Century, 1945, \$2.00, 184 pages.
- Morell, Poisons, Potions, and Profits, Knight, 1937, \$2.00, 327 pages.
- Norvell, My Adventures in Selling, Dartnell, 1937, \$1.75, 211 pages.

- O'Dea, Advertising as a Career, Printer's Ink, 1945, \$0.50, 138 pages.
- Osborne, Selling as a Career, Dartnell, 1944, \$1.00, 100 pages.
- Pryor and Pryor, Let's Look at Advertising, Harcourt, 1940, \$2.00, 249 pages.
- Reiss, How to Develop Profitable Ideas, Prentice-Hall, 1945, \$3.00, 202 pages.
- Regensteiner, My First Seventy-five Years, Regensteiner, 1943, \$3.00, 285 pages.
- Sandage, Advertising, Theory and Practice, Business Publications, 1937, \$4.50, 618 pages.
- Schlink, Eat, Drink, and be Wary, Grosset & Dunlap, 1937, \$1.00, 322 pages.
- Sokolsky, The American Way of Life, Farrar & Rinehart, 1939, \$2.00, 180 pages.
- Thomson, Making Millions Read and Buy, Drey, 1934, \$3.00, 262 pages.
- Winkler, Five and Ten: The Fabulous Life of F. W. Woolworth, McBride, 1940, \$3.00, 256 pages.
- Woodward, It's an Art, Harcourt, Brace, 1938, \$2.75, 205 pages.
- Woolf, Getting a Job in Advertising, Ronald, 1946, \$2.00, 103 pages.
- Young, Diary of an Ad Man, Advertising Publications, 1944, \$3.75, 527 pages.

#### Banking and Finance

- Allen, Lords of Creation, Harper, 1935, \$3.00, 489 pages.
- Campbell, Careers for Women in Banking and Finance, Dutton 1944, \$2.75, 260 pages.
- Floherly, Money-Go-Round, Lippincott, 1944, \$2.00, 289 pages.
- Floyd and Kinney, Using Dollars and Sense, Newsom, 1942, \$1.40, 314 pages.

- Graham and Seaver, Banking, How It Serves Us, Newson, 1937, \$0.80, 192 pages.
- Graham and Seaver, Money, What It Is and What It Does, Newson, 1936, \$0.80, 158 pages.
- Holdsworth, Money and Banking, Appleton-Century, 1937, \$3.75, 614 pages.
- Jordan, Managing Personal Finances, Prentice-Hall, 1937, \$2.25, 426 pages.
- Kelly, How to Lose Your Money Prudently, Roland Swain Co., 1933, 128 pages.
- Mackey, Money Without Men, Farrar, 1939, \$1.90, 239 pages.
- Majer, Our Country's Money, Crowell, 1939, \$2.00, 121 pages.
- Moody, Masters of Capital, Yale University Press, 1921, \$1.50, 234 pages.
- Woodward and Rose, Primer of Money, McGraw, 1932, \$2.50, 614 pages.

#### Business Law

- Bliss and Rowe, Everyday Law, Heath, 1939, \$1.80.
- Dillavou and Greiner, Business and Law, McGraw-Hill, 1939, \$1.40, 539 pages.
- Kerr, Commercial Law, Macmillan, 1939, \$1.60, 392 pages.
- Skar, Business Law, McGraw-Hill, 1942, 478 pages.
- Thompson, Rogers, and Travers, Business Law and Procedure, American Book, 1937, \$1.80.
- Weaver, Business Law, Allyn and Bacon, 1936, \$1.40.

#### Consumer Education

- Crow, The Great American Customer, Harper, 1943, \$3.00, 252 pages.
- Dana, Behind the Label, Little, Brown, an Atlantic Monthly Press Publication, 1939, \$2.00, 255 pages.

- Fowler, Consumer Cooperation in America, Vanguard Press, 1937, \$2.00.
- Gaer, Consumers All, Harcourt, 1940, \$2.00, 208 pages.
- Hamblen and Zimmerman, Wise Spending, Harper, 1942, \$1.80, 480 pages.
- Herrick, You Don't Have to Be Rich, Appleton-Century, 1940, \$1.75, 235 pages.
- Jacobson, Our Interests as Consumers, Harper, 1942, \$1.48, 338 pages.
- Morell, Poisons, Potions, and Profits, Knight, 1937, \$2.00, 327 pages.
- Neill and Cool, Understanding American Business, Macmillan 1940, \$2.50, 488 pages.
- Roland and Canoyer, Income and Consumption, Henry Holt, 1938, \$2.25, 394 pages.
- Schlink, Eat, Drink, and Be Wary, Grosset and Dunlap, 1937, \$1.00, 322 pages.
- Trilling, Kingman, and Williams, When You Buy, Lippincott, 1939, \$2.50, 401 pages.

#### Economics

- Adams, Getting and Spending, Macmillan, 1940, \$0.60, 125 pages.
- Atkins, Our Economic World, Harper, 1936, \$1.68, 413 pages.
- Beighey and Spanabel, Economics and Business Opportunities, Winston, 1939, \$1.92, 602 pages.
- Chase, Primer of Economics, Random House, 1936, \$1.00, 60 pages.
- Chase, Rich Land, Poor Land, McGraw, 1936, \$2.50, 361 pages.
- Clark, Working Life of Women in the Seventeenth Century, Harcourt, Brace, and Howe, 1920, 328 pages.
- Clark and Rimanoczy, How We Live: A Simple Dissection of the Economic Body, Van Nostrand, 1944, \$1.00, 39 pages.
- Colby and Foster, Economic Geography, Ginn, 1940, \$1.92.

- Edwards and others, Cartel Policy for the United Nations, Columbia University Press, 1946, \$1.50, 124 pages.
- Faulkner, Economic History of the United States, Macmillan, 1937, \$3.00, 354 pages.
- Goslin and Woslin, Our Town's Business, Funk, 1939, \$3.50, 355 pages.
- Gould, Windows on the World, Stackpole Sons, 1937, \$3.00, 421 pages.
- Hacker, The United States, a Graphic History, Crofts, 1938, \$3.00, 354 pages.
- Haney, Economics in a Nutshell, Macmillan, 1933, 213 pages.
- Hausen, America's Role in the World Economy, Norton, 1945, \$2.50, 179 pages.
- Hazlitt, Economics in One Easy Lesson, Harper, 1946, \$2.00, 222 pages.
- Korey and Runge, Economics, Principles and Problems, Longmans, Green, 1939, \$1.80, 681 pages.
- McWilliams, Ill Fares the Land, Little, 1942, \$3.00, 838 pages.
- Neill and Cool, Understanding American Business, Macmillan, 1939, \$1.92, 448 pages.
- Packard, Sinnot, and Overton, Nations Today, Macmillan, 1939, \$2.00, 727 pages.
- Pound, ABC's of Economics, New Directions, 1940, \$2.00, 128 pages.
- Ridgby and Ekblaw, Influence of Geography on Our Economic Life, Gregg, 1938, \$1.84, 658 pages.
- Sloan, Today's Economics, Prentice-Hall, 1936, \$1.68, 339 pages.
- Smith, Economics for Our Times, McGraw, 1946, \$1.88, 222 pages.
- Staples and York, Economic Geography, South-Western, 1940, \$1.96, 661 pages.
- Summers, Wages and Prices, Wilson, 1942, \$1.25, 225 pages.

Whitbeck and Whitaker, The Working World, American Book, 1939,  
\$2.20.

Whitbeck, Economic Geography of South America, McGraw-Hill,  
1940, 469 pages.

#### General Business and Miscellaneous

Allen, Behave Yourself, Lippincott, 1937, 163 pages.

Allen, House of Goodyear, A Story of Rubber, Corday and  
Gross, 1943, \$2.00, 281 pages.

Anonymous, I Listened and Learned, Chek-Chart, 1944, \$3.00,  
202 pages.

Anonymous, Merchandising as a Career, Institute for Research  
Pa., 1939, \$1.00.

Arnall, The Shore Dimly Seen, Lippincott, 1946, \$3.00, 312  
pages.

Beard, A History of the Business Man, Macmillan, 1938, \$5.00,  
779 pages.

Beasley, Knudson, A Biography, Whittlesey House, McGraw-Hill,  
1947, \$3.75, 397 pages.

Beck, Romance of American Transportation, Crowell, 1938,  
\$2.50, 253 pages.

Bleeker, Business Etiquette, Putnam, 1942, \$1.50, 148 pages.

Bollis, The Peoples' Business, Harper, 1942, \$2.00, 184 pages.

Boykin, This Way, Please, Macmillan, 1940, \$1.40.

Bowman, How to Sell Successfully, The Author, 1944, \$2.00.

Brindze, Johnny Get Your Money's Worth, Vanguard, 1939,  
\$2.00, 210 pages.

Butterfield, Business Letter in Modern Form, Printice-Hall  
1941, \$2.00, 302 pages.

Carlson, How to Develop Personal Power, Harper, 1937, \$2.00,  
228 pages.

Chase, Tomorrow's Trade, Twentieth Century Fund, 1945,  
\$1.00, 156 pages.

- Chemical Publishing Company, Rubber and Its Use, Chemical Publishing Company, 1941, \$2.25, 128 pages.
- Cheyney and Schantz, This is Our Land, Thorwald Webb, 1940, \$3.00, 337 pages.
- Colcord, You, Too, Can Sell, Business Book, 1938, \$1.50, 124 pages.
- Crawford, Cooley and Trillingham, Living Your Life, Heath, 1940, \$1.56, 450 pages.
- Curry and Rice, Applied Business Arithmetic, Fourth Edition, South-Western, 1940, \$1.48, 423 pages.
- Dana, Giannini, Giant in the West, Prentice-Hall, 1947, \$4.50, 345 pages.
- Dunlap, The Future of Television, Harper, 1942, \$2.50, 191 pages.
- Findlay and Findlay, Key\$ and Cue\$, Gregg, 1934, \$2.00, 591 pages.
- Flanagan, Ornamental Typewriting, Gregg, 1938, \$1.00, 113 pages.
- Frederick, Standard Business Etiquette, Business Bourse, 1938, \$0.75, 188 pages.
- Gilbert and Gilbert, Life Insurance, Modern Age, 1939, \$0.75, 210 pages.
- Glover, America Begins Again, McGraw, 1931, \$1.76, 382 pages.
- Gustafson, Conservation in the United States, Comstock, 1944, \$4.00, 477 pages.
- Hanna, Quillen, and Sears, Making the Goods We Need, Scott, 1944, \$1.60, 295 pages.
- Harwood and Francis, Life Insurance from the Buyer's Point of View, Institute for Economic Research, 1940, \$1.00, 262 pages.
- Hopkins, Profits from Courtesy, Doubleday, 1937, \$1.96, 181 pages.
- Hughes, Building Citizenship, Allyn, 1941, \$1.60, 709 pages.
- Hutchinson, Here is Television, Your Window to the World, Hastings House, 1946, \$4.00, 366 pages.



- Landry, This Fascinating Radio Business, Bobbs-Merrill, 1946, \$4.75, 343 pages.
- Laurence, Dawn Over Zero, Knopf, 1946, \$4.00, 274 pages.
- Lawrence, How to Talk to People and Make an Impression, Revell, 1938, \$2.00.
- Leiber, America's Natural Wealth, Harper, 1943, \$2.50, 245 pages.
- Litten, The Kingdom of Flying Men, Westminster Press, Philadelphia, 1946, \$2.00, 247 pages.
- Look, Oil for Victory, A Look Picture Book, Whittlesey House, McGraw-Hill, \$3.50, 287 pages.
- Lyson, Plastics in the World of Tomorrow, Dutton, 1944, \$2.50, 184 pages.
- Marshall, Grand Central, Whittlesey House, McGraw-Hill, 1946, \$3.50, 280 pages.
- Martin, The Hunting of the Silver Fleece, Greenberg, 1946, \$4.00, 328 pages.
- McGibbon, Manners in Business, Macmillan, 1937, \$1.50, 177 pages.
- McIntosh and Neville, Coming Air Age, Whittlesey House, McGraw-Hill, 1944, \$2.75, 359 pages.
- McMackin, Marsh and Baten, The Arithmetic of Business, New Edition, Ginn, 1940, \$1.48, 486 pages.
- Miller, Master Builders of Sixty Centuries, Appleton-Century, 1938, \$2.50, 315 pages.
- Moody, Railroad Builders, Yale University Press, 1921, \$1.50, 302 pages.
- Moore, Famous Leaders of Industry, Fifth Series, Famous Leader Series, 326 pages.
- Newton, How to Improve Your Personality, McGraw-Hill, \$1.75, 205 pages.
- Odell, Business, Ginn, 1938, \$1.72, 524 pages.
- Opdycke, Take a Letter, Please! Funk, 1937, \$2.75, 479 pages.

- Packard, Overton, and Wood, Our Air-Age World, Macmillan, 1944, \$2.80, 838 pages.
- Parmelee, The Modern Railway, Longmans, Green, 1939, \$4.00, 730 pages.
- Payne, Why Work? Meador, 1939, \$2.50, 404 pages.
- Post, Etiquet, Funk, 1945, \$4.00, 654 pages.
- Renner, Human Geography in the Air Age, Crowell, 1944, \$5.00, 680 pages.
- Rosenberg, Business Mathematics—Principles and Practice, Complete Course, Second Edition, Gregg, 1938, \$1.48.
- Ruch and others, People are Important, Scott, Foresman, 1941, \$1.32, 295 pages.
- Ryan, Cues for You, Appleton, 1941, \$1.50, 300 pages.
- Sherman, How Some People Make More Money Than Others, Crowell, 1938, \$1.75, 215 pages.
- Snyder, Essential Business Mathematics, F. G. Nichols, Consulting Editor, McGraw-Hill, 1947, \$2.75, 434 pages.
- Sprague, High Pressure, Doubleday, 1939, \$2.50, 312 pages.
- Trow, The Parliamentarian, Gregg, 1938, \$0.76.
- Van Hise, Conservation of Our Natural Resources, Macmillan, 1930, \$6.00, 551 pages.
- Van Metre, Trains, Tracks, and Travel, Simmons-Boardman, 1946, \$3.50, 423 pages.
- Waring and Golden, Soil and Steel, Harper, 1947, \$3.00, 240 pages.
- Washburn, Life and Times of Lydia E. Pinkham, Putnam's, 1931, \$3.00, 221 pages.
- Wood, Australia, Its Resources and Development, Macmillan, 1947, \$4.00, 334 pages.
- Wright, Art of Conversation, McGraw-Hill, 1936, 354 pages.

## Labor and Management

- Brooks and Romano, When Labor Organizes, Yale University Press, 1937, \$3.00, 361 pages.
- Clark, Labor Movement in America, Norton, 1938, \$2.00, 208 pages.
- Faulkner, Labor in America, Harper, 1944, \$1.60, 305 pages.
- Keir, Labor Problems from Both Sides, Ronald, 1938, \$3.50, 381 pages.
- Wright, Here Comes Labor, Macmillan, 1939, \$0.60, 121 pages.

## Salesmanship

- Blackstone, Crawford, and Grinnell, Selling, Heath, 1942, \$1.60, 335 pages.
- Casey and Johns, Salesmanship and Buymanship, Rowe, 1938, \$1.64.
- Ely and Starch, Salesmanship for Everybody, Gregg, 1936, \$1.40.
- Kneeland, Bernard, and Tallman, Selling to Today's Customer, Ginn, 1942, \$1.76, 413 pages.
- McFerran, Careers in Retailing for Young Women, Dutton, 1943, \$2.50, 217 pages.
- Nixon, Principles of Selling, McGraw-Hill, 1942, \$2.50, 361 pages.
- de Schweinitz, Occupations in Retail Stores, International Textbook Company, 1938, \$2.75, 417 pages.
- Van Brussel, Behind the Counter, D. Appleton-Century, 1939, \$1.50, 165 pages.
- Walters, Fundamentals of Selling, North-Western, 1938, \$1.48, 488 pages.

## Secretarial Training

- Debelach, Tested Letters that Get the Job, Gregg, 1936, \$0.60.
- Frailey, Smooth Sailing Letters, Prentice-Hall, 1938, \$1.50, 171 pages.

- Garrett, Money in the Mail, Business Book, 1939, \$3.00, 304 pages.
- Horn and Peterson, Basic Vocabulary of Business Letters, Gregg, 1943, \$2.00, 236 pages.
- Latham, Improve Your Business Letters, Humphries, 1939, \$2.00, 188 pages.
- Maule, Road to Anywhere, Funk, (Kitson Series), 1938, \$1.50, 196 pages.
- Monroe, English for Secretaries, McGraw, 1944, \$1.75, 308 pages.
- Parkhurst and Blair, English for Business, Prentice-Hall, 1944, \$2.25, 440 pages.
- Perry, Let's Write Good Letters, American Rolling Mill, 1942, \$1.00, 183 pages.
- Pratt, Successful Secretary, Lothrop, 1946, \$2.00, 144 pages.
- Ramsey, Friendship in Business, Business Book, 1938, \$3.00, 319 pages.
- Reigner, Using Punctuation Marks, Rowe, 1933, \$0.48.
- Reilly, How to Find and Follow Your Career, Gregg, 1939, \$1.00, 209 pages.
- Scott and Belcher, How to Get a Secretarial Job, Harper, 1942, \$1.00, 104 pages.
- Young, You'll Like to Write Letters, Gregg, 1939, \$0.60.

#### Vocational Information

- Arnold, A Women's Approach to Business, Hillman-Curl, 1937, \$1.50, 128 pages.
- Baker, First Woman Doctor, Messner, 1944, \$2.50, 246 pages.
- Bennet and Sachs, Exploring the World at Work, Society for Occupational Research, 1937, \$2.75, 596 pages.
- Biegeleisen, Careers in Commercial Art, Dutton, 1944, \$2.75, 276 pages.
- Bijar, Choosing a Career, Farrar and Rinehart, Inc., 1934, 274 pages.

- Boynton, Six Ways to Get a Job, Harper, 1941, \$1.50, 145 pages.
- Breck, Jobs for the Perplexed, Thomas Y. Crowell, 1936, 155 pages.
- Brewer, Occupations Today, Ginn, 1944, \$1.64, 376 pages.
- Brewer, Occupations, Ginn, 1936, \$1.84.
- Brooke, Right Job for You and How to Get It, Noble, 1941, \$1.90, 304 pages.
- Broughton, Careers in Public Relations, Dutton, 1943, \$2.00, 255 pages.
- Buchanan, Lady Means Business, Simon and Schuster, 1942, \$2.50, 318 pages.
- Burger, Careers in Aviation, Greenberg, 1946, \$2.75, 209 pages.
- Byrnes and Baker, Do You Want to Become an Accountant?, Stokes, 1940, \$1.50, 187 pages.
- Campbell, Careers for Women in Banking and Finance, Dutton, 1944, \$2.75, 260 pages.
- Carlisle, Your Career in Engineering, Dutton, 1942, \$2.50, \$2.00, 318 pages.
- Chapelle, Girls at Work in Aviation, Doubleday, 1944, \$2.50, 209 pages.
- Clair and Dignam, Advertising Careers for Women, Harper, 1939, \$2.00, 268 pages.
- Clarke, Life Planning and Building, edited by J. B. Adams, 1940, \$1.60, 234 pages.
- Cleaver, Make a Job for Yourself, Whittlesey House, 1936, 238 pages.
- Clyne, Engineering Opportunities, Appleton-Century, 1939, \$3.00, 397 pages.
- Cottler and Brecht, Careers Ahead, Little, 1933, \$2.50, 312 pages.
- Davis, Advertising as an Occupation, Science Research Associates, 1944, \$0.60, 48 pages.
- Fancher, A Business of Your Own, Blakiston, 1946, \$1.00, 338 pages.

- Faust, Girl's Place in Life and How to Find It, McDonnell, 1942, \$1.30, 214 pages.
- Fiske, The Veteran's Best Opportunities, Duell, Sloan and Pearce, 1946, -324 pages.
- Hamrin, 4-Square Planning for Your Career, Science Research Associates, 1946, 200 pages.
- Huff, Twenty Careers for Tomorrow, McGraw, 1945, \$2.50, 281 pages.
- Kahm, How to Make Money, Appleton-Century, 1936, 209 pages.
- Kahm, Start Your Own Business, Hillman-Curl, 1937, \$1.50, 128 pages.
- Kitson, How to Find the Right Vocation, Third Revision, Harper, 1947, \$2.50, 163 pages.
- Kitson, I Find My Vocation, McGraw-Hill, 1931, 216 pages.
- Kitson and Lingenfelder, Vocations for Boys, Harcourt, 1942, \$2.50, 332 pages.
- Kitson and Lingenfelder, Vocations for Girls, Harcourt, 1939, \$2.50, 358 pages.
- Leuch, Fields of Work for Women, D. Appleton-Century, 1938, \$2.75, 425 pages.
- Maule, She Strives to Conquer, Funk, 1937, \$2.00, 301 pages.
- Meule, Men Wanted, Funk, 1938, \$2.00, 290 pages.
- Morris, Career Opportunities, Progress Press, 1946, 354 pages.
- O'Dea, Advertising as a Career, Printer's Ink, 1945, \$0.50, 138 pages.
- Oglesby, Fashion Careers, American Style, Funk and Wagnalls, 1937, 301 pages.
- Osborne, Selling as a Career, Dartnell, 1944, \$1.00, 100 pages.
- Payne, What Do I Do Now?, Gregg, 1939, \$0.76, 120 pages.
- Pearson, Success on the Small Farm, McGraw, 1946, \$2.50, 285 pages.

- Perry, Electrical Industry, Longmans, 1945, \$1.75, 128 pages.
- Popular Science, How to Start Your Own Business, Popular Science Publishing Co., New York, 1945, 190 pages.
- Pratt and Grover, When I Grow Up I'll be a Teacher, Lothrop, 1945, \$1.00, 44 pages.
- Rosely, Finding Yourself, Gregg, 1939, \$1.00, 209 pages.
- Schnapper, Career Opportunities, Progress Press, 1946, \$3.25, 254 pages.
- Smedley and Robinson, Careers for Women in Real Estate and Life Insurance, Dutton, 1945, \$2.75, 224 pages.
- Steele and Blatt, Careers in Social Service, Dutton, 1946, \$2.75, 250 pages.
- Walker, How to Get Into Aviation, Random House, 1940, \$1.00, 126 pages.
- Wells and Wells, The Job That Fits You, Prentice-Hall, 1946, 423 pages.
- Wilhelmus, Wishbones or Backbones, Reilly and Lee, 1936, 218 pages.
- Woolf, Getting a Job in Advertising, Ronald, 1946, \$2.00, 103 pages.

Although the above list of books is by no means comprehensive, it furnishes a basis from which the business teacher can make adequate selections for the library. By constantly reviewing new publications and adding to a list such as this, the teacher will be in a position to make the most advantageous selections possible.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Studies made by leading business educators show that trends of recent years in business education are away from the narrow field of job specialization and toward a broad business training, which, while not neglecting the necessary skill and vocational training, will better equip the student to meet new and ever-changing business and economic conditions. Guidance and informative reading in all the related fields of business are needed now as never before, due to the uncertainty of post-war business and economic conditions. Also, more and more educators and business men are insisting that all high school students, and not just those enrolled in the commercial curriculum, have a basic knowledge of business fundamentals, so that they may wisely perform the role of producer and consumer. If democracy is to survive the cut-throat competition of other creeds and ideals, it must have clear-thinking men and women who can read and discuss with understanding such basic tenets of socio-economics as world trade, the need for, distribution, and use of raw materials, problems of production and distribution, government policies



concerning business, the advantages and disadvantages of capitalism, etc.

Thus we see that, while the two-fold function of business education is to furnish technical and non-technical training, these functions are at the same time complementary to the extent that the student, while receiving specialized training, should also receive a thorough grounding in the broad background of general business. Such training is necessary in order that the individual may see the relationship of his business or position to society as a whole. Proper foresight on the part of people who can intelligently analyze past events in the light of current happenings and who can plan for the future will do much to solve such problems as conservation of our natural resources, full employment, over-production and under-consumption.

The purpose of business education in the high school is not specifically to turn out polished technicians, but to instill in the student the driving spirit of inquiry which will make him want to learn more, and at the same time make him more adaptable to specialized training.

#### Conclusions

Studies made concerning the facilities available in high school libraries, and the use which is made of them by teachers and students, show that there is an inadequacy of sources of publications, and that in those schools which do have a well-planned collection of business publications, proper use is

not always made of them for purposes of student research.

While the scope of this survey to determine practices in the selection of books was necessarily limited, the findings were conclusive enough to justify extensive research into the field of business readings, in order that the best material available be placed before the student.

This study further revealed that in the selection of periodicals for the library, proper consideration is not always given to the factors by which a periodical should be judged as suitable or unsuitable for the high school student. The table showing periodicals to which various schools subscribe shows that some of them are obviously too technical for the average high school student, and are intended only for adult consumption. Teachers should make selections of books and periodicals from sources which cover all phases of business, and should be governed by definite criteria, in order that their selections shall not be affected by their particular fields of interest, to the detriment of the student.

Studies made in the evaluation of periodicals show that there are certain criteria which should always be considered when selecting periodicals for the high school library. The most important of these is the level of reading. If the material is too technical or is presented in such a manner that the student cannot comprehend it, all the advantages of the periodical are nullified. Other criteria for judging are coverage, value in the fields of business and economics, the

amount of technical as compared with non-technical material, freedom from bias and propaganda, and the cultural value of the periodical, or its value in improving the student's background. Other factors to consider in the selection of magazines are date of establishment, subscription price, issue, editorial policies, sponsors, circulation, etc. From a physical standpoint, consideration should be given to the quality of the paper and the binding, to determine whether or not the material can be kept as permanent research material.

Items to consider in the selection of books of business are price, level of reading, and recency of publication. The last criterion is especially important in the field of vocational information and guidance, in order that the student will not be receiving misinformation instead of help.

#### Recommendations

It is recommended that more time be spent by teachers in consideration of sources of readings in business education, in order that the limited funds available for the library in the average high school may be used to the greatest advantage of the students as a whole. Greater care should be exercised in the selection of individual books, and selections should be based on a sound philosophy of business education. In order to make wise selections, the teacher himself must have done extensive reading in order that he will have a working knowledge of current problems of business and economics.

The business teacher should not be content simply to make wise selections of business readings for the library, but should justify their purchase through an energetic and well-directed program of guidance in reading, through their use as supplements to textbooks, through class discussions, and through individual research projects.

This study has brought to light several problems which, in the opinion of the writer, suggest research for which there is a definite need.

A survey should be made of groups of high school students to determine the extent to which business periodicals are used, the value derived therefrom, and how students judge business books and magazines.

Another study which should prove enlightening would be to determine the correlation between the availability of library materials and the reading levels of various student bodies.

Finally, a study might be made to determine the bases for the allocation of funds for the purchase of library materials, as compared with other departments of the school.

APPENDICES

Appendix A

QUESTIONNAIRE

The data given below are to be used in the preparation of a thesis as partial fulfillment of the requirements for the Master's Degree. This particular information is to be used in the preparation of a selective reference list in business education for the senior high school library. Your cooperation will be greatly appreciated.

On those questions to which you cannot give a definite answer, please encircle the question mark.

1. What is the approximate enrollment of the high school in which you teach? \_\_\_\_\_
2. Approximately how many books of a business nature are purchased by your library each year? \_\_\_\_\_?
3. Are you requested to make selection of business books and periodicals for your library? Yes \_\_\_\_\_ No \_\_\_\_\_
4. Do you have sources readily available from which you can make a representative business selection? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Are selections which are made predominantly periodicals? Yes \_\_\_\_\_ No \_\_\_\_\_
6. Are selections which are made predominantly technical (vocational) in nature? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Is library research required of your students in non-technical business courses? Yes \_\_\_\_\_ No \_\_\_\_\_

8. Is the collection of business publications in your library extensive enough to permit research into related fields of socio-economics? Yes \_\_\_\_\_ No \_\_\_\_\_
9. List below those periodicals to which your library subscribes:
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
10. List below five books on business subjects which you believe should be in every high school library.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_

## Appendix B

## EVALUATION SHEET FOR BUSINESS PERIODICALS

As an expert in the field of business education, will you please rate the following magazines on the bases indicated below, using the following rating scale:

5 -- Superior                      3 -- Good                      1 -- Poor  
4 -- Excellent                      2 -- Fair

By technical is meant that type of material which could be used for the development or improvement of vocational skills, or material of a scientific or statistical nature useful to research.

By non-technical is meant that type of material which should be read for the development of a broad general business or socio-economic background.

Title	Suit. for Secondary Level	Value as Tech. Material	Value as Non-Tech. Material	Scope of Content	Validity of Content
American Economic Review					
American City					
Balance Sheet					
Barron's					
Business Week					
Consumer's Digest					
Consumer's Guide					

## EVALUATION SHEET--Continued

Title	Suit. for Secondary Level	Value as Tech. Material	Value as Non-Tech. Material	Scope of Content	Validity of Content
Consumer's Research Bulletin					
Consumer's Union Reports					
Forbes					
Fortune					
Journal of Business Education					
Monthly Labor Review					
Nation's Business					
Newsweek					
*** Occupations					
Printer's Ink					
Survey of Current Business					



EVALUATION SHEET--Continued

Title	Suit. for Secondary Level	Value as Tech. Material	Value as Non-Tech. Material	Scope of Content	Validity of Content
Texas Business Review					
United States News					

Appendix C

EVALUATION SHEET FOR BUSINESS PERIODICALS

As an expert in the field of economics, will you please rate the following magazines on the bases indicated below, using the following rating scale:

- 5.-- Superior
- 4 -- Excellent
- 3 -- Good
- 2 -- Fair
- 1 -- Poor

By suitability for secondary level, is the material suitable for senior high school use? Is the content written in an involved manner, or is it written in a readable style, and presented in a lively fashion?

By wide coverage is meant the scope or fields of interest of the publication.

By freedom from propaganda, is the objective of the magazine the dissemination of unbiased facts, or is it the advancement of some particular cause or interest?

By value for research, are the findings and presentation of materials scientific enough that the materials can be used for research students?

By value in socio-economics, does the publication treat broad social and economic problems in such a manner that it can be understood by the high school student?

Title	Suitability for Secondary Level	Wide Coverage	Freedom from Propaganda	Value for Research	Value in Socio-Economics
American Economic Review					
American City					
Balance Sheet					
Barron's					

## EVALUATION SHEET--Continued

Title	Suitability for Secondary Level	Wide Coverage	Freedom from Propaganda	Value for Research	Value in Socio-Economics
Business Week					
Consumer's Digest					
Consumer's Guide					
Consumer's Union Reports					
Forbes					
Fortune					
Journal of Business Education					
Monthly Labor Review					
Nation's Business					
Newsweek					
Occupations					

EVALUATION SHEET--Continued

Title	Suitability for Second- ary Level	Wide Coverage	Freedom from Propa- ganda	Value for Re- search	Value in Socio- Economics
Printer's Ink					
Survey of Current Business					
Texas Business Review					
United States News					

## Appendix D

## EVALUATION SHEET FOR BUSINESS PERIODICALS

As an expert in the field of English, will you please rate the following magazines on the bases indicated below, using the following rating scale:

5 -- Superior                      3 -- Good                      1 -- Poor  
4 -- Excellent                      2 -- Fair

**Composition, Grammar.** Are the sentences well constructed, continuous, written in a scholarly yet easily readable style, or in a ponderous, difficult-to-read manner? Are difficult words used where better-known ones would suffice, and does the writer take license with spelling and punctuation?

**Level of Reading.** Is the magazine intended for high school, college, or adult level? If technical, is the material such that it can be used profitably by the student in research?

**Organization of Material.** Do articles follow scientific lines of development and presentation of facts? Is the publication as a whole well-organized?

**Presentation of Facts.** Are findings presented in an objective yet interesting manner? Are illustrations adequate and in good taste?

**Cultural Value.** Is the coverage of the magazine and the scope of individual articles such that it will improve the student's background knowledge?

Title	Composi- tion, Grammar	Level of Reading	Organiza- tion of Material	Presenta- tion of material	Cultural Value
American Economic Review					
American City					
Balance Sheet					

EVALUATION SHEET--Continued

Title	Composi- tion, Grammar	Level of Reading	Organiza- tion of Material	Presenta- tion of Material	Cultural Value
Barron's					
Business Week					
Consumer's Digest					
Consumer's Guide					
Consumer's Research Bulletin					
Consumer's Union Reports					
Forbes					
Fortune					
Journal of Business Education					
Monthly Labor Review					
Nation's Business					

EVALUATION SHEET--Continued

Title	Composi- tion, Grammar	Level of Reading	Organiza- tion of Material	Presenta- tion of Material	Cultural Value
Newsweek					
Occupations					
Printer's Ink					
Survey of Current Business					
Texas Business Review					
United States News					

Appendix E

EVALUATION SHEET FOR BUSINESS PERIODICALS

As an expert in the field of education, will you please rate the following magazines on the bases indicated below, using the following rating scale:

- |                |           |           |
|----------------|-----------|-----------|
| 5 -- Superior  | 3 -- Good | 1 -- Poor |
| 4 -- Excellent | 2 -- Fair |           |

**Suitability for Secondary Level.** Is the material suitable for high school use? Is the content simply written and presented in lively fashion?

**Sources of Data.** How much of the material is reprint or original material? Does it represent the best works of well-known contributors?

**Analysis of Data.** Does the publication employ scientific and statistical methods of acquiring data? Does it represent an objective approach?

**Presentation of Facts.** Are findings presented in a clear, concise manner, free from bias, or is the objective the dissemination of propaganda?

**Value in Research.** Has the content proven such that it can be used by students of research with the assurance that it is valid data?

Title	Suitability for Secondary Level	Sources of Data	Analysis of Facts	Presentation of Facts	Value in Field of Research
American Economic Review					
American City					
Balance Sheet					
Barron's					



EVALUATION SHEET--Continued

Title	Suitability for Secondary Level	Sources of Data	Analysis of Facts	Presentation of Facts	Value in Field of Research
Business Week					
Consumer's Digest					
Consumer's Guide					
Consumer's Research Bulletin					
Consumer's Union Reports					
Forbes					
Fortune					
Journal of Business Education					
Monthly Labor Review					
Nation's Business					
Newsweek					

## EVALUATION SHEET--Continued

Title	Suitability for Second- ary Level	Sources of Data	Analysis of Facts	Presenta- tion of Facts	Value in Field of Research
Occupations					
Printer's Ink					
Survey of Current Business					
Texas Business Review					
United States News					

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