

AN EVALUATION OF THE TRAINING PROGRAMME FOR COMMERCE
TEACHERS AT THE UNIVERSITY OF BRITISH COLUMBIA
COLLEGE OF EDUCATION

by

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ABSTRACT

AN EVALUATION OF THE TRAINING PROGRAMME FOR COMMERCE
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The training programme for Commerce teachers in British Columbia has been developing slowly since 1917. The latest, and in many ways the most promising, product of this development is the programme now offered at the College of Education: a five-year degree programme similar to that offered all prospective secondary school teachers. This study attempts to answer two questions about the latest training plan:

(1) Should Commerce teachers be trained in the same general pattern as teachers of other subjects? (2) Does the College of Education programme allow for the special needs of Commerce teachers?

The answer to the first question is sought in the role that Commerce courses play in our secondary schools and in the aims of the Commerce programme. Examination of typical pupil programmes and analysis of enrolments in Commerce courses indicate a wide dependence on Commerce subjects in our secondary schools. The vocational possibilities in Commerce courses may attract many pupils who have a narrow and a short-sighted view of their own educational needs. The Commerce teacher, in this situation, has the opportunity to

exert more influence over these pupils than has any other teacher: his role calls for someone who is more than a mere technician.

The special needs of Commerce teachers are indicated by the demands of the courses he is expected to teach and by the liaison he should maintain with business. These needs are compared with the competence afforded through courses given at the College of Education. The courses provided by the College show an awareness of student needs, but the variety and extent of the Commerce field precludes the likelihood of complete coverage for all needs. In most academic subjects the university student builds on his high school experience: such is usually the case in English, history, geography, mathematics, science, and foreign languages. Commerce students often begin at the bottom in secretarial skills, economics, accounting, and finance.

Fortunately, the College of Education has recognized the problem presented by diversity of subject matter in Commerce and provides for two majors. This provision enables students to tailor their teaching subjects to their individual abilities more effectively than they could if Commerce were indivisible as a group of teaching subjects.

Detailed examination of teaching loads in the secondary schools shows that about one half of all those who teach

Commerce subjects also teach other subjects or have other duties in the school. This fact is encouraging for two reasons: (1) There appears to be a degree of integration between subject areas that should do much to prevent narrow specialization. (2) The arrangement under which teachers may be partly teachers of Commerce and partly teachers of some other subject will not hamper principals in assigning work loads.

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CHAPTER I

INTRODUCTION

I. STATEMENT OF THE PROBLEM

British Columbia embarked on a new system of teacher education and teacher training in September, 1956. This study is an attempt to evaluate the new training programme as it affects Commerce teachers, who are now, after many years of improvisation and emergency action, being trained with their academic colleagues by an institution that undertakes to do the following things for all teachers:

The Faculty and College of Education has four main functions. (a) It provides through courses offered by Arts and Science, Commerce, Physical Education, Home Economics, Agriculture, a general cultural education to promote the growth and development of teachers as persons. (b) It provides, also through these faculties and schools, specialized information in particular subject fields in order to promote a scholarly outlook and a disciplined mind. (c) It provides special information within the College about children, schools, and society so that teachers acquire a sound sociological, historical, psychological, and philosophical basis for their profession. (d) It provides instruction in the art and skill of the teacher as well as opportunities to practise the art in schools. The first three functions might strictly be called Teacher Education. The fourth function is often called Teacher Training. The last two functions only are the special work of the College proper.¹

The objectives proclaimed by the College are worthy ones but two broad questions should be answered before the

¹The Calendar, Forty-fourth Session, (Vancouver: The University of British Columbia, 1958), p. 325.

College of Education programme is assumed to be an appropriate one for Commerce teachers: first, should Commerce teachers be trained in the same general pattern as other secondary teachers; second, does the College of Education programme provide for the special needs of Commerce teachers? This study will attempt to answer those questions.

II. DEFINITION OF TERMS

Throughout the discussion, the terms secondary school and high school may be used interchangeably to refer to Grades IX to XII. Although Grades VII and VIII are included in the organization of junior high schools, Commerce courses, with one unimportant exception,² are confined to the four upper grades. Commerce courses, in this context, will mean all the courses listed in the Commerce Bulletin as well as Applied English (En 93), Business Law (Law 93) and Economics (Ec 92). These three courses are included because all were originally developed for Commerce students; Commerce students still form the largest groups in the classes; and Commerce teachers are frequently expected to teach them. The word pupil will be used to refer to children enrolled in the secondary schools; student or student teacher will be used to refer to teachers-in-training; teacher will be used in referring to students if their activities are projected into

²Course enrolment tables (mimeographed) supplied by the British Columbia Department of Education for September, 1958, show 271 pupils enrolled in a try-out typewriting course in Grade VIII.

situations they will meet after they have completed their period of training. Course will indicate a specific body of organized subject matter and skills, as outlined in a Department of Education bulletin; programme will refer to all the courses taken by one pupil, or a group of pupils, during his high school career. Presumably a programme will enable a pupil to qualify for a high school graduation certificate, and if he has been properly counselled, his programme will enable him to achieve his educational objective. Thus a vocational programme would consist of a number of courses that would lead to high school graduation and would also qualify the pupil for some specific type of employment.

III. PROCEDURE

The writer will examine the need for full professional training of Commerce teachers (as opposed to special technical training) by analyzing the role the Commerce teacher plays in the secondary school and by examining the objectives he is expected to achieve. Chapters III and IV will be devoted to this purpose.

Chapters V, VI, and VII will be devoted to consideration of the demands put upon the Commerce teacher by the subject matter of the courses he must teach and the extent to which his training will enable him to meet those demands. Finally, the writer will deal with timetabling problems of the high

schools and the extent to which the offering of two Commerce majors may affect the needs of high school administrators.

IV. DELIMITATION

The writer will assume that the content of the province's Commerce courses is correct for what they are intended to do. Whether or not it is in fact should be the subject of another study. He will assume that the objectives of the individual courses and the over-all objectives of the programme are valid and that courses are being scheduled in the best interests of the pupils. On these assumptions, he will match the content of the university courses prescribed for Commerce teachers against the content and aims of the high school courses they may be asked to teach. For the benefit of the reader who is not familiar with British Columbia Commerce courses, a brief commentary on each of them is given in Appendix B. Requirements for certification as a teacher of Commerce subjects are given in Appendix A.

V. SURVEY OF LITERATURE

University training programmes for teachers of Commerce have long been established in the United States, and a considerable body of literature on this subject exists. As of 1955,

Hammond³ reported four-year training programmes in forty-six states and five-year programmes in two states. Many of the four-year trainees proceed to a fifth year of training to meet the employment requirements of the larger school systems.

Adams⁴ found that institutions accredited by the Southern Association of Colleges and Secondary Schools maintained "a reasonable balance between the various areas of learning: general education, 39.1 per cent; professional education, 17.9 per cent; business and related matter, 37.1 per cent." Tonne⁵ emphasizes the importance of general education when he writes:

Unless the business teacher understands contemporary civilization as well as his special field, he will not understand the relation of his work to that of the rest of the world.

Enterline detected a trend away from specialization in the thinking of business educators when he reported:

Business teachers should be trained not only to teach effectively one or more business subjects, but in addition should be encouraged to elect a second teaching

³Nellie May Hammond, "A Survey of Certification Requirements for High School Business Teachers Effective in the Forty-eight States as of 1955", The National Business Education Quarterly, Fall, 1957, p. 33.

⁴Lucy Rose Adams, "An Analysis of the Pre-service Preparation of Business Teachers in Institutions Accredited by the Southern Association of Colleges and Secondary Schools", The National Business Education Quarterly, Fall, 1958, p. 8.

⁵Herbert A. Tonne, Principles of Business Education (New York: The Gregg Publishing Company, 1947), p. 479.

field. A second teaching field as a minor not only increases the teacher's breadth of training, but also opens additional opportunities for employment. Social studies is favored as a second teaching field.⁶

The studies of Bruce⁷ and Weeks,⁸ though not concerned primarily with problems of teacher training, devoted space to the subject and are of particular interest because they deal with Commerce training in British Columbia as it was in 1940 and 1941. Bruce felt that the development of the teacher-training programme should parallel the development of the aims and philosophy of the Commerce programme of studies and that the former had fallen behind in its failure to provide teachers with training in general business knowledge. In 1940, the prospects for a College of Education seemed poor to most educators, and Bruce apparently felt that some modification of the existing programme was all that he could hope for.

Weeks, working at Harvard, with the background of American teacher-training in mind, was even more critical

⁶H. G. Enterline, Trends of Thought in Business Education (Monograph 72). Cincinnati: The South-Western Publishing Company, 1949), p. 27.

⁷Graham Bruce, "Business Education in British Columbia" (unpublished Master's thesis, the University of British Columbia, Vancouver, 1941), pp. 113-127.

⁸Harold L. Weeks, "Organization, Administration, and Supervision of Business Education in British Columbia" (unpublished Doctoral thesis, Harvard University, Cambridge, 1943), pp. 241-268.

of the patchwork training programme then offered for the Commerce teachers of British Columbia. (See Appendix A.) He advocated four years of university training to provide general education, specialized skills, professional training, and occupational experience. Realizing that the type of programme he advocated was unlikely to be implemented within a reasonably short time, Weeks also advanced certain proposals for amendments to the existing one. He agreed with Bruce on the need for more general business knowledge but placed greater stress on the need for occupational experience. Weeks felt that occupational experience was indispensable for the teacher of vocational subjects. He was also sharply critical of the methodology courses as they were then constituted, advocating strongly that they be related to practice teaching and to demonstration lessons with high school classes. Week's recommendations with respect to methodology courses have now been implemented for regular-session students if not for those in the summer session.

CHAPTER II

THE BACKGROUND OF THE PROBLEM

This chapter contains a brief outline of the province's attempts to recruit and train Commerce teachers up to the time the College of Education was established. It also indicates the scope and the urgency of the teacher-training problem in Commerce under the conditions that now prevail.

I. THE PAST

British Columbia made its first attempts to train Commerce teachers in 1917, eleven years after the first Commerce programme was set up in the province's secondary schools.¹ The annual report of the Department of Education for 1918 contains the following statement by the Inspector of High Schools, J. B. DeLong:

Recently the Education Office decided to admit to Normal School pupils who are successful in passing the Departmental examinations for third year Commerce pupils. I understand that four Vancouver pupils, who have completed three years of high school Commercial work, are planning on attending Normal School next year. The probability is that in future a number of such teachers will

¹Bookkeeping was taught in British Columbia schools from the earliest days but shorthand and typewriting were not introduced until 1906.

be sent from our Normal Schools each year; if so, the School Boards will not experience the difficulty they have in the past in securing Commercial trained teachers.²

Mr. DeLong was unduly hopeful. The province secured some teachers under the plan, but not enough to match the growth in demand. In any event, it is difficult to believe that the Department of Education regarded the programme mentioned by Mr. DeLong as a permanent solution to the problem of securing Commerce teachers. At a time when other high school classes were being taught by university graduates, the Department of Education was staffing Commerce classes with teachers fresh from Normal School. It should be noted that, in 1918, pupils who were not retarded spent only seven years in the elementary school and three years in high school. If we assume, and it is reasonable so to assume, that candidates for the teaching profession were among the better pupils, most of them would complete their teacher training before they were eighteen years of age and would be called upon, if they taught Commerce subjects, to teach pupils as old as themselves. Furthermore, the young teachers would have no educational advantage over their senior pupils other than one year of Normal School.

Qualifying Examinations and Summer Courses

In 1921, the province resorted to a series of qualifying examinations that could be written by anyone holding a

²British Columbia Department of Education, Annual Report: 1917-18. (Victoria: The King's Printer, 1918), p. 62.

first-class teaching certificate, which at that time was given for senior matriculation standing and one year at Normal School. Special summer classes (under the University until 1924, under the Department of Education after that date) were offered for the benefit of the candidates, who were permitted to write the examinations without attending classes if they felt competent to do so.

The qualifications were established on two levels: those for the Assistant's certificate (interim) and those for the Specialist's certificate (permanent). The use of the term "assistant" had no particular significance in Commerce, except to denote a lower grade of certification. It was probably borrowed from industrial arts, where an "assistant" was employed as an auxiliary teacher for classrooms containing more than twenty students. So far as the writer is aware, no Commerce teacher was ever used as an assistant in that sense of the term.

The list of requirements for the certificates (Appendix A) indicates that the assistant was required to master most of the subject matter he might be expected to teach his pupils in any grade and to demonstrate the skills required of the first two grades of high school. He was probably more mature, at least in years, than the graduates of the 1918 plan because he must have had two years' training after leaving high school and would most likely have had some

teaching experience as well. The specialist was required to bring his skills in shorthand and typewriting up to the level expected of graduating high school pupils and to demonstrate a reasonable knowledge of business background. Educationally, he would still be beneath the requirements for teachers of academic subjects, with their university degrees, and salary scales throughout the province usually reflected that difference.

Equated Certificates after 1937

Only minor changes were made in certification regulations between 1921 and 1937. In 1937, the Department of Education attempted to equate the requirements of special-subject teachers to those of academic teachers. Pay differentials in most districts had been based largely on the possession or non-possession of a degree. This yardstick was unfair to teachers of special subjects because they needed their own special qualifications as well as a degree for full status as secondary school teachers. The new arrangement retained the Assistant's certificate and stiffened the requirements for the Specialist's certificate. The Specialist's certificate now required two years of university and one year of normal school: mastery of Commerce subjects and the completion of additional university courses were assumed to bring the requirements to a five-year level and equate them with those for the Academic certificates.

Whether they did or not, pay scales throughout the province were based on the equated certificates and Commerce teachers felt that some of their handicaps had been removed.

University Graduates as Commerce Teachers

Some Commerce teachers went on to earn university degrees after they had completed certification by qualifying examinations and summer courses; others entered Commerce teaching with Academic certificates, adding Commerce qualifications to those they already had. Various attempts were made to attract graduates into Commerce teaching. Holders of Bachelor of Commerce degrees were accepted, after 1950³, for the one-year secondary teacher-training course at the University of British Columbia if they could demonstrate proficiency in shorthand and typewriting. Secondary Advanced certificates, carrying salary bonuses, were given to holders of Academic certificates if they took fifteen units of elementary Commerce courses instead of the advanced work in their own subject fields that was usually required. In 1951³ the School of Commerce at the University offered an option in Commerce and Teaching that gave the graduate a Bachelor of Commerce degree and a secondary teacher's certificate in five years. The weakness in this programme was the lack of credits for shorthand and typewriting. Students were required to master these skills as extras to a full

³From detailed examination of calendar regulations.

university programme and were thus faced with a heavier burden than other students working for the same degree.

II. THE PRESENT

The Shortage of Qualified Commerce Teachers

In spite of the varied efforts made to recruit teachers for Commerce, the demand continues to exceed the supply. In September, 1958, as in most Septembers since 1906, school boards were making last-minute efforts to fill vacancies in Commerce classrooms. The extent of the shortage is indicated in Table I.

TABLE I

CERTIFICATES HELD BY TEACHERS OF COMMERCE SUBJECTS
IN GRADES X TO XII OF BRITISH COLUMBIA
HIGH SCHOOLS IN 1957-58

Certificates	Number
Secondary Advanced	85
Secondary Basic	134
Secondary Conditional	14
Elementary Advanced	3
Elementary Basic	42
Elementary Conditional	3
Temporary	8
Total	289

Source: British Columbia Department of Education, "K" forms (organizational reports submitted annually by school principals) analyzed by the writer.

The table shows that one quarter of all the teachers did not hold the Secondary Basic certificate, but in fact the shortage of qualified teachers in Commerce was greater than the figures indicate. At a conservative estimate, based on the writer's personal knowledge of the situation, one quarter of the Advanced and Basic certificate holders were teachers of academic subjects "pinch-hitting" because the school could not obtain a Commerce teacher or because the Commerce teaching load was too heavy for the available staff. The shortage of Commerce teachers may not be entirely attributable to the lack of a suitable training programme, but it may well be partly so. The new programme, therefore, should be one that makes reasonable demands upon students while giving them competence in all aspects of their chosen work. A programme that does less will certainly not attract students.

The Increased Importance of the Commerce Courses

Ten per cent⁴ of all teaching time in the four senior grades (IX to XII) of British Columbia Schools is devoted to subjects taught by Commerce teachers. The incidence of Commerce courses--and the resultant influence exercised by Commerce teachers--is not, of course, spread uniformly over the

⁴Calculated from mimeographed reports on grade and course enrolment furnished by the British Columbia Department of Education. Students enrolled (Grades IX to XII), 57,231; enrolments in the same grades in all Commerce courses, 39,292. Each student may take 7 courses, so Commerce share is: $39292/57231 \times 1/7 = .098$

secondary school population. It varies widely from Prince of Wales High School, in Vancouver, where economics is the only Commerce subject taught, to Fairview High School of Commerce, also in Vancouver, where every pupil spends more than half his time in Commerce classes. Between the extremes represented by these two examples, the composite schools cater to some pupils wishing programmes heavily weighted with Commerce studies and to many more seeking one or two elective courses. The manner in which Commerce courses are employed for programme-building in the composite high school will be discussed fully in Chapter III.

Changing conditions in the schools have been partly responsible for the growth of Commerce courses from a negligible proportion of the teaching load to the present ten per cent. The schools have had to develop courses outside the traditional university-entrance pattern for a large number of pupils who, fifty or sixty years ago, would have terminated their schooling at an earlier age than they do now. Furthermore, the growth of urban populations and the consolidation of schools in rural areas have increased the number of high schools with sufficient enrolment for varied curricula. Weeks⁵ reported only thirty-nine British Columbia centers offering Commerce courses in 1940-41; reports to the

⁵Weeks, op. cit., p. 170

Department of Education⁶ for 1957-58 showed that the number had grown to eighty-nine. (The latter figure does not include new high schools in centers already reported by Weeks.)

Changing patterns of employment have also been partly responsible for increased interest in Commerce courses. Business, growing in size and complexity and burdened with the record-keeping tasks of an instalment-buying age, has sought ever more clerical and secretarial help. Governments, faced with the administration of workmen's compensation, hospital insurance, old-age pensions, family allowances, and other welfare schemes, have augmented the demands for white-collar workers. Consequently, executives and officials, in business and in government, look to the schools for trained help. The trained help will not be forthcoming if Commerce teachers are poorly prepared. Failure to maintain the efficiency of office staffs will have serious effects on business and society: failure to train competent office workers will also have serious implications for our schools. Employers, aware of the tax burden imposed on them to finance the educational system, want value for their money. They can, and do, react vigorously to those aspects of education that affect the competence of their employees. Thus, one of the factors that has increased the need for Commerce teachers has also made it imperative that they be well

⁶British Columbia Department of Education. "K" Forms (organizational reports submitted annually by principal of secondary schools.)

trained, for Commerce teachers and their pupils are, so far as employers are concerned, the show window of the school.

The situation in which the Commerce teacher works differs from that facing his academic colleague in two important respects. In the first place, some of his courses, such as Clerical Practice and Office Practice, are loosely defined, and he must often assume responsibility for selecting and organizing content in line with local needs. In the second place, his work is seldom supervised by a person trained in Commerce. In all British Columbia, in 1958, so far as the writer was able to determine from departmental reports, only six principals of secondary schools and only one district superintendent were former teachers of Commerce. Although the province employs a director of technical and vocational education, he is traditionally a "shop" man. Whereas there are special inspectors of home economics and of industrial arts, there are no supervisors of Commerce on the provincial or municipal level. As a result, Commerce teachers must often show an unusual degree of self-sufficiency on the job.

III. SUMMARY

The first training programme in British Columbia for Commerce teachers called for one year at a normal school: that was in 1918. Twenty years later, through a hodge-

podge of normal school, university, summer sessions, and special examinations, a teacher could accumulate enough credits to equate his standing with that of the university graduate. The long, round-about process failed to staff the classrooms, and several alternative means of qualification, designed to attract graduates, were introduced. Still the supply of Commerce teachers failed to meet the demand, a demand that had, by 1958, grown to almost one tenth of the teaching load in senior grades. It is therefore essential that the College of Education offer a programme that will attract students in greater numbers. It must also plan its programme with an eye to the special position that the Commerce teacher occupies in the "show window" of the school system and an awareness of the extent to which he may be thrown on his own resources on the job.

CHAPTER III

THE PRESENT ROLE OF COMMERCE COURSES IN BRITISH COLUMBIA SCHOOLS

This chapter will show the varied ways in which Commerce courses help the British Columbia secondary schools cater to the individual needs of their pupils. The information given here should provide a background for the discussion in subsequent chapters: it should, in conjunction with the material in Chapter IV, indicate the need for professionally trained teachers, rather than mere technicians, in the Commerce courses.

I. THE EVOLUTION OF THE PROGRAMME

Commerce courses in British Columbia have a long history: "single and double entry" bookkeeping was taught in the elementary schools from 1871 until 1906. After 1906, bookkeeping was no longer taught in the elementary schools and became part of a secondary Commerce programme.¹ From 1907 until 1933, the British Columbia schools offered a Commerce programme as one of several patterns available to secondary school students. The programme provided training in English, typewriting, shorthand, bookkeeping, business

¹Bruce, op. cit., pp. 20-46.

law, and arithmetic, but both Bruce² and Weeks³ found it deficient in socio-business background. Furthermore, it was an all-or-nothing programme. No Commerce pupil, no matter how bright or ambitious, could elect any academic subjects to supplement his Commerce studies: no pupil on the university-entrance⁴ programme could take any Commerce course as an elective. This rigidity was not only undesirable from an educational standpoint, but it also produced unfortunate secondary results when graduates were placed in the offices served by the schools. This point is discussed more fully on page 24.

Barriers between the Commerce programme and the university-entrance programme were first lowered in 1933, lowered still further in 1937, and again in 1941.⁵ Increasing numbers of pupils availed themselves of the opportunity to take Commerce courses along with their academic studies and were able to graduate from high school with vocational skills as well as with university-entrance standing. On the other hand, the Commerce pupil who used all his spare time for

²Ibid

³Weeks, op. cit., p. 61.

⁴Prior to 1933, what is now the university programme was commonly called the "general course" to distinguish it from "special courses" such as Commerce.

⁵British Columbia Department of Education, Programme of Studies for Senior High Schools of British Columbia, (Victoria: The King's Printer). The information must be deduced from an examination of the Bulletins for the years indicated.

academic electives could gain credit in several university-entrance subjects. Ten years later, The Canadian Research Committee on Practical Education said:

We recommend that schools offer a variety of courses to suit the varied interests and aptitudes of the pupils and make provision for the ready transfer of pupils from one course to another.⁶

In 1949, the first major curriculum change in twelve years introduced a system of advanced electives for high-school graduation: this system, with some modifications, is still in effect.⁷ Under the new regulations, Commerce courses may be used as part of a university-entrance programme, either as free electives or as advanced electives. It would be incorrect, however, to say that Commerce subjects enjoy equal status with the traditional academic ones for university entrance: the prerequisites for academic majors are covered in the required courses; the prerequisites for Commerce majors must be taken from free-elective time. Perhaps the best way to illustrate the use made of the new system is to examine typical pupil programmes now in use. In general, the course names are self-explanatory (H. P. D. is the abbreviation

⁶The Canadian Research Committee on Practical Education, Better Education for Canadian Youth (Toronto: The Canadian Research Committee on Practical Education, 1951), p. 11.

⁷Division of Curriculum, British Columbia Department of Education, Administrative Bulletin for Secondary Schools, (Victoria: The Queen's Printer, 1958), pp. 28-41.

for Health and Personal Development, a course that includes health education, physical education, and guidance); courses numbered in the 10's are normally offered in Grade IX; the 20's in Grade X; the 30's in Grade XI; and the 40's in Grade XII. Advanced electives are numbered in the 90's and may be taken in Grade XI but are usually taken in Grade XII. In the examples given in this chapter, the pupil's majors are indicated by the advanced electives he is taking.

II. TYPICAL PROGRAMMES USING COMMERCE COURSES

Example A - University Entrance with a Secretarial Major

	<u>Courses</u>	<u>Majors</u>	<u>Credits</u>
English	10, 20, 30, 40	91 or 93	25
Social Studies	10, 20, 30		15
French	10, 20	91 and 92	20
Science	10, 20		10
Mathematics	10, 20, 30		15
H. P. D.	10, 20, 30		15
Commerce	10, 20, 21, 31	92	25
Electives			0-15

The pupil, who used a programme such as that shown in Example A could have obtained a major in mathematics or social studies with only one advanced elective or a major in science with two advanced electives, leaving a great deal more time for courses of her choice. Selection of secretarial practice as a third major required five additional courses although some pupils are able to reduce the number to four by doing two years of typewriting in one. In almost every case the pupil selecting such an array of courses is a girl.

All of them are required to offer English as a second major but they would not necessarily select French as their third. Some reasons for the selection of a programme such as that outlined in Example A might be: (1) A girl is uncertain of her post high-school plans but her parents want her to have university-entrance standing. The programme gives her university-entrance standing in case she decides to go to university but provides her with a vocational skill in case she does not. (2) The girl may want a vocational course and has no other apparent interest. Her counsellor, knowing her ability, persuades her to take the university-entrance programme with a Commerce major so that the door to further education will remain open. (3) The girl, who intends to go to university, wants a Commerce major as a "meal ticket" for summer employment, or wants shorthand and typewriting skills because she is interested in journalism or a Commerce career after university.

The writer, having taught Commerce courses and placed Commerce graduates for thirty years, admits to a bias for the type of programme given in Example A. It works to the advantage of the pupil because she finishes high school with a marketable skill that she may use on a full-time job if for some reason she does not go to university. If she does go to university, she has a skill for summer employment and a supplementary skill for many careers that might arise out of her

university training. Graduates of this type are important in building the school's reputation with business men. If the girl finished high school without a marketable skill, she would probably enroll in a business college for one year, graduate with the business-college label on her and be placed to its credit. The fact that she had spent twelve of her thirteen years of schooling in the public schools might well be overlooked by her employers because she came to them from the business school. In general, the business college would get the credit for such graduates; the public school would get the credit, or blame, for the comparatively poor performance of the general-programme pupils placed directly from high school.

Example B - University Entrance with a Business Major

<u>Courses</u>		<u>Majors</u>	<u>Credits</u>
English	10, 20, 30, 40		20
Social Studies	10, 20, 30	Law 93	20
H. P. D.	10, 20, 30		15
Mathematics	10, 20, 30	91	20
French	10, 20		10
Science	10, 20		10
Commerce	24, 34	91	15
Electives			10-30

This programme is usually chosen by a boy who is uncertain of his post high-school plans or by one who expects to proceed to the Faculty of Commerce and Business Administration at the University. It is also a valuable programme for a boy who plans to enter the professional accounting field as a

chartered accountant, certified general accountant, or registered industrial accountant.

Example C - University Entrance with Commerce Electives

<u>Courses</u>	<u>Majors</u>	<u>Credits</u>
English	10, 20, 30, 32, 40	91 30
Social Studies	10, 20, 30	Hist. 91 20
H. P. D.	10, 20, 30	15
Mathematics	10, 20, 30	15
French	10, 20	91, 92 20
Science	10, 20	10
Commerce	10, 21, 31	15
Spanish	10, 20	10
Elective		0-5

Example C is given to show the use made of Commerce courses as electives for a special need. This was the actual programme of a girl who aspired to be a journalist, and who planned to continue her education at a university after she left high school. Other examples of the uses to which Commerce courses are put as free electives may be found in the discussion concerning individual courses in Appendix B.

Example D - General Programme with Secretarial Major

<u>Courses</u>	<u>Majors</u>	<u>Credits</u>
English	10, 20 or 21, 30 or 31, 40 or 41	93 25
Social Studies	10, 20, 30, 32	Law 93 25
H. P. D.	10, 20, 30	15
Mathematics ⁸	10 or 12	5
Commerce	10, 20, 21, 24, 31, 34, 44	92 40
Electives		10-30

⁸The required three-year sequence of mathematics courses is met through completion of Co 24 and Co 34.

The largest group of pupils served by Commerce courses continues to be the girls, enrolled in the general programme, who aspire to office positions as stenographers. Example D is typical of their programmes. A serious problem with this group is the high mortality that results from their failure to meet the required standards in shorthand. Some large schools, through their counselling services, weed out the weaker pupils and direct them into a clerical course; other schools use English as the criterion, setting an arbitrary standard of C or better in Grade IX English for entrance to shorthand classes. Because shorthand is a prerequisite for secretarial practice classes, those barred must seek other courses. Still other schools allow any pupil to take shorthand who wishes to do so, relying on the shorthand examination to make proper selection. The former standard, if it can be used, is more acceptable for three reasons: (1) Some "dead wood" is kept out of the shorthand classes. (2) The pupil does not waste time on a course that is too difficult for her. (3) Some pupils who lack the ability to handle stenographic positions may, through hard work, pass the shorthand course only to find that their ability to transcribe is limited by poor mastery of English.

Surveys show that only a small proportion of office workers are called upon to use shorthand. The training of low-ability pupils in that difficult art can lead only to

frustration for them and poor public relations for the school.

Example E - General Programme with Clerical Practice

	<u>Courses</u>	<u>Majors</u>	<u>Credits</u>
English	10, 20 or 21, 30 or 31, 40 or 41	93	25
Social Studies	10, 20, 30		15
H. P. D.	10, 20, 30		15
Mathematics	10 or 12		5
Commerce	10, 11, 20, 24, 32, 34, 39, 42		40
Electives			20-40

The clerical practice option serves a twofold need:

(1) It provides suitable courses for pupils of low-average ability who could not hope to meet the demands of stenographic work. (2) It trains office workers for general clerical positions.

Example F - General Programme with Business Major

	<u>Courses</u>	<u>Majors</u>	<u>Credits</u>
English	10, 20 or 21, 30 or 31, 40 or 41	93	25
Social Studies	10, 20, 30	Law 93	20
H. P. D.	10, 20, 30		15
Mathematics	10 or 12		5
Commerce	10, 20, 24, 34, 32, 39	91	35
Electives			20-30

Comparatively few pupils are now enrolled on the programme outlined in Example F. It was designed for boys who plan to enter "white-collar" occupations on completion of their high-school training, but during post-war years, fewer boys have been attracted directly to "white-collar" jobs.

The starting pay compares unfavourably with earnings in the building trades and in "blue-collar" jobs generally. Furthermore, employers are less likely to demand specific skills of boys than of girls, hence, the banks, trust companies, and large retail organizations give no preference to boys with this type of training over those with purely academic backgrounds.

III. COMMERCE ENROLMENTS AND TOTAL ENROLMENTS

The examples given in this chapter indicate some of the ways in which the composite school may use Commerce courses but the examples do not show the numbers of pupils involved. Table II shows the enrolment in Commerce courses compared with the total school population in the grades in which the courses are normally offered.

The figures in Table III were obtained by analyzing the programmes of the entire 1956 graduating class at Victoria High School. The figures show, for example, that out of 76 girls on the university programme, 65 took one year of typewriting but only 34 continued typewriting into a second year.

Table III does not reveal the extent of duplication in the enrolments: the 34 girls on the university programme who took Typewriting 20 are included in the 65 who took Typewriting 10 and some of them may be included in other courses. Table IV gives an analysis of frequencies for the university

TABLE II

ENROLMENTS IN COMMERCE COURSES IN BRITISH COLUMBIA
HIGH SCHOOLS, 1957-1958, COMPARED WITH
TOTAL SCHOOL POPULATION

Course	Course Enrolment	Grade Enrolment
Typewriting 10	12,757	19,884 (IX)
Record-keeping 11	3,192	
Business Fundamentals	3,790	15,663 (X)
Typewriting 20	4,852	
Shorthand	3,306	
Bookkeeping 34	2,578	12,078 (XI)
Shorthand 31	1,577	
Clerical Practice 32	1,046	
Retail Selling 33	67	
Business Machines Practice 39	456	
Clerical Practice 42	224	8,810 (XII)
Retail Selling 43	34	
Office Practice 44	651	
Bookkeeping 91	468	
Economics 92	741	
Secretarial Practice 92	917	
Secretarial Practice 93	215	
English 93	1,553	
Law 93	686	

Source: British Columbia Department of Education:
mimeographed bulletin.

TABLE III
 COMMERCE COURSES USED FOR HIGH SCHOOL GRADUATION
 CREDIT BY 1956 GRADUATING CLASS
 VICTORIA HIGH SCHOOL

Courses	University programme		General programme	
	Girls	Boys	Girls	Boys
Class enrolment	76	86	39	31
Typewriting 10	65	33	38	12
Record-keeping 11	1	1	17	0
Typewriting 20	34	7	37	1
Shorthand 21	25	1	35	0
Shorthand 31	24	0	29	0
Office Practice 44	5	0	14	0
Secretarial Practice 92	24	0	27	0
Secretarial Practice 93	2	0	7	0
Business Fundamentals 24	3	7	35	7
Bookkeeping 34	3	11	16	6
Bookkeeping 91	1	5	6	2
Clerical Practice 32	8	0	13	0
Clerical Practice 42	0	0	3	0
Business Machines Practice 39 .	10	3	32	2
Law 93	18	14	20	2
English 93	10	4	25	1

Source: progress record cards of pupils.

TABLE IV

NUMBERS OF COMMERCE COURSES USED BY UNIVERSITY PROGRAMME
STUDENTS FOR HIGH SCHOOL GRADUATION CREDIT BY 1956
GRADUATING CLASS, VICTORIA HIGH SCHOOL

Number of Commerce courses taken	Girls	Boys
1	23	28
2	7	4
3	3	1
4	2	2
5	6	1
6	3	0
7	8	1
8	5	0
	<u>57</u>	<u>37</u>
Total number of university- entrance pupils	76	86

group, and it shows for example, that twenty-three girls took only one Commerce course whereas five took eight courses during their four years of high school. It would appear from this analysis that boys tend to make as much use of Commerce courses for personal use but are less likely to seek skills on the vocational level.

Victoria High School is a representative composite high school. Its course patterns will differ somewhat from those of such high schools as Oak Bay and West Vancouver, where the socio-economic level of the pupils tends to be uniformly high. They will also differ somewhat from such schools as King George

and Vancouver Technical, where the socio-economic level is somewhat lower. It would appear that Victoria High School uses Commerce courses a little more than the provincial average, devoting about eleven per cent of its teaching time to Commerce as compared with ten per cent for the province as a whole. Nevertheless, the Victoria pattern, with minor variations may be found in many composite high schools throughout the province. At Victoria High School, as at the other schools, the Commerce teacher must work with pupils from both the university programme and the general programme; his influence is not confined to a narrow group of underpar pupils, but rather it permeates a good section of the school for better or for worse.

IV. SUMMARY

The Commerce programme in British Columbia, now in the fourth stage of its evolution, serves a large cross-section of secondary school pupils in a variety of ways. A pupil may want only a single course in typewriting for personal use or he may want an integrated sequence of courses for vocational purposes. He may want a foretaste of business information as a prelude to Commerce work at a university or he may want some knowledge of business matters because he can see no prospect of acquiring such knowledge in the university programme he plans. Whatever his needs, the variety of

courses and the flexibility of the regulations give him a good chance of getting what he needs in the way of Commerce courses in high school.

CHAPTER IV

THE OBJECTIVES OF THE COMMERCE PROGRAMME

It is the purpose of this chapter to examine the stated objectives of the Commerce programme in British Columbia secondary schools and to infer from these objectives the qualifications required of the teachers who are expected to achieve them.

The official statement of the objectives is as follows:

A comprehensive business education programme must include courses designed to provide both general business knowledge and vocational training and, in addition, must further the aims of secondary education.¹

I. GENERAL BUSINESS KNOWLEDGE

What is meant by "general business knowledge"? A boy in a Grade VII mathematics class may be taught to calculate simple interest: this may be regarded as a vocational skill. Does he know, however, that finance charges, advertised as six per cent, often amount to twenty-two per cent? Does he know that the legal rate of interest in Canada is five per cent yet the casual lender may charge any rate the borrower agrees to pay? Does he know what factors govern the rates of interest charged from time to time on different types of loans? Does he know the difference between the liability assumed by

¹Division of Curriculum, British Columbia Department of Education, Commerce, 1958 (Victoria: The Queen's Printer, 1958) p. 7.

an endorser? Does he understand the medieval objections to usury, and does he understand the influence those objections had on the Jewish peoples of Western Europe? The list of questions could be lengthened endlessly, and the number of such questions the pupil can answer is a measure of his "general business knowledge": the information and understanding that will give meaning and strength to his vocational skill.

If a girl who graduates from a British Columbia high school is employed as a school stenographer, her knowledge of school courses is business background for her: the course numbers and course names that occur in her notices and her correspondence have meaning for her and give her an advantage over a girl who has just arrived, say, from Great Britain. If she has to prepare a stencil for a French examination, a knowledge of French is useful information. Other things being equal, the best stenographer for a law office is one who has qualified, at least in part, as a lawyer; and the best secretary for an engineering office is a girl who has studied engineering.

Any well organized, well taught school subject contains elements of vocational value to the extent that it gives the potential office worker information about, and understanding of, the world in which he is going to work. Some courses,

notably mathematics and social studies, contain many topics useful as business background, but the instructors do not, as a rule, develop the topics sufficiently for the needs of office workers: the instructor may not have sufficient background knowledge himself, or he may feel that the time at his disposal is needed for other material prescribed for his course. Business educators have, therefore, developed courses to fill the gaps left by traditional courses and to provide study in depth of those topics inadequately covered. Such specially planned courses include Business Fundamentals, Law, Economics, and Applied English. These subjects may be taught by a teacher of social studies or of English, but more frequently they are taught by Commerce teachers. In either event, the concepts and knowledge taught in the courses are designed to provide background for the practical situations of other Commerce courses, and the teacher should be prepared to exploit the relationship.

II. VOCATIONAL TRAINING

The difference between a vocational course and a non-vocational course is one of degree rather than of kind. All school courses fall into a continuum in respect to their vocational content: the place of a course in the continuum will depend upon the occupation being considered. At the vocational end of the scale are those courses, containing highly specialized skills or subject matter, designed to meet

the needs of a particular occupation: the courses may or may not be rich in other educational values. Shorthand, for example, is usually thought of as a vocational subject. Certainly it is not likely to be functional outside a business office. Yet shorthand has educational values if one considers mastery of a demanding subject a virtue for the concentrated effort it requires of the pupil. Advocates of academic subjects have long used that argument to justify the study of Latin. In yet another way, shorthand and Latin are akin. Many an adult claims that the study of Latin gave him his first insight into the intricacies of English grammar; similarly, many a student of shorthand finds that the need for a mailable transcript forces him to be concerned about the use of correct English. To say, then, that a course has little functional value outside of a particular occupation is not to deny its educational worth.

Office work is not one occupation: it is a whole range of occupations.² Because the school cannot know in advance what job the pupil will secure on graduation, it must plan vocational courses with elements that are common to many jobs. It is worth noting that many elements of vocational

²The National Office Management Association classifies twenty-four separate office occupations in its annual salary survey. This number may be regarded as a conservative figure because the association couple many jobs that are often classified as separate occupations by employers. National Office Management Association, Survey Summary Number 22, (Willow Grove, Pennsylvania, 1958).

training in Commerce have applications in jobs that are not normally thought of as office work, and they not infrequently have applications in the personal affairs of pupils. The Commerce teacher may, therefore, reasonably claim that most of his courses are broadly vocational. Typewriting, for example, is a useful tool for so many purposes that it can hardly be called a vocational course unless it is taken to the higher ranges of skill that only a professional needs.

III. THE AIMS OF SECONDARY EDUCATION

Assuming that the Commerce teacher succeeds in giving his pupils the general business knowledge and the specialized skills that he requires for most types of office work, he must also be concerned to see that in doing so he has furthered the aims of secondary education. Twelve aims are published by the British Columbia Department of Education:³ they are quoted singly or in groups so that they may immediately precede the discussion concerning them.

1. To ensure that all pupils master the fundamental skills of learning to the limit of their abilities.

The fundamental skills are not defined, but if they are the traditional three R's, the Commerce teacher has many opportunities for renewing and expanding those skills in settings that have significance for the pupil. Applications of

³British Columbia Department of Education, Administrative Bulletin for Secondary Schools, p. 9

arithmetic are required in such courses as Record-keeping, Business Fundamentals, Bookkeeping, Clerical Practice, and Retail Selling; a special course in English is offered for Commerce pupils, and the Commerce pupil is exposed to an extensive vocabulary of business, economic, and legal terms.

2. To help all pupils develop healthy minds and bodies.

Though some people might regard this aim as the special function of the physical education teachers and the guidance department, mental health is a product of the pupil's total environment. The fact that he is working with a purpose in his Commerce classes affords the Commerce teacher a better opportunity than most teachers have to contribute to this aim.

3. To help pupils to become familiar with that which is great and valuable in history, science, and the arts.
4. To develop in all pupils an understanding of the responsibilities and privileges of life in a democracy.
5. To encourage self-discipline in pupils by requiring acceptable standards of performance and behaviour in all phases of the school programme.
6. To co-operate with parents in guiding the growth and development of their children.

The teacher of business law may claim, with some truth, that his course is ideally tailored to assist pupils to understand the responsibilities and privileges of life in a

democracy, but the chief contribution of the Commerce programme to the achievement of the aims in this group is an indirect one. Educators, even Commerce teachers, may not believe that vocational aims are the most important ones in secondary education, but many people--pupils, parents, and employers--do think so. The wise teacher knows that the pupil's interest in vocational course provides strong motivation in the classroom, and he uses that motivation as a lever to achieve the aims that he thinks are most important. In effect the school says to the pupil, "Stay with us for four years, do a satisfactory job in the courses we think an educated person needs, and in return we will give you technical skills and help you find a job." If the "lever" is applied successfully, the pupil, during his four years at school, may be persuaded that technical skills are more valuable when supported by good skills in English and mathematics, and by an improved understanding of his environment; that the difference between a "vocational" course and an "academic" course is one of degree rather than of kind, because any course that aids his development will increase his vocational competence. He may also be persuaded that there are other values to an education than those with a dollar sign prefixed. The school may reasonably expect that increasing awareness of job requirements will help the pupil to improve his tact, his speech, his manners, his appearance,

and his ability to work with other people. Vocational training is the carrot before the donkey's nose, the ice cream promised if the spinach is eaten. The "lever" or "bait" technique may not always get the desired results, but the writer can cite many cases in which it has been effective.

7. To guide pupils in the development of such qualities of character and citizenship as good personal habits, willingness to work with others, honesty, obedience, and self-control.
8. To teach each pupil to do his best work by maintaining high standards of performance in all phases of the school programme.
9. To instil in all pupils respect for high standards of work and an appreciation for the efforts of others.
10. To seek out and develop pupils' special talents and potentialities, and to assist them in developing their strengths and overcoming or adjusting to handicaps or weaknesses.

Is not the achievement of these aims a function of pedagogy that is independent of subject matter? Does not the achievement depend on the teacher's interest in his pupils as people, his understanding of their drives and of their reactions to his direction? Does it not depend on his ability to develop courses and teaching methods that demand high standards of all pupils, with due regard for their needs and their inherent capacity?

11. To give pupils some guidance in the choice of a career and some opportunity to begin preparation for occupational life.

12. To teach pupils some common manual skills as a means of helping them become practical and useful citizens.

Here, the contribution of the Commerce teacher can be a vital one. His success will depend largely upon his knowledge of the business world for which he is training his pupils, his ability to relate his teaching to the pupils' needs, and his willingness to maintain and enlarge his contacts in the business world.

IV. THE COMMERCE TEACHER AND HIS OBJECTIVES

An itemized list of aims serves a useful purpose, but it should be understood that each aim is only one facet of a larger aim: the growth of the individual to his maximum capacity. Contrary to what many people assume, the Commerce teacher is not solely concerned with vocational aims; he is concerned with the larger aim and must therefore be a professionally trained person who thinks in terms of child development, and who considers his subject matter a tool to that end. Conceivably, a mere technician could teach such skills as typewriting with vocational competence as his only aim. If we allow him to do so, however, that fraction of pupil time spent in the typewriting class may be lost to the other educational aims. Perhaps more than a proportionate fraction will be lost because that class may be the one in which the student has the greatest motivation to work, the one in which he is most willing to identify his aims with those of the teacher.

The general educational background of the Commerce teacher is at least as important as his professional training. He must appreciate the values that other school subjects can give his pupils because he may influence their programmes in at least three ways: (1) He may give advice directly to the pupils on their course selections. Because of their vocational interest in his subjects, many pupils, and in some cases their parents, will regard him as the logical person to give such advice. (2) He may advise school counsellors on suitable options and course combinations for individual pupils or groups of pupils. (3) He may advise his principal on group offerings for vocational pupils or on suitable single elective courses for academic pupils.

The teacher who is too closely wedded to his specialty may be tempted to boost his enrolments in his courses to the detriment of a pupil who should be taking other work; conversely, he may discourage a pupil who would profit from it. Once again, the narrow training of the specialist is a handicap: the Commerce teacher must be a person of broad educational background, one who will use the vocational interest of his pupils to further their complete education, and one who can speak in staff conferences as a teacher and an educated man among equals.

In helping to plan course offerings and course selections, the Commerce teacher is acting as a member of the administrative team. However, in his classroom he is on his own. His training and the outlook it engenders will determine whether his courses are narrowly specialized or broadly imaginative. He should lose no opportunity to associate his aims with those of other teachers by direct and indirect reference and by co-operative project. These things he cannot do unless he is a person of broad interests who sees in vocational business education the key to an expanding vocabulary; an expanding world, in depth and colour, through an understanding of how business is organized and controlled for the production of wealth; how its operations affect, and are affected by governments, and how they impinge on the affairs of the individual.

The writer has stressed the contribution that Commerce courses may make to general education when those courses are administered and taught by competent, well educated teachers. In so doing, he does not deny the value of vocational training for its own sake. Surely there is no need to apologize for spending the pupils' time and the public's money in training young people to earn their living in useful employment. Successful results mean better adjusted workers and a more efficient society. But what of those pupils who will not be engaged in office work? Many of them will have

clerical duties to perform in connection with other jobs; most of them will own insurance, cars, and homes; many of them will manage property and invest in securities. In short, the conditions under which we live make it necessary that every citizen have business understandings for personal use even though he does not require them in his vocation.

No body of knowledge for Commerce can remain static. The teacher must be prepared to make and to maintain contacts with business people to learn of their changing needs. He should systematically and objectively study the problems of the business world in order to maintain his role as an expert in the field of his specialty. Though vocational aims are not first on the list, he must achieve them or lose the "lever" he needs to achieve his other objectives. He must achieve his vocational aims or lose prestige with the business community and with the parents of his pupils.

V. SUMMARY

Commerce courses are designed to give pupils vocational skills and general business knowledge: they also are designed to further the general aims of secondary education. These objectives are complementary and interdependent. The difference between a vocational course and a cultural course is one of degree rather than of kind, and both types of course should

be fully exploited for the benefit of the pupils. Such exploitation of subject matter can usually be done more effectively by a professionally trained teacher.

Though vocational aims are worthwhile in their own right, they may contribute further to the pupils' development because they provide incentive for them to remain at school and to accept educational experiences they might otherwise eschew. The teacher who is wedded to his specialty may not appreciate the importance of educational experiences outside his field, hence the Commerce teacher should possess a broad cultural background.

Effective use of vocational training as an incentive to serious study is, however, dependent on the school's prestige in its community. The Commerce teacher must, therefore, be competent in his own specialty because he can more easily achieve one aim if he has first achieved the other.

CHAPTER V

TRAINING FOR THE SKILL SUBJECTS

The writer has argued that the aims of the British Columbia Commerce programme can be achieved only by well educated men and women who are also professionally trained teachers. If his arguments are sound, the aims of the College of Education, quoted on page 1, are the right ones for Commerce teachers. However, it is now necessary to examine the training programme in more detail. This chapter will be devoted to an examination of the traditional skills in shorthand and typewriting. Are they given the time and the attention in the training programme that their importance warrants?

I. SKILL COURSES IN THE SECONDARY SCHOOLS

An examination of the course summaries in Appendix B will show that seven of those courses (Co 10, 20, 32, 42, 92, 93, and 44) call for training in typewriting or for the application of typewriting as a tool, while four of them (Co21, 31, 92, and 93) involve the use of Pitman shorthand. The critic might claim, with some justification, that the Commerce programme contains too many courses involving typewriting and shorthand skills, but he should realize that no

one pupil takes all of them. The usual pattern is for a pupil to gain basic typewriting skills in Co 10 and 20, basic shorthand skills in Co 21 and 31, then combine typewriting and shorthand in Co 92. The five courses constitute a secretarial major. Co 44 and Co 93 provide extra training for higher skills and may be especially useful for slower pupils, particularly those on the general programme, whose plans are primarily vocational, and who may have trouble reaching vocational skills on Co 92 alone. Surely no one will quarrel with the idea that some pupils need more time than others to reach a given goal. Co 32 and Co 42 were introduced to care for general-programme pupils who are unwilling or unable to master shorthand.

Typewriting and shorthand are often assumed to be the heart of the Commerce programme, and an analysis of pupil enrolments by courses (Table II) certainly supports that assumption. The services of at least one hundred and fifty full-time teachers would be required to teach all the courses involving shorthand and typewriting in British Columbia secondary schools. In practice, about double that number are so engaged because most teachers concerned have other courses included in their teaching assignments. Work that involves so many pupils and so much costly teaching time should be done efficiently. Teachers should, of course, be trained in the application of psychological principles to skill development

and in proven methods of presenting their subjects, but they should also be able to do what they expect their pupils to do. With respect to typewriting, the bulletin, "Commerce, 1958"¹ says:

The teacher should be able and ready at all times to demonstrate any specific skills he wishes the pupils to master. A short, dexterous demonstration is far more effective than any amount of explanation. It stimulates the class and, at the same time, builds up the confidence of the pupils in the work of their instructor.

The ability to give a "short, dexterous demonstration" will build the teacher's confidence, too.

II ALTERNATIVE WAYS OF PROVIDING TEACHERS WITH SKILLS

There are three ways in which the problem of skill qualifications for Commerce teachers may be handled. First, the student may be required to master the skills as best he can, in whatever manner he wishes, without credit; second, high school courses in shorthand and typewriting may be demanded as prerequisites for entry to the training programme; third, courses for credit may be offered as part of the training programme.

If the first method is used and the student is left to his own devices, he may develop all the faulty techniques he should train his pupils to avoid. If he has completed all

¹Division of Curriculum, British Columbia Department of Education, Commerce, 1958 (Victoria: The Queen's Printer) p. 12.

other requirements for certification, perhaps with high standing, there will be pressure on the authorities to grant a certificate in spite of the fact that his skills are inadequately developed. From 1951 to 1956, the School of Commerce at the University of British Columbia offered a teaching option in which students were required to develop minimum skills in shorthand and typewriting, without credit. Classes had to be scheduled for the late hours of the afternoon to avoid clashes with the full load of credit courses and great difficulty was experienced in meeting even the minimum standards set for the courses.² The student might well ask, "Why should a teacher of Commerce subjects be required to develop an important part of his competence in his spare time? Other teachers are not required to do so."

The second way, requiring skills as prerequisites from high school, is the most satisfactory solution. Students who have completed the secretarial major in high school have adequate skills that can be maintained and extended through laboratory exercises in connection with other courses at the College. Unfortunately, a comparatively small number of those who graduate from high school with secretarial majors are interested in university careers, and they often succumb to offers of employment in business. Furthermore, in the

²From conversation with Professor C. C. Gourlay, now Assistant Dean of the Faculty of Commerce and Business Administration.

hysteria of the "post-Sputnik" age, all non-academic majors are under such vigorous attack that the supply of university students with advanced skills in shorthand and typewriting may be cut off altogether.

The third way, and the one now being tried in the College of Education, is to offer credit courses as part of the training programme. Three courses are offered, and they are designed to give the teacher speeds in shorthand and typewriting equivalent to those of high school graduates who have completed Commerce 92 and 44. In effect, three university courses are equated to six high school courses. Each of the three courses is scheduled for five hours a week: in terms of class hours, teachers-in-training are expected to acquire the skills in half the time allowed high-school pupils. It may be argued that they should have no trouble meeting the standards under such conditions because they are more mature, and as a group they are more select than their high-school counterparts. However, it may also be argued that added maturity, once full co-ordination has been achieved, is of doubtful value in the acquisition of a skill.

The first group of students to complete skill training under the new arrangement is now enrolled in Secretarial Practice (Commerce 201). Of the twelve students in the class, six completed secretarial majors in high school, so they were permitted to substitute academic electives for the two preparatory

courses, Typewriting (Commerce 90) and Shorthand (Commerce 101). The other six began their skill training after they came to university and were thus required to take both of the elementary courses. So far as this class is concerned, it may be said that all of them will be able to demonstrate the skills required of their pupils, but the group with high school training will do so with greater ease and confidence. Those who acquired their skills after coming to university claim that their work in shorthand and typewriting has placed a heavy burden on their time.³

The subject of skill training would not be complete without some consideration of office machines other than the typewriter. Dictating and transcribing machines, common equipment in business offices of today are made available to student-teachers in the Secretarial Practice course: the techniques of operation are simple and can be mastered in a few hours by competent typists who also have good command of the English language.

Fifteen hours of laboratory time in the Office Management course, Commerce 391, are devoted to training on adding machines, posting machines, rotary-type calculators, and key-driven calculators. Of these machines, only the key-driven calculator presents a problem in skill mastery. (The Comptometer course offered by the manufacturer of that machine

³The writer is the instructor of this class.

covers one hundred and eighty hours of instruction and practice.) All the others can be easily mastered, especially if the operator has already acquired good fingering skills in typewriting. Higher skills than those given in the short time available are no doubt desirable, but the teacher does not require them unless he is asked to teach Business Machines Practice (Co 39). This is an unlikely contingency because, in 1958, only eight high schools offered Co 39, and not more than twelve teachers in the entire province taught the course.⁴ Furthermore, every class in Co 39 was taught by a teacher with at least ten years' experience. Knowledge of the operation and the functions of each machine in the business office is important background for all Commerce teachers, but in view of the other demands on training time, the fifteen hours of familiarization work would appear to be a reasonable compromise between what is desirable and what is expedient in the way of machines training.

In most high school courses, the teacher is expected to have greater mastery of the subject content than that required of the pupil. A teacher of mathematics, for example, usually knows much more about his subject than the content of the Grade XII mathematics course. Yet the College of Education appears to be sending Commerce teachers into the schools without giving them more than Grade XII skill standards. However,

⁴British Columbia Department of Education, "K" Forms.

there is good reason why the College cannot demand that teachers have a wide margin of superiority over their pupils in shorthand and typewriting: the point of diminishing returns is reached rapidly in skill development, and more inroads on academic study time would not yield a commensurate return. Perhaps, in any event, mathematics is not the best subject to choose for comparison with skills. The teacher of physical education is not expected to outrun, outswim, and outplay all his pupils so long as he can give a competent performance and understands the techniques by which skills are developed. So it is with teachers of shorthand and typewriting: given moderate skills they show their superiority in their grasp of theory and their knowledge of skill applications to office work.

III. CREDITS FOR SKILLS AT OTHER UNIVERSITIES

The status of skill courses in teacher-training programmes of other universities may be of interest for purposes of comparison. In Western Canada, Manitoba⁵ and Saskatchewan⁶ are still issuing special certificates for Commerce teachers through courses and examinations offered by the provincial departments of education. Certification is thus given outside

⁵Circular letter from the Office of the Registrar, Manitoba Department of Education.

⁶Department of Education, Saskatchewan, Regulations Governing Teachers' Certificates (Regina: The Queen's Printer, 1957), pp. 4-5.

the regular framework of the teacher-training programme, a method used in British Columbia before the College of Education was established. No comparison is made here with Manitoba or Saskatchewan because they do not give university courses especially for Commerce teachers. Alberta⁷ offers two skill courses in shorthand and two in typewriting, but will allow credit for only one of each toward a bachelor of education degree. A further restriction, one not imposed in British Columbia, prevents students other than Commerce majors⁸ from using the courses for credit. Time allotments of five hours per course are the same as those at the University of British Columbia. It would seem, therefore, that Alberta is less generous in its treatment of the skills than is British Columbia, at least so far as credits are concerned.

Ontario provides special courses and examinations for⁹ qualification of Commerce teachers, but it will also grant a certificate (High School Assistant, Type A, Commercial Subjects) without examination to graduates in Business Administration and Secretarial Science from the University of Western Ontario who complete the one-year teacher-training

⁷The Calendar, Faculty of Education, 1957-58 (Edmonton: University of Alberta), p. 40

⁸Ibid.

⁹The Calendar, Ontario College of Education, 1957-58 (Toronto: University of Toronto), pp. 26 and 41.

course at the Ontario College of Education.¹⁰ The degree course at Western Ontario takes four years from senior matriculation. In the three senior years, students are required to devote twelve, twelve, and fifteen hours respectively, to typewriting, shorthand, and secretarial practice. It should be noted, however, that the students are required to carry fourteen hours of other lecture time during their second year, and twelve hours in each of the third and fourth years. In spite of the generous allotment of time to the skills, they appear to be equated, in each year, with one regular three-hour lecture course. Western Ontario does not operate on a unit-credit system in the same way as British Columbia does, but students on the Secretarial Science option are apparently required to do twelve or fifteen hours of class work for what would be three units of credit.¹¹

Though Western Canada and Ontario are the logical jurisdictions for comparison, the Pacific Coast states, with their established programmes in business education, are of interest to British Columbia educators. Oregon¹² allows twenty-four term hours (credits at Oregon are synonymous with term hours) in a total of one hundred and ninety-four for

¹⁰Faculty of Arts and Science, Announcement, 1957-58, (London: University of Western Ontario), p. 38.

¹¹Ibid., pp. 33 and 85.

¹²University of Oregon Bulletin, 1958-59 (Eugene: The University of Oregon), pp. 206, 222.

skills. Washington permits thirty-one credits out of one hundred eighty,¹³ though the minimum requirement is only twenty-one. Apparently Alberta is less generous, Oregon and Washington slightly more generous than the British Columbia College of Education in credit allotments for skills. Western Ontario gives the same credits, but makes greater demands on its students, perhaps because the university trains women for business employment rather than for the teaching profession.

IV. SUMMARY

The College of Education programme for training Commerce teachers makes reasonable allowance for skill training in shorthand and typewriting. Credit allowances appear to be more generous than any offered in the nearer Canadian provinces though less generous than those in the neighbouring states of the United States. Students should be encouraged to acquire at least the basic skills while they are still in high school. Higher skill requirements in university would place an unwarranted drain on the time available for academic work.

¹³College of Business Administration Bulletin, 1957-59
(Seattle: University of Washington) p. 41.

CHAPTER VI

THE COMMERCE TEACHER AND BUSINESS

Teachers of Commerce subjects can give their work greater validity if they themselves understand the problems of business, are prepared to keep step with changes in business practice, and are willing to check the effectiveness of their teaching through regular follow-up practices. Accordingly, this chapter will deal with the problem faced by the College of Education in trying to give students the knowledge and experience that will enable them to understand business problems and that will encourage them to establish and maintain business contacts.

I. UNDERSTANDING THE PROBLEMS OF BUSINESS

The objectives of the Commerce programme in British Columbia secondary schools call for courses that will give pupils the following:¹

Information about business occupations--information intended to aid pupils in the selection of vocations.

Skills and technical knowledge required in the initial-contact job in a chosen field.

Related knowledge with reference, not only to the initial position, but to the more advanced position as well.

¹Division of Curriculum, British Columbia Department of Education, Commerce, 1958, op. cit., p. 7.

The objectives listed on the previous page expressly demand a first-hand knowledge of business, and the course content reinforces the demand at every turn. The teacher should know how offices are organized for the needs of business, how jobs are classified, what skills and knowledge each job requires, how applicants are screened for positions, how workers are rated on the job, what factors will influence promotion. He cannot appreciate fully the needs of business unless he sees each department of the office in relation to the problem it was created to solve.

One business problem will serve as an illustration. How can a business keep satisfactory record of its credit sales? The student learns in his accounting class the journal entry that records a sale of merchandise: a debit to the customer's account and a credit to the merchandise sales account. Probably he will appreciate the effects of such an entry on the structure of the firm's assets and on the owner's equity; he may also realize the harm that can be done to customer relations if the entry is not recorded accurately. On the practical side, however, that simple entry, multiplied thousands of times, complicated by detailed invoicing needs, back orders, errors, credit ratings, quantity discounts, special discounts, shipping charges, sales tax, sales rebates, sales returns, sales analysis, commissions, delivery instructions, covering letters, stock records, and monthly statements,

makes necessary a host of routines. The routines will, of course, vary with the size and nature of the business. As they increase in size and complexity, they tend to break down into more highly specialized tasks until each one may seem to have lost all connection with its original purpose. The Commerce teacher should be able to fit the pieces together in such a jig-saw puzzle.

Payroll preparation, stock control, records management, purchasing procedures, personnel records, office services, traffic, expense control, and mail handling, to list the commoner office problems, may each proliferate in its own way, changing as new equipment comes on the market, as volume grows, or as government regulations call for new records and reports. It is obviously impossible--and it is probably not desirable--to train high school pupils for all the positions created by the needs of business, but it should be the aim of the school and the responsibility of the Commerce teacher to select the commonest factors from ever-changing business routines and use them as a basis for training. Training can be prosecuted with more assurance and more vigour if the teacher knows his exercises are functional; the pupils, sensing his assurance, will respond more readily to his teaching.

An observer might well ask at this point if the answer to first-hand knowledge of business does not lie in business

experience. Certainly business experience is valuable and student teachers should be encouraged to seek summer employment in offices. Furthermore, experienced office workers who are prepared to earn academic qualifications should be welcomed into the profession. The writer would doubt, however, that most office workers possess an over-all view of office problems and office organization. Unless their experience has been extensive and unless they have held responsible positions, they will tend to view the office from the narrow well of a junior position. At one time the British Columbia Department of Education accepted "two years' approved business experience" as partial credit for certification,² but the difficulty of assessing the experience was too great for practical administrative purposes, and credits for experience were discontinued. Perhaps the official view might be expressed by a comparison: business experience is to Commerce teachers what residence in France is to teachers of French: something greatly to be desired, but something that it is not expedient to demand.

The College of Education attempts to provide an alternative (or ideally a supplement) to business experience through a course in Office Management (Commerce 391)³. The course was planned especially for Commerce teachers-in-training

²Department of Education, British Columbia, Courses of Study for the Elementary, High, Technical, and Normal Schools (Victoria: the King's Printer, 1923), p. 77.

³See Appendix C for the course outline.

because no course already offered by the university covers all the things that the course should cover. Commerce 356⁴ deals with accounting systems but the course is designed for professional accountants, and its major emphasis is on internal control. Commerce 383 includes methods analysis, time study, and layout problems, but it is directed toward the factory rather than the office.⁵ Commerce 321 and Commerce 422 deal with personnel management and labour legislation.⁶ The four courses named would all be valuable courses but they do not include all the topics listed in Commerce 391, and they do include others of relatively small value to the teacher. The provision of a special course has the drawback of removing student teachers from some association with other university students: on the other hand, it gives more functional training with greater economy of time.

II. LIAISON BETWEEN SCHOOL AND OFFICE

The material contained in Commerce 391 should give the teacher the theoretical background that he needs but it will be more valuable to him if he can see the problems at first hand. Selected field trips, planned to illustrate the lecture material as the course proceeds, are therefore a part of the course. They include visits to large offices and small

⁴The Calendar, Forty-fifth Session, (Vancouver: The University of British Columbia, 1959), p. 319.

⁵Ibid, p. 321.

⁶Ibid., p. 318.

offices, and to firms of diverse kinds.

Visits planned by the course instructor would probably be sufficient to illustrate the theory of the course if knowledge of business problems and personnel practices could be learned once and for all. The Commerce teacher must realize, however, that he is operating in a dynamic situation and cannot keep abreast of his work unless he is in regular communication with the sources of his knowledge. His training should convince him of the importance of maintaining that communication, and it should show him how to use office visits for the benefit of his pupils. By the time a Commerce teacher has been in a community two or three years, he should be a well known and welcome visitor in a number of offices.

Perhaps most people who embark on teaching careers do not think of themselves as salesmen and so tend to be reticent about calling on office managers without invitations. It must, therefore, be the function of some course taken by Commerce teachers--and Commerce 391 is the logical one--to show them how to break the ice. They will be agreeably surprised to find that, in defiance of physical laws, the water is warm underneath. Office visits organized by the instructor must therefore be supplemented by visits that students, singly or in pairs, make on their own initiative (following a discussion of the techniques to be followed and the

amenities to be observed). Reports should be required-- reports that relate the things observed to the theory taught in class. If time permits, the more valuable reports may be given orally to provide fuller use of the experiences gained.

The writer is convinced that the majority of office managers and supervisors want to help teachers and will do so if they are asked. He also believes that much criticism of our educational system stems from ignorance of what the schools are trying to do and many of the office people could profit from the services of an interpreter. One bank manager complained that pupils who learned to type at high school were inferior typists. Inquiry revealed that he had hired a university-programme pupil who had taken only one year of typewriting: he was surprised to learn that there were different levels of typewriting in the schools. Another business man complained of the poor caliber of one of his employees, supposedly a high school graduate: he was surprised to learn that the girl had not completed Grade X, and even more surprised to learn that he could have checked her claims by telephoning the school. The two examples cited here (both from the writer's experience) could be multiplied many times, and all too often the criticism goes unanswered. There is an important job to be done in interpreting the school policies to employers and the Commerce teacher should be prepared to do his share of it.

One other dividend will accrue to the Commerce teacher who finds the time to maintain his contacts with the office: he will find that managers will come to him for placements. Matching pupils to jobs for which they are suited is a rewarding climax to a teacher's work and a worthwhile service to the community.

Some words of caution should be added to the argument for closer liaison between school and office. Inexperienced teachers must be impressed with the importance of showing proper consideration for their hosts. An office manager may be delighted to show his office to a visiting teacher, but he will not be happy to hear in a roundabout way that the teacher used his office as a "horrible example" in class. The office manager may be glad to spend an hour explaining his routines to a teacher one day, but he will not be so happy to have another teacher ask for the same explanation the next day: he will wonder why they didn't team up for the visit. It is incumbent upon the teachers to treat the information they are given in a professional manner, and it is incumbent upon them to organize their visits so that a minimum amount of interruption is occasioned the office.

III. FOLLOW-UP TECHNIQUES

Follow-up work with high school graduates is another activity that should be included in the training of Commerce

teachers. A Commerce teacher may be asked with propriety: "Where are the members of your last graduating class employed? What kind of work are they doing? Have they found their training adequate for their jobs? Three techniques are commonly used for follow-up work and each one has some advantages to recommend it.

One method is to telephone the home, noting the answers to a prepared list of questions. Most parents are delighted to talk about their children, and they often interpret the calls as evidence of the school's continued interest in individuals, which perhaps it is, though it has other purposes also. Occasionally the teacher will encounter suspicion or resentment, but the friendly reactions far outweigh the unfriendly ones. In any event, if there is any considerable amount of dissatisfaction with the school, the teacher should know of it.

A second method is to prepare a short questionnaire and have this year's class do the follow-up on last year's class, explaining to them the reasons why the follow-up is important. Pupils may be given the names of friends or neighbours if any are included in the group to be studied. This method prepares the way for next year's follow-up because the graduates know the reasons for the survey and are more likely to co-operate.

A third method involves mailing out questionnaires and explanatory letters. It usually yields a lower rate of return than the other two, but graduates who have had time to consider their answers in private may reply to some questions and volunteer some comments by mail that they would not give over the telephone or to an interviewer.

IV. SUMMARY

Commerce teachers who have first-hand knowledge of office conditions should be better able to train their pupils for vocational competence than are those whose knowledge is purely theoretical. Business experience, though valuable, is often too restricted to provide an over-all view of office problems. A course is required that provides theoretical consideration of office problems plus varied contact with the office people who are trying to solve them. Maintenance of knowledge in a dynamic situation also calls for the development of attitudes toward the business world that will encourage teachers to take the initiative in establishing satisfactory liaison between the office and the school on the one hand, and the school and its graduates on the other. Provided that the execution is equal to the expressed intent, Commerce 391 would appear to meet these important requirements of teacher-training in Commerce.

CHAPTER VII

THE SOCIO-BUSINESS SUBJECTS

Commerce teachers may be called upon to teach one or more of the socio-business subjects taught in British Columbia secondary schools: Business Fundamentals, Law, Economics, or Accounting. In this chapter, the demands of these courses upon the teacher will be compared with the training opportunities afforded him by the College of Education.

I BUSINESS FUNDAMENTALS

One might claim with some justification that non-skill courses in Commerce have a vocational purpose because they help the pupil to understand the milieu in which he will work, broaden his vocabulary, and add to his functional efficiency. Indeed, some teachers of Commerce may regard the vocational purpose as the primary aim of the socio-business courses. Without denying their vocational value, others, including the writer, would stress the contribution that such courses can make to general education. The latter group feel that business institutions, their companion departments in government, and the relationships among them are facets of our socio-economic life that receive too little attention in the regular social studies programme. "Too little attention" in this

context would refer to the instruction given all secondary pupils, not just those engaged in vocational programmes.

The Commerce teacher, administrator, or writer who advances the claim that socio-business courses contribute to general education is hardly a disinterested party. The teacher may be trying to make himself academically respectable; the administrator may be building his empire; the writer may be seeking to widen the market for his textbooks. These people have, of course, as much right as those from any other subject field to argue for an expansion of their influence, but they also have the obligation to support their views with something more than opinions. The writer invites examination, therefore, of some material that is usually included in the socio-business courses. This material is set forth in Table V. He submits, with all due respect to teachers of social studies, that many of them are not well grounded in this material. At the British Columbia College of Education, teachers of social¹ studies may train with a Geography major (two history courses and five geography courses) or a History major (one geography course and five history courses): some students take both a Geography and a History major. Election of an additional course in geography, history, anthropology, political science, sociology, or economics is recommended but not required. The writer also submits that the concepts listed in Table V are

¹The Calendar, Forty-fifth Session (Vancouver: The University of British Columbia, 1959), p. 346.

important to anyone who seeks to understand his environment in the year 1959.

In Table V, the side headings are the unit titles prescribed by the British Columbia Department of Education for the course in Business Fundamentals (Co 24)². The column headed "Topics" shows some of the related ideas that a teacher might use in connection with the unit. The teacher may approach these topics from their practical applications to the pupil's affairs or he may stress their vocational importance, but if he is aware of the possibilities inherent in the material, he will not stop with things of practical value and immediate interest. He will lead his pupils, to the full limit of their several abilities, into the social and theoretical aspects of each topic. He will know when and how to link his material with the history, geography, literature, science, and mathematics already familiar to his pupils.

The observer may be inclined to say, "If this material has value for social studies, why not leave it for the social studies people to do instead of trying to make social studies teachers out of Commerce students?" The answer lies in the demands of training and in the attitudes of the prospective teachers. Can the social studies students afford the time to take the courses they need to master this material? Are they

²British Columbia Department of Education, Commerce, 1958 (Victoria: The Queen's Printer, 1958), pp 27-43.

TABLE V

COURSE CONTENT - BUSINESS FUNDAMENTALS

TOPICS	SENIOR COURSES	COVERAGE BY EDUCATION MAJORS		
		DOUBLE	BUSINESS	SECRETARIAL
<u>Home Ownership and Renting</u>				
Law of landlord and tenant	Law	Com 376	Com 376	Com 376
Land tenure: historical	Law	Com 376	Com 376	Com 376
Land registry system	Law	Com 376	Com 376	Com 376
Mortgages, agreements of sale	Law	Com 376	Com 376	Com 376
Mechanics lien	Law	Com 376	Com 376	Com 376
Land utilization	Economics	-----	-----	-----
Real estate appraisals	Economics	Com 376	Com 376	Com 376
<u>Automobile Ownership</u>				
Highway safety	-----	-----	-----	-----
Motor Vehicle Act	Law	-----	-----	-----
Automobile insurance	Law	-----	-----	-----
Economic problems created by the automobile	-----	-----	-----	-----
<u>Insurance</u>				
Principle of loss sharing and the mathematical basis of insurance	Economics	Com 376	Com 376	Com 376
The insurance contract	Law	Com 376	Com 376	Com 376
Types of property insurance	Law	Com 376	Com 376	Com 376
Life insurance contracts: their uses	Law	Com 376	Com 376	Com 376
Government regulation of the insurance industry	-----	Com 376	Com 376	Com 376
Insurance company investments and the economy	-----	Com 376	Com 376	Com 376
Planning a personal insurance programme	-----	Com 376	Com 376	Com 376
Annuities	-----	Com 376	Com 376	Com 376

TABLE V - CONTINUED

TOPICS	SENIOR COURSES	COVERAGE BY EDUCATION MAJORS		
		DOUBLE	BUSINESS	SECRETARIAL
<u>Investments</u>				
The nature of capital and its importance	Economics . . .	Econ 200	Econ 200	Com 376 (part)
to our economy				
Avenues through which capital is made				
available to entrepreneurs	Economics . . .	Com 376	Com 376	Com 376
Speculation: its importance to society;				
its dangers to the individual	Economics . . .	(Com 376	(Com 376	(Com 376
Forms of business organization: single	Economics	(Com 151	(Com 151	(Com 151
proprietorships, partnerships, limited	(Law	(Com 331	(Com 331	-----
companies	(Accounting			
Suitable investment programmes for the				
individual	Economics . . .	Com 376	Com 376	Com 376
Operation of security markets	Economics . . .	Com 376	Com 376	Com 376
<u>Banking</u>				
Legal relationship of depositor to his bank ..	Law	Com 376	Com 376	Com 376
Law of negotiable instruments	Law	(Com 376	(Com 376	Com 376 (part)
		Com 331	Com 331	-----
Interest rates: economic factors	Economics . . .	(Econ 200	(Econ 200	-----
		Com 376	Com 376	Com 376 (part)
Interest rates: legal aspects	Law	Com 331	Com 331	-----
Bank credit: its use and control in Canada;				
role of the Bank of Canada; role of the . . .	Economics . . .	(Com 376	(Com 376	Com 376
chartered banks		(Econ 200	(Econ 200	-----
Monetary theory and the problems of maintaining				
a stable currency	Economics . . .	Econ 200	Econ 200	-----
Foreign exchange	Economics . . .	Econ 200	Econ 200	-----

TABLE V - CONTINUED

TOPICS	SENIOR COURSES	COVERAGE BY EDUCATION MAJORS		
		DOUBLE	BUSINESS	SECRETARIAL
<u>Personal Finance</u>				
Budgeting techniques	-----	Com 376	Com 376	Com 376
Sources of personal credit and comparative costs from various sources	Economics	Com 376	Com 376	Com 376
Credit Unions Act, Small Loans Act, Conditional Sales Act	Law	(Com 331 Com 376	(Com 331 Com 376	Com 376
Wills and intestate succession	Law	Com 376	Com 376	Com 376
Estates tax	Law	Com 376	Com 376	Com 376
<u>Our Legal System</u>				
Sources of law	Law	Com 331	Com 331	-----
Delegated authority: rule by board and commission	Law	Com 331	Com 331	-----
Functions of law: preservation of order; arbitration of disputes; means to social betterment	Law	Com 331	Com 331	-----
Operation of the courts	Law	Com 331	Com 331	-----
Contractual obligations in an interdependent society: requisites of a valid contract	Law	Com 331	Com 331	-----
<u>Marketing and Merchandising</u>				
The economic basis of trade	Economics	Econ 200	Econ 200	-----
Functions of the middleman	Economics	Com 261	-----	-----
Marketing problems and marketing agencies with special reference to primary producers in Western Canada		Com 261	-----	-----
Stock control	Accounting	Com 261	Com 151	Com 151

TABLE V - CONTINUED

TOPICS	SENIOR COURSES	COVERAGE BY EDUCATION MAJORS			
		DOUBLE	BUSINESS	SECRETARIAL	
<u>Transportation and Public Utilities</u>					
The organization of transportation services . .	Economics . . .	-----	-----	-----	
Transportation economics with special reference to Canadian problems	Economics . . .	Econ 200	Econ 200	-----	
Liability of the Common carrier	Law . . .	Com 331	Com 331	-----	
Theory of monopoly and rate control problems .	Economics	Econ 200	Econ 200	-----	
<u>The Community</u>					
Problems of municipal finance	Economics . . .	-----	-----	-----	
Problems of town planning and zoning	----- . . .	-----	-----	-----	
The role of voluntary organizations in a community	-----	-----	-----	
<u>Our Government</u>					
Functions of government	Economics . . .	-----	-----	-----	
The federal system	----- . . .	-----	-----	-----	
Government finance	Economics . . .	Econ 200	Econ 200	-----	
Government and business	Economics . . .	Econ 200	Econ 200	-----	
Trademarks, patents, copyrights	Law . . .	-----	-----	-----	
Labour legislation	Law . . .	Com 391	Com 391	Com 391	
Social legislation	Law . . .	-----	-----	-----	
<u>Our Economic System</u>					
Development of the factory system	Economics . . .	Econ 200	Econ 200	-----	
Specialization and mass production	Economics . . .	Econ 200	Econ 200	-----	
Demand and supply	Economics . . .	Econ 200	Econ 200	-----	
Distribution of the national income	Economics . . .	Econ 200	Econ 200	-----	
Real and nominal wages	Economics . . .	Econ 200	Econ 200	-----	
Factors of production	Economics . . .	Econ 200	Econ 200	-----	

sympathetic to the use of the material? To use it properly, the teacher should have a background both in Commerce and in history and geography. Though the Commerce teacher may have only one university course in history and none in geography, he at least has studied those subjects throughout many years of his schooling. If he knows less about them than he should, at least he usually knows more about them than the average history major knows about Commerce.

The writer does not argue that the socio-business courses should be the sole prerogative of the Commerce teacher. When, as often happens, the school has a social studies man with a suitable background and outlook, by all means let him teach Business Fundamentals, Law, or Economics. The important aim is not to preserve departmental lines, but to have the material taught by the persons best equipped to handle it. By and large, however, the Commerce teacher is the logical one to teach the socio-business courses.

Most things worth learning can be taught under more than one discipline and it is well to have them so taught: an idea viewed from several angles has greater breadth and depth than one viewed from a single vantage point. Then, too, the pupil will benefit from having an idea reinforced by more than one teacher. Commerce has, of course, no monopoly on the reinforcing process: it can be used in most subjects. The writer

watched a lesson in a Home Economics class on the baking of a Christmas cake. When spices were being added, the origin of each was the subject of a question. For good measure, there was a question and a brief discussion on the historical importance of the spice trade, all conducted while the teacher mixed the cake. Here was reinforcement of the social studies, skilfully handled, under circumstances that were more conducive to learning for many of the pupils, than those that prevailed in the social studies class. In every subject field there are opportunities for the teacher to weave ideas together, to add his warp to someone else's woof.

Commerce teachers are often regarded as specialists. In the writer's experience they are less inclined to be "subject-centered" than are teachers of academic subjects. A moment's thought will show that the writer's impressions, if true, are not surprisingly so. Most teachers have done at least a minimum of work in academic subjects at some time or other: few "academic" teachers have done work in Commerce.

If then, the Commerce teacher is to teach the socio-business subjects, how well does the College of Education prepare him to teach them? The answer will vary with the course and with the programme followed by the student teacher. All majors are expected to teach Business Fundamentals and should thus have mastery of the Topics listed in Table V.

There is no shortage of university courses on these topics: two or three may be found for each heading. For example, The Faculty of Commerce and Business Administration offers one course in Life Insurance and one in General Insurance: three units of university credit to cover about one twelfth of the Business Fundamentals course. Such concentrated preparation may be desirable, but it can hardly be achieved when a single major is allotted only eighteen units altogether.

The kind of coverage required for Commerce teachers at the Grade X level (Business Fundamentals is taught in Grade X) is extensive rather than intensive, so it was necessary to write a special course for teachers. An examination of Table V reveals the extent to which this course (Personal and Business Finance, Commerce 376) provides the desired coverage. Taking all courses into consideration, it may be observed that preparation is most nearly complete for Double majors, somewhat less adequate for Business majors, and far from satisfactory for Secretarial majors.

II. LAW AND ECONOMICS

Most topics taught in Business Fundamentals are developed further in Law 93 and Economics 92. Table V shows the application of these topics to the senior courses. Both Double majors and Business majors require the qualifications to deal with the more advanced topics and to meet the demands

of the more select and sophisticated Grade XII pupils. Fortunately, the Economics and Business Law courses on the high school curriculum follow closely the traditional patterns set by such courses in the university so there is a high correlation between the topics covered in Economics 200 on the one hand and Economics 92 on the other, and between Commerce 331 on the one hand and Law 93 on the other. The student teacher will also have encountered applications of many of the topics in his accounting and finance, and (in the case of Double Commerce majors) his marketing studies. In spite of this cross-referencing of topics, however, it is idle to pretend that either major has all the background he should have to handle Grade XII work in Law and Economics. Once again his training is a compromise between what he should ideally have and what it is practicable to give within the limits of a Bachelor of Education degree.

III. ACCOUNTING

Accounting is listed among the socio-business courses at the beginning of this chapter. Some question may be raised as to the propriety of its inclusion in the socio-business group because of the repetitive record-keeping activities that are associated with the subject. Admittedly, such activities belong in the category of vocational skills. On the other hand, such topics as depreciation, asset valuation, credit

policies, distinction between capital and revenue, accumulation of capital, and amortization are closely related to parallel problems in law, economics, finance, and government. The writer prefers, therefore, to class accounting as a socio-business subject in the hope that it will be taught as such.

What training does a teacher need to teach bookkeeping and accounting in high school? An examination of course content shows that the university course required of all Commerce majors, Commerce 151, covers slightly more ground than the two high school courses, Bookkeeping (Co 34) and Accounting (Co 91). Accounting principles are a compact cycle usually developed in a spiral manner. Vertical development of the spiral occurs as the pupil is required to handle more complex transactions involving more accounts, resulting in more complicated financial statements and more intricate preparation for a renewal of the cycle. Horizontal development calls for application of rules of law to accounting problems and for the use of accounting principles to throw light on a variety of business problems. The student teacher who has successfully completed Commerce 151 has ascended the spiral at least as far as he would be expected to take his Co 91 class and a good deal farther than he would be expected to take his Co 34 class. At first glance the training would

seem to be inadequate, leaving the teacher only "one jump ahead of his pupils". However, teachers on the Double Commerce major are required to take a second course in accounting, and those on the Secretarial major will, presumably, not be asked to teach Commerce 91. Teachers on the Business major would then appear to be the chief cause for concern. A glance at the rest of their programme, however, shows that they take courses in Office Management, Personal and Business Finance, and Business Law, all three of which involve some aspects of accounting theory and give the teachers "horizontal" development of the accounting spiral.

IV. SUMMARY

Commerce courses in Business Fundamentals, Law, Economics, and Accounting contain many concepts of general educational value that will assist pupils to understand their environment. The concepts in question cannot be taught effectively by most teachers of social studies because they have an inadequate background in the study of business institutions. Commerce teachers should be trained to teach these socio-business concepts and to relate them to the traditional subjects of the secondary programme. Although there are serious inadequacies in the training of Commerce teachers for this purpose, the inadequacies are probably less serious than are those of social studies teachers. In general, therefore,

the schools should rely on Commerce teachers to handle the socio-business courses and Commerce teachers should be trained accordingly.

CHAPTER VIII

THE DOUBLE MAJOR

The Commerce teacher is usually regarded as a specialist and, prior to 1956, his certificate labelled him as such.¹ What justification has the College of Education for splitting Commerce into two majors? What effect will the split majors have on the scheduling problems of school administrators? The writer will attempt to answer both questions in this chapter.

I. THE SHORTCOMINGS OF THE SINGLE MAJOR

The College of Education requires that a candidate for the bachelor of education degree (secondary) satisfy the requirements of two teaching majors. Twenty-two subjects are listed as possible majors, and such combinations as English and Mathematics, Geography and French, Music and History, and Physical Education and Biology may be chosen. Honours courses, with heavy concentration in one subject field, are permitted in seventeen subjects, but only six subjects provide for a double major on the pass course. Commerce is one of the six.²

¹British Columbia Department of Education, Bulletin of the Summer School of Education (Victoria: The Queen's Printer, 1955), pp. 58, 64.

²The Calendar, Forty-fifth Session, (Vancouver: The University of British Columbia, 1959), pp. 344-348.

The Double major in Commerce requires the completion of ten university courses in addition to the other requirements for the degree. The courses are:³

Typewriting Techniques and Methods (Commerce 90)
 Elementary Accounting (Commerce 151)
 Intermediate Accounting (Commerce 252)
 Shorthand (Commerce 101)
 Secretarial Practice (Commerce 201)
 Commercial Law (Commerce 331)
 Marketing (Commerce 261)
 Personal and Business Finance (Commerce 376)
 Office Management (Commerce 391)
 Introductory Economics (Economics 200)

A teacher who qualifies for the Double major should be competent to teach all Commerce courses, including Law 93, Economics 92, and English 93.

Two single majors are offered, with either of which the student would require a companion major. Either single major should enable a student to teach the elementary Commerce courses. These might be regarded as Co 10, 20, 32, 42, 24, 34, and En 93, none of which requires the shorthand that Business majors lack or the Law and Economics (to any great extent) that Secretarial majors have not taken. Students qualifying for the Secretarial major would, in addition to the courses listed earlier in this paragraph, be qualified to teach Co 21, 31, 92, 93, and 44. The requirements for their major are:⁴

³The Calendar, Forty-fifth Session, (Vancouver: The University of British Columbia, 1959), p. 345.

⁴Ibid.

Typewriting Techniques and Methods (Commerce 90)
 Shorthand (Commerce 101)
 Elementary Accounting (Commerce 151)
 Secretarial Practice (Commerce 201)
 Personal and Business Finance (Commerce 376)
 Office Management (Commerce 391)

Students taking the Business major would be qualified to teach Co 91, Ec 92, and Law 93 in addition to the basic courses listed in the third sentence of this paragraph. The requirements for the Business major are:⁵

Typewriting Techniques and Methods (Commerce 90)
 Elementary Accounting (Commerce 151)
 Commercial Law (Commerce 331)
 Personal and Business Finance (Commerce 376)
 Office Management (Commerce 391)
 Economics (Economics 200)

There are four reasons why Commerce is one of the few subjects in which two single majors and a double major are offered. In the first place, the teacher of Commerce may be called upon to teach any one of eighteen courses from Grade IX to XII, whereas the teacher of mathematics must be prepared to teach eight; the teacher of social studies, eight; the teacher of French, four. Comparisons made in Chapters V, VI, and VII of this study indicate that the courses prescribed for the Double Commerce major provide a minimum margin of superiority for the teacher over his pupils: the margin would disappear entirely and in some cases become a deficiency if a teacher were expected to teach all Commerce courses with only six university courses in place of the ten given for the Double major.

⁵Ibid.

In the second place, almost any academic course a student takes at university begins where the high school work ends and thus carries him farther above the level of the pupils he must teach. Furthermore, the electives are academic courses and may relate directly to his teaching field. The Commerce teacher, on the other hand, may get his first introduction to his subject matter after he reaches university, and though the academic electives are of undoubted value to him, they have not the same direct application to his teaching subjects as they may have for teachers of French, mathematics, English, or social studies.

Thirdly, there is a distinct dichotomy in Commerce courses between the secretarial skills on the one hand and the socio-business subjects on the other. By way of illustration, the double major in music might be considered. If music were a single major calling for both vocal and instrumental competence, a first-rate instrumentalist might be lost to the teaching profession because he could not sing. The writer knows two extremely capable young women who intended to qualify as Commerce teachers but changed their plans after one encounter with an economics course. (Three courses in economics were prescribed under the former certification plan.) He also knows several men whose certification was long delayed because they could not reach the required standards in shorthand or typewriting though they were doing a

first-class job of teaching bookkeeping at the time.

Psychologists accept the superiority of women in clerical aptitude and digital dexterity; university women are acknowledged to be superior to men in English.⁵ These qualities are important in secretarial work. On the other hand, studies indicate the superiority of men over women in university mathematics and they also indicate a greater interest in economic concepts.⁶ Even if there were no evidence to suggest group advantages in the alternative Commerce majors, individual differences in abilities, interests, and temperaments would suggest that a person who taught typewriting with skill and enthusiasm might do a poor job of business law and that the converse might be true.

The fourth justification for the split major is related to the writer's claim (Chapter IV) that a Commerce teacher must be a fully qualified teacher, not an auxiliary who relieves other teachers of troublesome and inept pupils. If it is the school's policy to "dump" the incompetent pupils into the Commerce courses, the Commerce teacher may, through his companion academic major, spend at least part of his time with able pupils and thus retain some faith in the future of the human race. Furthermore, if he teaches academic subjects, his recommendations to the counsellors or the principal will not

⁵Leona E. Tyler, The Psychology of Human Differences, (New York: D. Appleton-Century Company, Inc., 1947), studies cited on pp. 74, 71.

⁶Ibid., studies cited on pp. 72, 81.

be viewed as special pleading when they concern Commerce subjects.

II. THE PROBLEM OF ASSIGNING TEACHING LOADS

The College of Education accepts the double major and the single majors as reasonable arrangements to ensure teaching competence and to allow for individual differences, but school principals may object to these arrangements for other reasons. What effect will the varied qualifications of Commerce teachers have upon the principal's problem of planning his timetable and of matching staff capabilities with course offerings? The writer analyzed the teaching assignments of all teachers of Commerce subjects in the province for the school years 1955-56, 1956-57, and 1957-58 to determine the qualifications the teachers would require for their work. All three years were tabulated together, a valid procedure because each year's timetable is a separate problem for the principal. Of 892 assignments examined, 407 could have been handled by a teacher with any of the three Commerce majors, 86 by one with a Business major, and 325 by one with a Secretarial major. Only 74 would have needed a Double major. Assuming that the 892 teaching loads were to be assigned to future graduates of the present programme, how seriously would a teacher with the "wrong" major disrupt the principal's planning?

The principal would suffer no inconvenience in assigning work for the 407 teachers in the first group. Their teaching loads contained only basic courses in Commerce, and if a teacher with any major in Commerce were available, he should be able to handle the assignment. At first glance, the Secretarial group would appear to present a problem of some magnitude, but analysis of the situation shows that 300 of the 325 timetables were prepared in schools that had more than one Commerce teacher and the 300 could be reduced to 150 by the simple expedient of transferring one or two subjects from one teacher on the staff to another. Often the difference between a teaching assignment for one major and that for another may be no more than one course. Two teachers may be teaching shorthand because they both like the work: if one of them were to leave the other could take over the second class, so it would matter little whether the replacement teacher were a Secretarial major or a Business major. The other 25 cases were all at small high schools, where the principals are accustomed to living, as one expressed it, "from one crisis to another" so far as staffing problems are concerned. The writer does not wish to imply that the problems of small high schools are unimportant, but he does suggest that their problems of timetabling are related to their size and to the difficulty of securing qualified teachers (in any subject field) during the present teacher shortage. More

than half of the teachers in this group of 25 schools were underqualified. The question might also be raised as to whether schools with fewer than 150 pupils in Grades X to XII--and 22 out of the 25 were in that class--should embark on the vocational programmes they were attempting to give.

Examination of the 74 programmes requiring a Double major tells much the same story as is told by examination of those requiring Secretarial majors. All except 15 occurred in larger schools and failure to replace a Double major with another would usually mean no more inconvenience than a re-shuffling of loads. In the smaller school, the "wrong" replacement might mean the abandonment of a course for one year or the assigning of that course to someone underqualified to teach it, a process that might well occur under existing conditions.

The foregoing analysis indicates that some difficulty might be experienced in the smaller schools because of the new pattern of double and single majors. Some re-education of principals may be necessary among the older hands because they have been accustomed to thinking of a Commerce teacher as one who is prepared to teach any Commerce course. However, many more have also been accustomed to accepting what they could get in the way of a Commerce teacher and making the best of the situation.

The split majors may solve more problems for the principal than they create. Many small schools do not have a full-time load for a Commerce teacher, and the principal must assign him other work. Even in larger schools, the number of Commerce classes divided by the number of Commerce teachers will often show a need for fractional teaching loads in Commerce. The principal might well be glad to have a Commerce teacher who can double in French, English, social studies, mathematics, or home economics (all of these combinations are presently enrolled in the College of Education). This statement can be supported by the fact that 452 of the 892 timetables examined contained subjects other than Commerce. Table VI shows the extent to which other duties were combined with teaching of Commerce subjects. The total does not equal 452 because many teachers were assigned two or more other duties.

The examination of teaching loads would hardly be complete without reference to those of two teachers who were really called upon to display versatility. At Masset Elementary-High School, in 1955-56, Mr. W. J. Wright taught Co 10, 20, 21, and 31; En 20, 30, 40; SS 20, 30; Geo 91; H.P.D. 10, 20, 30; Ma 20, 21; and Sc 20. At Houston Elementary-Senior High School, in 1954-55, Mr. R. C. Baker taught Co 10, and 21; Ma 20, 30, 91; Sc 10; Chem 91; Art 10; H.P.D. 10, 30; En 7, 8, 10, 21, 31, 40, 91; SS 10, 30; Geo 91; and Ma 10.

TABLE VI

FREQUENCY WITH WHICH COMMERCE TEACHING WAS COMBINED WITH
OTHER SUBJECTS AND SCHOOL DUTIES IN BRITISH COLUMBIA
SECONDARY SCHOOLS IN 1955-56, 1956-57, 1957-58

Subject or Duty	Frequency
English	142
Health and Personal Development	125
Mathematics	123
Social Studies	107
Science	50
Counselling	34
French	33
Administration	18
Music	15
Physical Education	14
Library	8
Art	7
Agriculture	5
Industrial Arts	3
Home Economics	3
German	1
Latin	1

Source: British Columbia Department of Education, "K" forms (organizational reports submitted annually by school principals) analyzed by the writer.

III. SUMMARY

The Commerce courses encompass a wide range of skills and subject matter. Student teachers enrolled for the Double major barely exceed a minimum competence with ten courses: they would be poorly equipped with only six. The split major permits teachers to combine some Commerce subjects with other secondary school work in ways that provide for differences in aptitudes and interests. Furthermore, a combination of Commerce and academic work encourages the integration of Commerce teachers with the teaching staff as a whole.

It would appear that principals are already using Commerce teachers in the way that the College of Education anticipates they will use them. The split major appears to be in operation now and little, if any, adjustment will be needed to fit new teachers into programmes of the secondary schools.

CHAPTER IX

SUMMARY AND CONCLUSIONS

I. SUMMARY

British Columbia has been developing its training programme for Commerce teachers since 1917. The first demanded one year of training beyond high school and sometimes placed eighteen-year old teachers in high school classrooms; the latest one requires five years of university work .

The content of the new programme is important because its adequacy may affect the number and caliber of candidates attracted to it. It is also important because Commerce teachers are such a large segment of the teaching body, contributing about one tenth of the instruction in Grades X to XII and influencing at least half of all pupils who graduate from high school. Many of these pupils go directly into office positions where they make or mar the school's reputation. The training programme of their teachers therefore warrants close scrutiny.

The role played by Commerce courses in the secondary school has changed in the past twenty-five years. The rigidity of pupil programmes that characterized earlier curricula has given way to more flexible arrangements. It is

now possible for a pupil to take one Commerce course for personal use or an integrated group of Commerce courses to provide vocational knowledge and skills. This choice is available to pupils on the university programme as well as to those on the general programme. The flexibility of the regulations and the variety of Commerce courses are of particular advantage to bright girls whose future educational plans are in doubt. A girl on the university programme can acquire vocational competence for employment on high school graduation, for summer work while attending university, or as a supplementary skill to whatever talents she develops at university.

The varied and extensive use of Commerce courses in the secondary schools makes the problems of programming and counselling more complex. If Commerce teachers are to provide objective advice for principals and counsellors, if they are to work with vocational and non-vocational pupils, they must be professionally trained people who will place the welfare of their pupils ahead of their own departmental concerns.

The Commerce courses are designed to give general business knowledge and vocational skills; they are also intended to further the general aims of secondary education. These aims are interdependent. If the school achieves prestige with employers through the competence of its graduates,

pupils are more likely to respect its teachers and may be more willing to identify their aims with those of the school. Here, the Commerce teacher is important, not only for his ability to achieve his vocational aims, but also for his appreciation of non-vocational values and his willingness to contribute to them. The need for education beyond his own specialty is indicated here.

A large part of the teaching load in Commerce depends on the twin skills of typewriting and shorthand. Though athletic coaches are not normally expected to surpass their pupils in skill, they have more prestige with their charges and more confidence in themselves if they are capable of reasonably high performance. Unfortunately, the acquisition of skills in shorthand and typewriting is a time-consuming and labourious task. If students are required to master the skills without being granted credit, they have a heavy additional burden placed upon them that other teachers are not asked to assume. Furthermore, the denial of credits is psychologically unsound: in effect the denial brands the subject matter as unworthy. Perhaps the best solution to the problem of skill acquisition is to encourage pupils to master the skills in high school. They will then have time for two extra courses of an academic nature in university. Meanwhile, the credits now allowed by the College of Education give students without shorthand and typewriting an

opportunity to acquire reasonable skills as part of their degree programme.

Vocational skills are used in a business setting and the Commerce teacher should be familiar with that setting. Occupational experience is desirable, but even lengthy occupational experience may be too restricted to give the prospective teacher an over-view of business problems and business practices. The College attempts to meet this need with a course in Office Management (Commerce 391) that provides a systematic study of office problems. The course also attempts to develop attitudes that will encourage the teacher to establish close liaison with office people in his community, and to assess the adequacy of his work through a follow-up of his graduates. The conditions under which the Commerce teacher works would appear to demand training of this kind.

The subjects of law, economics, and accounting, often called the socio-business subjects, offer many opportunities to give the high school pupil background information of vocational value. Some teachers believe that the concepts developed in these subjects have important implications beyond their vocational values, especially if they are related to their historical and geographical setting. Teachers of social studies, however, may be unable to exploit these

concepts because they often lack training in Commerce to a greater degree than teachers of Commerce lack training in history and geography. If this is true, then Commerce teachers should normally be expected to teach the socio-business courses, and the College of Education is right in providing special training to that end.

Training plans developed before 1956 all treated Commerce teachers as specialists. The College of Education programme permits a Commerce teacher to be a specialist in that he may take a double major in Commerce if he wishes. However, the College also recognizes the variety of skills and subject matter covered by the term "Commerce", and it allows for differences in talents and interests by permitting a teacher to take one of two Commerce majors, leaving him free to take his second major in some other field. Thus, a man who lacks interest in secretarial skills might combine a history major with a Commerce Business major and equip himself to do a first-class job on the soci-business subjects; a woman who has no enthusiasm for economic concepts might combine a major in English with one in Commerce Secretarial, an arrangement from which her pupils would probably profit.

A detailed analysis of teaching loads throughout the province, taken over a three-year period, indicates that the new arrangement of split majors will cause no special

problems in timetabling. Either Commerce major will be able to teach most Commerce courses and any flexibility lost through his inability to teach them all will be compensated for by his ability to assume other duties. In fact, almost half of those now teaching Commerce courses are presently assigned to work other than Commerce teaching.

II. CONCLUSIONS

The writer posed two questions in the introduction to this study: (1) Should Commerce teachers be trained in the same general pattern as teachers of other subjects? (2) Does the College of Education programme allow for the special needs of Commerce teachers? He believes that the answer to both questions should be given in the affirmative, but he also feels that some qualification should be made.

The role of Commerce courses in the secondary schools, the aims of the Commerce programme, and the demands of the course content all show the need for Commerce teachers who regard their subject matter as means to an end as well as an end in itself. Sympathy with the aims of other subject fields and an appreciation of our cultural environment call for a broad general education, yet Commerce teachers on the Double major have only twenty-four units of general education out of their total degree requirement of seventy-eight units;

twenty-four being required for their professional courses and thirty for their teaching competence. On a percentage basis, general education is allotted 30.8 per cent of the time; professional education, 30.8 per cent; and the teaching competence, 38.5 per cent. Adams¹ found the averages for institutions accredited by the Southern Association of Colleges and Secondary Schools to be 39.1, 17.9, and 37.1 respectively. Comparisons of programme weighting are difficult to make unless one knows the use made of elective time, the academic content of the professional courses, and the nature of the teaching competence. Yet there is enough discrepancy between the 30.8 per cent allowed for professional courses by the British Columbia College of Education and the 17.9 per cent allowed by Southern universities to suggest that professional courses may be getting more than their fair share of student time in this province.

Apart from any redistribution of time allotments, it is possible to overcome the lack of general education by encouraging students to take split majors along the lines indicated on the preceding page. Double majors could be reserved for students who have mastered their skills in high school.

Fortunately, the same steps that will mitigate the shortcomings in general education will alleviate those in the teaching competence. The lack of a positive superiority

¹Adams, op. cit.

in skills will be overcome if more students come to university with the skills already mastered. The lack of a background for socio-business subjects will be overcome if students combine one Commerce major with a social studies major. Splitting of majors will have the further advantage of integrating student teachers in Commerce with other teachers-in-training. It may be hoped that familiarity, far from breeding contempt, may breed understanding.

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A P P E N D I X

APPENDIX A

CERTIFICATION REQUIREMENTS

I. BRITISH COLUMBIA REGULATIONS - 1923

High School Assistant Commercial Teacher's Certificate (Interim)

Candidates who hold an Academic Certificate or a First-class teacher's Certificate of this Province, or its equivalent, and who have passed the examinations set by the Department of Education on the subjects specified hereunder, will be granted a High School Assistant Commercial Teacher's Certificate (Interim).

Stenography Theory

Stenography Practice - the writing from dictation, in Isaac Pitman Shorthand, at a speed of not less than eighty words per minute from matter having a syllabic intensity of 1.5 with typewritten transcript at a rate of not less than twelve words per minute.

Typewriting Theory and Practice - the mechanism and manipulation of the standard machines, with ability to write at a rate of at least forty words per minute for ten or more minutes from standard test material.

Bookkeeping Theory

Bookkeeping Practice

Business and Statute Law

Penmanship

Commercial Arithmetic

Economics and Economic Geography

Commercial Specialist's Certificate (Permanent)

Candidates who hold High School Assistant Commercial Teacher's Certificates pass the examinations set by the Department on any four of the subjects specified hereunder will be granted a Commercial Specialist's Certificate for this Province.

Auditing

Business Finance

Office Practice and Business Organization

History of Commerce and Industry
 Commercial Correspondence and Filing
 Commercial French or Commercial Spanish
 Shorthand - a speed of at least 120 words per
 minute from matter having an intensity of
 1.5 syllables.
 Typewriting - a speed of sixty words per minute
 from standard test material.
 Two Years' Approved Business Experience.¹

II. BRITISH COLUMBIA REGULATIONS - 1937

Assistant Commercial Teacher's Certificate

Prerequisite:

First-class or Academic Certificate

Requirements:

Stenography (Theory and Methods)
 Stenography (Practice and Speed)
 Typewriting (Theory and Methods)
 Typewriting (Practice)
 Bookkeeping (Theory and Methods)
 Bookkeeping (Practice)
 Business Law (Economics 17 and 18)²
 Correspondence and Filing
 Commercial Arithmetic
 Economics (Economics 1)

Commercial Specialist Certificate

Prerequisites:

Assistant Commercial Teacher's Certificate
 Academic Certificate or First-class Certificate with
 a minimum of two years in Arts.

Requirements:

Accounting
 Office Routine, Business Forms, and Secretarial
 Practice
 Economic Geography (Economics 10)
 Money and Banking (Economics 4)

¹British Columbia Department of Education, Courses of Study for the Elementary, High, Technical, and Normal Schools of British Columbia. (Victoria: The King's Printer, 1923), pp. 74-77.

²Numbered courses in the 1937 regulations refer to University of British Columbia courses allowed as alternates to Departmental courses or examinations.

Economic History (Economics 2 or Senior Matriculation Economic History), or Corporation Economics (Economics 7), or International Trade and Tariff Policy (Economics 6), or Mathematics of Investment (Mathematics 3).³

III. FOUR-YEAR UNIVERSITY PROGRAMME PROPOSED BY WEEKS

<u>First Semester</u>		<u>Second Semester</u>	
<u>First Year</u>			
<u>Subject</u>		<u>Subject</u>	
Philosophy of Education		Educational Psychology	
Economics		A business skill (type-writing, bookkeeping, shorthand, salesmanship, clerical)	
Elective		Elective	
<u>Second Year</u>			
School Administration and Law		History of Education	
Economic Geography		Business Law	
Elective		Elective	
<u>Third Year</u>			
Business Organization and Management		Methods in Teaching Skill Subjects	
Vocational Guidance		Tests and Measurements	
Elective		Elective	
<u>Fourth Year</u>			
Methods of Teaching General Business Subjects		Problems and Issues in Business Education	
General Business and Junior Business		Administration and Supervision of Business Education	
Practice Teaching		Practice Teaching	

It will be noted immediately that no provision has been made here for the training of those persons who will be engaged in the teaching of vocational business subjects. It can readily be seen that there is insufficient time available in a four-year programme for such training. Provision must be made for so many subjects that are completely new to the teaching candidate. He must receive all the training that is

³British Columbia Department of Education, Certification of Teachers, (Victoria: The King's Printer, 1940), p. 11.

afforded the academic teacher. This alone could quite easily be spread over a four-year period without involving any waste of time or effort. In addition to this, however, the prospective commercial teacher must be equipped with at least one business skill and must be prepared to teach that skill. He must, as well, secure a certain business background and be informed on the professional aspects of his work. All these must be fitted somehow into an already crowded four-year program. A fifth year could be utilized to great advantage but the request for an extra year would not be regarded favourably by any institution already operating four-year programs leading to the bachelor degree.⁴

IV. BRITISH COLUMBIA REGULATIONS - 1955

Secondary Conditional - Commercial (S-C)

Requirements

1. A British Columbia Permanent First Class or Academic Certificate.
2. Second-year standing at a university recognized by the Department of Education, including at least two of the following courses: Economic History (Ec. 100), Principles of Economics (Ec. 200), Human and Economic Geography (Geog. 201), Fundamentals of Accounting (Comm. 151).
3. Fifteen units of credit here prescribed.

Training

1. Two and a half units of credit for approved courses in each of the following fields:
 - (a) Bookkeeping Practice (626)
 - (b) General Business and Business Law (628 and 628A or 634)
2. One and a quarter units of credit for approved courses in each of the following fields:
 - (a) Typewriting Practice (624)
 - (b) Typewriting: Teaching Procedures (623)
 - (c) Applied Typewriting (627)
 - (d) Bookkeeping Teaching Procedures (625)
 - (e) Correspondence and Filing (629)
 - (f) Commercial Arithmetic (630)
3. Credit for one of the following university courses not previously taken: Economic History (Ec. 100), Principles of Economics (Ec. 200), Human and Economic Geography (Geog. 201), Fundamentals of Accounting (Comm. 151), Business Finance (Comm. 371).

⁴Weeks, op. cit., pp. 248-249.

Secondary Basic - Commercial (S-B)Requirements

1. A Secondary Conditional Commercial certificate.
2. Fifteen units of credit here prescribed.

Training

1. Two and a half units of credit in approved courses in each of the following fields:
 - (a) Philosophy and Methods of Secondary Education (100)
(Note--The following courses offered by the University of British Columbia will be accepted in place of Summer School of Education Course 100: E. 522 and Ed. 560; or one of Ed. 522 and Ed. 560, plus one of Ed. 532, Ed. 512, Ed. 509.)
 - (b) Stenography (Pitman): Theory and Teaching Methods (620).
 - (c) Stenography (Pitman): Practice and Speed (621).
(Note--Teachers with the old Assistant Commercial certificate will substitute for courses 620 and 621 two of the following second-year university courses: Economic History (Ec. 100), Principles of Economics (Ec. 200), Human and Economic Geography (Geog. 201).)
2. One and a quarter units of credit in approved courses in each of the following:
 - (a) Office Routine, Business Forms, and Secretarial Practice (633).
 - (b) Business Machines (631).
3. Summer School or approved university courses in two of the following:
 - (a) Fundamentals of Accounting (632, Comm. 151).
 - (b) Money and Banking (Ec. 300).
 - (c) Business Finance (Comm 371).
 - (d) International Trade and Tariffs (Ec. 310).
 - (e) Mathematics of Investment (Math. 201).
 - (f) Retail Marketing (Comm. 363).
 - (g) Elementary Statistical Analysis (Math. 205).

OR

1. A British Columbia First Class or Academic certificate.
2. A degree in Commerce from a university recognized by the Department of Education.
3. Approved courses in the following fields:
Two and a half units in each of:
 - (a) Typewriting Practice (624).
 - (b) Stenography (Pitman): Theory and Methods (620).
 - (c) Stenography (Pitman): Practice and Speed (621).

One and a quarter units in each of:

- (a) Typewriting Methods (623).
- (b) Elementary Bookkeeping: Teaching Methods (625).
- (c) Correspondence and Filing (629).
- (d) Office Routine, Business Forms, and Secretarial Practice (633).
- (e) Applied Typewriting (627).⁵

V. BRITISH COLUMBIA COLLEGE OF EDUCATION PROGRAMME - 1959

This is the standard programme designed for the training of secondary teachers. It consists of a total of 78 units. Every student is required either to major in two subjects ordinarily taught in high school or to take an Honours Course in one such subject. In each major, in addition to pre-requisite courses, at least 15 units must be taken, 9 of which must be from senior years. A candidate who elects to take an Honours Course in one teaching field must be prepared to complete 84 units for the degree.

<u>First Year</u>	<u>Units</u>
English 100, 101	3
History 102	3
Two of Mathematics 101, 120, first year science course, first year language other than English	6
Fine Arts 101 or Philosophy 100 or Psychology 100, or Music 120, or needed prerequisites	3
Compulsory Physical Education	0
<u>Second Year</u>	<u>Units</u>
Education 200	3
English 200	3
Nine or 12 units in Arts, Science, Commerce, Agriculture, Home Economics, or Physical Education to complete any omitted courses of the First Year and to complete pre- requisites or to commence work in teaching majors	9-12
Compulsory Physical Education	0
Education 298 (Observation and Practice Teaching)	0
<u>Third Year</u>	<u>Units</u>
Education 301 including a seminar laboratory programme	3
Courses required for majors or Honours	15

⁵Department of Education, Bulletin of the Summer School of Education, (Victoria: The Queen's Printer, 1955) pp.58-65.

<u>Fourth Year</u>	<u>Units</u>
English 300 (Composition) or language other than English	3
Education 404 (Curriculum and Instruction) in one subject area	1½
Education 435 (Introduction to Evaluation)	1½
Majors or Honours	9-12
Education 498 (Observation and Practicum)	0

<u>Fifth Year</u>	<u>Units</u>
Education 332 (Adolescent Psychology)	3
Education 400 (Survey of Educational Thought)	3
Education 403 (Guidance Services)	1½
Education 404 (see Fourth Year)	1½
Education 410 (Administration)	3
Education Elective	3
Education 499 (Observation and Practicum) ⁶	0

Note: Courses required for Commerce majors are listed on pages 83 and 84. of this study.

⁶The Calendar, Forty-fifth Session, (Vancouver: The University of British Columbia, 1959), pp 336, 337.

APPENDIX B

COMMERCE COURSES IN BRITISH COLUMBIA HIGH SCHOOLS

A complicating factor in the problem of training Commerce teachers is the number and variety of courses they may be required to teach. Because they are referred to from time to time in the text of this report, it seems wise to append a brief description and commentary on each course.

Record-keeping (Co 11)

Record-keeping was designed to provide training for routine operations in the bookkeeping and clerical fields. It stresses accuracy and speed in that type of repetitive operation common to junior office positions. Considerable arithmetical practice is involved; some content teaching is required to give the background of the operations.

No one could honestly claim that Record-keeping will challenge the brighter pupil unless he needs to learn continued attention to a routine task. The counsellor should encourage lower-ability pupils to take the course. If they leave before completing Grade X, they will have some training for a junior position and some understanding of business procedures. If they continue to Co 24 and Co 34, some of the ground will have been prepared for them, and they will have a better chance of holding their own with brighter classmates.

Some teachers have misunderstood the purpose of the Record-keeping course and have treated it as a prerequisite for Bookkeeping 34. Such a procedure defeats the purpose of the Bookkeeping course also: it is desirable that better pupils be able to enter it without having had Record-keeping.

Typewriting (Co 10)

This is the beginner's course in Typewriting. No distinction is made between pupils who take the course for personal use and those who plan to continue with more advanced work. All are expected to make a minimum speed of 24 words per minute, but the better pupils achieve speeds of 50 words per minute or more.

Typewriting 10 is the most popular of all Commerce courses. It is basic to further training in Commerce and it is highly regarded by pupils as a personal-use course. Pupils find the informality of the classroom and the mechanical nature of the work a welcome break between two periods of academic study.

Typewriting (Co 20)

The second year of typewriting is designed to develop further the speed and mastery of typewriting operations. Pupils are expected to increase their speed from a minimum of 24 words per minute to 40 words per minute, but most of the growth should be devoted to applications of their skill to a variety of set-up work. Most pupils who take Co 20 have vocational aims, those taking typewriting for personal use being content as a rule with one year's training.

Business Fundamentals (Co 24)

Business Fundamentals is the base of the general-knowledge pyramid in business just as Typewriting 10 is the base of the skill pyramid. If properly taught, it will help pupils to understand the means by which business attempts to supply the public's needs and the problems it encounters in so doing. Business Fundamentals should be a complement to the skill subjects taken in Grades XI and XII; it should provide the vocabulary and background necessary for the best utilization of those skills.

The personal-use value of the course may be extensive, dealing as it does with such topics as land ownership, mortgages, personal finance, insurance, personal savings, and investments.

Bookkeeping (Co 34)

The first year of formal bookkeeping, usually given in Grade XI, covers the double-entry cycle and all the bookkeeping theory any high-school graduate is likely to need for several years on his first job.

Bookkeeping (Co 91)

Co 24, 34, and 91 taken in sequence, constitute a major for university entrance. Much of the work taken in Co 91 is theoretical and calls for a type of thinking above the level

of many job-minded general-programme pupils. The course might better serve superior pupils who plan university careers in Commerce or who expect to article as students in accounting offices. Other pupils should be accepted only on the basis of interest and ability.

Shorthand (Co 21)

The first year of shorthand may be given in Grade X, but it is frequently postponed until Grade XI. Co 21 covers the theory of Pitman shorthand: some dictation skill may be achieved on a limited vocabulary, but as a rule no marketable skill is obtained in one year.

Shorthand (Co 31)

The second year of shorthand extends the pupil's shorthand vocabulary and gives him (more often her) the ability to take dictation at 60-80 words per minute. Most business men do not dictate beyond those speeds, but a stenographer with such limited skill has no reserve and may lack confidence in her work.

Secretarial Practice (Co 92)

The twin skills of shorthand and typewriting must be integrated to be effective. Secretarial Practice 92 is intended to do that while consolidating and extending the separate skills.

Secretarial Practice 92 may be used as a major for university. It is an "expensive" major in terms of credits for all of the prerequisites are elective courses and must be taken on elective time.

Secretarial Practice (Co 93)

This course is a further development of Secretarial Practice 92, calling for still higher skills. Most university-entrance pupils go no farther than the 92 course, but general-programme pupils who are going directly to office employment find the extra year of training useful.

Office Practice (Co 44)

This course is designed as a companion course to Secretarial Practice 92. It is intended to give the pupils a picture of the office situation in which they expect to work and to familiarize them with many of the duties they will be expected to perform. It includes units on: work of the receptionist, office organization, filing, employment practices, sources of business information, and applied typewriting. If machines are available, pupils are also trained to use duplicating machines and transcribing machines.

Clerical Practice (Co 32 and 42)

These two courses are offered in Grades XI and XII respectively. They offer training on the typewriter beyond Co 20 for pupils who do not take shorthand. Emphasis is placed on clerical tasks, filing, payroll work, and invoicing.

Business Machines Practice (Co 39)

Few schools are equipped with enough machines to give this course, and until recently there was no reason to offer it outside the Vancouver area. The course calls for instruction on ten-key and full-keyboard adding machines, key-driven calculators, rotary-type calculators, posting machines, and duplicating machines. It involves an investment of about \$10,000 for equipment.

The course has a tremendous appeal for pupils and it serves two purposes besides giving them some measure of skill. In the first place it revives mathematical skills, in the second it teaches the pupil the function of each machine in the office. There is danger, however, that girls planning secretarial careers may be won away from such valuable background courses as Law or Economics by the "siren call" of the keys and whirring motors.

Retailing Practice (Co 33 and 43)

Only two schools in the province offered Retail Selling in the 1957-58 term: Burnaby South and Cowichan. Courses have been offered in the past, with considerable success, at Port Alberni and Vancouver Technical School.

Three factors are responsible for the neglect of Retail Selling: the difficulty of finding competent and enthusiastic teachers; the traditional feeling of parents that "behind-the-counter" work is beneath the dignity of their children; and the splintering effect that reduces teaching groups to uneconomic size in all but the largest schools.

Economics (Ec 92)

This elementary outline of economics is now one of several courses that may be taken in place of European History for a Social Studies major. Much of the content is too abstract and theoretical to be readily appreciated by some of the general-programme pupils, and the teacher with a wide range of talents in his class is called upon to accomplish a difficult task.

Law 93

Law is also acceptable as a Social Studies major and, when offered, attracts and holds some of the best minds in the school. In the writer's experience the course holds more interest for the average pupil than does Ec 92. This course, besides offering possibilities for training in citizenship and practice in logical thinking, is a wonderful vocabulary builder.

Applied English (En 93)

The course in Applied English combines work in the mechanics of written and oral English with the techniques of business correspondence, secretaryship, and report writing. Applied English may be used as a graduation major by general-programme pupils under all circumstances; by university-programme pupils who are also using Secretarial Practice as a major.

APPENDIX C

UNIVERSITY COURSE OUTLINES

COMMERCE 376 - PERSONAL AND BUSINESS FINANCE

Course Outline
Summer Session - 1958

Topics

Readings

July 7-11

Our monetary system and the planning of personal finances; creation of bank credit; The Bank of Canada; the chartered banks; negotiable instruments; banking services.

Hanson & Cohen, Ch. 5
Bruce, Heywood, Abercrombie, Ch. IV and V, also pp. 190-191.
Anger (Summary of Canadian Law) - Ch. VI, VII, VIII.
Pamphlets: Workbook on Bank Deposits; You, Money, and Prosperity.

July 14-16

General insurance: determination of rates; automobile insurance; personal-property insurance; personal liability.

Hanson & Cohen, Ch. 9
Bruce, et al, Ch. III.
Jennings (Canadian Law) pp. 202-209
Insurance Act, B. C.

July 16-22

Annuities; teachers' pensions.

Life insurance: determining rates; mortality tables; level premiums and legal reserves; types of contracts; contract provisions; adapting insurance to personal needs; insurance as an investment.

Hanson & Cohen, Ch. 7
Teachers' Pension Act, B.C.
Hanson & Cohen, Ch. 8

Life Insurance - A Canadian Handbook.
Life Insurance and Life Insurance Tipsters.
The Story of Life Insurance.

TopicsReadingsJuly 23-25

Corporate organization: legal status of the limited company; formation; management and control; sources of corporate capital; common stocks and preferred stocks; bonds and debentures.

Anger, Ch. XVI
B. C. Companies Act
R.S.B.C. 1948 and amendments.

July 28

Mid-term examination

July 29 - August 1

Investments: social significance, personal significance; general investment principles; bonds, preferred shares; common shares; evaluating corporate securities; security investment plans.

Hanson & Cohen, Ch. 12, 13, 14, 15
How to Read a Financial Report.
Home Study Course - How to Invest Your Money in Bonds and Stocks.

August 4

Business ownership as an investment; real estate as an investment.

Hanson & Cohen, Ch. 16.
Summary of Canadian Commercial Law, Ch. XV.

August 5-6

Personal finance, consumer credit; true interest rates; conditional sales.

Hanson & Cohen, Ch. 3, 6.
Conditional Sales Act, B.C.
Interest Act, Canada.
Small Loans Act, Canada.
Easy Credit Can Be Tough.
Sales Financing and Better Living.

August 7-9

Home ownership: selection of site; zoning; safeguarding title; appraisal factors for a completed home; the building contract.

Financing: mortgages; second mortgages; agreements of sale and purchase.

Hanson & Cohen, Ch. 10.
Bruce, et al., Ch. I.
N. H. A. Loans for Homes
Land Registry Act, B. C.
Mechanics Lien Act, B. C.
Mortgages Act, B. C.

TopicsReadingsAugust 11-12

The family budget: techniques of preparation and control.

Hanson & Cohen, Ch. 1, 2.
Bruce, et al., Ch. XIII, IX, X.

August 13-15

Wills; intestate succession; succession dues; the proposed new estates tax.

Hanson & Cohen, Ch. 17.
Wills Act, B. C.
Descent of Property, B. C.
Commorientes, B. C.
Succession Dues, Canada.
Anger, Ch. XVIII, XIX.

August 18-19

Reports and evaluation of teaching units prepared as term projects.

COMMERCE 391 - OFFICE MANAGEMENT

Topical Outline - 1957-58

The prime objective of this course is to acquaint the teacher with the environment in which his students plan to work. It should give him a detailed picture of the organization of which the junior employee is a part; indicate the skills, knowledge, and attitudes required in that organization; and show the teacher how to maintain continuous contact with office managers so that his information will keep pace with new developments.

Fifteen hours of laboratory time for business machines practice will be required as a supplement to the lectures.

Field trips involving the study of two offices will constitute the term assignments. Instructions for the assignments will be given later in the term.

Text: Neuner and Haynes, Office Management (Third Edition) South-Western Publishing Company, Cincinnati.

<u>Week</u>	<u>Topics</u>	<u>Reading</u>
1	Role of the office manager Functions of the office Principles of management and the office Liaison between the school and office	Ch. 1, 2
2	Physical plant Furniture and equipment	Ch. 3, 4, 5, 6
3	Job analysis, description, specification, classification	Ch. 10
4	Selection of employees: recruiting, screening, testing, placement	Ch. 11
5	Induction and training Preparation of manuals	Ch. 12, 24
6	Supervision: maintenance of morale and discipline, standard output	Ch. 14, 15, 16
7	Pay and promotion: merit rating, fringe benefits Union organization in the office	Ch. 13
8	Labour legislation: Labour Relations Act	Statute
9	Labour legislation: Minimum Wage Act Apprenticeship Act Holidays with Pay Act Semi-monthly Payment of Wages Act	Statutes
10	Labour legislation: Workmen's Compensation Act Unemployment Insurance Act	Statutes
11	December examination	
12	Organization and control of corres- pondence; dictating equipment; the mailing room	Ch. 17, 18, 22
13	Communication: letter forms and letter-writing clinic. Paper qualities, sizes, costs	Ch. 19
14	Internal communication: equipment	Ch. 20
15	Records management: filing systems	Ch. 19

<u>Week</u>	<u>Topics</u>	<u>Readings</u>
16	Design, use, and control of office forms	Ch. 23
17	Duplicating systems: comparative costs	Ch. 21
18	Office costs and budgetary control; reports to management	Ch. 25, 26, 28
19	Work simplification; procedural analysis	Ch. 27
20	Accounts receivable systems; applications of equipment; operations of equipment.	
21	Accounts payable systems: purchasing and receiving procedures	
22	Payroll systems; timekeeping procedures; payroll deductions	
23	Inventory control; stock-taking procedures; perpetual inventories	
24	Office equipment and machines; costs in relation to	Ch.7
25	Final examination	