

DIMENSIONS

The
Changing
of Business
Education

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Yearbook

The Changing Dimensions Of Business Education

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THE CHANGING DIMENSIONS OF BUSINESS EDUCATION

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Preface

Business educators expect change as a way of life. As changes occur, work and individual lives are profoundly affected. Managing pervasive changes with a degree of success requires flexibility and preparedness. The material in the 1997 NBEA Yearbook may serve as a basis for change in both course content and methodology as business educators prepare for the future.

The Yearbook is divided into six parts:

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Part I provides an historical perspective for the changing dimensions in business education. The history of the business education discipline serves as a background for understanding the present and for coping with the future.

Part II describes forces that impact changes in business education. Within the United States, demographic, social, and environmental developments affect all of education. In addition, globalization has brought many changes that must be considered. These forces have resulted in the enactment of numerous reforms and regulations.

Part III identifies specific technologies that enable changes in business education. Given the fact that technology changes constantly, the material in Part III serves as a foundation upon which educators may build. However, changing technologies require ongoing adaptation of both content and methodology.

Part IV presents traditional and innovative approaches to preparing, retaining, retraining, and rewarding business educators. Teachers are challenged to search for additional ways to enhance their professional lives.

Part V focuses on how business education can accommodate change. Highlights include the global economy, entrepreneurship education, future work, and the job-seeking process.

Part VI concludes with a career vision, a practical plan for lifelong learning.

The Changing Dimensions of Business Education is a refereed yearbook. Chapters were reviewed by at least three persons. Members of the editorial review board were:

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PART I

HISTORICAL PERSPECTIVES

CHAPTER 1

Historical Perspectives: Basis for Change In Business Education

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Business education as defined in this paper is education for and about business. Before the term “business” was used in the Western World, the term “commerce” existed because the roots of business are in commerce, which dates back to ancient civilizations. The concepts and practices of education for and about business have evolved through time. The purpose of this chapter is to summarize these different historical perspectives that have greatly influenced business education in the United States and thus provide a framework for business education today. Because business education in the United States mostly evolved from European practices that have developed over the centuries, this chapter concentrates on the history of business education in the Western Hemisphere.

Ancient Civilizations

Ancient civilizations before 1000 B.C. participated in the general trade of goods. Cities such as Babylon and Alexandria were of considerable size. Traders had to keep track of ideas by pictures since there was no written language. Picture-writing, however, was very unwieldy; and the Phoenicians were the first to develop a more-or-less simplified alphabet. In approximately 500 B.C., the Greeks improved upon this simplified alphabet by adding vowels, and the Greek language was predominant because of the advanced civilization in Greece. Even at this time no schools existed. Only the privileged could afford private tutors to learn to read and write.

In about 400 B.C. many Greeks settled in various parts of the Roman Empire. Computing came into existence, and the abacus was probably the first business machine in general use. As early as the first century A.D., the Roman Empire allocated public funds for education. However, these schools were primarily for grammar and rhetoric. The schools did not have much impact on the masses and fell into disrepute. Roman Empire schools were closed in 529 A.D. because Emperor Justinian believed that the schools were unfriendly to Christianity since schools gave reasoning priority over faith.

The Dark Ages

The Romans created the Roman numeral system, which was a great improvement to other systems. Since this system had no zero, calculations

were difficult. The Hindus of India were the first to adopt the Hindu/Arabic systems of numerals and to use the zero. Numerals were found in inscription as early as the third century B.C. Intellectualism in the Western world was almost null, and strict controls on thought and action were universally imposed by the Roman Empire.

During this time the teachings and philosophy of Mohammed became widely accepted, and Mohammed's influence was extended from Spain to India. Civilization continued to develop in some areas to include the emergence of unique architectural styles, glasswork, pottery, and leather work. Mathematicians, scientists, and astronomers made major contributions to human knowledge. However, illiteracy prevailed in Western Europe. Most of the influential rulers could neither read nor write.

Then, in the 12th and 13th centuries A.D., the Crusades extended the influence of the Roman Catholic Church over the Holy Land, which was controlled by the Muslims, and the first universities were founded. At that time an atmosphere of acceptance for scientific, practical, and business education began to emerge.

Intellectual Awakening

Although the first inked impression on paper was made in China about the fifth century A.D., it wasn't until around 1440 when Gutenberg introduced the printing press to the Western world that printing became somewhat common in Europe. With printing becoming common, universities began to grow in Western and Central Europe from the 12th to the 15th centuries. The curriculum usually consisted of civil and canon law, medicine, philosophy, and logic. Much of the learning had a strong classical basis with the theories of Plato, Aristotle, Ptolemy, and Socrates predominating.

Francesco Petrarcha (Moreland, 1977) was a primary critic of the medieval system of education. Petrarcha inspired people to speak out against the restrictions of thought and expression that inhibited progress in all areas. He was joined by other intellectual leaders in Italy. Petrarcha was considered to be at the forefront of the Renaissance and the rebirth of learning and creativity in Italy, especially in the fields of literature, art, sculpture, architecture, and commerce.

Erasmus (1466-1536) was probably the greatest humanist of the 16th century, and he was as potent as Petrarcha. Erasmus was an outstanding scholar, and his books on Latin grammar and correspondence were used for many years in the secondary schools in Europe.

Business Training for the Working Class

Meanwhile, the upper and middle classes of England relegated the aspects of training for business to the working classes, and thus education for business was stigmatized. The privileged classes clung to the classics.

The philosophy on the European continent was quite different. For instance, Martin Luther advocated teaching all children, rich and poor, a trade or useful art. This was probably the first mention of providing basic working

skills for all people. In contrast, John Locke proposed working schools for the poor. Thus, instruction in business education was given much more national recognition in Germany and the European continent than in England.

The study of handwriting was also in low repute in Renaissance England. Although monks in monasteries copied the beautiful manuscripts, the introduction of printing made copying more or less obsolete. As far back as the Renaissance period, businessmen complained of the illegible writing of most clerks that spread confusion and error. However, the educational institutions gave little attention to handwriting. Governors of some of the grammar schools felt that the image of their schools would suffer in the eyes of the public if handwriting were taught. Consequently, many private schools were established to teach handwriting.

During this time the aristocracy preferred to hire private tutors for their children, but comprehensive education was offered in public schools in England. The problem was that only the sons of well-to-do upper classes could afford to attend. Apart from a curriculum that concentrated almost exclusively on humanities, only physical education and sports were emphasized. Almost no instruction was provided in mathematics, science, languages, and history.

Moreland (1977, p. 24) stated that Sir Frances Bacon in his *Advancement of Learning* deplored the fact that "The wisdom touching negotiation or business hath not been collected into writing to the great derogation of learning and the professors of learning." Thus most business education in the medieval age was relegated to apprenticeship or private instruction.

Nineteenth Century Business Education in Europe

During the 19th century, industrial leaders complained about the shortages of clerks and bookkeepers. At the same time people were being educated in the classics and foreign languages rather than the practical arts. Steps were not taken until 1825 to start a third university to suit the needs of the times. The University of London was begun in 1827, and classes were opened in the arts, law, and medicine; but negative reactions from Oxford and Cambridge helped to delay the granting of the charter for the University of London. This university immediately began to give instruction in business education.

Germany opened a state school to provide instruction in business education in 1747. The school was very popular and became known as the Royal Realschule. The curriculum related to the needs of the community in general and business in particular. Business education was given prime consideration in Germany and, at the end of the 19th century, Saxony had the largest number of commercial schools per unit of population. The first specialized commercial high school founded in 1898 included the subjects of German, English, French, correspondence, mathematics, commercial arithmetic, commercial geography, commercial history, commercial law, bookkeeping, economics, physics, chemistry, writing, and stenography.

Other Western European countries followed the patterns of England and Germany. In 1820 Brodard and Legert opened a commercial school in France.

This school met a very urgent need in the mercantile area, but commercial schools were not welcomed by the conservative system. After 10 years the owners were forced to close the school. By the beginning of the 20th century, France had a well-established system of commercial schools. The system included about 200 lower or practical schools of commerce and 13 high schools of commerce in Paris, Bordeaux, and Marseilles.

The unification of self-governing states in Germany and Italy left educational control under the authority of the individual states. Thus education was allowed to change. Business was the lifeblood of each of the states. In 1868 the first high school of commerce was opened in Venice. Other commercial high schools were opened, and they attracted good quality teachers and students. Other countries on the European continent followed the examples of Germany, France, and Italy.

Early American Business Education

The 1492 voyage of Christopher Columbus initiated the Age of Discovery of the Americas. This age changed the course of the history of the world. Amerigo Vespucci also made several trips to the New World. He published much of this information in a letter proclaiming his discoveries. Based on his findings, mapmakers promptly drew up maps and commemorated Amerigo Vespucci's name in North, Central, and South America.

After the voyages of Columbus and Vespucci, settlers began to arrive in the New World. In 1601 King James I of England issued a charter to the London Company to settle in the New World. Colonists sailed up the James River in Virginia and established a settlement in what is now called Jamestown. In 1620 the Pilgrims established a settlement in Massachusetts at Plymouth. Others seeking religious and political freedom continued to settle the New World. The Puritans went to New England and the Roman Catholics to Maryland. By 1688 the population of the New World had risen to 300,000. Freedom was important for these early American settlers, and their educational system and their free enterprise approach to business were based upon this important aspect of freedom.

Although more than 75 percent of the population in the New England colonies could scarcely read and write, provision for schools was sporadic. Probably the strongest impetus for schools came from the colony of Massachusetts. In 1647 the Massachusetts General Court made the first educational move. All settlements of 50 families or more were required to maintain an elementary school; towns of 100 families or more had to provide a secondary school to prepare boys for college. Fines were levied on townships that did not comply. Some townships found the paying of fines cheaper than establishing the school. Nevertheless, a pattern was begun to support elementary and secondary schools.

Progress in the curriculum was very slow. Naturally, the class distinction favored the provision for universities before secondary schools. Harvard, the first American college, was opened in 1636 and plagued by low enrollments. For 60 years Harvard was the only degree-granting college in the colonies. During this entire period the average number of graduates per year was only eight.

At the same time, Latin grammar schools existed by law but never won popular support because the classical curriculum was not considered relevant, and many Latin grammar schools did not produce a single graduate. In fact, students frequently applied for release time to study subjects with some value. Schools then excused them on a scheduled basis to take courses in handwriting, arithmetic, bookkeeping, and English. These courses were offered by private schools and tutors in return for payment of a tuition fee. Hence, the first commercialization of education in America began.

Prominent leaders in this colonial era urged the adoption of useful subjects. William Penn advocated teaching children useful knowledge consistent with truth and godliness. Benjamin Franklin set forth many proposals to educate the youth of Pennsylvania, including an educational program for the commercial and productive classes. Franklin was also deeply interested in history because he had not received an education in the field. His leadership led to the founding of the Philadelphia Academy which, in its original program, supported his philosophy of educational realism. The Franklin Academy was the forerunner of local school systems managed by boards of trustees operating under the terms of colonial or state charter. Instead of slavishly following the classical curriculum, the academies encouraged diversification; many offered commercial courses such as handwriting, commercial arithmetic, and bookkeeping. Some were boarding schools and some even admitted girls to the courses. However, the children of the poor were largely ignored and teachers' salaries were low. But in the new spirit of nationalism in the Revolutionary War, leaders began to realize that the future of their nation depended largely on the capabilities and the education of its citizens. Thus began the new structure for education in America.

Early U.S. Education

The conflict between liberal and practical education continued. Besides William Penn and Benjamin Franklin, other distinguished educators emerged during early American times. Thomas Jefferson was a very influential person who supported the primary schools. Horace Mann was one of the most influential educators of this time. He built an excellent system of schools in Massachusetts, and several other states followed his example. Mann assisted in levying the first effective school tax in 1827, and he helped institute free schools in 1834. Horace Mann also established the first teacher training institutions or "normal" schools. His attitude was, "Why should algebra, which not one man in a thousand ever uses in the business of life, be studied by twice as many as bookkeeping which everyone, even the day laborer, needs?" (Moreland, p. 44). The same question is being asked in 1997.

On the other hand, Charles W. Elliott, an academician, considered bookkeeping to be useless and algebra of great value because it stimulated the human intellect. Elliott, a distinguished graduate of the Boston Latin School, was president of Harvard University from 1869-1909. However, the Harvard Business School has since gained worldwide recognition and today attracts outstanding scholars from all over the world.

The first business colleges. As the rivalries between the academic point of

view and the utilitarian point of view continued, business colleges came into existence. James Gordon Bennett established the first business college in the United States in 1824. Instruction was offered in reading, penmanship, arithmetic, algebra, astronomy, history, geography, commercial law, and political economy. Bennett is more remembered as a founder of the *New York Herald*, first published on May 6, 1835, at a price of 1 cent per copy.

Benjamin Franklin Foster opened the first successful and continuing business school in the United States in 1827. A demand for better business education continued. James Garfield, who later became president of the United States, reflected the views of many of these leaders when he stated that "The business colleges which this country originated are a protest against that capital defect in our schools and colleges which consists in their refusal to give a training for business life" (Moreland, p. 46).

Business college chains. The first chain of private business colleges was established by H. B. Bryant and H. D. Stratton in 1853. Ten years later they had more than 50 schools under management. Many of these schools are still in operation although most of them are now privately owned and managed.

Several American business and public leaders received all or part of their training in private business schools. Herbert Hoover studied at Capital Business College in Salem, Ore. Henry Ford was a graduate of Detroit Business University. John D. Rockefeller and Harvey B. Firestone were graduates of Dyke College in Cleveland, and Thomas B. Watson of IBM graduated from Elmira (N.Y.) School of Commerce.

The first major effort to place business education at the university level was made in 1881 when the Wharton School of Commerce and Finance was established with a \$100,000 grant from Joseph Wharton. This curriculum started with a three-year curriculum but was soon reduced to two years. By 1889, however, the enrollment of the school had grown and a four-year program was initiated. This program offered a comprehensive business curriculum including classes in accounting, economics, finance, law, political economy, industrial history, money and credit, politics, etc. Standards were very high, and no college or university at the time was in a position to match the comprehensive extent of this business program.

Business colleges also had detractors, including Edmond James. James believed that training in business schools, with few exceptions, could not be called higher training at all. However, James changed his views; he later became director of the first active collegiate school of business, the Wharton School of Commerce and Finance at the University of Pennsylvania. Thus, James became a true pioneer of commercial education at the university level.

Business colleges justified their existence by preparing workers for a growing economic system in the industrial age. Specific business school programs supplied trained office staff and capable management personnel.

The Industrial Revolution

The Industrial Revolution in the 19th century was without precedent. All of the following inventions enhanced the "world of business." The telegraph

was invented by Samuel B. Morse in 1844. Alexander Graham Bell invented the telephone in 1874. The first transatlantic cable was laid in 1886. Christopher Sholes invented the typewriter in 1868; and Thomas Edison invented the phonograph in 1877. In addition, the discovery of wireless telegraphy by Marconi in 1895 helped to revolutionize the communications system throughout the world.

To assist in this communication revolution, attempts were made to reduce the time and labor involved in recording both the spoken and written word. As a result, many written shorthand systems came into existence. Probably the two best-known systems were the Pitman Shorthand system, perfected by Isaac Pitman in 1837, and Gregg shorthand, invented by John Robert Gregg in 1888. Changes in communications systems are often abrupt. Manual shorthand systems developed because of early communication technologies. However, these systems almost no longer exist and are rarely taught today in our public schools because of new communication technologies.

Even though the typewriter was invented in 1868, the all-finger system of typewriting was developed by Frank McGurrian 10 years later. In international typewriting contests, McGurrian defeated all challengers, and the touch system was quickly adopted. This touch system is still taught in schools and used in business on typewriter-like keyboards that have been adapted for computer use.

Other business machines contributing to the rapid growth of business and communication in the 19th century included the adding machine invented by Charles Xavier Thomas in 1820; the cash register invented by James Ritty in 1879; the gelatin process duplicating machine invented by Alexander Shapiro in 1880; and the forerunner of the computer, the statistical machine, invented by Dr. Herman Hollerith in 1887. Believe it or not, the dictating machine was also invented in 1887 by Alexander Graham Bell. The coin changer was invented by William H. Stoates in 1890. Because of the industrial revolution, almost 20 percent of the population of the United States was associated with business in one way or another by 1930.

Twentieth Century Business Education

Following the end of World War I in 1918, many public educational systems adopted the 6-3-3 organization, and junior high schools were established as an attempt to decrease the drop-out rate and to assist in the crowded conditions at many high schools. The junior high schools adopted the traditional curriculum, but later they tended to shift certain commercial courses from grades 10-11 to grades 8-9. Much of this commercial shifting did not last. However, at least two courses endured. These courses were typewriting, primarily for personal use, and introduction to business, which is often called general business.

Fred Nichols in 1919 advocated the first course in junior clerical training, later called general business. This course was to be expansive rather than intensive and included topics such as communications, record-keeping, and occupational material. Junior clerical training became very popular in the junior high schools until legislation raised the age level for enrollment of

youth in vocational education from junior high school-to high school-age youth.

Teacher training. During the late 1800s and early 1900s, commercial teachers often were recruited from business colleges. One- and two-year normal schools came into existence, and eventually training programs were provided for commercial teachers. Many educational leaders felt that to ensure professional competency in business teacher education, two requirements were essential: on-the-job experience and attendance at a university or teacher's college. This prevailing requirement continues to the present.

Business education associations. The forerunner to the National Business Education Association was also formed in the late 1800s. According to Nanassy, et. al., (1977) the Business Educators Association was formed in 1878. Annual monographs were published that included topics such as ethics, teacher education, the place of women in business, equipment, facilities, and other relevant topics. The Business Educators Association became affiliated with the National Education Association (NEA) in 1893 as the Department of Business Education.

Business school personnel were not happy with this affiliation, and they formed their own organization called The Eastern Business Teachers Association (EBTA) in 1894. The National Commercial Teacher's Federation, later known as the National Business Teacher's Association (NBTA), was formed at about the same time. The NBTA became the North-Central Business Education Association (NCBEA), one of the five regional branches of the National Business Education Association.

In the early years of the Department of Business Education, an affiliate of NEA, growth was rather slow; and in 1946 under the leadership of Hamden L. Forkner, the NEA Department of Business Education was organized into the United Business Education Association (UBEA). This became the largest business teacher association in the country and subsequently became the National Business Education Association (NBEA). The UBEA did not plan a national convention and had no meetings except its meetings with NEA held annually in June. UBEA was conceived as an umbrella organization to unite various regional groups. The Southern Business Education Association soon became a member, as did the Western Business Education Association, the Mountain Plains Business Education Association, and finally, the North-Central Business Education Association. A few years later, the Eastern Business Education Association joined NBEA. In 1962 UBEA changed its name to the National Business Education Association. It was not until 1972 that the EBTA became a region of NBEA.

Business education and marketing education are now both involved with the American Vocational Association (AVA). It was not until the passage of the Vocational Education Act of 1963 that business education was given federal subsidization as part of vocational education. Prior to that, business teachers were given no federal subsidies and displayed little interest in the American Vocational Association. Subsequently, subgroups of the American Vocational Association have been established for business educators.

The business curriculum. Commercial education, the forerunner of business education, was established in the late 1800s. By 1900 good courses in

commercial education were offered in most public high schools. At first, commercial work was provided for those students who could not qualify for the regular classical courses. Later on, educators realized that students should be prepared for the business world and that better organization was needed to prepare teachers and students for the business world and the public schools. Standard curriculum in the early 1900s was English, mathematics, American history, bookkeeping, typewriting, and stenography, with additional options in commercial geography, penmanship, and commercial law. Office practice or clerical procedures courses were not offered. Bookkeeping was theoretical with no practice.

World War I gave a tremendous impetus to a better type of commercial work. At that time, commercial education also made great inroads into the junior high schools that were established in many school districts. Also during the same period, economic theory was introduced, and this made high school economics very important. During the first 25 years of the 20th century, commercial education students were also taught human relations skills such as courtesy, professional dress and appearance, and social skills. Students in English classes were taught practical matters such as how to write telegrams, letters, and additional forms of correspondence. Although foreign language was advocated, it was not generally taught for commercial students. Students were also given some training in actual business practices. In 1926 Elwood P. Cubberley, dean of the School of Education at Stanford University, said, "In the future competition will be keener than ever before. The European continent, with the possible exception of Russia, has today a different idea as to what war means. They realize that war does not pay . . . Far keener competition than ever before is ahead. Commercial preparation is the watchword" (Business Education - A Retrospection, p. 9).

Growth of business education. From World War I to World War II, business education and business teacher education thrived. Some of the primary institutions providing collegiate business education as well as commercial education for business and industry were New York University; Indiana University; University of Pittsburgh; and University of California, Los Angeles.

The two most popular business subjects at the secondary level were typewriting and bookkeeping. Historically, typewriting has been the public school business subject with the greatest student enrollment. Keyboarding/word processing classes still contain the largest student enrollment of any business education subject in the public high schools.

After its invention in the late 18th century, shorthand made inroads into the public high school program. In 1940 the decision was made that transcription skills were also important, and classes for shorthand transcription were developed. Some of the leaders in this field were Louis Leslie, S. J. Wanous, A. R. Russon, Hamden Forkner, and John Robert Gregg, the originator of Gregg shorthand.

During the first part of the 20th century, basic or general business also grew considerably. In many high schools and junior high schools, general business was one of the required classes for all students. This class was considered important for both personal and occupational business use.

By 1950 business teacher education had a firm foundation in the colleges