

**SCHOOL EFFICIENCY
MONOGRAPHS:
COMMERCIAL TESTS
AND HOW TO USE THEM**

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School Efficiency Monographs: Commercial Tests and How to Use Them by Sherwin Cody

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SCHOOL EFFICIENCY MONOGRAPHS

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Brp

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Problems in State High School Finance

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Yarson

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COMMERCIAL TESTS
AND
HOW TO USE THEM

BY

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PART ONE—A DISCUSSION OF THE PROBLEM

I

THE SCHOOLS AND BUSINESS EMPLOYMENT

DEFECTIVE PREPARATION OF STUDENTS

THE PROBLEM CONSIDERED IN CHICAGO

IN 1912, the author, then a member of the committee on education of the Chicago City Club, brought about the organization of a special joint committee of the Chicago Association of Commerce and the Board of Education. For a number of weeks this committee met every Thursday at the Union League Club, and it made a report in January, 1913. The business men made bitter criticisms of the schools, and the educators resented these criticisms as unjust. The fact is that the training which our schools give to the young people who enter business is seriously lacking in something. What is it? The New York Chamber of Commerce answers effectively in its report of June 27, 1917:

REPORT OF NEW YORK CHAMBER OF COMMERCE

“Your committee first directed its studies to the public commercial high schools and their product, and while in the progress of this work it found many things where it believed improvement could and should be made, it was soon forced to the conclusion that higher education, to be valuable and effective, must be based upon sound and thorough elementary education, and there was ample evidence of weakness in this direction.

COMMERCIAL TESTS AND HOW TO USE THEM

"Your committee's inquiries, both among the teachers of the commercial schools and among those employers who desire to employ their product, disclosed a widespread opinion that the charge of general inefficiency among the graduates is not without foundation; that a large proportion of them are deficient in practical working knowledge of fundamental subjects such as reading, writing, spelling, and grammatical construction of the English language, and arithmetic and geography; that the education consists largely of a smattering of superficial knowledge without the power of clear, definite thought and expression, and that they lack an appreciation of thoroughness, exactness, earnestness, and perseverance as factors in business success."

NEEDS OF HIGH SCHOOLS AND OF BUSINESS THE SAME

The New York Chamber of Commerce in speaking for the business world does not ask for any technical commercial training whatsoever, but simply asks for more efficiency in the regular work of the elementary schools. The high schools feel this need as well as do the business men. The preparation that is needed for business is very much the same as that which is needed to carry on the high-school studies. The business men cry out; the high schools are more quiet and patient, but are none the less sufferers. Both business men and high-school authorities ask that the standard of accuracy be raised for common operations. This can be done only by measurement and competition, and above all by the use of a single national standard.

Under the direction of the Superintendent a year or two ago a short test in arithmetic was given to students entering the New York high schools. The examiner said that he himself was able to solve all the problems in six minutes.