A HISTORY OF THE TEACHING
OF BUSINESS AT THE UNIVERSITY OF PENNSYLVANIA,
DARTMOUTH COLLEGE AND HARVARD UNIVERSITY,
A CATALOG STUDY.

A Thesis Presented for the Degree of
Master of Arts
by
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The Ohio State University
1932

Approved by

[Signature]
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction.</td>
</tr>
<tr>
<td></td>
<td>Statement of Problem</td>
</tr>
<tr>
<td></td>
<td>Review of What has been done in the Field</td>
</tr>
<tr>
<td></td>
<td>Statement of Method of Working Out of Problem</td>
</tr>
<tr>
<td>II</td>
<td>The Amos Tuck School of Administration and Finance, Dartmouth College.</td>
</tr>
<tr>
<td></td>
<td>Aims and Purposes</td>
</tr>
<tr>
<td></td>
<td>Entrance Requirements</td>
</tr>
<tr>
<td></td>
<td>Courses Offered</td>
</tr>
<tr>
<td></td>
<td>Election Policies</td>
</tr>
<tr>
<td></td>
<td>English Requirements</td>
</tr>
<tr>
<td></td>
<td>Level of Instruction - Graduate Work</td>
</tr>
<tr>
<td></td>
<td>Scholastic Standards - Undergraduate</td>
</tr>
<tr>
<td></td>
<td>Undergraduate Training</td>
</tr>
<tr>
<td></td>
<td>Teaching Methods</td>
</tr>
<tr>
<td></td>
<td>Enrollment and Faculty Size</td>
</tr>
<tr>
<td></td>
<td>Tuition</td>
</tr>
<tr>
<td></td>
<td>Endowments</td>
</tr>
<tr>
<td></td>
<td>Limiting of Size of Classes</td>
</tr>
<tr>
<td>III</td>
<td>The Graduate School of Business Administration, Harvard University.</td>
</tr>
<tr>
<td></td>
<td>Aims and Purposes</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Entrance Requirements</td>
<td>48</td>
</tr>
<tr>
<td>Courses Offered</td>
<td>52</td>
</tr>
<tr>
<td>Election Policies</td>
<td>53</td>
</tr>
<tr>
<td>English Requirements</td>
<td>63</td>
</tr>
<tr>
<td>Level of Instruction - Graduate Work</td>
<td>65</td>
</tr>
<tr>
<td>Scholastic Standards - Undergraduate</td>
<td>66</td>
</tr>
<tr>
<td>Undergraduate Training</td>
<td>68</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>69</td>
</tr>
<tr>
<td>Enrollment and Faculty Size</td>
<td>81</td>
</tr>
<tr>
<td>Tuition</td>
<td>82</td>
</tr>
<tr>
<td>Endowments</td>
<td>83</td>
</tr>
<tr>
<td>Limiting of Size of Classes</td>
<td>94</td>
</tr>
</tbody>
</table>

**IV The Wharton School of Finance and Economy, University of Pennsylvania**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims and Purposes</td>
<td>85</td>
</tr>
<tr>
<td>Entrance Requirements</td>
<td>87</td>
</tr>
<tr>
<td>Courses Offered</td>
<td>91</td>
</tr>
<tr>
<td>Election Policies</td>
<td>100</td>
</tr>
<tr>
<td>English Requirements</td>
<td>104</td>
</tr>
<tr>
<td>Level of Instruction - Graduate Work</td>
<td>106</td>
</tr>
<tr>
<td>Scholastic Standards - Undergraduate</td>
<td>106</td>
</tr>
<tr>
<td>Undergraduate Training</td>
<td>107</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>107</td>
</tr>
<tr>
<td>Enrollment and Faculty Size</td>
<td>118</td>
</tr>
<tr>
<td>Tuition</td>
<td>119</td>
</tr>
<tr>
<td>Endowments</td>
<td>121</td>
</tr>
</tbody>
</table>
Limiting of Size of Classes .................. 121

V Summary.

Relation of These Schools to the Field in General .......................... 123
Teaching Methods ........................................ 124
Growth .................................................. 128

VI Conclusions.

Aims and Purposes .................................... 132
Administrative Policies ............................... 134
Courses Offered ........................................ 136

Bibliography ............................................. 1
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dartmouth, Courses Offered in 1908-1909</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Dartmouth, Courses Offered in 1919-1920</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Dartmouth, Courses Offered in 1919-1920 and in 1930-1931</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Dartmouth, Hours Allowed for Electives, 1899-1900 to 1930-1931</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>Dartmouth, Enrollment and Faculty of the Tuck School from 1899-1900 to 1930-1931</td>
<td>41</td>
</tr>
<tr>
<td>6</td>
<td>Harvard, Courses Offered in 1908-1909</td>
<td>52</td>
</tr>
<tr>
<td>7</td>
<td>Harvard, Courses Offered in 1913-1914</td>
<td>53</td>
</tr>
<tr>
<td>8</td>
<td>Harvard, Courses Offered in 1914-1915</td>
<td>54</td>
</tr>
<tr>
<td>9</td>
<td>Harvard, Courses Offered in 1919-1920 and in 1920-1921</td>
<td>56</td>
</tr>
<tr>
<td>10</td>
<td>Harvard, Enrollment and Faculty of the Graduate School of Business Administration, from 1908-1909 to 1930-1931</td>
<td>52</td>
</tr>
<tr>
<td>11</td>
<td>Pennsylvania, Courses Offered in 1923-1924</td>
<td>91</td>
</tr>
<tr>
<td>12</td>
<td>Pennsylvania, Courses Offered in 1926-1927</td>
<td>94</td>
</tr>
<tr>
<td>13</td>
<td>Pennsylvania, Courses Offered in 1924-1925</td>
<td>95</td>
</tr>
<tr>
<td>14</td>
<td>Pennsylvania, Courses Offered in 1912-1913</td>
<td>97</td>
</tr>
<tr>
<td>15</td>
<td>Pennsylvania, Courses Offered in 1925-1926</td>
<td>99</td>
</tr>
<tr>
<td>16</td>
<td>Pennsylvania, Enrollment and Faculty of the Wharton School from 1923-1924 to 1930-1931</td>
<td>120</td>
</tr>
<tr>
<td>17</td>
<td>Enrollment in Business Courses at Pennsylvania, Dartmouth and Harvard from 1883 to 1931</td>
<td>130</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION.

Statement of Problem.

This paper was undertaken with a view of finding out the experiences of Dartmouth College, Harvard University and the University of Pennsylvania with courses and instruction in the business field as far as might be obtained from their respective catalogs.

It is true that the causes of the various changes in aims and in curriculum are difficult to discern from catalogs only. But even if the causes are obscured the actual changes and figures on growth in size are available. It is with these actual changes that this paper will deal.

It is recognized that there is an excellent field for study in this problem if all schools were to be studied. The limitation to three schools was made in order to keep the task within limits. In view of the quite different types of teaching methods and policies represented by these three schools it was considered essential that they be chosen.

Among the schools that have followed more or less upon the footsteps of these pioneers are Northwestern, New York University, Columbia, Chicago, Ohio State and Leland Stanford. While all now have outstanding facilities for business education, probably no one of them has as unique a contribution to make as any of the schools chosen.
Review of What Has Been Done in the Field.

When strictly limited to a catalog study this paper stands apart from any other study that is on file at the Ohio State University either in the Main Library or in the Commerce Library. Perhaps others have not limited themselves to such a study because this very limitation closes the door to a wealth of general material which may be found interspersed in the numerous books which have appeared in the last decade on college education in general and the few on business education in particular.

The limitation of being a catalog study made here is with the intention of precluding the use of such outside material. This was done in order to delimit the field to a small compact unit which could then be treated in more detail and be more fully covered than a larger more general field. Further it was thought that the Library facilities here would be more apt to allow a more complete treatment of the smaller field.

While a review of the library files failed to reveal any study even remotely related to the subject chosen here concerning Dartmouth, it did reveal that R. Samuel Eliot Morison had edited a book on Harvard entitled "The Development of Harvard University"¹ which contains a brief history of the Graduate School of Business Administration at Harvard.

Another recent book "University Education for Business" by Bossard and Dewhurst of the University of Pennsylvania contains a great deal of material including several interesting statistical tables, concerning the Wharton School there.

The prominence of all three of these schools, pioneers in the field, has made them among the favorites for all authors who discuss the teaching of business in College or Graduate Schools. However, the above mentioned two publications are probably more closely related to this study than any other publications available at Ohio State University.

The question of the relative merits of the various teaching methods and techniques that have been developed at these three institutions is regarded as a problem in itself and is not discussed in this paper.

Statement of Method of Working Out of Problem.

The data for this thesis has been taken almost entirely from statements made in the various catalogs of the three schools. In some cases explanations have appeared in the catalogs which give the reasons for certain changes. In other cases the curriculum was changed without any statement being given which would reveal the cause of the change.

For all three schools figures were given from

1 "University Education for Business" by James H. S. Bossard and J. Fredric Dewhurst. University of Pennsylvania Press, 1931
the beginning showing the number of students who took the business course. The course at the University of Pennsylvania has been built on an undergraduate training basis rather than on the graduate basis which characterizes both Harvard and Dartmouth. Figures on enrollment of graduate students at the Wharton School were not given in the catalogs. Direct comparison of their experience with undergraduates with that of Harvard and Dartmouth with graduate students would not be of vital importance as far as the number of students enrolled is concerned. The courses given are more valuable bases of comparison from an educational point of view.

Accordingly the development of each school is traced individually from the time of the inauguration of business courses through the year 1930-1931. The history of each is traced along the same lines as far as it is possible to do so. In the summary the three schools are considered together from several points of interest. Generalizations and conclusions conclude the thesis.
CHAPTER II
THE AMOS TUCK SCHOOL OF ADMINISTRATION AND FINANCE.
DARTMOUTH COLLEGE.

Aims and Purposes.

The Tuck School of Administration and Finance was founded at Dartmouth College in 1899. The course of instruction covered two years of work of graduate grade. The work of the first year was so arranged that most students could carry it as the senior year in the College. The work in the Tuck School could then be finished in one year of graduate work.

The first statement of aims and purposes appeared in the catalog announcement for the year 1899-1900:

"It is the aim of the School to prepare men in those fundamental principles which determine the conduct of affairs and to give specific instruction in the common law, and the laws pertaining to the property in the management of trusts and investments, in the problems of taxation and currency, practical banking and transportation, in the methods of corporate and municipal administration, in the growth and present status of the foreign commerce of the United States, and in the rules governing the civil and consular service.

"The attempt will be made to insure to college graduates who have in view administrative or financial careers, a preparation equivalent in its purpose to that obtained in the professional or technical schools. The training of the School is not designed to take the place of an apprenticeship in any given business, but it is believed that the same amount of academic training is called for under the emerging demands of business as for the professions or for the productive industries."

This statement of aims and purposes indicates the

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1 Dartmouth College Catalog, 1899-1900, P.139
direction of their interests to be in certain "fundamental principles" which are not to "take the place of an apprenticeship", indicating at the outset that they recognized some of the limitations to their work that must be granted. The brief statement of the specific fields to be covered showed an interest in some of the more professional or academic phases of business activity: banking, investments, taxation and currency and the consular service. Marketing, distribution (aside from transportation), industrial management, statistics and accounting had not yet found a place in the set up of the Tuck School. Neither were any of these offered at that time in the undergraduate college.

Journalism appeared in the catalog for the second year as did accounting and statistics. By the third year the aims of the School were crystallized into a long two page statement. Among the new thoughts suggested were that:

"The assertion often made that the College unfit men for business is in part true."¹

But they said that they hoped to avoid such a difficulty by requiring three or four years of college work as a foundation, after which they will subject the student to a more rigorous discipline which will approximate that of business. Further:

"A special effort has been made to adapt courses to the requirements of general mercantile or manufacturing businesses."²

This marked a shift toward trade and industry.

¹ Dartmouth College Catalog, 1901-1902, P. 193
² " " " " " " " 
By 1903-1904 the service attitude to business was put into more general terms:

"There is an increasing demand on the part of the business community for training service. The Tuck School aims to meet this demand so far as possible." 1

All this while the School continues to deny any presumption that it assumes to create genius or that it attempts to teach the details of particular businesses.

By 1906-1907 a new purpose was brought forward. The new purpose was to enable:

"- - a young man to start in business with the advantages of a trained mind, a scientific knowledge of modern business methods and conditions, and the foundation of an expert knowledge of those branches of certain businesses in which such a knowledge is required." 2

A short treatise on education for industry in general followed. According to the framers of the bulletin the training of efficient manual labor should be accomplished by trade schools. Business colleges should assume the responsibility for the training of special office help. The technological schools were delegated the responsibility of developing expert labor in the field of applied sciences.

The training of "expert labor for certain branches of highly developed business" such as accountants and statisticians and the development

"- - of labor so trained in the general principles of business - - - as to enable employers to relieve themselves of a part of the responsibility of management." 3

1 Dartmouth College Catalog, 1903-1904, P. 212.
2 " " " 1906-1907, P. 214.
3 " " " " " P. 215.
was seen as the proper field for university training for business.

Emphasis was still placed on the policy of the Tuck School to insist that the educational problem for business was three-fold. First, the college education to train the man, then the dual purpose of the School to "concentrate a trained mind upon the investigation of business facts and principles" under a discipline comparable to that of the business world which must later be faced.

The years 190-1910 and 1910-1911 introduced a new note into the statement of aims and purposes. The advantages to a young man of taking the Tuck School work were elaborated upon with an ardor reminiscent of the salesman's technique. Comparison was made between what could be accomplished in undergraduate courses in other institutions and what could be done at Dartmouth in a graduate course - all to the advantage of Dartmouth.

Apparently this glorification of the work of the School was just a temporary attitude. The whole statement of aims was made over in the 1911-1912 catalog. The statement was cut down to less than one page and was more dignified and professional. No comparison was made to other schools or teaching methods other than that inferred in the following statement:

"The greater part of the work of the School is of graduate grade. This makes possible a quality of work and an intimacy of contact between students and instructors not
attainable in undergraduate instruction."\(^1\)

No longer was the School's aim "to meet -- the increasing demand for business men" but rather "to enable them (young men) to enter upon business careers equipped to perform efficient service."

The 1913-1914 catalog continued the more reserved tone but definitely listed the aims of the School to be:

1. To afford a general training.
2. To afford advanced specialized training.
3. To maintain standards of instruction.
4. To assist the student to understand and enter into the spirit of business life.
5. To encourage the student to appraise the opportunities and requirements of the various business vocations and to examine himself in the light of his aptitude.

The following year the first aim was subdivided to cover:

a. To provide the tools of successful management.
b. To give a discriminating understanding.

The fifth aim previously listed was changed to read:

To insure greater intensiveness of training in accuracy and thoroughness.

For the next four years no change was made. In 1919-1920 a separate statement of aims was omitted altogether although practically all of the previously stated aims were

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1 Dartmouth College Catalog, 1911-1912, P. 223.
incorporated as part of the statement on "Organization and Policy." There was still the aim to prepare men in fundamental principles and to give breadth and thoroughness. A shift of purpose occurred here as is evident by the interest in

"...giving breadth and thoroughness to the training afforded, rather than in offering highly specialized preparation for particular fields or functions of business."1

The opportunity to follow specialized training was to be a purpose of the second year only.

The catalogs for the succeeding years showed no change in aim or purpose other than occasional wording. But in 1924-1925 vacation work was listed as necessary to carry out the general purposes, principally in connection with gathering thesis data and making contacts for the future. Since 1924-1925 no changes in aims have appeared in the catalogs. Not even the wording has been changed since 1926-1927.

**Entrance Requirements.**

The first requirements for admission to the School were: a) a bachelor's degree (however, if the student had had substantially the first year's work he was admitted to the second year). b) Fourth year men in Dartmouth College (undergraduate work must have included History, Economics, Political Science, an elective in Sociology, two years of English Composition and Argumentation and the elementary courses in two modern languages.) Special students were to

Dartmouth College Catalog, 1919-1920, P. 172.
be admitted but would not be given the full certification of the School.

By 1901-1902 even if the candidate had a bachelor's degree it must include the above mentioned requirements. If he had had these subjects he would be admitted to the second year. Dartmouth seniors were still admitted. Two new requirements were added. A scholastic average grade of over 75% in all but two subjects and over 60% in all subjects was required as well as the making of a formal application.

In 1904-1905 Industrial History and Elements of Commercial Geography were added as requirements for admission. 1906-1907 is the first time that outside students without a degree were given recognition in the catalog. Students who had completed three years in an approved college would be admitted both as seniors in Dartmouth College and as first year men in the Tuck School provided the requirements of both were met. Special students were allowed to become candidates for degrees if, by extra work, they met all requirements.

Aptitude, training, and experience were added along with scholastic record as bases of judgment to determine the action on applications.

The requirements shifted again in 1907-1908. The English requirement was reduced to one year of composition. Language requirements became two years of French, German or Spanish with two more years required in foreign language,
modern or classical. One year of history and two of economics were also required. The scholastic minimum was reduced to 70, but was extended to all subjects. Students failing to meet these requirements were required to pass an entrance examination. Special students were put back to their original status of not being admitted as candidates for degrees. The bases for judgment of applications were not changed.

The foreign language requirement was lowered in 1912-1913 to an "equivalent of a minor in the modern language which is to be continued in the law school." Other requirements were adjusted to: one year of English, one of Political Science or American history and two years of economics.

English composition and argumentation were relegated to a class of recommended subjects along with Sociology, Psychology, Logic, and advanced mathematics. A scholastic average of 70% was still required in order to be admitted without examination.

The requirements were put into terms of semester hours in 1914-1915 and were reduced just one half, (assuming six semester hours to be one-half year) except the language which remained the same.

No further changes appeared until 1920-1921 when the scholastic average necessary to exempt the student from an examination was a 2.2 average for all courses taken. In 1920-1921 this was qualified to some extent by the requirement that this average must not have gone down during the last year. Applications were to be passed upon by the Dean
who would also consider the applicant's "record for integrity and habits and other facts bearing upon his ability to do satisfactory work and to command the confidence of business men." The following year no mention was made of who would approve applications.

1924-1925 saw a further loosening up of the rigidity of entrance requirements. Twelve semester hours of Economics and six hours of foreign language of third year grade were the only specified requirements. However, "ability to write English reasonably satisfactory in form and style, is considered as one of the requirements of admission."

Not only had the rigidity of requirements let up but liberality in undergraduate training was now emphasized.

"...planning to enter the School are urged to shape their college courses along broadly liberal lines and avoid extreme specialization, for aside from the requirements described above, the School is interested more in the quality of the preparatory work than in the specific studies pursued."

This carries one step further the keynote sounded in 1920-1921 when the first statement of this sort appeared. "Applicants should have shaped their previous training along liberal lines and avoided extreme specialization."

The catalogs for the next six years show no other changes. In 1930-1931 a new angle appeared:

"In view of the policy to fix a definite limit to the total enrollment, the School reserves the right to require a higher general average."2

1 Dartmouth College Catalog, 1924-1925, P. 132.
2 " " 1930-1931, P. 133.
The language requirement was set down from six hours of third year grade work to six hours of second year grade.

**Courses Offered.**

The night school started in its first year, 1899-1900, to give instruction in an imposing list of subjects.

The first catalog lists the "more general subjects" as:

- Political, Anthropological and Economic Geography.
- Modern and Recent European and American History.
- History of the More Important Outlying States.
- Social Statistics and Demography.
- The Psychology of Social Life.
- American Constitutional and International Law.
- Economic Development of the United States since the Civil War.
- Modern Languages.

In addition the following subjects were listed as "more special subjects":

- Corporation Finance.
- Money, Markets and Speculation.
- Industrial Resources and Industrial Organization.
- Accounting and Auditing.
- Insurance.
- Investments.
- Practical Banking.
- Transportation.
- Theory and Technique of Statistics.
- Commercial and Corporation Law.
- Public Finance.
- Public and Municipal Administration.

The eight general subjects given first were the basis for twelve courses from which all first year work was to be selected. While the catalog stated that the courses would be arranged to suit the needs of the individual student, the fact remains that there were only twelve courses offered. There was little selection because there were few courses more than had to be elected to fill in the schedule. There were 24 hours to be taken and 30 hours
from which to choose (not including languages).

In the second year the courses of study were grouped according to the special field elected by the student. Only four courses were offered from the list of general subjects while twenty-two were given in subjects listed as "more special subjects."

For this year of his work the student was allowed to choose his group from among the following:

- General Mercantile and Commercial Business
- Banking
- Railroad Service
- Foreign Trade
- Insurance
- Administration
- Journalism
- Training for Civic Affairs

The choice of groups automatically determined the specialized courses to be followed during the second year. However, that some freedom of election was intended is evidenced by the statement, "assignment of the special courses -- is made -- subject to such modification later as the best interests may require." Again, as in the first year requirements, little election could have been allowed since 36 hours (including three hours thesis credit) were required with but 40 to choose from.

Courses in both the first and second years were almost entirely three hour courses. During the second year some of the more highly specialized nature covered only half of the semester. Credit for these courses was only one and one-half hours.

Candidates for certification from the School (no
Masters' degree, as such, was mentioned.) might also be required to submit a thesis. The phrasing "may be required to submit a thesis" does not indicate just what practice was followed.

The catalogs for the next two years do not show any given number of hours credit for any courses although in the 1902-1903 catalog the number of class meetings per semester is again shown for first year courses only. The following statement indicates the policy behind this move:

"The length of the courses is determined by the character of the subject and not upon an arbitrary semester basis. Students must hold themselves in readiness to crowd the work of any course into as short a space of time as the convenience of the instructor requires." 1

This policy seems to have been followed until 1906-1909 when the work for both years was shown on an hour basis. Beginning with the year 1907-1909 the above statement no longer appeared.

As early as 1902-1903 a shift of some of the specialized courses from the second year to the first year started. History and Theory of Transportation, Commercial Geography, Money, Credit and Banking and Statistics were pushed into the first year requirements. These courses did not immediately push others out but were additions. Several of the previously required courses became elective.

In the year 1904-1905 additions to the curricula were still being made. This year a new group appeared. A "Course for Students Preparing to Teach Commercial Subjects."

1 Dartmouth College Catalog, 1901-1902, P. 200.

By 1935-1936 the pushing forward process had left the first year with little resemblance to that listed in 1922-1923. The first year requirements for 1935-1936 included:

- Money and Banking or Corporations.
- Public Finance or Transportation.
- Resources and Industries of the United States.
- Statistics.
- Accounting and Mathematics A and B.
- One Language.

Even the electives bore little resemblance to the original first year courses:

- Corporations or Money and Banking.
- Transportation or Public Finance.
- Commercial History and Policy.
- Labor.
- Development of Economic Thought.
- Present Day Economic Theory.
- Political History of the United States.
- Modern East Asia.
- Comparative Constitutional Law.
- International Law.
- Municipal Administration.
- Psychological Sociology.

Where the first list may be said to be primarily a presentation of historical and political material with a touch of economics and sociology, the latter list begins to single out specific areas for specialization. Where the original list approached the field from the classical historical viewpoint the latter has introduced more definitely practical tool courses. Statistics, Accounting, Public
Finance, Transportation and Labor, all newcomers, to the first year during the period, indicate a tendency to educate in more narrow compartments and to offer specific courses directed less toward breadth and more toward specialization.

The second year courses showed the same tendency toward segregated specialized fields. Along with this development came an increase in the number of courses offered. This larger number of courses in turn permitted a wider choice of electives.

Of the original divisions in which instruction was offered three dropped out between 1939-1900 and 1995-1900. The Administration, Journalism and Training for Civic Affairs groups dropped out leaving just Mercantile and Manufacturing Business, Foreign Commerce, Railroad Service and Banking and Insurance.

In the year 1905-1900 the whole set-up was revised. Students entering the first year were immediately put into the group in which they were to specialize. Previously this had not been done until the second year. Six groups were set up, namely: General Business, Foreign Commerce, Banking, Transportation, Insurance and Accounting.

As a matter of fact this division into groups had little effect upon the curricula since the requirements for the whole first year were almost identical for all groups, the Banking group having one different course and the Foreign Commerce group one other different course. No election was permitted for first year students, outside of the choice
between languages.

Courses for the second year were again put on an hour credit basis. Group required studies were set up as in the first year. For this year, though, four hours were left open each semester for elective courses. And of the fourteen hours of required work two hours each semester was in the field of specialization while two more the first semester and six in the second were devoted to the preparation of a thesis. In the second year just half of the work taken was identical for all groups, the balance of the work being either required specialized courses, thesis credit, or open for electives.

In addition to the six major groups a specialized two year course for Consular Service was added which contained roughly all of the courses given in foreign exchange, commercial geography and international law.

Journalism and Teaching were cared for in a different way,

"Students intending to prepare for Journalism, Teaching and other specialized fields, elect the General Business course modified -- to meet their particular requirements."¹

The rather haphazard allotment of courses to major divisions of instruction as evidenced in the 1907-1908 catalog was completely gone over in 1908-1909 and better allotments made. (For instance "Theory of Accounting" had been given under Economics instead of Accounting.) All of the Sociology

¹ Dartmouth College Catalog, 1908-1909, P. 295.
courses were omitted in the new catalog. The new offerings lined up as follows:

Table 1
Courses Offered in 1908-1909

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Auditing</td>
<td>5</td>
</tr>
<tr>
<td>Statistics</td>
<td>2</td>
</tr>
<tr>
<td>Law</td>
<td>4</td>
</tr>
<tr>
<td>Business Procedure and Admin.</td>
<td>2</td>
</tr>
<tr>
<td>Corporate Org. and Admin.</td>
<td>3</td>
</tr>
<tr>
<td>Commerce and Industry</td>
<td>7</td>
</tr>
<tr>
<td>Banking</td>
<td>4</td>
</tr>
<tr>
<td>Transportation</td>
<td>5</td>
</tr>
<tr>
<td>Insurance</td>
<td>2</td>
</tr>
<tr>
<td>Political Science, History</td>
<td>3</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total (not incl. Languages)</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

The approximate number of courses required to be taken was twenty.

This year marks the passing out of the last of the general subjects listed in the original catalog. With both Sociology and Economics dropping out the pushing forward process had pushed either forward into the first three years of college or out altogether, all of the original "more general" subjects except the modern languages and even there the requirement was reduced from two to one language.

In 1910-1911 the slight differences in studies for the different groups were erased when all first year work was made the same. This marked a return to the earlier policy on that point. 1911-1912 saw a raise in the required courses for the second year. The election margin which was previously eight hours for the second year was reduced
to two, through the addition of six hours of Business Management work.

By 1913-1914, however, the election margin was again changed. This time no election was permitted until the last half of the second year, when only seven hours were required. Thesis work must also be carried on both semesters, although credit for thesis work was not fixed. Instruction was no longer set apart on a group basis. While students were expected to select a group as a major field, the requirements within any given field were not fixed. The student was expected to arrive at his specialization through his electives.

But the small possibility of election brings forward the point that no matter what specialty the student chose, he could not carry the narrowness of specialization too far. He was more broadly trained rather than trained in a specialty. This is somewhat in opposition to the tendency toward specialization noted during the first five or six years of the history of the Tuck School. A statement in the "Aim" of the School indicates such a purpose:

"The subject matter of instruction is designed to be broadly and directly applicable in business experience, and is afforded as a preparation, not as a substitute for experience."

1913-1914 marks the first appearance of a course in distribution. "Administration and Management in Distribution" was offered as a second year elective. But the very next year it was made required and enlarged to a three

1 Tuck School Catalog, 1913-1914, P. 13.
hour course under the name "Scientific Management in Distribution."

In 1916-1917 "Marketing and Marketing Methods", a three hour course, appeared in the required list for the first semester of the first year. Three other courses in the field were offered in 1916-1917, two of them being required. Sales and Advertising appeared for the first time.

The "Employment Function in Management" course which started in 1915-1916 was continued. This was the first course to be given in that field except for the one course in Labor offered from 1906-1906 to 1907-1908.

In the spring of 1917 special courses in Stores Accounting were put in to prepare men for Ordnance and Quartermaster's service. Just what courses were dropped in order to make room for these courses are not given in detail, although the statement is made that they were resumed in January, 1918.

The courses offered in 1919-1920 show a further change in the election policy. All work of the first year was prescribed. In the second year three hours of electives were required in the first semester, while in the second semester fourteen hours were allowed for thesis and electives.

One very interesting addition to the curriculum was instruction in the Russian language. Russian was admitted on the same basis as French, German and Spanish.
The 1919-1920 offerings of courses were as follows:

Table 2
Courses Offered in 1919-1920

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>5</td>
</tr>
<tr>
<td>Business Statistics</td>
<td>2</td>
</tr>
<tr>
<td>Business Law</td>
<td>1</td>
</tr>
<tr>
<td>Business Org. and Act.</td>
<td>5</td>
</tr>
<tr>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Finance and Banking</td>
<td>6</td>
</tr>
<tr>
<td>Labor and Employment</td>
<td>5</td>
</tr>
<tr>
<td>Foreign Commerce</td>
<td>2</td>
</tr>
<tr>
<td>Commercial Executive Practices</td>
<td></td>
</tr>
<tr>
<td>Languages: choice of four</td>
<td>2</td>
</tr>
<tr>
<td>Business Procedure (no credit lectures)</td>
<td></td>
</tr>
<tr>
<td><strong>Total (not incl. languages)</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

Only twenty-seven courses, excluding languages, were offered in 1919-1920 as compared to thirty-five in 1909-1909. Law was reduced from four courses to one. Political Science and History, formerly three courses, disappeared altogether. The two courses in Insurance also dropped out. Even the three courses in Transportation were removed. Several of these courses were removed from the Tuck School and offered during the first three years in Dartmouth College.

The new group of Finance and Banking, with six courses, probably replaced the four in Banking and the three in Corporate Organization and Administration. Business Procedure and Administration, two courses, was increased to three courses as Business Organization and Management.
The seven courses given in Commerce and Industry were almost all removed. The ones dealing with Geography disappeared completely. Only the two on Foreign Commerce survived.

The new list, then, shows the entry of three new groups: Marketing, Labor and Employment and Commercial Executive Practices.

Business Research, as a second year elective, appeared in 1920-1921 to replace one of the Commercial Executive Practice courses. More freedom of election was introduced two years later, in 1922, when the required work for the whole second year was reduced to seven hours, four of Business Law and Three in Financial Management. The balance of thirty-six hours was left for thesis and election. Some changes occurred in the electives offered but in the main they were only shifts of the same subject matter with a view of getting a better sequence.

The lack of grouping of courses is noticeable during the whole of the last decade. Beginning with 1920-1921 there seems to be a lessening of the rigidity that appeared to exist as between groups previously. Compare the new statement:

"At the opening of the (second) year each student selects, as his major study, the group of courses related to the field of business for which he desires especially to prepare."

with the old statement:

1 Dartmouth College Catalog, 1920-1921, P. 153
The following -- shows the groups of courses -- which students may elect for their respective major fields of study -- 

After this statement appeared the list of groups, nine in number.

While the statement taken from the 1920-1921 catalog (and which appears in each succeeding catalog) does not specifically say that the same groupings and divisions must or must not be adhered to, the mere fact that the statement was changed implies some change in policy.

During the period from 1922-1923 through 1930-1931 no major changes occurred in the curriculum offered. However, small changes did take place so that a brief check of courses given at the beginning and end of the period should be made.

Comparison of courses offered in 1930-1931 with those offered in 1919-1920 is as follows:

Table 3
Courses Offered in 1919-1920 and in 1930-1931.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses Offered in 1919-1920</th>
<th>Courses Offered in 1930-1931</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Management</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Commercial Executive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Marketing</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Trade</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Labor Relations</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Accounting</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Banking and Finance</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Statistics</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Business Law</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Languages (four offered)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Procedure (lect)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>13</td>
</tr>
</tbody>
</table>

1 Dartmouth College Catalog, 1918-1919, P. 167.
The line-up of courses offered in different fields is almost identical. The outstanding change is the doubling of the number of courses given in Marketing which seems to follow the increasing emphasis in the business world on distribution.

Aside from the increase in emphasis on the Marketing courses the balance of the list seems fairly stable. The search for subject matter, the founderering around in the maze of similar subjects under varied names seems to have been completed before 1919-1920. Since that time nomenclature and determination of relative importance of the places of various subjects seems more stable than during any period previous to 1919-1920.

It is worth passing comment here to notice that the Russian language, after ten years in the curriculum, even though trade relations with Russia are on a rather unsatisfactory basis, has been retained on an even basis with French, German and Spanish.  

**Election Policies.**

During the thirty years since the establishment of the Tuck School the curriculum requirements showed a gradual swing away from required subjects toward more freedom of election during the second year's work. Since 1907-1908, the first year studies have been fixed with no possibility at all other than choosing a group which brought slightly different requirements. Even this elective possibility passed out of the picture in 1910-1911.

Even during the second year little election outside
of the required studies in the group chosen allowed until in 1913-1914 eighteen hours were open in which the student could elect. But in 1914-1915 this was cut back to ten hours. In 1919-1920 this was raised to eighteen hours for the two semesters combined. The final increase in election privileges came in 1922-1923 when 29 of the 36 hours of the second year were left for thesis and election purposes. Of course the student was expected to follow some specialization in these electives. Table 4 shows the trend of electives during the thirty years.

**English Requirements.**

The Tuck School, being essentially a graduate school, concerned itself with the student's knowledge of the English language, only in case the student was deficient in that respect. The Tuck School did not offer instruction in English. However, the courses in Dartmouth College were used to give the students further training of this kind whenever needed.

The English requirements were handled entirely in the entrance requirements when the School started. Two years work in English Composition and Argumentation were necessary from 1899-1900 till 1907-1908. In the general revision of courses, subjects and entrance requirements in 1908-1909 this was changed to six semester hours of English Composition. However, recognition of ability along this line, as distinct from courses taken, was made and a proficiency requirement introduced.
Table 4

Hours Allowed for Electives, 1899-1900 to 1930-1931.

<table>
<thead>
<tr>
<th>Year</th>
<th>Elective Hours</th>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1899-1900</td>
<td>$ 36^1</td>
<td>$</td>
<td>$ 36^1</td>
</tr>
<tr>
<td>1900-1901</td>
<td>$ 36</td>
<td>$</td>
<td>$ 0^2</td>
</tr>
<tr>
<td>1901-1902</td>
<td>$ 36</td>
<td>$</td>
<td>$ ?^3</td>
</tr>
<tr>
<td>1902-1903</td>
<td>$ 14</td>
<td>$</td>
<td>$ ?</td>
</tr>
<tr>
<td>1903-1904</td>
<td>$ 14</td>
<td>$</td>
<td>$ ?</td>
</tr>
<tr>
<td>1904-1905</td>
<td>$ 14</td>
<td>$</td>
<td>$ ?</td>
</tr>
<tr>
<td>1905-1906</td>
<td>$ 16</td>
<td>$</td>
<td>$ ?</td>
</tr>
<tr>
<td>1906-1907</td>
<td>$ 14</td>
<td>$</td>
<td>$ ?</td>
</tr>
<tr>
<td>1907-1908</td>
<td>$ 18</td>
<td>$</td>
<td>$ ?</td>
</tr>
<tr>
<td>1908-1909</td>
<td>$ 0^4</td>
<td>$</td>
<td>$ 16^5</td>
</tr>
<tr>
<td>1909-1910</td>
<td>$ 0</td>
<td>$</td>
<td>$ 16</td>
</tr>
<tr>
<td>1910-1911</td>
<td>$ 0^6</td>
<td>$</td>
<td>$ 16</td>
</tr>
<tr>
<td>1911-1912</td>
<td>$ 0</td>
<td>$</td>
<td>$ 10</td>
</tr>
<tr>
<td>1912-1913</td>
<td>$ 0</td>
<td>$</td>
<td>$ 10</td>
</tr>
<tr>
<td>1913-1914</td>
<td>$ 0</td>
<td>$</td>
<td>$ 18^7</td>
</tr>
<tr>
<td>1914-1915</td>
<td>$ 0</td>
<td>$</td>
<td>$ 10</td>
</tr>
<tr>
<td>1915-1916</td>
<td>$ 0</td>
<td>$</td>
<td>$ 10</td>
</tr>
<tr>
<td>1916-1917</td>
<td>$ 0</td>
<td>$</td>
<td>$ 11</td>
</tr>
<tr>
<td>1917-1918</td>
<td>$ 0</td>
<td>$</td>
<td>$ 11</td>
</tr>
<tr>
<td>1918-1919</td>
<td>$ 0</td>
<td>$</td>
<td>$ 11</td>
</tr>
<tr>
<td>1919-1920</td>
<td>$ 0</td>
<td>$</td>
<td>$ 13</td>
</tr>
<tr>
<td>1920-1921</td>
<td>$ 0</td>
<td>$</td>
<td>$ 13</td>
</tr>
<tr>
<td>1921-1922</td>
<td>$ 0</td>
<td>$</td>
<td>$ 20</td>
</tr>
<tr>
<td>1922-1923</td>
<td>$ 0</td>
<td>$</td>
<td>$ 29</td>
</tr>
<tr>
<td>1923-1924</td>
<td>$ 0</td>
<td>$</td>
<td>$ 29^3</td>
</tr>
<tr>
<td>1924-1925</td>
<td>$ 0</td>
<td>$</td>
<td>$ 29</td>
</tr>
<tr>
<td>1925-1926</td>
<td>$ 0</td>
<td>$</td>
<td>$ 29</td>
</tr>
<tr>
<td>1926-1927</td>
<td>$ 0</td>
<td>$</td>
<td>$ 29</td>
</tr>
<tr>
<td>1927-1928</td>
<td>$ 0</td>
<td>$</td>
<td>$ 29</td>
</tr>
<tr>
<td>1928-1929</td>
<td>$ 0</td>
<td>$</td>
<td>$ 29</td>
</tr>
<tr>
<td>1929-1930</td>
<td>$ 0</td>
<td>$</td>
<td>$ 29</td>
</tr>
<tr>
<td>1930-1931</td>
<td>$ 0</td>
<td>$</td>
<td>$ 29</td>
</tr>
</tbody>
</table>

1 36 hours to be elected from the 38 offered.
2 Choice of groups. Fixed group requirements.
3 Courses not on an hour basis.
4 Choice of groups. Courses same except 2 hours.
5 8 hours thesis credit, balance elective.
6 All first year work required. No groups.
7 Thesis credit not fixed. Included in electives.
8 5 hours thesis, balance elective.
"An ability to write letters and reports, reasonably correct as to spelling, grammar, syntax and form, is required of all students and is made a condition for graduation." ¹

This requirement, to be met by the end of the student's second year gave him more time to attain satisfactory proficiency.

These requirements stood unchanged until 1919-1920 when the entrance requirement was changed to read: "six hours of English Composition in addition to the elementary courses of the freshman year." The requirement of ability to write English well was left out of the 1919-1920 catalog, but was replaced the next year by the following statement:

"Proficiency in the use of written English is of such importance that students found to be deficient in this respect are required to do extra work until they demonstrate ability to write English reasonably satisfactory in form and style." ²

In 1924-1925 the last of the credit hours requirements were dropped and replaced entirely by proficiency requirements:

"- ability to write English reasonably satisfactory in form and style is - one of the requirements for admission." ³

No further change has occurred since in the English requirements.

Level of Instruction - Graduate Work.

From its inception in 1909-1910 the Tuck School attempted to go more than could be accomplished by undergraduate training. This imposed at the start the necessity

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¹ Dartmouth College Catalog, 1906-1909, P. 293.
² " " " 1920-1921, P. 156.
³ " " " 1924-1925, P. 169.
of carrying on the training on a graduate level.

The assumption on which the leaders of the School worked ran something like this: Business is more than a mere vocation. It has become a profession. The best training possible to give for this profession will carry through three stages. First, educate the man generally. Second, introduce him to business fundamentals, and finally to superimpose a specialized training on the whole.

For the first step the colleges, principally in the first three years, had already provided ample training. It was with the last two, then, that the Tuck School would deal. One year to lay the foundations for business education and one year for specialization.

These statements were given somewhat hazily in the earlier catalogs but slowly crystalized, possibly with some rationalization. The above is primarily from the catalog of 1916-1917.

The scholastic level to be maintained by the student is not specifically given for any of the 30 years. That their intention has been to maintain a high standard is clear from the following statement:

"The School proposes to lay quite as much stress upon the disciplinary training that will create a proper business attitude as upon educational equipment of the individual."1

Twenty-five years later, in 1929-1930, the statement read:

"The policy governing admission and instruction

1 Dartmouth College Catalog, 1904-1905, P. 222."
contemplates that the facilities of the School shall be suited to the purposes of students selected for their ability and will to do work of consistently high grade, as measured by the standards of a professional school."

Throughout the whole period stress is laid on the quality of work and the high standards striven for.

**Scholastic Standards - Undergraduate.**

Although there was no mention made about the scholastic record of entering students in the bulletins for the first two years, a requirement of this nature was established in 1901-1902. It called for the student's having averaged 75% in all of the required subjects (subjects required for entrance). Among other subjects the student could not have more than two below 75%, nor any below 60%. General training, experience and aptitude were added as bases of judgment as well as the scholastic record in 1905-1906.

The 1905-1906 changes affected this standard. Entrance by examination was allowed. The new statement was:

"To be admitted without examination the student must have attained an average standing of not less than 70% in all courses taken during the three undergraduate years. For those who do not meet this requirement - entrance is by examination only." 2

The use of applications, which required approval of the Director of the School, which practice had started in 1901-1902, was continued. The other factors given recognition in 1905-1906, "indicating an ability to pursue profitable the work of the School" were still to be used.

Grading was apparently done more or less universally

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1 Dartmouth College Catalog, 1929-1930, P. 133.
2 " " " 1903-1909, P. 299.
on the percentage basis. The entrance standards set on that basis stood until 1919-1920 when they were changed to a point basis based on the letters A, B, C, D and E.

"The applicant's record must show a general average of not less than 2.2 points for all courses taken during the three undergraduate years."¹

For those who were short a little but who had shown progressive improvement the entrance examination was still open.

1919-1920 also marked the first time that approval of applications must be made by the Dean. The administration of the Tuck School was put under a Dean for the first time.

These scholastic requirements being enumerated applied only to students who did not have a bachelor's degree. It had, from the beginning, been the policy of the School to admit holders of bachelor's degrees without going back to their scholastic records.

In 1920-1921 the necessity of an examination was removed for those who were slightly under the 2.2 average if their record had been progressively better. Such individuals could be admitted on trial. That scholastic achievement was not the only criteria is reflected in this statement:

"In determining the fitness of an applicant for admission, his record for integrity and habits and other facts bearing upon his ability to do satisfactory work and to command the confidence of business men are taken into account."²

It was not until 1930-1931 that any further addition

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¹ Dartmouth College Catalog, 1919-1920, P. 174.
² " " " " P. 155.
was made to the scholastic record requirements. While that
year is not generally covered in this report, one significant
change was made.

"In view of the policy to fix a definite limit to
the total enrollment, the School also reserves the right to
require a higher general average - -. "

During the whole thirty year period there has been
a slow but definite trend toward higher standards of prepara-
tion for admittance until now it looks as if even the 2.2
average may be raised.

Undergraduate Training.

Since the undergraduate English requirements have
been discussed in another place this section will treat all
requirements other than English.

The first requirements were general in nature.
History, Economics and Political Science, according to the
requirements of Dartmouth College, were required in the Tuck
School with one elective in History, Economics and Sociology.
The elementary courses in two modern languages were necessary.

Changes in these requirements were made annually.
By 1904-1905 they were more specific: One year of general
History of Europe, Elements of Economics, Industrial His-
tory, Elements of Commercial Geography and a course in
Sociology, Political Science or one more course in History.

The training required was still general in nature
although the Industrial History and Elements of Commercial


1 Dartmouth College Catalog, 1930-1931, P. 187.
2 Section on English Requirements, P. 27-29.
Geography show the beginnings of specialized training requirements. Foreign language requirements did not change.

This language requirement was changed in 1908-1909 to read: two years of one language and two more years of foreign language (modern or classical). Besides the language change the 1907-1908 bulletin simplified and reduced all other requirements to one year of History and two years of Economics.

The language requirement was lowered further in 1912-1913 when it was reduced to the equivalent of a Minor in the modern language which was to be continued in the Tuck School.

The hour credit basis of measuring entrance credits was introduced in 1914-1915. The Minor in a modern language was defined as twelve hours of third year work. In addition it was necessary to have had twelve semester hours of Economics and six of Political Science or American History.

Not until 1924-1925 did any change of consequence from above occur. The six hours of Political Science or American History were removed as requirements and the minor in the foreign languages redefined as six hours of third year work. This had been changed in 1920-1921.

Again it is necessary to mention the year 1930-1931 since the only important change since 1924-1925 was made then. The language requirement was further reduced to one language with six hours of second year credits.

The trend of entrance requirements at the Tuck
School has been to slightly lessen them although at no
time were they particularly stringent. Almost any student
who merely fulfilled the requirements of the first three
years at any Liberal Arts college would be able to meet
those requirements, provided he had attained the necessary
point average. This entrance requirement policy is in line
with the stated purpose to have the student trained generally
during these three years.

As in the previous section the above requirements
applied in all cases only to students who had only three
years of college. Holders of bachelor's degrees were admitted
to the first year but not to the second year unless they could
meet the requirements of the first year in the Tuck School
which practically none could do.

Students who expected to receive a bachelor's degree
from Dartmouth College were required to further meet the
Dartmouth College requirements. Otherwise, although they
would be candidates for master's degrees at the end of the
second year, they would not be eligible to receive a bachelor's
degree from Dartmouth College. Whether or not that same
limitation holds today it is not indicated by the most recent
bulletins. It seems most unusual to allow candidacy for a
master's degree while denying the bachelor's degree.

Teaching Methods.

Little information is given in the annual catalogs
on the classroom methods employed. The very lack of mention
implies that the lecture method was probably the most widely
used with some use being made of discussion and quizzes. It is probable that the individual instructors used whatever method they cared to.

There were, however, other teaching devices used. The insistence that the students become familiar with written English specifically for the purpose of better report writing certainly indicates that reports were an integral part of the teaching technique of the School.

The administrators of the Tuck School also recognized the value of the individual contact between instructors and the students. This statement, taken from the 1922-1923 catalog, indicates their position:

"Throughout the work of instruction, it is intended that students shall have the privilege of frequent conference with, and the personal supervision of, members of the Faculty."

The case method, developed at Harvard, does not seem to have been taken up by the Tuck School. There is no mention made at any point of such a teaching method.

From the beginning the Tuck School made much use of outside lecturers. Outside lecturers, specialists in their fields, were scheduled regularly throughout the year.

Unfortunately, it is not possible to follow through the whole period to see just how many such lecturers were scheduled. The names shown in the catalog increased from six in 1900-1901 to thirty-five in 1911-1912 and included some of the outstanding men in their particular fields. After

1 Dartmouth College Catalog, 1922-1923, P. 153.
1914-1915 no mention is made of outside lecturers in the Dartmouth College catalogs.

Were it not for the small Tuck School catalog for 1930-1931 it might seem that the outside lecturers were dropped altogether. But twenty-three were listed in this special Tuck School bulletin. During the interim there is nothing to tell whether or not the lecturers were continued. The assumption is made here that the lecturers continued throughout, but were not mentioned in the abbreviated space in the Dartmouth College catalog.

Beginning with 1899-1900 and continuing down to the present the thesis has been an important part of the instruction of the second year. It has been required since 1901-1902 and has been allotted hour credit, usually of from five to eight hours. It has been in the thesis that the student generally attains the high point of specialization in his chosen field.

In 1903-1904 the ambitions of the School found outlet in several other devices intended to further instruction. A museum was to be built up which would contain exhibits of raw materials, partly processed, and finished materials and by-products of important industries. In addition lantern slides, maps, charts and other illustrative matter were to be collected. The 1903-1904 announcement said that a very successful beginning had been made and that material was already arranged for class use.

In 1904-1905 trade papers and periodicals were added

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1 Dartmouth College Catalog, 1917-1918, P. 196.
to the library facilities. The next year the announcement was made of a lecture room equipped with projecting and reflecting apparatus. Additional equipment was added for accounting in the form of calculating machines.

In 1908-1909 the catalog went even further in giving information on facilities. The Tuck School library was said to contain some 10,000 volumes. The number of lantern slides had increased to about 2,000. Mechanical equipment included two combination projecting-reflecting machines, one comptometer and a Thatcher's Calculating Machine. And this equipment was for an enrollment for both years of only thirty-two students.

The machines must have been sturdily built for it was not until 1917-1918 that any more equipment was purchased. The 2,000 lantern slides remained at 2,000 during the whole period. The whole description of apparatus given in 1917-1918 is interesting:

"The School has established an equipment room in which working models of the highest grade office, planning room and plant appliances either have been or will be installed. Among the specific items to be mentioned are a Comptometer, a Thatcher Calculating machine, a complete Hollerith Tabulating Equipment, Route File Cabinet, Planning Room and Shop Bulletin Boards, Tickler Equipment and a Decimal Time Recorder."¹

The 1920-1921 bulletin is the last that contains the announcement of the museum. Apparently it was discontinued. Much less space was devoted to the statements about projecting equipment, lantern slides and apparatus. By 1923-1924 the modernizing process had moved a step further. A

¹ Dartmouth College Catalog, 1917-1918, P. 196.
moving picture machine was added to the equipment. From that year on no more mention was made of lantern slides. A new development, in the form of an Advertising course Laboratory, started in 1924-1925. The 1929-1930 bulletin showed that it was still being used.

The Library, oddly enough, stood at the 10,000 volume mark clear through from 1908-1909 to 1930-1931. It was fourteen years before summer vacation work was recognized as having educational possibilities that might be developed. In 1913-1914 the bulletin says:

"Unless particular circumstances make it impossible, the School requires that each student seek employment during the period with a business institution."1

Vacation work has continued to be an expectation. In 1924-1925, the bulletin suggests a secondary purpose of using the summer employment as an opportunity to make investigations and collect data for the thesis. The suggestion was also held out that contacts made through summer employment often lead to permanent employment later. The same statements have been repeated in all subsequent bulletins.

Enrollment and Faculty Size.

Table 5 shows the growth in the enrollment in the Tuck School from 15 students in 1900-1901 to 104 in 1929-1930. The fact that during the last ten years the first year students registered has been about four times the second year men may suggest several facts. Perhaps some register who just want the year of general business training and do not expect to

1 Tuck School Bulletin, 1913-1914, P. 16.
pursue the work into the second year. The extreme difference might be resulting from the rigorous discipline which many do not care to follow up. There might even be the suggestion that some of those who do pursue their work into the graduate level go to other institutions to do so. At any rate only about one out of every four of the first year students continue through the second year.

The growth of the Tuck School, then, is in the undergraduate year while very little has occurred in the second year. On the surface it seems that the most likely assumption is that the great increase is made up of students who do not intend to carry on graduate work and represents Dartmouth College seniors who want some business training in addition to the liberal training acquired during the first three years.

It is impossible to tell how much the instruction staff has increased during this same period because of the close connection between the Tuck School and Dartmouth College.

During the first years instructors from Dartmouth College offered courses in the Tuck School and vice versa. Just how many full time teachers there were in the Tuck School cannot be accurately determined from the catalogs. A further complication is the policy of using outside lecturers. This policy has been carried on to an extended degree making it even more difficult to arrive at the size of the instructional staff in terms of full time teachers. Table 5 shows this information insofar as it can be obtained from the catalogs.
Table 5

Enrollment and Faculty of the Tuck School from 1899-1900 to 1930-1931.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<td>: 12</td>
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<td>: 12</td>
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<td>: 17 : 9 : 0</td>
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<td>: 13</td>
<td>: 10 : 6 : 0</td>
<td>-</td>
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<td>1905-1906</td>
<td>100(25)</td>
<td>: 11</td>
<td>: 10</td>
<td>: 10</td>
<td>: 21 : 2 : 0</td>
<td>-</td>
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<td>1906-1907</td>
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<td>: 10</td>
<td>: 9</td>
<td>: 10</td>
<td>: 33 : 8 : 0</td>
<td>-</td>
</tr>
<tr>
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<td>100(25)</td>
<td>: 10</td>
<td>: 10</td>
<td>: 11</td>
<td>: 33 : 11 : 0</td>
<td>-</td>
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<tr>
<td>1908-1909</td>
<td>100(25)</td>
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<td>: 9</td>
<td>: 21</td>
<td>: 21 : 11 : 0</td>
<td>-</td>
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<td>: 9</td>
<td>: 32</td>
<td>: 25 : 9 : 0</td>
<td>-</td>
</tr>
<tr>
<td>1911-1912</td>
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<td>: 33 : 15 : 0</td>
<td>-</td>
</tr>
<tr>
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<td>: 7</td>
<td>: 14</td>
<td>: 39 : 11 : 0</td>
<td>-</td>
</tr>
<tr>
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<td>: 8</td>
<td>: 2</td>
<td>: 19</td>
<td>: 56 : 17 : 4</td>
<td>-</td>
</tr>
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<td>: 2</td>
<td>: 19</td>
<td>: 61 : 24 : 3</td>
<td>-</td>
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<tr>
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<td>: 1</td>
<td>:</td>
<td>: 56 : 23 : 2</td>
<td>-</td>
</tr>
<tr>
<td>1917-1918</td>
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<td>: 9</td>
<td>: 3</td>
<td>:</td>
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<td>:</td>
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<td>: 3</td>
<td>:</td>
<td>: 101 : 28 : 9</td>
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<td>: 3</td>
<td>:</td>
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<td>1921-1922</td>
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<td>: 1</td>
<td>:</td>
<td>: 77 : 45 : 2</td>
<td>-</td>
</tr>
<tr>
<td>1922-1923</td>
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<td>: 1</td>
<td>:</td>
<td>: 94 : 28 : 4</td>
<td>-</td>
</tr>
<tr>
<td>1923-1924</td>
<td>300</td>
<td>: 14</td>
<td>: 1</td>
<td>:</td>
<td>: 59 : 29 : 5</td>
<td>-</td>
</tr>
<tr>
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<td>: 14</td>
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<td>:</td>
<td>: 60 : 31 : 4</td>
<td>-</td>
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<td>: 15</td>
<td>: 0</td>
<td>:</td>
<td>: 56 : 24 : 6</td>
<td>-</td>
</tr>
<tr>
<td>1926-1927</td>
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<td>: 13</td>
<td>: 0</td>
<td>:</td>
<td>: 57 : 18 : 6</td>
<td>-</td>
</tr>
<tr>
<td>1927-1928</td>
<td>400</td>
<td>: 12</td>
<td>: 0</td>
<td>:</td>
<td>: 71 : 17 : 3</td>
<td>-</td>
</tr>
<tr>
<td>1928-1929</td>
<td>400</td>
<td>: 12</td>
<td>: 0</td>
<td>:</td>
<td>: 81 : 26 : 0</td>
<td>-</td>
</tr>
<tr>
<td>1929-1930</td>
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<td>: 12</td>
<td>: 0</td>
<td>:</td>
<td>: 82 : 18 : 4</td>
<td>-</td>
</tr>
<tr>
<td>1930-1931</td>
<td>400</td>
<td>: 14</td>
<td>: 0</td>
<td>:</td>
<td>: 82 : 19 : 3</td>
<td>-</td>
</tr>
</tbody>
</table>

1 The column "Part Time Staff" indicates how many from the "staff" column were on part time.
2 One hundred dollars tuition. Twenty-five dollars required library fee.
3 No mention made of outside lecturers.
Tuition.

The tuition at the Tuck School has increased fourfold during the thirty year period. The rate of increase was slow for the first twenty years when there was an increase from $100 per year to $140 per year.

Beginning with 1919-1920 the amount rose roughly at the rate of $25 a year until in 1926-1927 the present rate of $400 was reached. The successive increases are shown in Table 5.

Endowments.

The Tuck School has been an endowed school from the start. It was established in January, 1900 as the result of a $300,000 bequest by Mr. Edward Tuck of the class of 1862 in memory of his father. The bequest was for the establishment of additional professorships in the fields of Finance and Administration.

A second donation from Mr. Tuck of $100,000 provided for the erection of Tuck Hall, providing ample room for the School. Tuck Hall was originally scheduled to be opened for the year 1902-1903. It was finally completed and opened for the class entering in 1904-1905. The statement of the $100,000 bequest was changed at this time to read $140,000.

Again in 1919-1920 Mr. Tuck donated building funds. The amount is not specified. Mr. Tuck paid for the reconstruction of Tuck Hall.

1928-1929 brought the need of a new building again. This time Mr. Tuck provided for (by a gift of unspecified
amount) the erection of two residential halls, a refectory and an administration building, including classroom.

Perhaps part of the increase in tuition came about through the lack of additional endowment for instructional staff purposes.

Limiting of Size of Classes.

No hint of any limitation of classes was made at the Tuck School until 1930-1931. Of course, the grade averages required served somewhat as a limiting factor be eliminating the poorer students.

In 1930-1931 the statement, "in view of the policy of limiting classes," suggests a more arbitrary fixing of enrollment. The enrollment figures do not indicate that the second year group has grown to the point that limitation is necessary. It is possible that the statement was intended to apply only to first year classes. Again it may be intended as a subtle selling point. The possibility also exists that even the small enrollment of nineteen second year students is regarded as large enough.
CHAPTER III

THE GRADUATE SCHOOL OF BUSINESS ADMINISTRATION.

HARVARD UNIVERSITY.

Aims and Purposes.

The Graduate School of Business Administration was founded at Harvard University in 1908. The work offered covered two years and was all on the graduate level. A bachelor's degree was required for entrance whether the student had come from Harvard or not. This policy has not been changed since. From 1908 until 1914 the School was conducted somewhat in an experimental manner. In 1914 it was organized as an independent graduate school with an independent staff and facilities.

The first suggestion of anything of a business nature in instruction at Harvard appeared in the Engineering division of the Graduate School of Arts and Applied Science in the 1906-1907 catalog. A course in "Contracts" was required of Mechanical Engineering students. No description of the course was given. The next year it was required of all Civil Engineering, Mechanical Engineering and Electrical Engineering students. A description of the course shows that it did not have any close relation to education for business. It was to cover the "General Principles of Common Law governing Construction Contracts."

The Graduate School was set up in 1908-1909. The course in "Contracts" was still required of Engineering
students in the Applied Science School so that, while that
course was the first offered in subjects akin to the Business
Administration field, yet it was not a true forerunner of
the Business Administration School which later grew up.

The original introductory historical paragraphs to
the Business School section in the 1908-1909 catalog indicate
the feeling that caused the School's establishment:

"The Graduate School of Business Administration was
established in March, 1908, by votes of the President and
Fellows and of the Board of Overseers of Harvard College.

"The School aims to give thorough and scientific
instruction in the fundamental principles of business organiza-
tion and administration, and to present such a range of
elective courses that each student may receive the specific
preparation which is suitable to the requirements of the
business career he proposes to enter. A broad foundation may
thus be laid for intelligently directed activity in commerce
or manufacturing, or in those specialized branches of modern
business which now particularly call for professional training,
such as accounting and auditing, railroading, banking and
insurance. Provision is also made, along certain lines for
the needs of those entering the Government service."1

An interesting addition, from an administration
point of view, was made to this section in 1911-1912 when
this sentence was added:

The School is under the immediate charge of an
Administrative Board composed of all men giving instruction
in the School who receive their appointments from the
Corporation."2

The statement made in the earlier catalogs about
providing for those expecting to enter the government service
was omitted in 1911-1912.

Five years after its foundation the School of

1 Harvard University Catalog, 1908-1909, p. 649.
2 " " " 1911-1912, p. 639.
Business Administration was placed on an entirely independent basis. The statement concerning control which first appeared in 1911-1912 was replaced in 1913-1914 by this statement:

"The School was placed on an independent foundation with a separate faculty by a vote of the Governing Boards on June 9, 1913."¹

After the war, in the 1919-1920 catalog, this statement of aims was revised and briefly put into one section which said that the School furnished instruction and opportunity for investigation in the principles of business organization and administration. Further it was to enable students to receive special preparation for particular lines of business activity.

In 1920-1921 the catalog introduced a slightly different set of purposes. To make students familiar with general business facts and principles as the foundations for a broad business point of view was one purpose. Another was to give them practice in dealing with business problems "which is needed for progress in business."

Another purpose listed was to give instruction that would help the graduates to adjust themselves in business. This purpose was to be attained through instruction dealing with,

"the relation of the individual to his business surroundings and opportunities and with the relation of the business man to current social and public problems."²

The statement of aims is quite specific in pointing out that the principle purpose is to familiarize the student

¹ Harvard University Catalog, 1920-1921, P. 371.
² " " " " " " " " " " " " " " " " " " " " " " " " -
with general business facts and theory that are difficult to get in early business experience. Any purpose of treating specific techniques of special industries was denied - the feeling being that this detail could be more effectively learned during the initial probationary period in industry.

From 1921-1922 on the statement about the founding of the Business School is omitted. In the 1921-1922 catalog the statement of aims was much shortened. The statement covered by the first sentence in the paragraph above was omitted altogether.

Occasional rewording on up to 1930-1931 occurred but the purposes stood essentially the same at the close of the decade. The purposes: to give a general training, and to give practice in analyzing and dealing with business problems remain the basic purposes. The statement is still made that there is no intention to cover satisfactorily detailed techniques and routines of particular industries. These are left for the first years in industry.

This position is somewhat different from that taken in the 1908-1909 catalog when no statement was made denying the intent to educate specifically for particular fields. The inference in the earlier statements was that they would educate both broadly and basically as well as narrowly and specifically after the foundations were laid.

Apparently the School arrived at the present accepted purposes first in 1919-1920 and has not seen fit to change them in any way since.
Entrance Requirements.

The requirements given in the 1908–1909 catalog could be met by several groups. Holders of bachelor's degrees from approved schools were admitted without examination. Harvard seniors who still needed one more course to graduate were to be admitted.

Persons with business experience were admitted as special students, not candidates for the Master's degree. In 1910–1911 such special students were to be limited to two courses, whether taken concurrently or separately. Certification for the satisfactory completion of the work taken would be made.

When the School was put on an independent basis in 1914–1915 a limitation was imposed on students who entered in January. It specified that ordinarily only students entering in September would be allowed to take the regular program of study.

It was not until 1919–1920 that any radical change was made. Graduates of approved colleges and scientific schools were admitted. In addition, persons not holding the bachelor's degree would be admitted if they could pass entrance examinations with high distinction. Such examinations would cover Principles of Economics, History of the United States and either Analytic Geometry or a natural science. In addition a fair reading knowledge of some modern language other than English was required.

Others who had finished three years of college work
and who had been in the Army or Navy for one year were admitted. Harvard seniors just short of graduation were still admitted as special students. Business men, holders of college degrees, could be admitted as special students to not more than two courses. Students were no longer allowed to enter except in September.

In 1920-1921 the whole of the entrance requirements were rewritten, although few changes in substance were made. Graduates of unapproved colleges could be admitted at the discretion of the Dean if they had been in the upper third of the class on the work of their senior year. Whether or not particular schools were on the approved list depended on the records made at the Business School by previous graduates. The list was not published.

Entrance by examination for those who did not hold degrees was reserved specifically for those who had been generally educated and had been in business for a while — and not as a method of entry for individuals who had partly completed their college course. The only exception to this was for service men. Men engaged in business, enrolled as special students were to be permitted to take two courses per year.

1921-1922 saw a limitation put on the size of the entering class. It was set at 300 students for that year. The statement given in the general catalog is very brief in 1921-1922. The statement of the requirement was reduced to read: a degree from an approved college, with a satisfactory
general record and undergraduate work in the Principles of Economics. The right to reject any applicants was also reserved.

The requirements were essentially the same in the Graduate School of Business Administration bulletin for 1922-1923 (the first of these that is available). However, a mid-year class was to be admitted in January, 1923. Continuance of that policy would depend on the success of the trial group. Apparently the arrangement seemed satisfactory because the 1923-1924 general catalog states that students would be admitted both at the start and in the middle of the year.

In 1927-1928 the plan of admitting men at the mid-year was given up. The entering class limit had risen to 440 students but it was not an ironclad limit. As for studies, entering students were expected to have studied elementary economics and to have taken one or two of the exact sciences from which they should have learned some exact observation habits. Other than that the undergraduate training urged was liberal arts in nature. In 1930-1931 the limit on the number of entering students was raised to 600.

While there was no absolute requirement as to what studies holders of bachelor's degrees must have included in their undergraduate work, several suggestions were made in the 1908-1909 catalog. Along with Principles of Economics the student should have Principles of Accounting, Principles of Law governing Industrial Relations and Economic Geography.
Proficiency in either French or German as well as English was also expected.

By 1914-1915 the especial recommendations that the above studies be taken were omitted and the following Harvard courses suggested as useful to prospective students in the Business School:

Principles of Economics  
Money and Banking  
Problems of Labor  
Taxation  
Statistics  
Physiography

Economics of Transportation  
Economic and Financial  
History of the United States  
European Industry and Commerce in the Nineteenth Century  
Economics of Corporations

English and a foreign language were still expected. So was some training in exact observation such as might be afforded in scientific studies.

While recommending that these studies be taken on the one hand, the catalog repeats that the primary purpose of requiring a bachelor's degree for entrance is to make sure that the professional training of the School will rest on a foundation of liberal studies. The student should specialize, yet should be liberally educated.

From 1920-1921 on the detail of admission requirements was eliminated. The bachelor's degree and a satisfactory record were the bases of admission from then on.

Harvard University has had for a long time a Bond requirement. Beginning in 1908-1909 this requirement, to insure payment of university bills, was $200. It remained the same until 1927-1928 when it was raised to $500. The alternative to filing such a bond was to deposit $50 and pay all bills in advance.
Courses Offered.

The 1908-1909 catalog does not indicate that there were any groupings of courses with the intention of turning out specialists in the respective groups. Students were to carry four courses throughout the year. The courses for both years were to be under the supervision and approval of the Dean. The courses offered in the various fields were as follows:

Table 6

Courses Offered in 1908-1909.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses Offered</th>
<th>In Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Economic Resources</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Industrial Organization</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Banking and Finance</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Transportation</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Insurance</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Public Business</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>19</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

The student had to take sixteen courses during the two years. With only nineteen to choose from not a great deal of choice was left to him. One course each in French, German and Spanish was made available to students of the Business School. These were not to be substituted for regular courses.

The choice of courses was rapidly expanded until the 1913-1914 34 courses were offered. Table 7 shows the new line up of courses. Oddly enough, two of the new courses in the Industrial Organization group were very definitely vocational in nature. There were two courses offered in
printing. They seem altogether out of harmony with the rest of the subjects offered. The five courses in Transportation were all on railroads.

Table 7
Courses Offered in 1913-1914.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Offered</th>
<th>Increase</th>
<th>Decrease</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>3</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Commercial Org.</td>
<td>8</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Economic Resources</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Industrial Org.</td>
<td>5</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Banking and Finance</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Transportation</td>
<td>5</td>
<td>1</td>
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<tr>
<td>Insurance</td>
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<tr>
<td>Public Business</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>34</td>
<td>20</td>
<td>5</td>
</tr>
</tbody>
</table>

The group plan of instruction had probably crept in during this period. At any rate it was necessary to choose studies as parts of a definite plan which must be approved by the Dean. Much freedom of election was preserved in that individual plans were probably made up for the particular cases at hand.

The first appearance of a course in Marketing was in 1914-1915 when there were two marketing courses offered—one each in the first and second years. In addition the first year course was made a required course in the first year it was offered. It replaced "Commercial Organization and Methods of the United States - Domestic." It appears that, at least in part, the same material was covered in both the old and new courses. Comparison of courses offered in 1914-1915 and in later years with the period up till 1915-1916 is made very
difficult by the fact that the duration and the credit for courses had not previously been indicated. Apparently all of the courses listed (in 1913-1914 and in earlier years) were full year courses.

The 1914-1915 catalog specifies whether individual courses were for the full or half year in most cases. Revisions were made in many of the course arrangements. The courses offered were forty-three in number and are shown in Table 8.

Table 8
Courses Offered in 1914-1915

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses: Semester</th>
<th>Offered: Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>4</td>
<td>4-6</td>
</tr>
<tr>
<td>Law</td>
<td>4</td>
<td>4-6</td>
</tr>
<tr>
<td>Marketing</td>
<td>4</td>
<td>2-4</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>3</td>
<td>3-5</td>
</tr>
<tr>
<td>Business Problems</td>
<td>2</td>
<td>2-3</td>
</tr>
<tr>
<td>(includes statistics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Trade</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Banking and Finance</td>
<td>6</td>
<td>6-7</td>
</tr>
<tr>
<td>Insurance</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Transportation</td>
<td>5</td>
<td>5-8</td>
</tr>
<tr>
<td>Printing and Publishing</td>
<td>2</td>
<td>2-4</td>
</tr>
<tr>
<td>Courses for Secretaries of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chambers of Commerce</td>
<td>2</td>
<td>2-3</td>
</tr>
<tr>
<td>Local Public Utilities</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lumbering</td>
<td>3</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td></td>
</tr>
</tbody>
</table>

1 Description of some courses does not indicate whether they are semester or full year courses.

This list, with instruction not only in printing but also in Lumbering and Courses for Secretaries of Chambers of Commerce suggests that the Business School might have been intending to start offering instruction "in the details of particular industries" which runs contrary to their stated
purpose to lay a broad foundation. Insurance and Transportation also have some characteristics of this nature.

The Marketing group expanded rapidly. In 1917-1918 four courses were listed with another in preparation. Thereafter for the next few years it was stabilized at five courses.

A complete revision in the administrative policy took place in 1919-1920. Changes, effective in 1920-1921, set up the introductory courses in Accounting, Finance, Industrial Management and Marketing as required of first year students. A course in Business Policy was required of second year students.

Beginning with 1920-1921 all entering students were required to choose a group. Groups for specialization were:

Accounting
Actuarial Science
Banking
Foreign Trade
Industrial Management
Lumbering
Marketing
Statistics
Transportation

The number of courses to be carried, formerly advised to be four, was raised to five. The number of courses given in each field stayed almost the same, as did the titles of the courses.

Some new courses did appear. Two courses in Advertising and one in Retail Store Management and one in Purchasing had appeared in 1915-1916 and were continued. Two new courses in Employment Management appeared under Industrial Management. A course in Office Management was offered under General Business Problems. One in Income Taxation appeared under Banking and Finance.
The Insurance, Printing and Publishing, Lumbering and Transportation courses all dropped sharply. Insurance was cut from five courses to two. Printing and Publishing was cut to one course while the Lumbering courses were reduced from four to three. Transportation was reduced from six courses to four. The Actuarial Science group was short lived. After appearing in the 1919-1920 catalog, it was removed in 1920-1921.

In 1920-1921 almost all of the new groups were expanded again. Table 9 shows both the old and the new offerings.

Table 9

Courses Offered in 1919-1920 and in 1920-1921.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1919-1920 : 1920-1921</td>
</tr>
<tr>
<td>Accounting</td>
<td>5 : 5</td>
</tr>
<tr>
<td>Banking and Finance</td>
<td>6 : 5</td>
</tr>
<tr>
<td>Business Policy</td>
<td>0 : 1</td>
</tr>
<tr>
<td>Business Problems</td>
<td>2 : 0</td>
</tr>
<tr>
<td>Business Statistics</td>
<td>2 : 3</td>
</tr>
<tr>
<td>Economics</td>
<td>0 : 1</td>
</tr>
<tr>
<td>Foreign Trade</td>
<td>3 : 6</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>6 : 7</td>
</tr>
<tr>
<td>Law</td>
<td>3 : 3</td>
</tr>
<tr>
<td>Lumbering</td>
<td>3 : 3</td>
</tr>
<tr>
<td>Marketing and Purchasing</td>
<td>5 : 7</td>
</tr>
<tr>
<td>Thesis and Research</td>
<td>0 : 1</td>
</tr>
<tr>
<td>Transportation</td>
<td>4 : 5</td>
</tr>
<tr>
<td>Insurance</td>
<td>2 : 0</td>
</tr>
<tr>
<td>Printing and Publishing</td>
<td>1 : 0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>42</strong> : <strong>47</strong></td>
</tr>
</tbody>
</table>

Printing and Publishing were eliminated altogether.

The Insurance group also dropped out.

Beginning with 1921-1922 the section in the Harvard
University Catalog devoted to the School of Business Administra-
tion was very much shortened. There is no information
given showing what courses were offered. Such information
is available only in the small Graduate School catalogs. There
are only three of these on file in the library. They are
for the years 1922-1923, 1924-1925 and 1927-1928. The first
changes occurred in 1924-1925 when the study requirements for
the first year were made identical for all groups. During the
second year selection was to be made from among these nine
groups:

- Accounting
- Banking - Commercial
- Banking - Investment
- Business Statistics
- Foreign Trade
- Industrial Management
- Marketing
- Public Utility Management
- Transportation

The changes in this list from previous ones were
the dropping out of Lumbering and the introduction of Public
Utility Management. Banking was also split into two divisions.

The Public Utility courses, two in number, came
into the picture under the Marketing division, a rather
peculiar administrative twist. Statistics was put into the
list of required subjects for the first year. One change
was made that seems a little different from what might have
been expected. Instruction in Business Law was dropped.

The last catalog available (1927-1928) does not
show any radical changes. The banking courses offered numbered
five against seven in 1922-1923. Statistics courses doubled.
Four being offered where two had been offered before. The interest in Foreign Trade was apparently much lower. Two courses only being given where six had been given before. Industrial Management courses were also condensed. Three courses took the place of seven.

No formal law course was given in 1927-1928, but a law library and office were maintained. Students were to be held on any legal phases in reports or papers.

The subjects which appeared vocational in nature in the period from 1910-1911 to 1920-1921 had all been dropped. Printing and Publishing, Lumbering and the Courses for Secretaries of Chambers of Commerce all disappeared before 1925. Insurance, a popular field in the early days also dropped out. Five courses were given in Transportation during the whole period. Banking and Finance stayed about the same. Public Utilities Management was a newcomer along with the whole Marketing field which had been introduced during the war. Accounting held its place while Statistics rose in importance. Business Law, after being removed completely, was brought back in 1927-1928.

Election Policies

The Harvard Business School started with the premise that freedom of election was to be desired. The original statement was:

"Since the aim of the School is to give to each individual student a practical and specialized training suitable to the particular business which he plans to enter, freedom of election is provided for a part of the courses of the first year and for all of the courses of the second year."
The courses selected by the student, however, must be chosen in accordance with a definite plan and be pursued for some definite end. Each student, before enrolling in an elective course must have submitted to the Dean the list of studies he desires to pursue and have secured the Dean's approval of them.\(^1\)

There seems to be quite a bit of hedging about of the freedom of election mentioned in the first part of the paragraph. A sort of freedom, but a freedom which must conform to the ideas of the Dean. From the statement above, it is difficult to determine just how much election was allowed and how many subjects must be taken to conform to the ideas of the Dean.

The formal requirements were all confined to the first year and were three in number, namely: Principles of Accounting (listed as an Economics course), Commercial Contracts and Economic Resources.

There were no proposed groups of study outlined from which the student must choose. It should be borne in mind that for the first two or three years there were only a few courses offered more than the number necessary to be taken. For instance, no matter what selection the student in 1908-1909 made, if he took four courses each semester, as recommended, he would, at the end of two years, have taken all but two of the courses offered. If he took five courses just two semesters (the taking of five courses was permitted) he would have taken every course offered.

The very liberal attitude toward election that appears at first glance was not, in fact, nearly so liberal. First

\(^1\) Harvard University Catalog, 1908-1909, P. 652.
the limitation of the few courses to choose from, and second
the necessity of the Dean's approval, both operated to leave
few choices to the student.

The next few years saw the enlarging of the number
of courses offered, and, of course, a lessening of that limita-
tion on election from having too few courses to choose from.
In 1911-1912 the first year required course in Economic
Resources was changed to read Economic Resources and Commercial
Organization of the United States. This change, while insig-
nificant in appearance, seems to be the forerunner of the
study of Marketing which came on rapidly during the war. In
1912-1913 the title of that course was again changed. This
time to "Commercial Organization and Methods of the United
States." During this time the original statement of aims
and freedom of election remained unchanged as did the other
two first year required courses (Principles of Accounting
and Commercial Contracts). Increase of the number of courses
given was marked during this period. More than twice as many
courses were offered in 1913-1914 as there had been in
1908-1909.

The next year, 1914-1915, saw the entry of Marketing
into the curricula. The first year course was immediately
made required, replacing the course in Commercial Organization
and methods of the United States. Although the same statement
on freedom of election appeared in 1914-1915 as in the pre-
vious catalogs, grouping of courses was mentioned for the
first time.
"The classification of courses in groups is not intended to limit the lines of study within which a student preparing for a special field should work. In the first year the courses ordinarily selected by students and recommended by the faculty consist of the three required courses above mentioned and an introductory course in the group in which the student wished to specialize during his second year."\(^1\)

The election privileges of the student were limited another step. After choosing his group of specialization one more first year course became required. In addition some of the second year courses would be required, although just how many was not mentioned. "Freedom of election" had taken on a new meaning. Freedom of election of groups rather than individual courses. Just what division of groups was made was not specified.

The 1919-1920 catalog lists these groups but does not state how many courses would be required after the choice was made.

The first radical rearrangement in set up from the time the School started was made in 1920-1921. First year required courses were raised to four. Accounting, Finance, Marketing and Industrial Management made up the new requirements. In addition second year students were all required to take Business Policy. The course in Business Policy was intended "to bring out the essential unity of any business enterprise", a sort of coordinating course.

Selection of a specialization group did not have to be made until the end of the first year. First year courses were required almost entirely and were the same for all

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1 Harvard University Catalog, 1914-1915, P. 673.
groups (four courses required, one elective, each semester). Selection of the group was permitted without the approval of the Dean. After selection was made further election in the second year was limited to two courses out of five each semester.

Should the student have had adequate training in any of the fields covered by some of the first year required courses in his undergraduate work, arrangements could be made to elect other work in its place. It, apparently, proved quite a problem to insure a proper sequence of courses, proper breadth as well as specialization of training, and to still preserve the freedom of election desired. The manner in which the Business School worked this out seemed to be a nicely balanced compromise of the various interests.

By 1924-1925 the work of the first year was all required. Statistics became the fifth requirement along with Accounting, Finance, Industrial Management and Marketing. The second year's work was still based on the plan adopted in 1920-1921; one, two, or three courses required, according to the particular group. Other subjects, until a total of five were being taken, were to be selected from a group of courses related to that field. Electives were not just free so that any course might be elected. Rather, if these elections were to be made, a list of perhaps five was given from which three must be chosen.

The number of courses to be carried during the second year was reduced to four, although five was the regular
number during the first year. This policy must have been fairly satisfactory since no change at all was made between 1924-1925 and 1927-1928 which is the last catalog available which gives the detail of courses.

**English Requirements.**

"A command of good English -- is expected", which appeared as an entrance requirement in every catalog from 1906-1909 till 1917-1918, is the only statement about English requirements clear down to 1914-1915.

The first emphasis was placed on English in 1914-1915. The following quotation suggests that the coming of an emphasis on English was not a coincidence with the inauguration of Marketing courses but rather the result of the attitude of certain of the Marketing instructors.

"Ability to write English clearly and concisely is of such importance to a business man that provision is made for instruction to correct certain deficiencies in the English training of students entering the School. All papers and reports written by students in Marketing (first year course) are read and criticized constructively, not only by the instructor in the course, but also by an instructor in English. Satisfactory completion of the course is conditional upon attaining the required proficiency in English. In other courses defectively written reports are also referred to the English instructor."

This paragraph was reprinted verbatim in all of the catalogs up until 1919-1920 when it was amended by the following:

"No student is recommended for the degree of Master in Business Administration until he has satisfied the School's requirements in the writing of English."

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1 Harvard University Catalog, 1914-1915, P. 673.
2 " " " 1919-1920, P. 689.
In the 1922-1923 bulletin for the Business School the statement on English requirements was worded. It contained essentially the same requirements as in the previous catalogs. However, the opening sentence showed a different attitude:

"The ability to write English clearly and concisely is of such importance to the business man that the School undertakes to give an opportunity for all students to receive instruction directed toward improvement of their written English." 1

The balance of the statement extended the requirement of satisfactory English as a condition to passing to all courses. The necessity of having attained reasonable proficiency remained a condition to graduation.

The 1927-1928 catalog approached the English requirements in a different way. While all of the essentials in the 1924-1925 statement are included, this statement is put in the section on "Preparatory Studies". Following the statement that graduation would be conditional on the student having reached a commendable standing in the writing of English is this statement: "-- therefore undergraduate training in English composition and briefing is important."

During the history of the School at least two full stages in policy regarding English seem apparent with a third emerging in the last catalog.

In the first stage, from 1909-1910 till 1914-1915, it was assumed that such training had been given and that the student was prepared satisfactorily in English. Then, from

1 Graduate School Bulletin, 1922-1923, P. 18
1914-1915 till 1924-1925 came the recognition that some students were not prepared and that these students would have to improve. Toward the end of that stage the School recognized and assumed the responsibility of correcting such deficient training.

But by 1927-1928 it seems that the School is again going to throw the burden on the student to come well prepared. To emphasize preparation insofar as it is possible, but to provide for such training in cases where the student has failed to get it in spite of undergraduate emphasis.

Level of Instruction - Graduate Work.

The Graduate School of Business Administration was founded on the premise that business had developed to such a degree that it justified the term profession. As such it would rank along with Law and Medicine and could best be undertaken on the graduate level where higher standards could be maintained. Their intention to maintain a high standard is indicated in the statement in the original catalog:

"Like the other Harvard professional schools, the School is strictly a graduate department of the University and is therefore open only to students whose education and maturity fit them to undertake serious professional study."1

In addition to the above statement, beginning in 1911-1912:

"Students whose work is at any time unsatisfactory will be notified, and, if no improvement is evident thereafter, will be requested to leave the School."2

1 Harvard University Catalog, 1908-1909, P. 647.
2 " " " 1911-1912, P. 643.
So not only was the work of the School intended to be on a high level but steps were to be taken to weed out any who did not meet the high standards.

The policy of cutting down all possible on vacations has been followed throughout the life of the School. This saved a week at mid-year and several other odd days during the year and permitted more intense application to the work of the School.

All of the above statements were given in the annual catalogs up till 1920-1921. The revised statement inferred, rather than stated point blank, that high standards were to be maintained. Since 1920-1921 there has been no statement directly on the standards to be maintained. But during this whole period the entrance requirements were tightening up. This, in addition to the inferred high standards, indicates that the level of work and the standards of attainment were set high and held there.

**Scholastic Standards - Undergraduate.**

In the catalogs of the early years of the School the only suggestion that is made that the School is at all interested in the grade or quality of preparation is that the student be capable of carrying on the work offered by the School. No direct statement, either in the "Entrance Requirements" section or the "Recommendations as to Preparatory Studies" section, is made about how well the student had done his undergraduate work. The statement is made that a bachelor's degree will ordinarily admit a student, but the
qualification is added that if he is deficient in English or other required preparation he will have to make it up after entrance. That statement, particularly in view of the qualification seems to refer to subject matter rather than to quality of work done.

The fact that formal registration in the School was required and that such registration might be turned down implies that a poor past record might be one of the bases of turning down applications.

The 1919-1920 catalog provided for entrance of applicants who did not have a bachelor's degree. This was contingent on the applicant having taken, and passed with a high grade, such entrance examinations as might be required - a quality requirement instead of or in addition to a quantity requirement. For the following year graduates of non-approved colleges were admitted if their record showed that they were in the first third of their class during their senior year - another indication that rather high undergraduate accomplishment was being sought for.

In 1921-1922, there appeared the rather casual statement that for entrance a student must have a degree from an approved college with a general satisfactory record.

In each of the three Graduate School bulletins since that time a more lengthy statement has been given. Applicants have been required to submit a transcription of their college record and a ranking of the applicant in regard to the rest of the class. Just how high the applicant must
rank is not given, although a poor position might be the basis for refusal of admittance or might impose the necessity of an examination.

The level of work done by the applicant in his undergraduate years apparently is determined from the transcript of grades. Decision as to whether or not to admit the individual is then made considering the record as one among several factors, such as business experience, interviewer's ratings, etc. The lack of a good undergraduate record would probably be quite a handicap to entering the School.

_Undergraduate Training._

The undergraduate training required is discussed fully under the section on Entrance Requirements (page 48). It is sufficient at this point to recall that two somewhat opposed views were held. The number of recommended courses reached its height in 1914-1915 when ten courses, all related to business, were recommended as valuable to have taken before entering the Business School. A few years later the recommendations were reduced and the statement made that prospective students should avoid specialization during undergraduate work.

The very purpose of requiring a bachelor's degree was said to be to insure a foundation of liberal studies on which the Graduate School could build. This latter point of view is the more dominant in the most recent catalogs.

No subject is listed as absolutely essential in the 1927-1928 Business School bulletin. Elementary Economics
is expected, along with a good groundwork in English. Some training in exact sciences and knowledge of either French or German is also desired. Students who do not have this preparation are given an opportunity to make it up.

Teaching Methods.

The lecture and quiz classroom methods were never regarded as highly at the School of Administration as were other types of instruction, particularly reports, case study and outside lecturers. Even in the catalog for 1908-1909 the statement was made that a "problem method" would be used as far as was practicable.

While the lecture and quiz method was probably used at the outset in most cases the efforts of ensuing years, always directed away from these methods, accomplished the entrenching of the case or problem method in more and more courses. Classroom discussion was to be emphasized in connection with the lectures given and the problems assigned.

The making up of reports early became an integral part of the teaching technique at Harvard. The 1908-1909 catalog says that "frequent reports on assigned topics" would be made use of. An idea of the nature of these reports may be obtained from the statement made in the 1913-1914 catalog to the effect that:

"Although the material for these problems and reports is often drawn from the records and experience of large corporations which have developed the most advanced methods and publish the most comprehensive reports, the training acquired is equally serviceable for men who are employed by
smaller concerns or who hope to establish themselves independently. 1

By 1919-1920 problem material was drawn directly from small and medium sized enterprises as well as from the large.

Reports on problems were intended to teach the student to put into writing, in acceptable form, the steps of study of a problem, the analysis and the conclusions arrived at. Much of the classroom discussion would then be based on these reports on the problems assigned. This policy on the use of reports has been continued up to the present.

Closely allied to the problem method is the case method. The case method was taken bodily from the practice used in teaching law courses. For several of the early years in the life of the School the courses in Commercial Law were stated to be taught by the case method. During this same period other courses were taught by an analogous method - the problem method.

After the war the case method was extended to all courses as far as was practicable. Today it is still being used just as extensively. The term "case method" and "problem method" were somewhat confused during the earlier years, but since 1918 "case study" has been extended to mean case or problem method.

The development of the case system as a method of instructing in business subjects has been distinctly a Harvard contribution. They have not only developed it but have made it the core of their whole set up. The following
statement from the 1930-1931 catalog shows how the whole instructional method is built around case study.

"Instruction in the School is, so far as practicable conducted on the case method, based upon classroom discussion and frequent written reports on specific cases or problems as they occur in business."1

At the outset the Business School followed the policy of using outside lecturers extensively in particular courses. The Commercial Resources course and a little later one of the Industrial Management courses were both handled largely by outside lecturers. The outstanding men in their respective fields were obtained for this purpose. For instance, the list of lecturers in Industrial Management for 1913-1914 included such names as F. W. Taylor, C. G. L. Barth, H. L. Gantt, as well as C. B. Thompson (the instructor in the course), H. K. Hathaway, W. H. Cottingham, Charles Day, H. S. Dennison, C. B. Going, J. N. Gunn, Everett Morse, W. E. C. Nazro and S. E. Thompson. Most of the outside lecturers used in the early years were in the Industrial Management field.

During the war period the use of outside lecturers was extended to one of the Printing courses and to the Public Utilities course. The other courses offered were all given on the usual basis of one regular instructor. After the war outside lecturers were supplanted by regular full time instructors in all courses.

Lecturers were still used in some courses. In

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1 Harvard University Catalog, 1930-1931, P. 608.
fact, about one course in each field was offered as a lecture course, but one delegated lecturer, a faculty member, handled all of the work. Such courses were almost eliminated in 1922-1923 when only one individual was listed as a lecturer. A partial return of the lecture method came in 1925 when three men were listed as lecturers. It increased to five for the next two years and then stood at four through 1930-1931.

The relative unimportance of this method today is reflected in the fact that in 1930-1931, when four lecturers were listed, there were sixty others listed in various other teaching capacities.

The thesis very quickly found a place for itself in the Business School. In 1910-1911 the thesis was first mentioned:

"Each second year student is required to submit a thesis dealing with some concrete problem in the business which he plans to enter and embodying the results and conclusions derived from his original investigation of actual business conditions."1

The subject must be approved by December first previous to graduation while the completed thesis was to be submitted before April 10. Two prizes of one hundred and fifty dollars each were awarded annually for the two best theses submitted. Further honors awaited the best students. Those whose work during the two years was finished with "distinguished excellence" were to receive the degree of Master of Business Administration with Distinction.

In 1920-1921 the thesis requirement statement was

1 Harvard University Catalog, 1910-1911, P. 605
rewritten and tied in closer to the stated policy to teach
the students to make satisfactory reports.

"In the early part of the course elementary instruc-
tion is given in methods of making investigations and reports,
and in the second year about one fifth of the student's time
is devoted to a careful study of methods of investigation and
to the presentation both orally and in writing of the results
of investigations. This second year work is under the control
of the Director of Student Research and includes one important
investigation, the results of which are to be presented in a
graduation thesis required of all members of the School." 1

Apparently the thesis was dropped as a part of the
instructional method after 1920-1921. No further mention
of it occurs. Reports are said to be important and in the
early part of the course instruction designed to assist
students in making reports was offered.

During the whole of the history of the School no
museum has been mentioned in the catalogs. It seems that the
use of a museum as a teaching device did not enter into their
plans at all.

It hardly seems consistent with their other policies
of seizing quickly upon any teaching device of value that the
Harvard Business School had no requirement at all of summer
work until 1920-1921. In that year the requirement was set
up in the field of each student's specialization. Ratings
were to be made by employers.

The statement calls attention to the advantage of
working off of part of the necessary apprenticeship period
as well as the making of useful contacts. The School assumed
the responsibility of placing their men for the summer.

1 Harvard University Catalog, 1920-1921, P. 373.
By 1927-1928 this assumption on the part of the School was limited to assisting the men as far as was practicable. Reports were to be made by the student on this work. This is the same policy regarding summer work as is still in effect.

Unfortunately the catalog for 1918-1919 is missing so that it is impossible to tell whether Dean Donham succeeded Dean Gay that year or in 1919-1920. At any rate in 1917-1918 under Dean Gay the case system was used in the Commercial Law course only. The problem method of reporting on assigned topics was in vogue in most of the other courses.

In 1921-1922 the case method "as far as practicable" was extended to all groups. Dean Donham had had a legal training and was distinctly a proponent of the case system, so strongly entrenched in the history of law teaching. Since the advent of Dean Donham the case system has dominated the whole curriculum. It has become the method to use.

Field trips under "competent guidance" to various establishments in New England were to be taken during both the first and the second year of study. This practice was initiated at the founding of the School and continued through 1919-1920. During the whole of that period the trips taken during the second year were of a more specialized nature than those for the first year.

In 1920-1921 the statement was revised to read:

"Field work is an important part of the problem method. Many of the problems are of a nature which can be worked out only in the plant in which the subject has arisen."
The School is able to rely confidently on the cooperation of a large number of business men in making this field work effective. Practically no text books are used in the School.\[1\]

This statement seems to be rather extreme for a school like Harvard. It carries the implication that business cannot be taught as well in the School as on the job. If the policy of studying problems in their factory setting were carried a step further no classrooms would be needed at all. Instead some sort of rotating arrangement whereby the student would move from industry to industry should be used. Possibly such an arrangement would be the most effective teaching method. But whether or not it would be the most effective it would need the extensive cooperation of many business enterprises. It would be unwieldy and probably uneconomical of time. And further if the purpose of the School, to lay a broad foundation in business, was to be carried out perhaps the classroom was still a useful adjunct.

While the statement does not say that such an extreme was contemplated, the lack of text book instruction indicates a movement away from the accepted instruction methods.

The next year's catalog, 1921-1922, amended the statement quoted above to clarify just how the School did intend to instruct without textbooks:

" - - practically no text books are used in the School, but constantly increasing use is made of printed problems and collections of problems which economize the time of the student and make the instruction more effective by reducing the less productive effort spent by the

\[1\] Harvard University Catalog, 1920-1921, P. 372.
student in preparation. The aim of the School is to simplify the effort and minimize the time spent by the student in the acquisition of facts, in order that more effort and time may be available for the analytical and constructive training.\textsuperscript{1}

This suggests that not quite so many actual trips were to be made, but printed problems gathered during previous trips were to replace both the trips themselves and regular textbooks.

The emphasis on field work appears to have grown less and less. After 1925-1926 the statements quoted above were omitted. Field work has been mentioned in the catalogs since then in a brief sentence:

"--- he (the student) is expected to acquire through field work a clear conception of the surroundings under which such (business) problems arise."\textsuperscript{2}

Field work as an instructional method had had a definite, though not dominant, place in the curriculum during Dean Gay's tenure of office. Under Donham it quickly became a very important part of the teaching method and almost as quickly gave way to classroom work again. From 1926-1927 to today the place of field work in the instructional plan has remained one of relative unimportance.

For ten years, beginning in 1910-1911, the School used advisory committees to assist them in the direction of the second year work. These committees were made up of the leading business men in various industries who cooperated with the staff of the School in guiding the work of the

\textsuperscript{1} Harvard University Catalog, 1921-1922, P. 373-379.
\textsuperscript{2} " " 1926-1927, P. 899.
second year students.

This practice was discontinued in 1920-1921. It may have been another of the former Dean Gay's policies that Dean Donham did not wish to continue.

The Bureau of Business Research was established in 1911 by the School to "gather, classify, and describe facts about business." Its objects were two in number, namely:

"The main object of the Bureau is to get precise and reliable information about business for the Graduate School of Business Administration. An incidental but important work is to furnish this information in usable form for business men, and to institutions training for business."

The Bureau bent its first efforts to investigating distribution methods in the shoe industry. In 1915-1916 grocery distribution was studied. In both cases the installation of a recommended uniform accounting system in the stores preceded the collection of data. From 1916 to 1919 the wholesale shoe, wholesale grocery, retail hardware, retail jewelry and retail drug trades were added. Then manufacturing industries studies were started. Shoes and cotton were first investigated. Investigations spread to credit practices and to labor problems.

From 1922-1923 on, the statement no longer gave the specific studies being made. The statement was made that, although much had been accomplished, much more remained to do and that the Bureau would extend its work as fast as resources would permit.

---

1 Harvard University Catalog, 1914-1915, P. 677.
In 1924-1925 the announcement was made that the Bureau had also undertaken to build up a collection of problems for instructors in the School to use in class work. And in the following year the collection of cases for teaching purposes was listed as another function of the Bureau. The service of the Bureau to the School particularly in supplying material was emphasized in that (the 1925-1926) catalog.

The 1926-1927 catalog gives some very enlightening figures on the work of the Bureau. Some 12,000 profit and loss statements, involving eleven trades, were gone over during the year. More than fifty bulletins were published. Among the studies carried on were textile goods distribution, department stores (fifth consecutive year), paint and varnish wholesaling, building supply dealers and private schools. Over 5,000 cases were said to have been collected for teaching purposes from 1920 to 1926. Eight books of problems had been published and were in use in 107 colleges and universities. Some 150 of the cases with decisions were published as the "Harvard Business Reports" in 1925.

The next year the same information was published, except that two new studies were listed. Cotton hedging and a survey of consumer buying habits in metropolitan Boston.

A new section was put in the catalog describing the Harvard Business Reports. By that time several volumes had been published.

The activities of the Bureau have continued along the same lines since 1927 with other industries being added
for investigation. By 1930-1931 some 7,500 cases had been collected for instruction purposes.

The Bureau of Business Research has been the hub from which radiated problems sufficient in quantity and diverse enough in nature to support the problem method of instruction. It has been quite a logical development. The problem method must have problems. Some reliable agency must supply them. The Bureau has filled this need and has in addition been of much assistance to men in business and to other schools. It has come to be a very important part of the Harvard Graduate School of Business Administration.

The first library facilities in 1908-1909 were contained in the Harvard College Library which contained some 15,000 volumes on Economics (out of a total of approximately 480,000 volumes). In 1911-1912 a separate Business Library was set up. The number of books in it was not stated. Meanwhile the College Library had grown to 1,000,000 books and 700,000 pamphlets. Twenty-four thousand books were on Economics.

Not until 1919-1920 was any statement of the number of books in the Business School Library made. That year there were 8,500 books and 2,000 pamphlets. For some reason no more mention is made of the Library until 1927-1928. By that time it had grown to 100,000 volumes and 500,000 pamphlets.

A novel addition is mentioned in 1930-1931. A so-called "Corporation Collection" - a collection of leases, mortgage indentures, annual reports, etc, of two or three
hundred thousand items in all had been built up.

The Library has been more rapidly extended during the past decade than was the case earlier. During most of this time it received little or no space in the bulletins. It seems now to be riding on the crest of a new recognition and appreciation.

In 1916-1917 a course of instruction leading toward the Doctor of Philosophy in Business Economics degree was introduced. This course was primarily for those who intended to become teachers. The degree was to be given by the Graduate School of Arts and Science in cooperation with the Business School.

The course ordinarily should take three years after the bachelor's degree, but unless work was started toward the Doctor's degree at the end of the first year in the School it would take one more year.

The requirement that the candidate do independent research in some part of his field and then present a thesis was made effective in 1920-1921. Knowledge of Economic Theory and Economic History were required as well as a reading knowledge of two foreign languages. Further, he must have a period of approved business experience. The degree was changed to Doctor of Commercial Science. In general the requirements at Harvard are the usual requirements for a Doctor's degree. They have not changed in the last ten years.

In 1920-1921, for the first time, a combination course of Administration and Engineering was offered. It
was a five year course during which the student took all of the requirements of an Engineering course plus requirements in the Business School amounting to the first year's work. The combination course is still offered. The requirements are also still the same. At the end of this five year course the student is awarded the degree of Bachelor of Engineering and Administration.

**Enrollment and Faculty Size.**

Up until the war the Harvard Business School showed a steady increase in enrollment. Of course it dropped considerably then for a year or two.

After the war the School's enrollment quickly doubled, 1921-1922 being double that of any year before 1919-1920. It continued to increase at the rate of almost 100 students a year until in 1929-1930 over 1,000 were enrolled. While the first year group increased to over 600 the second year group increased at a more rapid rate to over 400.

From 1910 to 1915 27% of the first year students went on to the second year. After the war, in 1922-1923 53% continued, but in 1930-1931 it had risen to 70%.

The faculty growth at the Business School followed the increase in enrollment of students. From a faculty of twenty-one in 1919-1920 it grew to seventy-two in 1930-1931. Table 10 shows the growth in enrollment and in the size of the faculty. The increase in the number of colleges represented indicates that they have been drawing their enrollment from many schools throughout the country.
Table 10

Enrollment and Faculty of the Graduate School of Business Administration, from 1908-1909 to 1930-1931.

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual</th>
<th>Staff: First</th>
<th>Second</th>
<th>Spec.</th>
<th>Colleges</th>
<th>Tuition</th>
<th>Yr</th>
<th>Yr</th>
<th>Rep.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1908-1909</td>
<td>$150</td>
<td>11</td>
<td>24</td>
<td>0</td>
<td>34</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1909-1910</td>
<td>150</td>
<td>12</td>
<td>36</td>
<td>8</td>
<td>34</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1910-1911</td>
<td>150</td>
<td>13</td>
<td>34</td>
<td>10</td>
<td>23</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1911-1912</td>
<td>150</td>
<td>17</td>
<td>45</td>
<td>10</td>
<td>24</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1912-1913</td>
<td>150</td>
<td>16</td>
<td>71</td>
<td>11</td>
<td>25</td>
<td>42</td>
<td></td>
<td></td>
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<tr>
<td>1913-1914</td>
<td>150</td>
<td>15</td>
<td>61</td>
<td>32</td>
<td>20</td>
<td>46</td>
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<tr>
<td>1914-1915</td>
<td>150</td>
<td>19</td>
<td>109</td>
<td>26</td>
<td>22</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1915-1916</td>
<td>150</td>
<td>18</td>
<td>116</td>
<td>40</td>
<td>26</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1916-1917</td>
<td>200</td>
<td>23</td>
<td>132</td>
<td>50</td>
<td>47</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1917-1918</td>
<td>200</td>
<td>22</td>
<td>37</td>
<td>30</td>
<td>26</td>
<td>56</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1918-1919</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1919-1920</td>
<td>200</td>
<td>21</td>
<td>293</td>
<td>68</td>
<td>33</td>
<td>114</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1920-1921</td>
<td>250</td>
<td>27</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1921-1922</td>
<td>400</td>
<td>37</td>
<td>260</td>
<td>170</td>
<td>36</td>
<td>146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1922-1923</td>
<td>400</td>
<td>39</td>
<td>296</td>
<td>171</td>
<td>38</td>
<td>151</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1923-1924</td>
<td>400</td>
<td>37</td>
<td>330</td>
<td>178</td>
<td>31</td>
<td>176</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1924-1925</td>
<td>400</td>
<td>45</td>
<td>343</td>
<td>233</td>
<td>40</td>
<td>177</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1925-1926</td>
<td>500</td>
<td>53</td>
<td>389</td>
<td>246</td>
<td>51 24.5</td>
<td>174</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1926-1927</td>
<td>500</td>
<td>54</td>
<td>396</td>
<td>296</td>
<td>55 1.5</td>
<td>192</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1927-1928</td>
<td>500</td>
<td>62</td>
<td>418</td>
<td>239</td>
<td>33 5.5</td>
<td>196</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1928-1929</td>
<td>500</td>
<td>62</td>
<td>504</td>
<td>384</td>
<td>35 5.5</td>
<td>230</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1929-1930</td>
<td>500</td>
<td>65</td>
<td>605</td>
<td>369</td>
<td>35 4.5</td>
<td>203</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1930-1931</td>
<td>600</td>
<td>72</td>
<td>623</td>
<td>423</td>
<td>24 4</td>
<td>206</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Information not available.
2 51 special students, 2 candidates for Doctor's degrees.

Tuition.

The tuition at the Harvard Business School remained $150 per year until 1916-1917 when it was boosted to $200.

In 1920-1921 it went up to $250 and then on to $400 in 1921-1922. Two more recent increases have brought it up to $600 for 1930-1931.

The statement made in the catalog that the increase
in the tuition was made necessary because the School had
to pay its own way seems a little exaggerated. The buildings
which the School uses were paid for by donations, principally
from the Baker fund so the major expenses to be met would
be personnel expenses. In 1930-1931 over $644,000 would be
taken in in tuition. This is about $9,000 each for the
staff of seventy-two men.

Endowments.

The Business School was started as a department
of Harvard University and was not originally endowed. The
first endowment, and the only one, was one made by George
F. Baker in 1924, amounting to $5,000,000. This was to
provide for the erection of buildings and to endow the
research of the School.

Several new buildings were erected and occupied in
1928. The tuition was raised in 1925 to:

"- - provide for a larger teaching staff, needed
in keeping teaching sections within the desired limits and
for the support of increased facilities which will be avail-
able under the Geo. F. Baker Foundation."1

The gift of $5,000,000 apparently served as a
stimulation to the ambitions of the School to such an extent
that more money in the form of tuition was necessary to
enable them to maintain the pace they had set for themselves.

Endowments for scholarship purposes have been mixed
with those in the College. Since some scholarships may be
used by students in the Business School or in the College,
no attempt is made to summarize them.

1 Harvard University Catalog, 1924-1925, P. 835.
Limiting of Size of Classes.

The first limitation on the entering class at the Harvard Business School was imposed in 1921-1922. It was set at 300 students. With the increased facilities made possible through the Baker Foundation, the limit was raised to 440 in 1927-1928. This was again raised to 600 in 1930-1931.

The limit set apparently served no purpose at all unless it was to encourage students to register at the Business School. The enrollment figures show that the actual enrollment in the entering class was almost always above the limit set, sometimes as many as one hundred more students being enrolled.

Since the size of the first year class belies the actual limitation of the class to the figures designated it seems reasonable to assume that the limitation figure may actually have been intended as a selling point. If there was a genuine intent to hold the class at the limit set, the variation of as much as twenty-five per cent seems unjustifiably high.
CHAPTER IV
THE WHARTON SCHOOL OF FINANCE AND ECONOMY,
UNIVERSITY OF PENNSYLVANIA.

Aims and Purposes.

The Wharton School of Finance and Economy was founded in 1881 at the University of Pennsylvania. It was originally organized as a two year undergraduate course to be taken in the junior and senior years in college. Later it was changed to the present four year basis. The first catalog available is that for 1883-1884 in which the aims were clearly set forth.

"This School aims to give a thorough general and professional training to young men who intend to engage in business or to manage their own or other's property. It also equips more completely persons who are preparing for the professions of law and journalism, as well as for a more public service."

By 1892-1893 the statement had been revised. The aims were two in number, first to educate in the principles underlying successful civil government, and, second, to offer a training suitable for "those who intend to engage in business, or to undertake the management of property." The course was to be liberal and practical.

Increasing emphasis was laid on the practical value of the instruction in 1896-1897 when the statement was made that:

"The practical purpose of the course lies in its

1 University of Pennsylvania Catalog, 1883-1884, P. 29
outlook toward certain definite careers of practical life. The course has been arranged to give the future man of affairs an elementary knowledge, at least, of the complex problems of modern life."

In 1901-1902 an entirely new note was struck. The practical or vocational value of the subjects offered was no longer the only value recognized.

"Although designed primarily to prepare students for careers in practical life the course does not encourage specialization before the Junior year. It is recognized that the chief object of a collegiate education is to produce useful citizens; and with this end in view every effort is made to accustom students to consider business and political phenomena from the social, rather than from the individual standpoint.""2

The new aim of educating to make good citizens took its place with those practical aims previously recognized.

The very next year, 1902-1903, all statements of aim and purpose were dropped. The Wharton School was incorporated into the School of Arts as the "Course in Finance and Commerce." But in 1904-1905 it was again set up as a School in the University. By 1906-1907 the disadvantage of extreme specialization without a broad foundation was mentioned and the purpose of providing this broad general training added to the previous aims.

No further change occurred in this statement of aims for over ten years. In 1919-1920 no statement of aims was made. But in 1920-1921 a new, very brief, statement was put in:

"This course aims to provide a thorough training in

1 University of Pennsylvania Catalog, 1896-1897, P. 75.
2 " " " 1901-1902, P. 90
the fundamentals of business science before entering active practice. The work is designed to equip students for definite careers in business and the public service, and for teaching special subjects of this course."

This statement does not necessarily indicate just how such training was to be achieved, whether they intended to educate for specific careers or whether they were going to educate broadly and have the student attain his specialization later. This same brief paragraph on aims has been repeated in each of the catalogs for the years since 1920-1921.

During the while of the fifty year period since the establishment of the Wharton School the aims and purposes of the School have undergone little change. From its early days its purposes were to train in the fundamentals of government and to equip students to go into business. As early as 1901-1902 it was recognized that students coming to the Wharton School should come broadly trained and get the specialization offered there only after the foundation in general subjects had been laid.

Except for the addition of training for teaching, the statement held to during the last decade is essentially the same as the earlier ones.

Entrance Requirements.

In 1883-1884 the entrance requirements to the Wharton School were general enough to admit almost any person who had had two years of college work. The Wharton School work was confined entirely to the Junior and Senior years and led to a Bachelor of Finance degree.

1 University of Pennsylvania Catalog, 1920-1921, P. 124.
To enter, the applicant need have only to have the first two years work in any American college or scientific school or preparation equivalent to that. Presumably all entering students were to take entrance examinations because later the announcement said that college graduates would be admitted without examination.

The next year, 1894-1895, a four year program was set up. The first two years being altogether Arts in nature and almost identical to the curriculum set up for Science. Admission requirements were essentially the same to the upper two years. The degree conferred was changed to Bachelor of Philosophy.

By 1892-1893 the course had been returned to the two year basis. The original policy of conferring the degree according to the first two years of work was followed, i.e. if the student had started in in Arts, his degree would be Bachelor of Arts. Only those entering in the Finance course or transferring from other colleges received the Bachelor of Philosophy degree.

The four year program was restored in 1896-1897. Entrance requirements included the usual high school credits, English reading, composition and literature, Greek, Roman and United States History, Algebra and Plane Geometry and two foreign languages, modern or classical (except that one must be German).

Entrance with advanced standing was still the same. The Bachelor of Science in Economics degree replaced the
previous varied degrees in the 1902-1903 catalog.

From 1896-1897 to the present the Wharton School has continued on a four year basis. The entrance requirements during the next ten years were virtually the same as the Arts college requirements. The 1896-1897 list given above was changed very little. In 1909-1910 the English requirements were the same. In History - two were required out of Ancient, medieval, English and United States History. Mathematics remained the same. Two languages were still required although Trigonometry or Physics could be substituted for one. Admission with advanced standing was dependent on the record made.

The 1912-1913 catalog lists two ways of entering as a freshman. First, by examination, and second, by record of previous work. His record must include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2½</td>
</tr>
<tr>
<td>Language</td>
<td>2</td>
</tr>
</tbody>
</table>

In addition, beginning in 1914, each applicant would be required to pass an examination on English Composition and Grammar. No record would be accepted in lieu of that examination.

Admission as an advanced student continued to be dependent upon the scholastic record made. The exact attainments necessary were not given. To enter any of the special courses the applicant must either satisfy the regular entrance requirements or be over twenty-one years of age and have had a satisfactory general education. (If the latter he was admitted only to partial standing.)
In the 1919-1920 bulletin the requirement for both the Wharton School and the School of Education were identical. They were 3 units in English, 1 of Algebra, 1 of Plane Geometry, 1 of History and two of some foreign language. Entrance by examination was still open as an alternative. This proved to be the forerunner of a change in policy. In 1920-1921 the entrance requirements were made the same for all entering freshmen. Fifteen units were required which were to include 11\(\frac{1}{2}\) in English, History, Mathematics, the Sciences, and Foreign Languages. (Typewriting, stenography, etc., not credited at all). Entrance examinations were still conducted. Entrance with advanced standing was to be referred to the entrance board.

In 1921-1922 Economics was added to the list in which the 11\(\frac{1}{2}\) units must have been taken.

The requirements were tightened up in 1926-1927 when, even with the 15 required units the student was to be required to take an aptitude test. His score in that test would be considered along with his rank in the graduating class, and other entrance examinations, and recommendations for the School. The other entrance examinations referred to were one in English and three new ones to be taken in studies carried during the senior year in high school. An unusually high class ranking (upper quarter of the class) would exempt the student from these latter three examinations.

Those who wished to enter by examination only were permitted to spread these examinations out over two and one
third years. They would still have to take the aptitude or psychological examination.

From 1926-1927 on through 1930-1931 no further changes in entrance requirements were made.

The trend of the entrance requirements at the Wharton School has turned upward, especially since the war, until now the various tests to pass and standing necessary give it a standard as high as many private schools.

Courses Offered.

When the Wharton School started only one course of study was offered. The individual courses offered were all required with the exception of a course in practical bookkeeping, which was "optional". Although one of the stated purposes of the School was to train students for business, the list of subjects through which this education was to be affected bears little resemblance to the present subjects offered which have the same ultimate goal.

The 1933-1934 list includes the courses shown in table 11.

Table 11

Courses Offered in 1933-1934

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Bookkeeping</td>
<td>3</td>
</tr>
<tr>
<td>Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>Mercantile Practice</td>
<td>1</td>
</tr>
<tr>
<td>Finance</td>
<td>2</td>
</tr>
<tr>
<td>American History</td>
<td>3</td>
</tr>
<tr>
<td>Law</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy and Logic</td>
<td>2</td>
</tr>
<tr>
<td>Languages</td>
<td>6</td>
</tr>
<tr>
<td>Trade, Hrs., and Commerce</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>
These courses were carried, seven each semester, during the junior year and, five each semester, in the senior year. All courses in 1883-1884 were of semester duration.

New subjects and expansion of previous parts of courses brought changes into the curriculum. A course in Railroads, three courses in Civil Government and a full semester course in Statistics were listed the very next year. Two courses in Law, offered by the Law School, were open as electives, one each in Constitutional Law and Roman Law. A course in Physics was also required in the junior year. It dropped out again the following year.

By 1892-1893 forty-six courses were offered by the School in addition to four in the Law School that were open to Wharton students. All of the forty-six were required. The manner in which this sudden enlargement of the number of courses was brought about was by reducing three hour courses to one hour and introducing two more one hour courses. No less than seventeen one hour courses were listed while eighteen more were two hour courses. Four other courses were non-credit lecture courses. These 46 courses were grouped as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Law and Politics</td>
<td>16</td>
</tr>
<tr>
<td>Economics and Social Science</td>
<td>11</td>
</tr>
<tr>
<td>(including Finance and Banking)</td>
<td>&quot;</td>
</tr>
<tr>
<td>Business Law and Practice</td>
<td>4</td>
</tr>
<tr>
<td>(all in Accounting)</td>
<td>&quot;</td>
</tr>
<tr>
<td>History</td>
<td>13</td>
</tr>
<tr>
<td>Logic and Ethics</td>
<td>2</td>
</tr>
</tbody>
</table>

This list is very much different from that offered nine years before. English and foreign languages dropped out altogether. Statistics disappeared. The Railroads
course was no longer offered. The Law courses must be elected in the Law School. The general curricular plan seemed to be to carry certain classifications of courses straight through for all four semesters. For instance, four courses in Public Law and Politics were required every semester. Three were required in Economics and Social Science, one in Business Law and Practice and three in History every semester during the two years.

The following year a new group of courses, in Journalism, were offered as "voluntaries" open to students in the Wharton School. Four courses were offered carrying a total of nine hours credit in addition to one non-credit lecture course.

In 1895-1896 the School went to a four year basis and some of the specialized work thrust forward into the earlier years. Three courses in Business Law and Practice, six in Economics and Social Science, three in Journalism and two in Public Law and Politics were offered before the junior year. All except Journalism were required. Journalism students substituted their courses for other requirements. Advanced work continued to be offered in approximately the same fields as before except that more courses in politics and government were filled in to replace the courses pushed forward.

The year 1896-1897 is the first year that lists courses which have much of a resemblance to those offered today. In the first two years the student had six hours (semester hours) of Accounting, eight of Geography, ten of
Economics and ten hours in miscellaneous courses, including Business Law, Sociology and Business Practice.

This amounted to about one-third of his total work in those two years. The student carried twenty-five hours a semester his freshman year, twenty-two his sophomore year, nineteen as a junior and as a senior. The specialization of the upper two years included the following distribution of courses. (Journalism courses offered will hereafter be omitted in the discussion since they are not strictly business in nature.)

Table 12
Courses Offered in 1896-1897

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>Government and Constitution</td>
<td>12</td>
</tr>
<tr>
<td>Political Economy</td>
<td>4</td>
</tr>
<tr>
<td>Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Logic and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>Business Practice</td>
<td>1</td>
</tr>
<tr>
<td>Banking</td>
<td>1</td>
</tr>
<tr>
<td>Statistics</td>
<td>2</td>
</tr>
<tr>
<td>Finance</td>
<td>2</td>
</tr>
<tr>
<td>Transportation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

Out of the thirty-six courses offered twenty-eight were still rather general in nature as far as education for business is concerned, but in the last eight courses appear the nucleus subject matter for the building up of many specialized courses in business later.

In 1898-1899 in the senior year ten hours were open
for election each semester with twelve hours to choose from. All of the specialized courses of that year were listed among the electives.

The specialized courses rapidly supplanted the more liberal courses which made up so much of the earlier course structure. By 1904-1905 all of the work in the upper two years was on an elective basis and was in large part made up of specialized courses. The following list covers the electives offered although most of them could be elected by sophomores as well as juniors and seniors. Sophomores had eight semester hours open for election.

Table 13

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>1</td>
</tr>
<tr>
<td>Marketing</td>
<td>1</td>
</tr>
<tr>
<td>Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>1</td>
</tr>
<tr>
<td>Economics (tariff)</td>
<td>1</td>
</tr>
<tr>
<td>Investments and Banking</td>
<td>2</td>
</tr>
<tr>
<td>Government and Politics</td>
<td>6</td>
</tr>
<tr>
<td>Commerce</td>
<td>3</td>
</tr>
<tr>
<td>Transportation</td>
<td>2</td>
</tr>
<tr>
<td>Accounting</td>
<td>2</td>
</tr>
<tr>
<td>Insurance</td>
<td>3</td>
</tr>
<tr>
<td>Finance</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Trade</td>
<td>2</td>
</tr>
<tr>
<td>Labor</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

The above list indicates the very early interest at the Wharton School in the Industrial Management and the Marketing fields. At the same time the lack of a course in Statistics shows a later development in that direction.
Courses in Business Law are noticeably lacking, although one course in the Foreign Trade group and one in the Insurance group were on the law in those specific fields.

The 1909-1910 catalog shows a continuance of the tendency toward more specialized courses. The process of pushing the specialized subjects downward into the first two years was carried further.

About half of the freshman work was made up of required specialized courses. From the beginning of the sophomore year on until graduation almost all of the work was elective. About one-third must be liberal in nature while the balance was to be chosen from a list of sixty-seven specialized courses. These courses included Statistics and Business Law as well as courses in Real Estate, Stock Exchanges, etc. The Industrial Management and Marketing groups were neither expanded at that time. In the Sociology field eight courses were offered. More Accounting courses were also offered. The government and politics group continued large. Courses were, almost without exception, two hour courses.

In view of the economic conditions at the present time it is interesting to note the appearance of a course in Panics and Depressions in the 1910-1911 catalog. Other changes included the substitution of a course in Salesmanship for the Marketing course and the introduction of instruction in Secretarial Work.

The courses were segregated into major divisions in
1912-1913 with the following division of courses:

Table 14
Courses Offered in 1912-1913

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law</td>
<td>4</td>
</tr>
<tr>
<td>Commerce and Transportation</td>
<td>9</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>Finance and Accounting</td>
<td>16</td>
</tr>
<tr>
<td>Geography and Industry</td>
<td>9</td>
</tr>
<tr>
<td>Insurance</td>
<td>6</td>
</tr>
<tr>
<td>Political Science</td>
<td>19</td>
</tr>
<tr>
<td>Sociology</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
</tr>
</tbody>
</table>

The Finance and Accounting group contained such courses as Panics and Depressions, Real Estate, Advertising (its first appearance) and Salesmanship. The marketing and distribution function, while being recognized and carried on to a certain extent by the last two courses named, was still in embryonic form and was not recognized as being a major division.

The courses in Brokerage and Stock Exchanges were listed in the Insurance group.

For a few years almost no changes were made in the courses offered. But in 1917-1918 several new courses were added, namely: Merchandising, Marketing Research, Mail Order Selling, Personnel and Employment Management and an Economic Research course.

These, with other additions during the early period, had raised the total number of courses offered to 87. One of the rather odd courses that crept in was one in Restraint
of Trade.

The fields of Corporation Finance, Marketing and Industrial Management were all coming more to the fore. In 1919-1920 the ratio of specialized to liberal courses for the upper two years was given as forty-four hours of specialized work as in the Wharton School, seventeen liberal and nine where free choice was allowed, either in or out of the Wharton School.

From 1919-1920 until 1925-1926 no study of the courses offered can be made. After 1919-1920 that information was discontinued in the general catalog and Wharton School catalogs are available only from 1925-1926 to 1927-1928.

By 1925-1926 and continuing through 1927-1928 the grouping of courses into divisions had become the instructional policy. Before the sophomore year the student was expected to choose some field for specialization. This field would be followed throughout the rest of his work. The faculty head of the field chosen would direct the student's work during this time. Groups from which choice could be made were:

General Business
Commerce and Engineering
Accounting
Brokerage
Commerce and Transportation
Finance, Banking and the Bond Business
Preparation for Foreign Trade
Service
Insurance
Journalism
Labor Management
Preparation for the Law
Manufacturing
Manufacturing and Engineering.
Table 15 shows the courses offered to serve these groups.

Table 15
Courses Offered in 1925-1926

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>8</td>
</tr>
<tr>
<td>Business Law</td>
<td>4</td>
</tr>
<tr>
<td>Commerce</td>
<td>4</td>
</tr>
<tr>
<td>Transportation</td>
<td>7</td>
</tr>
<tr>
<td>Economics</td>
<td>6</td>
</tr>
<tr>
<td>Finance and Banking</td>
<td>13</td>
</tr>
<tr>
<td>Geography</td>
<td>7</td>
</tr>
<tr>
<td>Industry</td>
<td>5</td>
</tr>
<tr>
<td>Insurance</td>
<td>7</td>
</tr>
<tr>
<td>Merchandising</td>
<td>5</td>
</tr>
<tr>
<td>Physical Factors of Civilization</td>
<td>1</td>
</tr>
<tr>
<td>Political Science</td>
<td>17</td>
</tr>
<tr>
<td>Sociology</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>89</strong></td>
</tr>
</tbody>
</table>

During the whole of the long history of the Wharton School a persistent "government service" purpose has held a high place. From the start courses in government, civics, politics, legislation, etc., have made up a substantial part of the curricular offerings at the Wharton School. The original purpose of the School's founder has been adhered to throughout. Alongside of that purpose there has grown up instruction in commerce and industry.

Until the last decade election of these business courses was more or less free. The policy of grouping of such courses toward orderly specialization then grew up.
Under this plan election is limited very much once the group has been chosen.

The courses in business education offered at the University of Pennsylvania have followed out both of the major purposes of the founder of the Wharton School, to prepare men for business and for government or public service.

**Election Policies.**

Although all of the work in the Wharton School was prescribed at the start "optional courses" were introduced in 1884-1885. Four courses (including three law courses) were listed as optional. Actually there was little choice. The students were required to carry nineteen hours as a junior and fourteen as a senior. In addition there were senior non-credit, but required, lecture courses. These optional courses might be carried over and above the regular requirements. The work for the first two years was all required and was Liberal Arts in nature.

By 1892-1893 the program had shifted back to a two year basis. The work of the first two years was left to whatever school the student entered. Advanced work was all required, although the law courses were still open for election. These courses were offered by the Law School and, if elected, were in addition to the required full time course of study.

Journalism courses were introduced in 1893-1894 as "voluntaries" to students in the Wharton School. While no statement is made to the effect, presumably such courses, if elected, would be substituted for other prescribed courses.
Eighteen hours per semester were prescribed making substitution almost essential if any student cared to elect all of the five Journalism courses offered.

1895-1896 saw the return of the four year program. First year requirements continued liberal in nature, but in the second year about one-third of the work was required and specialized in nature. One-third more was in required liberal work while still another third was not prescribed. In the upper classes the prescribed work did not occupy all of the student's time. About one-third was open for election of liberal subjects.

The very next year every course during the whole four year course was prescribed, the only variation offered being for those who wished to take Journalism. All others followed the same course of study.

The first definite policy toward allowing for election came in 1898-1899. Ten hours work was required each semester in the senior year. Then the student could elect six more hours each semester out of twelve offered (excluding Journalism). The work of the other three years was still all prescribed.

This turn toward more freedom in election was carried to the extreme in 1901-1902 when no particular courses in the last two years of work were required. The student elected his whole program. Even in the sophomore year about one-third of the work was elective.

By 1904-1905 this policy extended even into the
freshman year when two-thirds of the whole work was required, sophomore requirements being almost the same. One hundred and sixty-eight semester hours of electives were offered giving the student a wider choice from which to fill in the ninety-six semester hours he would need to fill in his schedule.

Freshman work was again all prescribed by 1907-1908 while sophomore required courses were reduced to one-fourth of a full schedule. The choice of courses had risen to more than double the number to be chosen. Two hundred and thirty-four semester hours were offered from which a choice of ninety-six was to be made.

In 1909-1910 somewhat of a check was put upon the possibility of extreme specialization in the last three years. Twenty-eight hours (including twelve in languages) out of the ninety-six elective in the upper three years were required to be liberal courses. Otherwise election was still unhampered.

For ten years no change occurred in that policy toward electives. The number of courses from which to elect increased and the required liberal credits were raised from twenty-eight to thirty-two but no major changes occurred until 1919-1920.

The statement that year gives the requirements on a unit of credit basis. The unit amounted to one hour per week for a year (equivalent to two semester hours). A great deal of the freedom of election was eliminated when these requirements were set up:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>To graduate</td>
<td>70</td>
</tr>
<tr>
<td>College subjects required</td>
<td>17</td>
</tr>
<tr>
<td>Wharton School subjects</td>
<td>44</td>
</tr>
<tr>
<td>Free electives in either</td>
<td>9</td>
</tr>
</tbody>
</table>
Just how this policy was worked out is not explained in the general catalog. But in the 1925-1926 Wharton School catalog, the above requirements still being effective, more detail is given.

The first year was the same for all groups. But in the second year some ten semester hours were required of all students each semester. The balance of eleven more hours could be carried in the field of specialization. The required work which was the same for all groups dropped to eight semester hours per semester in the third and six in the fourth year. The policy seemed to be to carry twenty-one hours throughout in addition to physical training for two more hours.

Even after the student had chosen his group and met both the general requirements and the group requirements he was allowed a margin for election. This margin varied somewhat between groups but roughly amounted to four hours in the second year (each semester), seven in the third and twelve in the fourth year. Suggested electives were listed. By 1927-1928 this margin was slightly reduced in the senior year.

The Wharton School has followed several different policies as regards election during its history. Starting in with all courses prescribed it quickly (1884-1885) shifted to allowing a little election. In 1896-1897 the policy shifted back to all required work.

The more liberal attitude came in in 1898-1899 when one-third of the senior work could be chosen. Quickly this liberality (by 1901-1902) extended until all junior and senior
work was elective. It was not until 1909-1910 that any check was put on the freedom of election. Then the requirement was that certain liberal subjects must be taken.

It was not until the policy of grouping courses came in sometime after 1920 that any specialized courses were required in the upper classes. The grouping of courses was concurrent with the making of certain specialized courses required of all upper classmen. The choice of a group imposed further requirements until the student was finally limited in his free choices to about one-third of his work in the third and fourth year.

**English Requirements.**

Even though the Wharton School was on a two year basis when it started English was a required study. In 1883-1884 reading, compositions, declamations and lectures were carried throughout the student's junior year, in addition to his work in English in the first two years. This course was pushed down into the sophomore year of study in 1885-1886 when the four year program was in its second year.

Thereafter English never appeared in the list of English requirements beyond the second year, although two full years remained the requirement for the freshman and sophomore years until 1896-1897 when it was reduced to one year's study. At the same time English grammar and composition were listed as necessary credits for entrance to the freshman year.

In 1898-1899 the two year requirement was again made effective although the entrance requirement stayed the same.
1901-1902 saw a third full year English course become required in the first two years. In 1905-1906 the requirement was raised to three hours per week for the whole first two years. It was split into four courses.

All of this time there was no mention at all of any proficiency requirement in English. If the courses were taken and credit received, apparently the English requirement was satisfied.

The steady increase in the English required to be taken indicates the growing emphasis in that direction. By 1907-1908 six semester hours were required of freshmen and ten of sophomores. In addition a statement was made in the entrance section that said that no candidate would be admitted whose work was notably defective in spelling, punctuation or the use of the language. This proficiency requirement was to hold regardless of whether or not proper credits were submitted.

The English credits necessary for entrance were raised from two to three years work in 1912-1913.

For almost twenty years since then no other change of consequence has been made in the English requirements at the Wharton School. In 1927-1928 sixteen semester hours were required in the first two years while three entrance credits were necessary. In between 1912-1913 and 1927-1928 the requirements had remained almost identical.

The English requirements at the Wharton School went through a raising process which was gradually and steadily increased from 1881-1882 until 1907-1908. From that time
until today no change has been made except that one more year of English was added as an entrance requirement.

**Level of Instruction.- Graduate Work.**

This study is primarily concerned with the Wharton School, principally in its undergraduate phases. The graduate work there has been a comparatively recent development and is treated in this paper along with the development of evening schools and extension work as an outgrowth from the Wharton School.

**Scholastic Standards - Undergraduate.**

It is surprising that in none of the catalogs during the whole of the life of the Wharton School is there any mention made of grades. The grading method used at Pennsylvania is not described anywhere, nor are any minimum grade requirements set up. Any discussion of the scholastic standards would necessarily be from inferences or general statements but there is little even there to go on.

In the Wharton School catalogs, beginning in 1925-1926 the statement on admission of upper classmen from other institutions said that the amount of credit to be allowed would depend partly on the grades received. Further, such credit was conditional to the doing of satisfactory work afterwards.

This statement implies that they are interested in seeing a certain scholastic level maintained. The lack of a statement on the scholastic level to be maintained may also indicate that the grades made are intended to be minor in importance as compared to the offering of a complete curricula.
It may reflect the lack of assumption of the responsibility to teach the student, a feeling that the student would get more real benefit from the subjects without the goad of grades. This latter suggestion hardly seems probable though, since comprehensive examinations would be necessary and no mention is made of any.

One assumption on this point seems to be justified. If the Wharton School intended to maintain a relatively high standard, mention would probably have been made, in order to discourage poorer students, if for no other reason. Further, a high standard is difficult to maintain in public institutions. The evidence seems to indicate that scholastic standards are not held at an unusually high level.

**Undergraduate Training.**

Discussion on these points is covered in the section on courses offered since the courses offered in the Wharton School are for undergraduates.

**Teaching Methods.**

The early history of the School shows that the conventional lecture and discussion method was most predominant- ly used along with occasional "compositions" or written reports. However, for courses such as statistics and accounting practice in methods was carried on at the same time.

The method of instruction used in the senior course in American Politics is described in the 1934-1935 catalog:

"Much of the work is done by the student in libraries. A series of lectures is given on the more important Constitutional questions, and essays thereon are prepared by the
students and read in the classroom."1

By 1892-1893 the use of seminars was growing. Discussion and individual thought by the students was encouraged. Student organizations modeled after the United States Congress and the Philadelphia City Council were set up and encouraged as supplements to the regular classroom work. The use of a "Congress" and of the "Council" was continued till 1901-1902 when the statement covers only "lectures, recitations and seminars."

In 1902-1903 the discussion on classroom methods was omitted altogether. The only statement relating at all to methods was that individual research was to be strongly emphasized. Later catalogs carried the same statement about research. Since 1902-1903 none of the catalogs have carried any discussion of classroom methods.

The case method of instruction, developed at Harvard, has never been taken up at all at Pennsylvania as far as can be determined from the catalogs. Detailed description of individual courses are available in the Wharton School catalogs from 1925-1926 to 1928-1929 but even these show no indication that the case system was made use of.

Outside lecturers were used at the Wharton School as early as 1895-1896. These lectures were general in nature and were intended to "heighten the interest of students in present political and economic problems." These were not required lectures. Five were listed as having been

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1 University of Pennsylvania Catalog, 1884-1885, P. 37.
given during the previous year.

Such lectures were announced in successive catalogs until 1902-1903 when the statement concerning lectures was eliminated. It was not until 1921-1922 that lecturers appeared again. Although no statement was made regarding lectures, the names of three people appeared as members of the faculty as lecturers. Just what their status was cannot be determined from the catalogs.

The Wharton School catalogs for 1925 to 1928 support the assumption that these individuals conducted full time courses which were lecture courses entirely. In these catalogs five persons were listed with the faculty as lecturers while in another section fifty-five names of individuals with their business connections were listed as special lecturers. The status of the five listed with the faculty is somewhat confused even there since all are again listed as special lecturers.

The policy seems to be on the upgrade since the number of special lecturers increased from fifty-five to fifty-nine during the three year period that Wharton School catalogs are available. The staff lecturers increased to nine in number in the 1930-1931 general catalog.

The general catalogs from 1902-1903 on are so meager in the information they give that little can be told as to what policy had been followed regarding outside lecturers until the appearance of the Wharton School catalogs in 1925-1926. It seems probable, in view of the fifty-five listed there, that the use of outside lecturers had been increasing
throughout the whole period.

Catalogs since then indicate that this increase is still going on.

Thesis requirements were initiated first in 1884-1885. Credit was given for thesis work during the last half of the senior year. This was in line with the statement made in both 1883-1884 and 1884-1885 that original research on the part of the students, under the direction of the faculty, was part of the work of the School.

In 1892-1893, when the "Congress" and "Council" organizations were functioning, the thesis requirement was omitted. It reappeared in 1896-1897. Subjects to be written on were to be aspects within fields designated by the professors in charge. This time it remained a requirement for five years, but was dropped again in 1901-1902.

Although the requirement of a thesis was omitted in subsequent catalogs, a course entitled "Field Work in Industry" was introduced in 1906-1909. It was an elective course in which the student investigated some particular problem in industry and turned in a semester report on it.

In 1914-1915 a new one hour course, "Thesis Conference", was established in the Geography and Industry division. No thesis requirement was mentioned in any other connection. A check of the description of the course reveals that it was intended to instruct agriculture students in investigation methods and did not refer to the preparation of a specific thesis.
By 1918-1919 the "field work" type of course had been introduced into Sociology and Geography. Research courses were started in both Economics and Marketing although no formal thesis was required.

It was not until 1927-1928 that a definite policy regarding theses was put into effect:

"Each student, in his senior year, is required to complete a satisfactory thesis involving Research Work, and no student will be graduated until such requirement is fulfilled." 1

The thesis, under one name or another, has apparently been a requirement during most of the history of the School. If the thesis itself was not required then some sort of "field work" was substituted for it. The written report was required in all cases.

Neither museums of any sort nor required summer work have ever formed a part of the teaching technique at the Wharton School as far as is revealed by the catalogs.

The field work courses, mentioned above, oftentimes required some time to be spent on the ground away from the School but it was to be done during the year. There is no suggestion of any sort about requiring students to work at their specialty during summers between school years.

Even in 1883-1884 the Wharton School boasted one of the best and most complete libraries of educational institution in the world on works relating to finance and political economy. It contained some 8,000 volumes and 4,000 pamphlets. All were donated by various individuals.

1 Wharton School Catalog, 1927-1928, P. 25
Mr. Joseph Wharton donated $25,000 in 1892 for additional books. But shortly thereafter all mention of the library was left out of the catalogs. In 1901-1902 the fact that there was a library was mentioned but no information was given as to its size.

Apparently the Wharton School library was made part of the University Library. In none of the subsequent catalogs is it mentioned. A check through the section covering the general library shows that the collections originally in the Wharton School Library are listed with the general library.

The number of volumes available in neither the library as a whole, nor in the section of interest to the Wharton School is given. Whatever facilities exist today are not revealed by the catalog.

Two types of civil organizations were duplicated in miniature at the Wharton School as an aid to the teaching of Political Science. These organizations, first mentioned in 1892-1893, were a Congress, modeled after the United States Congress, and a Council, modeled after the Philadelphia City Council.

Discussion within these groups was confined to a few topics of major interest. In addition lectures by individuals in various departments of the City of Philadelphia were given from time to time.

These two organizations were continued until 1901-1902. Both were discontinued then and have not been made use of since.
In 1892-1893 a list of publications was given. It consisted of a series of eleven studies in particular fields, which studies had been made by both the professors and the students in seminars. In the following year's catalog two publications were listed as being the result of research work by the students themselves. These were both group projects.

While the purpose of emphasizing research has continued throughout the whole history of the School the listing of publications was discontinued in 1902-1903. No further announcement of publications is made in later catalogs.

Two two-year courses were established in 1901-1902. A course in Social Work and one in Banking and Business were offered in addition to the four year course in Finance and Economy. These courses were designed for students who could not take the four year course. Work covered was almost all specialized in nature. A certificate of proficiency was to be awarded on completion of the work.

A Pre-Law course of study was also arranged to carry through the junior and senior years. The two year course in Social Work was discontinued in 1903-1904 as was the Pre-Law course of study. This reduced the number of short courses to one, Banking and Business Practice. This course continued and in 1910-1911 a new course, Accounting and Finance was added. Arrangements for a third year's work could be made for those who wished to prepare for the Certified Public Accountant's examination.

In 1914-1915 the two-year course in Banking and
Business Practice was discontinued. The remaining course, Accounting and Finance was also discontinued in 1916-1917 and a new arrangement substituted.

Students could take a "part course" of one or more years, apparently in any field, for which certificates of proficiency would be awarded. This partial course arrangement lasted until 1920-1921 when only the regular four year course was listed. Since 1920-1921 instruction has been confined entirely to the four year course.

The University of Pennsylvania started instruction in the evenings in 1904-1905. It was started as a three year course, four evenings a week. The certificates of proficiency to be awarded were the same as for the two-year day courses. The work was entirely specialized in nature. Study toward the Certified Public Accountant's examination was offered in 1908-1909 by the Evening School. In 1911-1912 the work was arranged as two courses. The student was expected to take either the General Business course or the Accounting course.

Special study groups in Advertising, Salesmanship, Brokerage, Insurance and Real Estate were offered in addition to the above major groups in 1913-1914. These special study groups were not recommended for students under twenty-five years of age.

Women students were admitted to the Evening School in 1918-1919. Since then they have continued to be admitted.

During the next few years no change in policy occurred. The special study groups were expanded annually, almost alto-
gather in the Business field. But in 1923-1924 Public Speaking and Foundations of English found places as special courses. Introduction to Literature went in in 1924-1925. From 1925-1926 on the list of special courses was omitted. Students were again required to take one of the two major groups for the first year although they could elect their courses in the second and third years.

The Evening School at the University of Pennsylvania has extended the facilities of the School to many who could not have otherwise had the training offered. An enrollment of over 2,600 students in 1930-1931 indicates the extent of its use.

In 1913-1914 an Extension School was inaugurated which would carry courses to points outside of Philadelphia. The extension work was essentially the same as that offered by the Evening School. (The courses were also conducted in the evening.) Three years work were to be required after which the certificate of proficiency would be awarded. These courses were offered in Wilkes-Barre and Scranton in 1913-1914 and in the following year in Harrisburg and Reading in addition.

From 1919-1920 on the Evening School and the Extension School were both considered as extension schools. Extension courses in educational subjects were added to the schools away from Philadelphia in 1920-1921. They had a rapid growth and were separated from the Accounting and Finance courses in 1921-1922.

Williamsport was added to the list of cities covered
from 1924-1925 on. The Extension courses have followed the Evening School very closely in nature during the last ten years.

The Graduate School of the University of Pennsylvania first appeared in the catalog for 1906-1907. Instruction in four groups was offered within the scope of the Wharton undergraduate work. Political Science, Finance and Administration; Economics; Sociology; and Transportation, Commerce and Economic Geography were the groups.

Students pursuing graduate work in these fields would be awarded the Master of Arts degree. The Doctor of Philosophy degree was also conferred for additional work. In four years the number of courses offered in the field of Economics and Business had nearly doubled. Twenty-five courses were listed in 1906-1907 while forty-eight were offered in 1910-1911.

The number of courses remained relatively constant after 1910-1911. In 1913-1914 Economics, Sociology, and Political Science were named as three distinct divisions of instruction.

In 1921-1922 the list of degrees conferred, formerly Master of Arts, Master of Science and Doctor of Philosophy was increased by the addition of the degree of Master of Business Administration. The work necessary for the M. B. A. degree was practically the same as it was when the M. A. degree had been awarded. The statement was made that the course normally would cover two years but might be covered in less time if undergraduate work had covered satisfactorily the first year's
work. The list of individual courses was discontinued so it is impossible to tell what provisions were made to offer instruction on a two year basis.

A detailed description of the courses offered is given in the Wharton School bulletins beginning in 1925-1926. It was made up of specialized courses, almost entirely elective, of subjects closely resembling those listed for the senior year in the Wharton School.

The graduate work in business at the University of Pennsylvania has, since its initiation, been carried on through the Graduate School, not through an upper extension of the Wharton School. Although the instruction has been in the hands of Wharton men, yet the administration has been from the Graduate School, not from the Wharton School. It has remained just one of the several departments in the Graduate School.

A department of Industrial Research was established in 1921 for the purpose of cooperative research in the industrial field in and around Philadelphia. Several companies cooperated with the University to make the Department possible.

Studies on causes of labor turnover and of industrial unrest were among the first to be undertaken by the Department. Later statements concerning the Department did not tell just what the nature of their activity was. Apparently the Department of Industrial Research confined itself principally to research and had little connection with the Wharton School.

In 1924-1925 two combination courses of Finance and
Engineering and Finance were started. The plan worked out that the student graduated in his field with about 30% of his work in his specialization and 20% in the other field. Either 80% Wharton subjects and 20% Engineering or vice versa. On that basis the course could be followed through in the regular four years.

These combination courses are still offered. The requirements and arrangements are still the same.

**Enrollment and Faculty Size.**

The Wharton School has shown a steady growth throughout its history up until the last five years when limitations have been put on the size of the entering class.

The war interfered with this growth for a few years but after it was over the jump from 1,100 to 2,000 students in the day school, from 575 to 1,495 in the Evening School and from 246 to 470 in the Extension department put the enrollment just about where it would have been of the previous rate of growth had gone on uninterrupted.

The limitations put on entering students since 1925 may be responsible for the decrease in enrollment since the peak of 2,723 students was reached in 1925-1926, the same year that the limitation policy was started. The Evening School enrollment has continued to increase since then but the full time enrollment in the Wharton School decreased until less than 2,200 students were enrolled in the last three years (1928-1931).

The Evening Schools and Extension work grew remark-
ably with the full time enrollment. In its twenty-five years of existence the Evening School enrollment rose from 154 to 2,624. Extension enrollment increased from 331 to approximately 1,000 in eight years up to 1920. It has since hovered around 1,000.

No accurate figures are available on the size of the early instructional staff. So much doubling up of instructors in two departments occurred that it was not until 1910-1911 that dependable figures were given. Even after 1910-1911 there was much duplication between the Evening School staff and the regular Wharton School staff.

In 1910-1911 forty-four were listed on the Wharton School staff. These men probably handled both the day and the Evening Schools, totalling about 800 students. By 1930-1931 some 350\(^1\) were listed in the faculties of all departments teaching business. This time there were some 5,600 students. In addition an undetermined number of graduate students were also cared for.

**Tuition.**

The tuition at the Wharton School remained at $150 per year for about thirty-five years, up till 1917-1918. From 1904-1905 till 1919-1920 students who did not finish in four years did not have to pay any tuition for a fifth year in which to finish.

After the tuition was once changed at the University

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1 The 136 listed in Extension work includes those teaching in the Education field. It is assumed that about 60 of the 136 represents the number teaching in the Business field.
### Table 16

Enrollment and Faculty of the Wharton School from 1883-1884 to 1930-1931.

<table>
<thead>
<tr>
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<th>Annual (Tuition)</th>
<th>Staff</th>
<th>Students</th>
</tr>
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<tr>
<td></td>
<td>Wharton</td>
<td>Evening</td>
<td>Extensive</td>
</tr>
<tr>
<td>1883-1884</td>
<td>$150</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1884-1885</td>
<td>150</td>
<td></td>
<td></td>
</tr>
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<td>160</td>
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<td></td>
</tr>
<tr>
<td>1893-1894</td>
<td>160 : 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1895-1896</td>
<td>160 : 15</td>
<td></td>
<td></td>
</tr>
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<td>1917-1918</td>
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<td>1929-1930</td>
<td>400</td>
<td>203</td>
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</tr>
<tr>
<td>1930-1931</td>
<td>400</td>
<td>202</td>
<td>97</td>
</tr>
</tbody>
</table>

1 $600 for course, whether taken in more or less than 4 years.
2 $200 per year straight.
3 Includes approximately 70 instructors in Education Extension.
4 $325 per year for students who had entered before June, 1926.
5 $400 per year to all students.
of Pennsylvania it took just ten years for successive increases to raise the sum from $150 to $400 per year. Fees in the Evening School and the Extension School amounted to from $60 to $100 per year, depending on the amount of work taken.

The Wharton School must be more than self supporting as far as personnel costs are concerned. The enrollment in the full course is around 2,200 which would make an income from their fees alone of nearly $900,000. This amounts to $5,000 for each of the 150 on the staff.

For the last five years the tuition has remained at $400. This, together with the limitation policy, has reduced the enrollment from around 2,550 to around 2,200 annually.

Endowments.

Endowments at the Wharton School have been of little importance. There has been no endowment at any time for either staff or facilities purposes other than the $25,000 in 1892 for books for the library.

Some few endowments have been established for scholarship purposes. These are limited and are in many cases open to students in all divisions of the University and are not treated here.

Limiting of Size of Classes.

In 1925-1926 the first limitation on the number in entering classes was put on. It was said that if the number who made application was greater than the number which could
be accepted, then acceptance would be in order of excellence of record.

    Just what the exact limit was is not given although the same statement appears in subsequent catalogs. The downward swing in enrollment from 1925-1926 till 1928-1929 may have been the direct result of this policy.
CHAPTER V.

SUMMARY.

Relation of These Schools to the Field in General.

The three schools covered by this study hold a prominent place in the history of instruction in the business field in the United States. The Wharton School at Pennsylvania is the oldest school in the country in the field. It has just passed the fifty year mark. In addition to being the pioneer, Pennsylvania represents the growth of business instruction in a state supported school.

The Tuck School at Dartmouth was also one of the first established. It has now been in existence over thirty years. It represents the endowed private institution type. Further it has not been in close proximity to the highly developed industrial areas as was the case at both Harvard and Pennsylvania.

The case of the Harvard Business School is still different. Founded in 1908, it lists among the earlier schools in the field. The development of the Business School has been accomplished in a private school rich in cultural atmosphere. The ambitions of the leaders of the School have placed the Business School today among the leading schools in the country. Many believe it to be the outstanding school in the country.

The three schools represent three different approaches to business education. At Pennsylvania the Wharton School has grown up as an undergraduate school. The Tuck School was
founded as a two year graduate school except where specific undergraduate training would permit the taking of the first year of Tuck School work as the senior year toward the bachelor's degree. In the majority of cases this plan worked out with the student taking his senior year's work as the first year in the Tuck School, after which one year of graduate work was required.

The Business School at Harvard has been strictly a two year course, all on the graduate level. They have insisted that the student come to them liberally trained before he takes work in the Graduate School of Business Administration.

These three schools, representing, as they do, distinctly different types of instruction in different settings and under varied conditions are probably as representative as could be chosen. All were pioneers in the field and their experience has been the guide for many schools which later grew up.

Teaching Methods.

The long history of the Wharton School does not bring to light any outstanding developments in methods of teaching business. From the outset, classroom lectures and discussion were supplemented by written reports. Within a short time the use of seminars grew up as did the use of "Congresses" and "Councils". Later these latter two were discontinued, but seminars, lectures, classroom discussion and reports are still apparently the methods used. Material is largely drawn from textbooks.

The Wharton School began the use of outside lecturers
early and uses them now to a very great extent. Thesis and research work became a part of their method as early as 1883 and are today more strongly entrenched than ever before. For a short time some of the group research projects were published, but that was abandoned in 1902.

The Wharton School had for years several two-year courses to care for special students. Later the Evening Schools and the Extension Schools supplanted these courses. The growth of the Evening and Extension Schools was remarkable at the University of Pennsylvania. In three years in those schools students could get the equivalent of a two-year full time special course. The enrollment of over 2,600 in Evening School and almost 900 in Extension work in 1930-1931 shows that these developments have been of great importance.

Graduate work has also been offered for about twenty-five years. Its development cannot be traced because of the lack of information in the bulletins. A department of Industrial Research was established in 1921 but it has never tied in closely with the teaching method. Combination Engineering and Finance courses were also arranged but have not become of major importance.

Among the methods they did not use, or at least did not make any statement in the catalog to that effect, are the case method, museums, extensive specialized library facilities, visual instruction and the requirement that students work in the summer time.

At the Tuck School the administration set up was
different from the Wharton School. The work was intended to be of graduate grade and was set up to be taken in two years after the bachelor's degree had been received. However, the nature of the first year courses was such that in most cases the first year requirements could be taken as the senior year in college so that the whole course could then be finished one year after the student received the bachelor's degree.

Their teaching methods were similar to those used in most other college teaching. Discussion, lectures, reports, etc., were often used. Outside lecturers were used quite extensively. The thesis has been incorporated into the requirements throughout the whole history of the School. For several years after its establishment the Tuck School did use some methods that were peculiar to it. A museum was built up for instructional purposes. Projection machines and lantern slides were used. Mechanical laboratory equipment used was enumerated in the catalog. The museum and lantern slides were later discontinued.

A 10,000 volume Tuck School Library was maintained from 1908-1909 on and was important in carrying out their method requiring frequent reports. Summer work was required from 1913 on.

The history of the Tuck School shows no outstanding, unique contributions, although it was among the first to require summer work as an adjunct to the courses of instruction. It was not located near an industrial area so its methods have remained quite similar to the methods used for more academic
subjects. The summer work requirement is the only actual working condition application of their teaching that they can approach.

They have confined their energies to teaching entirely and have not gone into the research field nor into the teaching field except through the regular course of instruction. No short courses, evening schools nor extension work has been carried on as far as can be determined.

Although Harvard is the youngest of the Schools studied it has been the most successful in expanding and in establishing a reputation.

From the outset they left the established classroom instruction method for one built around problem study. Later this problem study worked into the "case method", very closely akin to the case method used in the Law schools. Of course, this method included frequent reports and sometimes study of the case in its actual setting in the field. Today the case method is used in almost all of the instruction at the Business school.

Their published cases are used by many other institutions. This method of instruction is a distinct contribution of the Harvard Business School. While many other schools do not believe that this method is the best to use, yet the outstanding success of Harvard with this method has had a strong influence on other schools.

Two of the devices used by both the Tuck School and the Wharton School were used at Harvard for a while but were
discontinued shortly after the war. Outside lecturers and the requirement of a thesis were both shunted aside as the case method became more strongly entrenched under Dean Donham.

Summer field work did not come in as a requirement until 1920 but it has been required ever since. Field trips during the school year were made for several years after 1920. These gradually stopped as the Bureau of Business Research began to supply written up cases. Advisory committees of outside business men to help guide second year students were discontinued with Donham's advent.

The Bureau of Business Research, started in 1911, grew rapidly and has within the last ten years become one of the outstanding, if not the outstanding, bureau of its kind in the country. The enviable reputation that the Harvard Business School enjoys today is probably due as much to the work of the Bureau as to the instruction in the School.

The library at the Business School has been expanded until it contained over 100,000 volumes in 1927-1928. As for facilities to aid instruction in business the Business School is probably the best equipped in the country. The instructional staff gathered together is also composed of outstanding individuals.

Growth.

The growth of both the Wharton School in Undergraduate work and the Harvard Graduate School Of Business Administration have both shown steady increases, except for the war, up until the limitation policy was put in at the Wharton School. On the other hand the Tuck School
has varied for over fifteen years from 90 to 110 students except for a few years after the war.

It is difficult to say whether the lack of growth of the Tuck School was because of inferior instruction or because of poor location for business instruction. Both Harvard and the University of Pennsylvania are located in large metropolitan districts. The widespread enthusiasm for education in business together with the large metropolitan district to draw from contributed to the increases of both.

At Pennsylvania the tremendous growth of the Evening School together with the Extension School registrations has held the figure high. The Harvard figures, when considered with the number of colleges represented, indicate that their great increase was probably not so much from their own metropolitan area but from scattered points. The reputation of the instruction offered was drawing students to the Business School.

The proximity of the eastern Massachusetts industrial area undoubtedly has contributed to their growth in that field trips helped to establish the reputation of the School.

Dartmouth, handicapped by not being near any large industrial center and not having a densely populated surrounding country, has practically stood still during this period of great expansion for both Pennsylvanians and Harvard. Whether or not the quality of instruction suffers by comparison is hard to say although is is probable that
Table 17

Enrollment in Business Courses at Pennsylvania, Dartmouth and Harvard from 1883 to 1931.

<table>
<thead>
<tr>
<th>Year</th>
<th>Pennsylvania</th>
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<th>Harvard</th>
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</thead>
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<tr>
<td>1884-1885</td>
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</tr>
<tr>
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<td>25</td>
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</tr>
<tr>
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</tr>
<tr>
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<td>97(^1)</td>
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1. Catalogs for missing years not available.
2. Includes Evening School enrollment.
3. Includes Extension School enrollment.
today both Harvard and Pennsylvania have distinctly better staffs than could be justified by one hundred students at the Tuck School.

Both Pennsylvania's and Harvard's growth were given added impetus by aggressive steps of some sort. At Pennsylvania the addition of Evening Schools and Extension service more than doubled the enrollment. At Harvard the continual drive for the best possible teaching staff, high development of the case method and the Bureau of Business Research work brought a favorable reaction and enhanced the reputation of the School until today it is the most widely known Business School in the country.

Whether or not similar aggressive (and expensive) measures would have brought the same increase at Dartmouth is difficult to say but actually, nothing was done and the Tuck School got no share of the post-war influx of students into the business education field.
CHAPTER VI

CONCLUSIONS.

Aims and Purposes.

The aims and purposes of the three schools have been quite similar. The original purpose of the Wharton School was to train men for business and for public service as well as journalism. In 1896 the practical value of the training offered was given greater emphasis, but by 1901 the larger purpose of training to make good citizens was recognized as the chief purpose of the School with the training for special careers of slightly lesser importance.

The final change in their stated purposes appeared in 1906-1907 when the danger of narrowness from extreme specialization without a broad foundation was seen. A new aim, to provide breadth with the specialization, was incorporated with the old aims and purposes.

The Pennsylvania catalogs did not say just how much immediate practical value their courses were to have.

The Dartmouth catalogs started off on the ground that they intended to offer instruction in fundamental principles which were not to take the place of apprenticeship, but were to shorten it and, it was hoped, would hasten promotion. Their fields of particular interest were administration and finance.

The Tuck School held throughout to the purpose of offering training of a professional nature which should be
followed by an apprenticeship period. In 1911 some emphasis on the practical, or more immediately useful material, was recognized when one of their aims was to give the student a training that would fit him to enter into business equipped to "perform efficient service."

By 1913 the aims included general training, specialized training, maintaining standards of instruction, and the making of good citizens. To accomplish this they proposed to give the student proper tool knowledge, and to attempt to develop in him discriminating understanding.

These aims, in general, are the same as those held in the most recent catalogs. The only change being that more emphasis came to be laid on the general training and less upon the specialized training. The dominant direction that the instruction offered has taken has continued throughout to be in the finance and administration fields.

The original Harvard statement was that the purpose was to offer a broad training from which the student could select whatever would best fit him for the field he proposed to enter. Their place in the picture was to offer the specialized instruction which would be built upon the general broad training acquired in undergraduate work.

At the Harvard Business School one unique purpose was listed in 1920. It was to give the student practice in dealing with business problems which, of course, was to be done by the use of the case method. The social aim of preparing the student to fit into his surroundings was also recognized
in 1921. The Business School denied any intent to give training in specific techniques. This, they said, would be left to the student's probationary period in industry.

All three schools have arrived at virtually the same set of aims and purposes after others were discarded. All hold that they are trying to educate broadly yet specifically enough to give the student a set of tool subjects and training in the fundamental principles which will enable him to shorten his probationary period in industry and to advance faster thereafter.

There is little difference at all between the purposes of the Wharton School with undergraduates and the Tuck School and the Harvard Business School with graduate students. Since both are apparently satisfied with the aims and purposes then the conclusions must be reached that the only difference in instruction between undergraduate and graduate students is in degree. The difference in the work is not in kind but in intensity. In the Wharton School where both the general and the specialized courses must be crowded into four years, neither can be carried as far as at Dartmouth where five years are allowed or at Harvard where six are required.

Administrative Policies.

The Wharton School in its first twenty-five years shifted from one to another of several policies. From a two year course it went to a four year course, then back to two years and finally to the four year basis again. At first it was on an independent basis, then it was a department in
the Liberal Arts college and finally it was set apart again as an independent School.

The School never did tie up very closely to the business world in the sense that they went out to various concerns to observe. Their contact was largely through the lecturers used. These men came from various companies in business. This policy of using lecturers has also been followed by the Tuck School. Their location almost forced this method on them if any direct contact at all with actual business was to be maintained.

Within the College their position from the start was that of an independent School within the College. That position has never been altered nor has their two year plan with the first year doubling up with the senior year in college been changed in any way.

At Harvard the Business School started on an independent basis but was not recognized as an entirely detached School with a separate faculty till 1914. Their plan of maintaining a two year program of strictly graduate grade has been followed at all times.

Harvard, through the Bureau of Business Research, field trips and the case method has kept in closer contact with the business world than either of the other schools. Not only have they kept in closer contact for their benefit but the Bureau has in return made valuable information available for men in business as well as for other institutions.
Courses Offered.

Going back from the recent years through the catalogs of the schools an increasing question of what subjects to teach in the business field seems to arise.

As far back as the war the fields of instruction have remained relatively constant as has the relative number of courses in each field. Before the war, on back to 1895, quite a lot of adjustment went on. Courses were put in in new fields, dropped out again and perhaps put in again. During this period most of the business subjects now taught gained their places in the curriculum, while the numerous courses in History, Government, Politics, etc., were pushed out. Before 1895 the courses were quite largely of the general nature with strong emphasis on History, Resources, Government, etc.

The Wharton School was the only one which went through the earliest period. The Tuck School started at the beginning of the century and foundered around for several years before the general courses gave way to the subjects more strictly business in nature.

By the time Harvard came on the scene in 1908 the swing was very definitely under way in both of the other schools. Harvard merely started in where they already were. Although all three schools have shifted their courses almost continuously since then, few material changes have come since the war. Accounting, Statistics, Management, Banking, Foreign Commerce, Corporation Finance, Economics (general courses)
and Marketing were all established by that time and have held their places with little change up to today.
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