FINAL REPORT OF THE COMMITTEE ON EDUCATION FOR SALESMANSHIP

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FINAL REPORT.

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CONSTITUTION OF THE COMMITTEE.

SIR FRANCIS GOODENOUGH, C.B.E., Chairman, late Controller of Gas Sales of The Gas Light and Coke Co.; President of the Incorporated Sales Managers’ Association; Chairman of the British Commercial Gas Association and of the Education Committee of the Institution of Gas Engineers.

SIR CHARLES ADDIS, K.C.M.G., Chairman of the Hong Kong and Shanghai Bank London Committee; Director of the Bank of England; Director of the P. and O. Steam Navigation Co.

ALDERMAN CHARLES AVELING, J.P., Ex-President of the National Chamber of Trade, and Governing Director of Messrs. Robinson's Belfast Linen Warehouses, Ltd.

COLONEL THE Rt. Hon. LORD BARNBY, C.M.G., C.B.E., M.V.O., of Francis Willey & Co., Ltd., Bradford; Director of Lloyds Bank, Ltd.; Member of the Central Electricity Board.

MR. H. J. BOSTOCK, Ex-President of The Incorporated Federated Associations of Boot and Shoe Manufacturers of Great Britain and Ireland; Chairman of Lotus, Ltd.

SIR HAROLD BOWDEN, Bart., G.B.E., Vice President of Federation of British Industries; Past President of the British Cycle and Motor Cycle Manufacturers’ Union; Chairman and Managing Director of the Raleigh Cycle Co., Ltd.

COL. SIR GEORGE MCLAREN BROWN, K.B.E., European General Manager of the Canadian Pacific Railway.

MR. JOSEPH BURTON, Managing Director of Messrs. Pilkington’s Tile & Pottery Co., Ltd.

MR. F. R. CHITHAM, Director of Harrods, Ltd.; Chairman of the Incorporated Association of Retail Distributors’ Education Committee; Member of the London County Council Consultative Committee on Technical Education for Distributors.

SIR ROBERT WALEY COHEN, K.B.E., Managing Director of the Shell Transport and Trading Co., Ltd.; Director of Baldwins, Ltd.

SIR EDWARD DAVSON, Bart., Chairman of the Federation of Chambers of Commerce of the British Empire (1925–28); Member of the Empire Marketing Board; Ex-President of Associated West Indian Chamber of Commerce; Chairman of the West Indian Conference (London), 1922; Member of the Imperial Economic Committee, 1925.


PROFESSOR FRED HALL, M.A., B.Com., F.C.I.S., Principal of the Co-operative College, Manchester.

MR. KENNETH LEE, Chairman of Tootal, Broadhurst, Lee Co., Ltd.

SIR EDWARD MANVILLE, Chairman of the Daimler Co., Ltd., and of the Birmingham Small Arms Co., Ltd.


SIR ALEXANDER R. MURRAY, C.B.E., late of Messrs. Jardine, Skinner & Co., Calcutta; Ex-President of the Bengal Chamber of Commerce; Ex-Chairman of the Indian Jute Mills Association; and an Ex-Governor of the Imperial Bank of India; Director of Lloyd’s Bank, Ltd.

MISS L. F. NETTLEFOLD, LL.B., Joint Managing Director of Nettlefold & Sons, Ltd.

MR. C. E. D. PETERS, Secretary of the Oxford University Appointments Committee.
Mr. P. J. Pybus, C.B.E., M.I.E.E., M.P., Chairman of the Power and Traction Finance Co.; Director of the Times Publishing Co.; Director of the Phoenix Assurance Co.; Director of the English Electric Co.; Director of the Associated Portland Cement Co.

Mr. H. A. Reincke, Chairman of William Beardmore and Co., Ltd.; Chairman of the Glasgow Branch of the Incorporated Sales Managers' Association.

Mr. Gilbert C. Rich, past Chairman of the British Export Society.

Mr. H. A. Roberts, Secretary of the Cambridge University Appointments Board.

Mr. G. H. Spilman, A.I.C., Sales Director of British Celanese, Ltd., and Chairman of the Incorporated Sales Managers' Association.

Sir Edwin Stockton. Messrs. Abbott & Stockton, Cloth Merchants and Manufacturers; Past President of Manchester Chamber of Commerce; Director of Lloyd's Bank; London, Midland and Scottish Railway; Manchester Ship Canal, etc.; President of the Manchester Branch of the Incorporated Sales Managers' Association.

Lt.-Col. R. H. Tatton, late Director of the Federation of British Music Industries.


Sir Gilbert C. Vyile, President of the British Engineers' Association; President of the Association of British Chambers of Commerce (1926-28).

Mr. W. J. U. Woolcock, C.B.E., Past President of the Society of Chemical Industry; Managing Director of the Mond Staffordshire Refining Co., Ltd.

Mr. A. Abbott, C.B.E., Mr. W. Elliott,

Assessors appointed by the Board of Education.

Mr. H. B. Wallis, Secretary.

TEACHERS’ PANEL.

Mr. J. W. Ramsbottom, M.A., Principal of the City of London College.

Professor Sir E. Denison Ross, C.I.E., Ph.D., Director of the School of Oriental Studies.

Professor A. J. Sargent, M.A., London School of Economics.

Professor J. G. Smith, M.A., Birmingham University.

Major T. Worsswick, O.B.E., Principal of The Polytechnic, Regent Street.

On account of pressure of work Sir Ernest J. P. Benn, Bart., C.B.E., Chairman of Benn Bros., Ltd., and Ernest Benn, Ltd., and Sir William J. Larke, K.B.E., Director of the National Federation of Iron and Steel Manufacturers, resigned from the Committee on 8th March, 1931 and 7th July, 1930 respectively.

Mr. Henry Clay, M.A., left Manchester University at the end of March, in order to take up a research appointment under the Bank of England, and at the same time resigned his membership of the Teachers’ Panel.

Mr. J. L. Ferguson, a Director of Messrs. Lever Bros., Ltd., was compelled to resign, owing to ill-health, on 8th April, 1929.

Sir Lawrence Weaver, K.B.E., Director of the London Press Exchange and formerly Director-General of Land Department, and Second Secretary, Ministry of Agriculture, died on 9th January, 1930.

Mr. Frank Wedgwood, of Josiah Wedgwood & Sons, Ltd., Stoke-on-Trent; and a Director of the London, Midland and Scottish Railway Co., died on 31st October, 1930.
APPOINTMENT AND TERMS OF REFERENCE.

The Committee was appointed by the President of the Board of Education (The Right Hon. Lord Eustace Percy, M.P.) on 13th October, 1928, with the following terms of reference:—

"To consider the problem of Education for Salesmanship, and to make any recommendations for action that, following such consideration, may appear desirable for the promotion by means of education of greater efficiency in the marketing of British goods and services, at home and overseas."

NOTE.

The estimated gross cost of the preparation of the Committee's Reports (including expenses of members) is £355 8s. 5d., of which £300 represents the estimated cost of printing and publishing the Reports.
PART I.

THE BASIS AND SCOPE OF THE REPORT.

CHAPTER I.

INTRODUCTION.

Synopsis.

The steps taken to obtain evidence and the methods adopted. Satisfactory character of the result.

To the Right Hon. H. B. LEES-SMITH, Esq., M.P., President of the Board of Education.

Sir,

1. We have the honour to present to you our Final Report on the problem of Education for Salesmanship which was referred to us by your predecessor, Lord Eustace Percy.

We have already submitted two interim reports, one on British Marketing Overseas, and one on Modern Languages. These reports were, in effect, reviews of evidence which in our opinion it was important to make public at the earliest possible date. We deliberately postponed the statement of any Educational conclusions or recommendations until the stage of our final report, after we had completed the collection of evidence and had ascertained the views of the educational bodies concerned.

The nature of the evidence.

2. It will be convenient if we say something at this point as to the arrangements which we made for obtaining our material. The field of the enquiry is so variegated and extensive that it was clearly essential that information and opinions should be collected from as many quarters as possible, not only in this country but also overseas. That being so, it was obviously impossible to work on the usual plan of obtaining oral evidence before the Committee, and we had to devise other methods. Fortunately, the Board were able to place at our disposal some of their Officers who had special experience of education for commerce, and our Chairman addressed letters to a large number of firms in England and Wales, inviting them to meet these Officers and give them their views on the subject matter of our enquiry.
In connection with the selection of the firms to be consulted we considered three possible methods of investigation, (a) an inquiry as to the commercial education needed in certain important centres of trade and industry, (b) an inquiry into the educational needs of the commercial side of separate industries, and (c) an investigation of the existing or potential demand for instruction of various types.

We reached the conclusion that the first of these, that is, the method of local enquiry, appeared to be the most promising, and accordingly it was adopted as the principal method, though the other two methods were also employed in a subsidiary way. The centres selected were Birmingham, Bradford, Bristol, Cardiff, Hull, Leeds, Leicester, Liverpool, London, Manchester, Newcastle, Northampton, Sheffield, Southampton, Stoke-on-Trent and Swansea. It will be observed that in one or more of these towns every important manufacturing and exporting industry is represented and that attention was devoted to the ports as well as to the great inland towns.

Six of these centres—Birmingham, Bradford, Leeds, Liverpool, London and Manchester—have important schools where advanced commercial instruction is provided under the direction of competent officers of suitable experience and attainments. This circumstance led us to arrange for the Board’s Officers to start their investigations in these towns.

Simultaneously with the inquiry in the six centres mentioned above, an investigation was started of the Educational needs of two important industries, pottery and boot and shoe manufacture, which possess the common feature that they are mainly concentrated in areas of convenient size from our point of view. While the investigation connected with the pottery industry was carried on almost entirely at Stoke-on-Trent, that connected with boot and shoe manufacture, which naturally began at Leicester and Northampton, was continued in other centres of this industry.

The inquiry into particular phases of commercial education has been confined to an investigation of the teaching of modern languages. The importance of this subject was obvious and was emphasised by a number of overseas witnesses who suggested that our trade is appreciably handicapped by ignorance of foreign languages. We therefore asked the Board of Education to detail some of their officers to inquire into the provision for modern language teaching in Denmark, Germany, Holland, Sweden and Switzerland. The memoranda which were the outcome of these inquiries are published in our Second Interim Report.*

Collection of the evidence.

3. In order that the Board’s Officers should work on a common plan, they were furnished with full particulars of the wide range of topics on which we desired information, though we were careful to avoid anything in the nature of a questionnaire. The response to our invitation by the firms concerned was gratifying; some 500 have accorded interviews, and the number which declined is almost negligible. Moreover, the representatives of the firms showed, in practically every case, their sense of the importance of the investigation and their desire to assist it. It is a matter of satisfaction to us that in every instance the Board’s Officer was received by a responsible member or officer of the firm. In about three-quarters of the visits the officers gained their information from a director of the firm; in the remaining cases they were given an interview either by the Staff or Sales Manager or by the Secretary of the Company.

Reports* of all these interviews were furnished to the Committee, and in order to secure their accuracy they were first submitted in draft to the firms in question for their approval. It was also made clear that they would, if desired, be treated as confidential. With these safeguards, we are satisfied that the reports constitute an authoritative and most important body of evidence which it would have been almost impossible to collect in any other way, however much we may regret that we have not, as a Committee, been in personal contact with our witnesses.

The number of witnesses who wished to remain anonymous is small, but we have judged it wiser not to mention any names in the body of our Report or elsewhere. It should, however, be understood that we have spared no pains to make the list of witnesses as representative as possible of all branches of trade and of small as well as large businesses. In this task we have received valuable assistance from various business organisations as well as from individual members of the Committee.

* Assistance rendered by National Organisations.

In addition, we have been in communication with a number of National Associations, including Federations of business men, which are interested from one angle or another in our problem. They, and several of the organisations for individual trades, have submitted memoranda which have been of great value to us in our work. A list of the bodies which have submitted memoranda whether prepared specially for the Committee or otherwise is given in Appendix I.

The collection of material as regards British Marketing Overseas was made possible by the valuable collaboration of the Department of Overseas Trade, the Association of British Chambers of Commerce and the Federation of Chambers of Commerce of the British Empire, to all of whom we desire to tender our thanks. Our First Interim Report† was based almost entirely on the memoranda and reports furnished by the Chambers and by the overseas officers of the Department.

We should like to note here that one piece of evidence which we quoted from a Report made by the Chairman and General Manager of the Port of Bristol Authority on a visit by them to South America, in which they stated that Germany had captured the market for hoes in Brazil, has been challenged by a correspondent. He gives statistics of the imports of British hoes into Brazil which show that over 90 per cent. of the hoes imported into that country were of British manufacture. We gladly place this fact on record.

Finally, the Sub-Committee entrusted with the drafting of the final Report invited representatives of the various educational bodies concerned to a joint conference in order that the Sub-Committee might be informed of the views of these bodies on the various questions at issue. We desire to express our appreciation of the manner in which educational administrators and teachers responded to this invitation and our sense of the value of the contribution thus made to our inquiry. While these bodies are of course in no way committed to agreement with any of our conclusions and recommendations, the conference showed conclusively that they are alive to the importance of the subject, and, we think, that they are in sympathy with the objects of our enquiry.

* Quotations of Evidence are usually quotations from these reports and represent the sense of the witnesses' remarks, not their actual words.
Assistance rendered by Officers of the Board and the Teachers’ Panel.

We desire here to place on record our appreciation of the valuable services rendered to us by the Officers of the Board of Education, who have been placed at our disposal for the conduct of this Inquiry.

In the first place we would mention the Officers who interviewed some 500 and more witnesses and reported upon those interviews to us both in detail and in summary. These Officers—Messrs. E. D. Bentliff, M. H. Davies, J. Ebery, W. Elliott, G. K. Grierson, G. W. Hefford, T. Jack, and E. J. W. Jackson—throughout their conferences with the Chairman and Assessors showed an interest and a team spirit of service, and then carried through their by no means easy task with a zeal, intelligence and tact that were wholly admirable and conduced greatly to the success of an altogether novel method of inquiry. We believe that the experience they derived from this work will enhance their value to the country as Inspectors in the field of Commercial Education, and that the relations they established with a large number of leading business men will materially assist in bringing about the closer understanding and co-operation between Business and Education which we so much desire to see established.

Of the work done, the assistance rendered and the wise counsel given by the two Assessors, Mr. A. Abbott, C.B.E., and Mr. W. Elliott, it would be difficult to speak too highly. In particular, the ripe experience and wide knowledge alike of education and of business of Mr. Abbott were invaluable; and his and Mr. Elliott’s devotion to the task entrusted to us lightened it in no small degree.

Last, but by no means least, we would say how fortunate we were in having Mr. H. B. Wallis as our Secretary. His wide and thorough knowledge of the subject matter of our Inquiry, his skill in marshalling evidence and his helpfulness throughout a long and arduous task have been of the greatest possible service to us.

We would also like to record our thanks to the panel of Teachers for the assistance they rendered us in our deliberations.

CHAPTER II.

THE SCOPE AND CHARACTER OF THE REPORT.

Synopsis.

Wide meaning of the term “Salesmanship” as used by the Committee. Education for the clerical staff included. The importance of the best possible Education for commerce. Necessity for closer contact between commerce and the schools. Prejudices against commerce.

The Meaning of Salesmanship.

4. We have already said in our First Interim Report that we interpret the term “salesmanship” as Lord Eustace Percy asked us to do, “in the widest sense”, and we have taken education for salesmanship to be tantamount to education for commerce on its creative, organising and executive sides. We believe the course we have adopted to be in accordance with your wishes.
Fears were expressed in some quarters that the Inquiry might be limited to salesmanship in the narrower sense of the work of the retail tradesman and his assistants and of the commercial traveller; and that even if the Committee adopted a broader view, the use of the word might be misleading. We appreciate the point of this criticism, but the explicit statement as to our position, which we reiterate here, can hardly leave any room for misunderstanding. Moreover, we think that the use of the word "salesmanship" in the title of the Inquiry has had the positive advantage that it has emphasised, at a time when such emphasis is very necessary, the basic truth that obtaining and retaining a market for goods and services (which is what salesmanship in its widest sense means) is of the very essence of industry as well as of commerce. *

Factories and workshops, warehouses, and showrooms, and all personnel engaged in and about them, exist for the ultimate purpose of producing or distributing goods and services for sale. Such production is obviously in vain unless those goods and services can be marketed with profit to the producer and satisfaction to the customer. The entire organisation of every business, from the directors' board room to the packer's counter and the delivery van, exists to serve that one end, and must be directed consciously and constantly towards it if the business is to prosper.

In dealing with the problem of education for salesmanship, we have, therefore, decided to consider education for:—

Direction, that is the formulation of policy on sound principles and the control of administration;

Administration, that is the organisation, management and supervision of the activities into which the policy is translated; and finally

Execution, that is the concrete expression of policy in sales and service.

Broadly speaking, the first of the above groups corresponds to the directors, proprietors and head managers; the second to departmental heads and other senior employees; and the third to salesmen and saleswomen† whether indoor or outdoor, and whether stationed at home or overseas.

* The term "merchandising" might perhaps have been used to express what was meant by "salesmanship in the widest sense"; and might be adopted when the importance of the subject has been so widely recognised that a change in nomenclature would not be dangerous. Meanwhile, the sense in which the term "salesmanship" is used throughout this report will we hope be clearly understood.

† Throughout this report it is to be understood that "salesman" is used to include both sexes. Women are well suited to the work of selling and are included implicitly in the general term "salesman."
Education for Business Life.

Our Inquiry, then, obviously covers the whole field of education for business life, apart from that of those engaged on clerical work. In that connection, however, it may be pointed out that not a little of commercial success depends on the efficiency of the office staff; on their understanding of the basic principle of commerce that every business exists for the service of the customer; and on their realising that the customer can be caused much trouble and annoyance, and his custom can be jeopardised or completely lost, through ignorance, inaccuracy, inattention, ineptitude or lack of tact and courtesy on the part of the office staff—which includes not only the senior officers but the door porter, the office boy, the inquiry clerk and the telephone operator.

The future commercial prosperity of this country depends in no insignificant measure upon the extent to which the need for adequate and efficient education and training, not only of the leaders and the actual selling staff, but of all ranks engaged in Commerce, is realised and provided for.

5. We think, therefore, that it is both desirable and convenient to include in the scope of the Report the entire personnel of Commerce and shall, accordingly, refer where necessary to the particular problems and needs of the clerical staff, including the training required in the office arts.

Certain services, of which perhaps the most important are banking, insurance, transport and auditing, are essential to Commerce but do not, strictly speaking, form part of it. Many of our conclusions will apply to recruitment and training for these professions, but we shall not attempt to discuss the questions which are peculiar to them. This is less necessary because in each case there is a professional institution which concerns itself with the standard of entry to the profession and the attainments to be looked for from recruits.

Method of Approach.

6. Our approach to the subject has to take account at every step of the evidence which we have received. We should not, however, be discharging our duty merely by submitting a summary of that evidence as a statement of the case on the business side. Not only have we to decide between conflicting opinions on many subjects, but we have to look at potential as well as actual requirements, and to the ultimate, as well as the immediate, practicability of changes. On all questions, however, the evidence has been carefully sifted and weighed, and throughout we have tried to relate our conclusions to the concrete facts and probable developments of British trade.

General Propositions.

7. There are certain first principles which we adopt, and which it would, frankly, be waste of time to argue with those who do not.
In the first place, we postulate the possibility of education, if intelligently planned and given, both before and after entry into employment, contributing to the efficiency of commerce. There are perhaps few who would formally deny this proposition, but many of our countrymen are still fundamentally sceptical as to the practical value of education. To take one example, this scepticism may give rise to the remark that the salesman is "born and not made," with the implication that education is something of a superfluity where commerce is concerned.

A Dangerous Half-truth.

Such a statement is, we believe, a very dangerous half-truth. It is perfectly true that without certain qualities and aptitudes no one will succeed in business; yet many even of these are not necessarily innate, but can be acquired by the child and the adolescent at home and at school. Moreover, innate qualities and aptitudes can with marked advantage be developed and directed rightly by education and training, and this is not less true of the salesman than of others. Apart from that, however, it must be clear to any intelligent observer that there are many attainments which can only be gained by education in some form. A simple example is provided by the question of knowledge of foreign languages: personality is beyond question invaluable, but in overseas trade it may be wasted if it cannot be communicated through the spoken word to a foreign customer.

It is often said that not only the first-class salesman but also the first-class business administrator—the man of genius in Commerce, like the man of genius in every walk of life—is to a large extent "born and not made." Great leaders it is true have risen and always will rise to the top by force of character, ability and energy—in short, of genius. But few if any exist whose natural gifts cannot be more completely developed and more nearly perfected, or whose acuteness of perception cannot be sharpened and their width of outlook increased by education and training as well as by experience. We must therefore ignore the suggestion that education is unnecessary for qualifying men for promotion in Commerce—that it cannot help to perfect "born" business pioneers and leaders, as well as "born" salesmen. Moreover, we must realise that, anyhow, there are not enough men of genius—not enough "born" salesmen—to meet the requirements of modern business life. We must depend for the most part on the average man; and it is important that we should not allow the brilliance of the naturally gifted salesman to blind us to the fact that the total volume of business secured by brilliant salesmen is but a small part of the whole.

Competitive Conditions demand Employment of Skilled Personnel.

8. If our first proposition is granted, as it would be by the overwhelming majority of our witnesses, the second follows almost
necessarily, namely, that those engaged in Commerce must have the best possible education and training. The country's prosperity depends immediately upon the effective sale of goods, and the standard of any country's marketing is determined by the men and women engaged upon it. Conditions in the world of commerce become more intensively competitive every year. Our progress, indeed our survival, as an industrial nation depends on the employment in the direction, management and operation of our commercial and industrial enterprise of first-class personnel soundly educated for the scientific as well as the vigorous conduct of business.

Our first Interim Report (of which a summary is appended to this Chapter) made it clear that, for the overseas markets, which are of such vital importance, an increase in both the number and the quality of our commercial representatives, whether principals or salesmen, is urgently necessary. Our evidence has further proved that the complementary need is becoming more and more widely recognised, namely that of better educated, better trained staff for the home direction, administration and general operation of business, to enable us to maintain and improve our commercial and industrial status. Unless that need be recognised and suitable action be taken, our trade will pass in growing measure to those who attach full value to the well educated and trained man in preference to the ill-educated and untrained.

We approach the problem therefore as one of examining the whole of our educational system in relation to the production of men and women having the qualifications of character, intelligence, wisdom, knowledge and ability that will fit them for the various ranks of our commercial army.

This proposition is without prejudice to such questions as the relation of general to specialised education, and of the knowledge gained in the school to experience gained in the business, questions into which the problem divides itself and which will have to be discussed later.

* A Complex Problem. *

9. This is a convenient place at which to point out that the problem of Education for Salesmanship in its broadest aspects, as well as in the more narrow, is a complex one, the study of which includes consideration of:—

(a) General Education for the development in the student of activity of thought, receptivity to ideas, and the capacity to speak and write correctly and acceptably in his own language and in one or more other languages; as well as for providing him with the essential foundations of knowledge of the world in which he lives and will be called upon to work.
(b) *Special Education and Training for Commerce.*—(1) *General*—for imparting knowledge of business principles, organisation and methods in general; (2) *Particular*—(a) for imparting knowledge of the trade in which the employee is engaged, or for which the student is being educated, and of the commodity with which he is concerned; and (b) for training the employee in the "science and art" of dealing with the individual customer—including the handling of correspondence, complaints and disputes, as well as the actual obtaining of orders.

*The Employer's Problem.*

For the employer, therefore, the problem is one, first, of finding the recruits for the various branches of his commercial operations who have received (a) the most suitable general education, and (b) such degree of general instruction in commerce as he thinks desirable before they enter his employment; second, of seeing that his employees receive such further general instruction in commerce and such particular education in his own trade as will best fit them for service in that trade and their advancement in life; and, third, of providing them with training that will make them as efficient links between himself and his customers as their personalities and abilities permit them to become.

*The Educationist's Problem.*

For the educationist, the problem is how best to co-operate with the employer in securing these results with simultaneous advantage to the general culture of the individual student.

Our report is directed to the consideration of those problems from both stand-points.

*An Important Preliminary.*

Before proceeding to that consideration, however, we want to express very strongly the view that a fundamental weakness in our national life to-day which is the source of much of the shortcomings in "salesmanship" to which we drew attention in our First Interim Report, consists in our failure as a great industrial nation to realise the importance of employing fully as high a type of personnel for dealing with the problems of marketing as we are prepared to employ for dealing with the problems of production. When the instances that have come to our knowledge of bad salesmanship at home and abroad are carefully analysed, the root cause of them is often found in a lack of appreciation of the importance of sound selling principles, policy and practice by the heads of the business. The best brains in too many firms are too exclusively concentrated on the problems of production—problems which are as fascinating as they are important, and ever-present to the eye and ear as well
as to the mind of the management—while the problems of marketing, which are of the very first importance and ought largely to govern the policy of production, unfortunately, often receive either scant consideration by the heads of the business or are relegated entirely to subordinates because they are less concrete than the problem of production and impress themselves less obviously on the senses of the management.

The Remedy.

The remedy for this serious state of affairs is the recruitment on the commercial side of every industry of young men of the very best general education who display and have had developed in them during their education the qualities of enterprise, initiative, adventure, courage, judgment and leadership which best fit them for the organisation and conduct of progressive selling policy and practice.

Unless and until what may be called the "heroic" view of commerce as a national service of a high order is absorbed and taught in our schools, we shall not secure our place amongst the leaders of commerce in the competition for world markets.

We desire to stress this fundamental point at the very outset of our consideration of the whole problem of Education for Salesmanship.

10. We may next mention another subject which, though less in the nature of a first principle, has influenced radically our approach to the problem.

Need for Contact between Employer and Educationist.

At a number of points in this Report we shall have to refer to the defective knowledge possessed by employers of what is at present being done and of what might be done in the schools; and of the sources upon which employers can already draw for the recruitment of commercial as well as technical staffs.

Although we, as business men, cannot speak with the same certainty as to the knowledge possessed by teachers and educational administrators of the changing structure of industry and commerce, we are of opinion that it is often defective. However that may be, contact between industry and commerce must be secured and strengthened. Progress can only be made if each of the two parties concerned is fully informed of the functions performed and the general organisation adopted by the other.

Our Report is directed to this end, as well as to the consideration of questions affecting school organisation and programmes, and Appendix II contains a brief statistical survey of those parts of the educational system which are particularly important from our point of view. We hope that what we have to say in Parts III to V of this
Report taken in conjunction with this Appendix will not only be useful to those readers who are unfamiliar with the subject, but will be of continuing practical use to many employers when they are considering questions of recruitment and training. In Appendix II we give statistics showing quantitatively the part which each type of school plays in the educational system of the country.

Our survey of the present system will serve moreover the purpose of a basis from which to start consideration of proposals for such steps as may be found desirable in order to make it better serve the needs of commerce and industry without becoming any less truly educational.

**Prejudices against Commerce.**

11. Evidence from many directions points to the rapid decline of prejudice against commerce as a career on the part of teachers, parents and pupils alike. There is a growing appreciation of the fact that commerce is not merely a profitable but a worthy and interesting career, in which the best type of man and woman, inspired by the highest ideals of service, can find full scope for the development and use of both character and ability.

We believe, indeed, that there is, further, a growing realisation of the pressing need, to which we have already referred, for this country to have in the ranks of its commercial army a greater proportion than hitherto of the pick of the nation's manhood, of those who have the qualities of character, as well as the abilities, necessary to the conduct of business in a world that becomes more highly organised and competitive every day.

In particular, we can state with confidence that the staffs of secondary and public schools, as well as the university authorities, are fast shedding the prejudice against a business career which was at one time very prevalent. This process will be expedited if commerce and education enter into closer relations and come to a better understanding of each others' interests and aims.

It may, indeed, be said that the problem to-day is rather to persuade employers that it will be to their advantage to employ such men and women, to train thoroughly such already well-prepared human material, and, last, but far from least, to pay them all that they are worth.

12. Finally, we assume that, taking the commerce of the country as a whole, whatever the variations in the organisation of individual firms, there will be no bar to prevent the highest positions being filled in part by promotion through various grades from the lowest. This practice, involving the principle of "vertical mobility," is characteristic of English business and has many obvious merits. We also assume, however, that recruitment direct to higher ranks
from secondary schools and universities will continue; indeed it is probable, and we certainly hope, that it will increase. The combination of such recruitment with "vertical mobility" conditions most of the educational questions which we have to consider, and itself presents problems of no little complexity and delicacy. These, however, can be overcome if the principle of recruitment and promotion entirely upon merit is adhered to without exception.

ADDENDUM TO CHAPTER II.

The following is a brief summary of the main points dealt with in the Committee's First Interim Report.

Chapter I contains an Introduction indicating the scope of the Report and the Committee's interpretation of salesmanship (see Sections 4 and 5 above); the sources of the evidence; and the Committee's reasons for publishing a review of that evidence in an Interim Report.

Chapter II is summarised in the Report as follows:—

"The evidence suggests that the British manufacturer should, on the one hand, take account—

of a growing desire by the nations of the world to be their own producers;

of increasing competition from other manufacturing countries who are continually improving their designs, their methods of production and, specially, their methods of marketing;

of changes in the methods of purchase by some importing countries;

of the demand for cheap goods by the less wealthy nations;

of the relation of large scale selling organisations to modern methods of mass production;

and, on the other hand, should not rely upon reputation, tradition, or other favouring conditions, as a substitute for the constant study of the world's markets on the spot, or for the more complete and efficient methods of marketing, either individual or co-operative."

Chapter III is summarised in the Report as follows:—

The Need for More and Better Salesmen.

"The evidence suggests that steps should be taken to raise the quality, and, in some markets, to increase the number, of representatives of manufacturers and merchants trading in overseas markets. Such representatives, whether principals or professional salesmen, should possess—

Good character.
Attractive personality.
The capacity for making friends.
Suitable social qualities and manners.
Knowledge of human nature.
Good general education, including especially, foreign languages.
Ability to investigate and report.
Knowledge of the goods or services they have to sell.
Knowledge of the country to which they are sent; of its language, customs, geography, history and peoples; and of the methods and facilities for doing business which prevail, including banking, credit and transport.
Experience in selling.
The confidence of the firm.
"Manufacturers and merchants in overseas markets are reminded that they cannot get a good representative, any more than they can get a good article, unless they are prepared to pay a good price; and are especially recommended to make a thorough preliminary study of any foreign market with which they desire to trade, and to maintain at all times a complete liaison between headquarters at home and representatives abroad."

Chapter IV.—In this Chapter attention was directed to certain factors in successful trading by a particular firm or association of firms in a particular market. These are:—

- Frequent visits by Principals to all the important markets of a firm.
- Ready adjustment to the needs of individual markets.
- Constant attention to such matters as up-to-date delivery; suitable methods of packing; observance of trade regulations; and the use of foreign prices, weights and measures.
- The provision of service where appropriate as supplementing sales.
- The right choice and reasonable remuneration of agents.
- The need for publicity suited to the tastes of different countries.
- The utilisation of information afforded by the Department of Overseas Trade and British Chambers of Commerce overseas.

The gravity of the criticisms under this head was emphasised, though the Committee recognised that no particular criticism applied to all British exporting firms and that some criticisms perhaps applied only to a minority.

Chapter V.—Emphasised the urgent practical importance of the subject matter of the Report and the relation of an efficient marketing policy to the building up of a well trained and capable personnel.
PART II.

MAIN CONCLUSIONS AND RECOMMENDATIONS.

Prefatory Note.

13. We think it will be convenient if we state the main conclusions at which we have arrived and our recommendations based upon them, before proceeding with our detailed report. That report has been arranged in sections, firstly for the information and, we hope, assistance of the Employer and the Parent, and secondly for the Educationist so that there is a certain degree of repetition due to dealing with similar points from different angles. The final section deals with questions of general interest connected with the subject as a whole.

We would preface our Conclusions and Recommendations by saying that we believe that much can be done, in the words of our terms of reference, "for the promotion by means of education of greater efficiency in the marketing of British goods and services, at home and overseas" by the considered development of our existing educational system and commercial organisation.

While making numerous recommendations to that end, which are summarised hereunder and call for early consideration and action by employers and educationists alike, we make none which seem to us of a revolutionary character and, we may add, none of a costly nature. Our proposals aim rather at making the most efficient use of existing institutions and at securing to the nation increased value for its present heavy expenditure on education.

In particular, we make no recommendations for the establishment of "forcing houses" for the rapid production of salesmen. We are strong in our unanimous opinion that there is no "short cut" to efficiency in Salesmanship. The successful conduct of commerce, either within or without the business house and whether at home or abroad—such conduct of commerce as will secure the permanent satisfaction and confidence of the customer—calls for knowledge and wisdom derived from considerable experience as well as from sound general education. It calls also for the steady development of suitable personality by suitable education and suitable subsequent training in the principles and technique of commerce; and men and women having such personality, knowledge, wisdom and technique are not to be produced by any intensive "forcing" process.

Our findings and recommendations call for:

(1) Recognition by the nation in general and by employers in particular that the future industrial prosperity of this country depends upon the constant application to the problems of finding, developing and maintaining markets for British goods and services of at least as much time, thought and energy, and as high a degree of abilities as are applied to the problems of production and finance; and that
success in the solution of these fundamental problems of Marketing (or "Salesmanship" in its widest sense) involves the employment in commerce of those possessing the highest qualities alike of character and intellect, developed to the fullest degree by sound education, training and experience.

(2) Recognition by all employers of what has been proved by some, namely, that they can increase their chance of success in the sale of their goods and services and reduce rather than increase their costs of production and marketing:—

(a) by paying close and very thorough attention to the recruitment of their staff for the commercial side of their business and, with that end in view, making themselves fully acquainted with the present sources of supply of recruits of good quality;

(b) by offering prospects, in the near as well as more distant future, that will attract the very best types of recruit for their particular purposes;

(c) by realising that, however naturally gifted a man may be for Salesmanship, his value can be greatly enhanced by—

(i) a sound general education—for developing in him activity of thought, receptivity to ideas and the capacity to speak and write correctly and acceptably in his own and other languages, as well as for providing him with the essential foundations of a knowledge and understanding of the world;

(ii) a grasp of the fundamental principles of commerce and of business methods and organisation generally; and

(iii) appropriate instruction and training in respect of his trade, his commodity (i.e. goods or services) and his markets, and the best methods of selling that commodity in those markets;

(d) by Interesting themselves constantly and thoroughly in the progress of recruits after their entry into business, and in their continued education and training either by their individual firms or through schemes organised by their trade organisations possibly in co-operation with educational institutions;

(e) by giving facilities within working hours for special education and training.

On the question of any cost to the employer involved in these propositions it may be said that it is not so much a question of: Can we afford to raise the standard of our commercial personnel? As of: Can we, under to-day's conditions, afford not to employ the best we can get?

(3) Recognition by employers and by associations of employers that it is their duty, alike to their country, their trade and their individual business, to show their readiness to co-operate fully with educational authorities for the purpose of ensuring that the educational needs of this mercantile nation are met effectively without detriment to the intellectual and cultural development of its individual citizens.
(4) **Recognition by Educationists** of the importance (a) of close and frequent consultation and co-operation with commerce and industry, in order to ensure on the part of the educationist the fullest possible understanding of the qualities of mind and character demanded in those who aspire to careers in business; (b) of taking effective steps constantly to keep business men informed of what education is doing and can do for them; and (c) of taking all opportunities of familiarising themselves with the conduct and conditions and needs of those vital parts of the nation's activities which are comprised in the term "business".

(5) **Recognition by Educationists** of the need for reconsideration, so far as may be necessary in the light of this report, of the curricula in the various types of school and college which deal alike with general and with commercial education, and, in some instances, of the orientation of the studies followed in them.

(6) **Recognition by parents and their children** of the attractions of a career in Commerce and the possibilities which it offers of service to the community.

(7) **Recognition, by those having the means**, of the opportunity of service to the nation afforded by the need for liberal endowment of facilities for education and for the advancement of knowledge, upon which the successful development of the country's industries and trade must largely depend.

(8) **Recognition by all concerned** of the fact that the problem of the education of those engaged in, or aspiring to enter, Commerce is no less important than is education for Industry.

**SUMMARY.**

[Note:—Recommendations are marked with a vertical line in the margin.]

14. **Our First Interim Report** contained ample evidence of the need for the employment in Commerce at home and overseas of an increased number of efficient employees and of a better educated and trained personnel generally. We regard both as essential to the maintenance and progress of British trade. We remind employers that they must pay a good price to secure good tools. We believe reasonable expenditure incurred under that heading to be a productive investment, not an addition to costs.

**Our Second Interim Report** demonstrated the great attention paid to the teaching of modern languages, and the great facility in their use, both by tongue and pen, in certain Continental countries which were specially visited. Our First Interim Report made clear that we were handicapped in overseas trading by our deficiency in this respect.
SUMMARY—(continued).

The Present Report.

THE SCOPE OF THE REPORT.

(i) We postulate the possibility of education (if intelligently planned and given, both before and after entry into employment) contributing to the efficiency of Commerce. We discuss the dangerous half-truth that "the salesman is born, not made" . . .

(ii) It necessarily follows that those engaged in Commerce in these highly competitive days must have the best possible education and training. Unless this is recognised and acted upon, our overseas trade will continue to diminish . . . . . . . . . . .

(iii) The problem of education for Salesmanship is complex, and includes General Education; education for Commerce, general and particular; training in the art of selling . . . . . .

(iv) Generally speaking the organisation of marketing as distinct from production receives insufficient consideration. The remedy is to be found in the recruitment to the marketing side of business of men of the highest ability and character . . . . . . . . .

(v) We regard as essential increased contact and co-operation between Education and Commerce . . . . . . . .

(vi) The prejudice against Commerce as a career is declining. We emphasise the advantage to employers of employing well-educated people and paying them adequately . . . . . . . .

(vii) We assume that, taking the commerce of the country as a whole, the highest positions will be filled, in part, by promotion from the lowest grades, but also that recruitment direct to higher ranks from Secondary Schools and Universities will continue and, we hope, increase . . . . . . . . . . . . . . . . . . . .

FACTORS IN THE PROBLEM OF RECRUITMENT.

(viii) There have been important developments during the present century in the structure of business and in the educational system which are insufficiently known to the educationist and the business man respectively. (e.g. There are four secondary school pupils available for employment to-day to one 25 years ago.)

(ix) This defect in contact is reflected in the practice of recruitment to Commerce . . . . . . . . . . . . . .

(x) It is of vital importance that all branches of Commerce should adopt a systematic recruiting policy, though we recognise the difficulties in the way of doing this. The employer should analyse his needs and make himself familiar with the available supplies. The risks involved in interfering with "vertical promotion" are considerable but not insuperable . . . . . . . . . . . . . . . . . .
SUMMARY—(continued).

(xi) Agencies for recruitment are doing valuable work and deserve the practical sympathy and co-operation of employers. Conditions necessary for their efficiency. There is need for a "careers department" or clearing-house in connection with the Public Schools. The appointment of a "Careers Master" for each school has great advantages

(xii) It is clearly and urgently desirable that all such aids as State, County and City Scholarships tenable at the Universities should be thrown open to the whole nation and awarded solely on the merits of the candidates

(xiii) Great value attaches to school activities which foster the elements of a well-balanced individuality. "Personality" is a great asset to the Salesman, but needs the backing of character

EDUCATION FOR COMMERCE DURING FULL-TIME SCHOOLING.

(a) PUBLIC ELEMENTARY SCHOOLS AND JUNIOR COMMERCIAL SCHOOLS.

(xiv) The prime object of the Public Elementary School should be to give a good general education, in which essential subjects are English, Arithmetic, Geography and History. The value of Elementary Science and of Manual Training is not overlooked

(xv) The criticisms made by our witnesses of the knowledge possessed by young recruits from Elementary Schools deserve attention, particularly in view of the importance of a mastery of fundamental subjects to the development of senior work

The teaching of Arithmetic should be related to present day facts and local data. Mental Arithmetic should receive considerable attention. The teaching of Geography should have close relation to the Commercial and Economic life of countries studied

(xvi) Any instruction in shorthand and typewriting should be postponed until near the end of school life; should be provided by means of intensive courses; and not be given below the age of 14

Drawing is of value to the Salesman in many trades

(xvii) For the purpose of recruitment, employers should be acquainted with the developments in the Elementary School system, and particularly the growth of senior work. They should realise the need for continuative education of recruits from Elementary Schools

(xviii) If local conditions justify it, the establishment of Junior Commercial Schools is to be encouraged. These schools should not, as a rule, receive children much below the age of 14, and should provide a course of not less than two years in preparation for office work, or, in a somewhat different type, for retail distribution. We hope that it will be possible to facilitate the transfer of pupils from other schools in suitable cases
SUMMARY—(continued).

(xix) While we make no recommendations as regards Examinations in Senior Elementary and Junior Commercial Schools, we are anxious that the work of the Schools should not be controlled by an unsuitable external examining body of an academic character ... ... ... ... ... ... ... 50–51

(b) SECONDARY AND PUBLIC SCHOOLS.

(xx) There has been a marked increase in recruitment to Commerce from Secondary Schools, and in general employers appear to be satisfied, though there is some criticism of attainments comparable with that relating to Elementary Schools ... 52–54

(xxi) The object of the Secondary School is to give a good general education, and we are anxious that the best possible instruction should be given in English, Mathematics (including Arithmetic), Science, Geography, History, and Modern Languages. The three last named subjects can usefully be related. Teachers should make use of Reports of the Department of Overseas Trade ... 55

(xxii) The planning of work for pupils of 16–18 years of age in Secondary Schools is of great interest. Pupils of 18 are not "too old" to start in Commerce, if the years 16–18 have been spent wisely at school. Some degree of specialisation during that period is justified. Shorthand, typewriting, and instruction in "commodities" are inappropriate at this stage, but a "Modern Studies" course including descriptive economics, accounts, and statistics, would be very useful in certain schools ... ... 56–57

(xxiii) Recruitment to commerce from the Public Schools is comparatively small, but increasing. Public School boys are promising recruits for the higher ranks of commerce, if wisely selected. It is very important that recruitment from this source should be made only with full regard to the character and organisation of the business and the temperament and personality of the recruits ... ... ... ... ... ... ... 58–61

(xxiv) Similar considerations apply to instruction in Public Schools as to advanced work in Secondary Schools ... 61

(xxv) Some employers place undue value upon the possession of certificates and do not realise the importance of obtaining from the teacher information as to the qualities and abilities of candidates. The danger of this attitude is that it encourages cramming at the expense of sound education ... ... 64

(xxvi) Educationists must consider whether our recommendations involve any change in the form or content of the First and Second School Examinations, but in any case we consider that (a) the First School Examination should be one which a diligent pupil of average intelligence can take in his stride, no "credits" or "distinctions" being awarded; (b) an effective oral test is essential in Modern Language Examinations, and (c) the association of the First Examination with Matriculation is objectionable. Commerce needs boys who have been efficiently educated according to their natural bent ... ... ... ... ... ... ... 65
SUMMARY—(continued).

(xxvii) The prospects of a decent livelihood at a reasonably early age are essential to attract the majority of well-educated recruits of 18 or 19 years of age. Such recruits should not be started at the same point and put through precisely the same stages of training as recruits of 14 or 16. These points deserve the serious attention of employers ...

(c) TECHNICAL SCHOOLS AND COLLEGES AND UNIVERSITIES.

(xxviii) Full-time Commercial Colleges are established in the great commercial centres. The establishment of full-time commercial courses should not be undertaken unless there are reasonable prospects of suitable employment for the students in the ranks of commerce; but we desire to see such courses developed either in Secondary Schools or in Commercial Colleges, as may be appropriate. We lay stress on the importance of these courses not leading prematurely to specialisation for commerce. Such courses in Secondary Schools should have the same status as other advanced courses ...

(xxix) Such difficulties as attend recruitment from the Universities (and Public Schools) would be greatly reduced by the engagement of graduates as "pupil salesmen" or "pupil representatives" ...

(xxx) It is essential that graduates should not be recruited unless the character and organisation of the business and the personality of the recruits are suitable ...

(***i) The specific contribution which the Universities can make to Commerce is by supplying recruits with a knowledge of life and wide intellectual and social sympathies ...

(***ii) University Courses taken by undergraduates who propose eventually to enter commerce should be of an Honours standard and it is essential that the students should not be forced to follow uncongenial lines of study ...

(***iii) We commend to the attention both of University Authorities and business organisations the question of securing closer contact between University Faculties of Commerce and the business world ...

(***iv) Reference is made to experiments in the training of business executives and of those engaged on the commercial side in the coal industry ...

(d) SELECTION OF RECRUITS AND OTHER GENERAL QUESTIONS.

(***v) The developments in the educational system accentuate the need for the employer to be acquainted with that system so as to evolve a sound method of selection ...

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67–69
70 and 73
70–73
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76
78
79
80–81
SUMMARY—(continued).

(xxxvi) The problem of selection is also complicated by the growing mechanisation of office work, and can only be solved by the close co-operation of parents, teachers and employers. It would be useful if young persons leaving elementary schools possessed standardised school records. 82-88

(xxxvii) Vocational tests with proper safeguards may be developed as a valuable aid to selection, and the question of the use of examination results is conditioned by what is said in (xxv) and (xxvi) above. 87 and 89

(xxxviii) In connection with selection, we refer to the appointment of Staff Managers in large businesses. 90

EDUCATION AND TRAINING DURING EMPLOYMENT.

(a) GENERAL.

(xxxix) It is comparatively rare for the training given by firms to be related to the instruction in part-time schools and this matter needs urgent consideration. Where special courses have been arranged to meet the requirements of firms the results have been very successful. Education for Commerce is less developed than Education for Industry: a state of things that must not be permitted to continue. 93-94

(xl) A general scheme of training by firms cannot be framed but it is broadly true that the salesman should have an adequate knowledge of the organisation of his firm and of the commodities and market with which he is concerned. 95-97

Salesman should not be left to "pick-up" essential skill and knowledge. 95

(b) INSTRUCTION RELATING TO THE COMMODITY.

(xlii) Generally speaking, the knowledge required by the salesman in the case of standardised goods is less intimate than that required by the producer and is primarily concerned with the value of the article and how it works. The knowledge he needs can sometimes be gained by special instructions given by the employer, possibly supplemented by a school course. 101

(xliii) For unstandardised goods the question whether the salesman must be trained as a producer depends on the type of commodity concerned, but he must know how the goods behave in use and what modifications can be made in them to meet particular purposes. The technical school can provide useful courses of instruction in commodities in practically all cases. 102-105
SUMMARY—(continued).

(c) THE TRAINING OF THE SALESMAN IN BUSINESS.

(xlili) The most common method of training by the firm of which we received evidence is the organisation of the work of the recruit so as to give him opportunities for acquiring the knowledge desired ... ... ... ... ... ... ... ... 108

(xliv) Other methods adopted are the observation of qualified salesman and selling under supervision. Comparatively few firms provide organised instruction and we strongly emphasise the importance of developing sound methods of training ... ... ... ... 107-111

(xlv) The training of salesmen for work overseas is of the greatest importance but definite schemes are rare except among merchanting firms. We commend the training arrangements made by prominent exporting firms as examples to other firms who wish to develop an overseas trade ... ... ... ... 112-115

(d) SCHOOL INSTRUCTION IN COMMERCIAL SUBJECTS.

(xlvi) Attention is directed to the present provision for part-time instruction in commercial subjects ... ... ... ... 116-125

(e) THE FURTHER DEVELOPMENT OF PART-TIME COMMERCIAL EDUCATION.

(xlvii) The co-operation between the schools and commercial interests should be strengthened by such methods as extending the arrangements for advisory committees and co-opting business men on the Governing Bodies of Technical and Commercial Schools. We also hope that central and local business organisations will increasingly establish contact with the Board of Education and Local Education Authorities with a view to the initiation of educational schemes ... ... ... ... 126-128

(xlviii) We consider it desirable that in every important industrial region, the Local Education Authorities concerned should establish joint committees for planning schemes of vocational work ... ... ... ... ... ... ... ... 129

(xlix) It is very rare for commercial employees to be allowed time off to attend day classes. We recommend that the possibility of doing this or of releasing employees for short intensive courses should be seriously considered by all firms which attach importance to the training of their staffs ... ... ... ... 130

(l) We consider it desirable that all employees should understand something of the internal organisation of their firm and its relations with the outside world. We recommend that employers should co-operate with educational authorities with a view to the establishment of classes for persons engaged in particular local industries or concerned with particular commodities 131
SUMMARY—(continued).

(ii) We recommend that trade associations should consider their educational needs in connection with the possibility of establishing short intensive courses for employees of suitable experience 132–134

(iii) Employees who are likely to be sent overseas should be given facilities by their employers for learning foreign languages abroad 135

(iii) We heartily commend the scholarship schemes for commercial students already established 136

(iv) We consider that courses in (a) the principles of trading; and (b) the art of selling, can with certain safeguards be of value for experienced students, and it is important that every trade should consider with the appropriate educational authorities the possibility of establishing such courses 137

(f) EXAMINATIONS FOR PART-TIME STUDENTS OF COMMERCE.

(iv) An effective examination scheme for part-time students is necessary provided that care is taken to prevent certificates becoming the ideal of the commercial employee 138

(vi) We consider that a scheme of certification for commercial students is desirable in substitution for the present unsatisfactory examination arrangements 139

(vii) We are, however, of opinion that the scheme should be confined for the present to advanced students of suitable qualifications and of at least 21 years of age 140–142

MATTERS COMMON TO ALL TYPES OF EDUCATION.

(a) MODERN LANGUAGES.

(viii) We consider that generally speaking there are deficiencies in modern language instruction in this country due partly to public indifference, partly to over-emphasis of the literary as distinct from the spoken language, and partly to inadequate provision for German and Spanish 146–147

(ix) We are glad to note the development of modern language studies in Senior Elementary Schools 148

(x) In Secondary Schools opportunity should be given to pupils intending to enter Commerce of taking two languages before leaving at the age of 16 and, if possible, the elements of a third, if they stay till 18 149
SUMMARY—(continued).

(lxi) Provision for the less common European languages and for Oriental languages must be made in Universities and Technical and Commercial Schools and the possibility of providing intensive courses in languages in suitable centres should be considered by business organisations and educational bodies in conjunction .. 150–152

(lxii) Instruction in a modern language should wherever possible be accompanied by a study of the characteristics of the country in question .. .. .. .. .. .. .. 153

(b) COMMERCE AND EDUCATION IN ART.

(lxiii) It is of great importance that a careful study should be made of the artistic tastes of customers .. .. 155–158

(lxiv) Buyers and salesmen may be trained to appreciate art values; and courses already provided in some Art Schools for this purpose might be extended. The practice of sending employees in some trades to attend auctions and other sales is useful .. .. .. .. .. .. .. .. 159

(lxv) Every effort should be made through the medium of full-time schools to improve the general standard of taste of the public .. .. .. .. .. .. .. .. 160

(c) RETAIL TRADE AND THE HOME MARKET.

(lxvi) Retail trade presents special features and the importance of the personal relations between salesman and customer is particularly obvious .. .. .. .. .. .. .. 161

(lxvii) Special attention is directed to the Schools of Retail Distribution in London and we recommend that provision on similar lines should (after consultation with local distributing firms) be made in the form of Junior Commercial Schools in other parts of the country .. .. .. .. .. 163

(lxviii) We warmly commend the action of various trade associations in co-operating with educational authorities in the establishment of courses of instruction relating to their various trades .. 165

(lxix) We consider that there is room for courses for Senior employees in retail trades and that this question should be explored by the trade associations with educational authorities .. 167

(d) MATERIAL AIDS TO THE TEACHING OF COMMERCIAL SUBJECTS.

(lxx) It is very important that all public libraries should contain a good commercial section and commercial colleges and schools should be well equipped with libraries. We recommend that the possibility of supplying such libraries with suitable Government publications at special rates should be favourably considered .. .. .. .. .. 168
SUMMARY—(continued).

lix. Attention is directed to the importance of adequate equipment for geography teaching and of careful provision for practical instruction in commodities .................................................. 169-170

lixii Close relations should be maintained between Museum and Art Gallery authorities, education authorities and the business associations of firms which are interested ............................................. 171

(c) THE TRAINING OF TEACHERS.

lixiii The problem of the training of commercial teachers is largely that of giving teaching skill to persons with experience of commerce and commercial experience to professional teachers .............................................. 173-177

lixiv We attach great importance to the provision made by the Board of Education and Local Education Authorities for short courses for commercial teachers and we consider that all possible facilities should be given to such teachers to acquire and retain up-to-date knowledge of business practice ............................................... 175-176

We hope that the foregoing conclusions and recommendations will receive the early attention and full consideration alike of the Educational Authorities and of all the organisations of commerce and industry throughout the country. We regard the question of securing improved personnel for the service of British trade at home and abroad as one of urgent importance.
PART VI.

MATTERS COMMON TO ALL TYPES OF EDUCATION.

CHAPTER 1.

MODERN LANGUAGES.

Synopsis.

Modern languages. Answers to questions in the Committee's Second Interim Report. Weaknesses of modern language teaching in this country and the reasons for them. Suggestions relating to modern language teaching in full-time and part-time schools.

Character of the Evidence.

143. Practically all the evidence from firms concerned with overseas trade recognises more or less emphatically the necessity for salesmen and representatives having a good knowledge of modern foreign languages, not only in the written form but also, and even more important, in the spoken form. One witness puts the matter very concisely, and strikingly.

"There is too little concentration on the value of an effective knowledge of Modern Languages. Until we change this outlook we shall continue to lament our export trade. That is, until we can send our own representatives, who are known to us, trained by us and trusted by us, and without interests in the foreign country of which, in the case of local representatives, we know nothing until it is too late, we shall not develop our export trade as much as we might."

Other witnesses, while emphasising the importance of a knowledge of foreign languages in their employees, say that such persons "are difficult to find." Again, witnesses refer to the absence of instruction in the schools in Spanish, and, though perhaps to a lesser degree, in German. Finally, there is a general consensus of opinion that ability to speak the language is all important, and one witness contrasts the attainments of English boys with those of young foreigners who, coming "over here to perfect themselves in our
language, could speak tolerable English when they came." Our observation on that point would be that those young foreigners have no greater command of English than the general body of educated youths aiming at a commercial career to be met in all the great commercial centres of the countries visited.

The Second Interim Report.

144. All our evidence in fact confirms the initial information which we received and which led us to ask for the institution of an inquiry into the teaching of modern languages in certain continental countries. It may be remembered that this inquiry was undertaken by the Board of Education and that its results formed the basis of our Second Interim Report.

In that report we propounded certain questions as to the organisation of modern language teaching in this country in the light of the information as to the continental countries which were visited by the Board's Officers, and we will attempt a little later to give our provisional answers to those questions. In the first place, however, we may briefly recapitulate certain factors which we enumerated in the Interim Report as having an intimate bearing on the problem of modern language teaching in full-time schools.

145. In the first place we pointed out that, in the foreign countries which were visited, the arrangement of the curriculum permitted greater concentration on languages and more time being given to their study, than is the case here. We believe that if facility in modern languages is to be gained by as substantial a proportion of pupils in this country as in the continental countries in question, more general facilities must be given to pupils to acquire the power of conversation in foreign languages.

Secondly, we pointed out that the teachers in these continental countries had followed a much longer course of preparatory study than is usual in this country and that the headmasters of the schools seen were usually expert in at least one foreign language, if not in more than one. The evidence before us certainly suggests that a large number of language teachers in this country, certainly a larger number than in the past, are both able and enthusiastic; but the high quality of the material does not remove the necessity for the best possible training: rather it emphasises that necessity.

Examinations in relation to Studies.

Again, we drew attention to the fact that in these continental countries examinations, generally speaking, follow rather than determine the course of study, that the teachers play an important part in conducting them and that an oral examination is the rule. We have already expressed our belief that the pupil's course of study and the examination at the end of it should be regarded as a single whole.
Finally, we referred to the interest taken abroad by pupils in modern language studies, to the favourable influence of public opinion, and to the practical recognition of the value of these studies by employers. In all these respects, conditions are less favourable here. This is, indeed, a notable and unfortunate example of the comparative isolation of education in this country and the comparative lack of public interest in education generally; and we need only say here that it is unfair to ask the schools to proceed too far in advance of public opinion. More particularly they have a right to ask that the attitude of the business world in this as in other educational matters should be clearly and reasonably stated.

The Questions to be Considered.

146. We now proceed to give our answers to the questions asked in our Interim Report, which were as follows:—

(1) Does the variety of types of full-time schools in the countries visited, and the well-defined character of their outlook, suggest that we, in this country, have something important to learn from them as regards modern language instruction in schools beyond the primary grade?

(2) How far, if at all, do we fall short of the standard set in those countries in regard to the spoken language?

(3) What is the relative importance to this country of the various languages from the cultural and practical standpoints? How should their respective claims be balanced, and, in particular, what provision should be made for instruction in Spanish?

(4) If the answers to the preceding questions lead to the conclusion that we have deficiencies to make good, to what reasons is our comparative failure due, and what are the conditions of success?

Our general conclusion in regard to this matter is that there undoubtedly are deficiencies to be made good in modern language instruction in this country, not of course in every school, but generally.

These deficiencies, we believe, are mainly due to insufficient attention being given to the spoken as distinct from the written language. This defect, which was common in the last generation, is no doubt being actively remedied, but has not yet been completely eradicated. It has been connected, we think, not only with a misconception of the purposes and possibilities of modern language study in the schools, but also with a widespread indifference to the subject among the general public which unfortunately still persists. However that may be, we are strongly convinced that to lay undue emphasis upon the literary side of the language seriously damages its educational value while at the same time virtually destroying its practical value.

The Effect of Public Indifference.

But the literary regime is not alone responsible: public indifference is a serious factor. If the study of Modern
Languages is to flourish as we wish to see it flourish, there must be greater public interest in the subject and a stronger national impetus towards efficiency and towards reform where reform is necessary. Both these favouring factors are present in a marked degree in the countries dealt with in our Second Report, and we believe that business interests here, as there, can render great assistance. Despite the wide currency of the English language no business man, we suppose, would deny the importance of language study for overseas trade.

We realise of course that marked progress has been made in recent years, both in the schools and in the universities, in the direction of bringing more life into these studies and that the methods of the best teachers in this country are in no way inferior to those adopted by the most successful teachers abroad. We believe, however, that much has yet to be done before the instruction in the spoken, as distinct from the literary, language is generally satisfactory and before modern language studies are accorded their proper public status. It is in these ways, rather than in regard to the technique of the teaching, that we have much to learn from the foreign countries in question.

The Predominance of French.

147. There is another general point to which we would direct attention. Throughout our educational system the predominant modern language is French*; so predominant that it would probably be an under-statement to say that there are ten students of that language to one of any other. We realise, and indeed would lay stress upon, the cultural and educational value of French, and we are fully aware of its practical value.

The Neglect of German and Spanish.

It is, however, impossible to regard an educational system as well balanced, or as satisfactory from the point of view of value to commerce, in which German and, still more strikingly, Spanish, are largely neglected. We are aware that this disproportion has already attracted the attention of educationists and it may be useful to say that it is equally obvious to business men.

The cultural and practical value of both German and Spanish is of course high, but the relative value of the three languages for business purposes is difficult to assess in general terms, depending, as it does, on the varying importance of different markets for different industries. The general trend of our evidence, however, is that German is most valuable for Central, and to a certain degree for Northern Europe, and French for Southern Europe and

* See the Committee's Second Interim Report pp. 39–43.
Northern Africa, while Spanish is becoming increasingly valuable with the growth of the South American markets. Again, in every market the language of an important competitor, as one of our witnesses says, is always worth knowing.

**Language Teaching in Full-Time Schools.**

148. There has been a considerable development in the teaching of Modern Languages at the elementary school stage, a development which is largely due to the extension of senior courses and the tendency of children to stay at school beyond the statutory school-leaving age. This question has been the subject of a Memorandum published by the Board of Education ("Foreign Languages in Modern Schools"), and we are in entire agreement with the following statement of the standard of attainment which is to be aimed at at the elementary (Senior or Central) school stage.

"(i) Ability to speak the foreign language to the extent of pronouncing it correctly and expressing simple ideas in correct simple sentences.

"(ii) Ability to follow and understand the simple everyday language as it is spoken deliberately by an educated foreigner.

"(iii) Ability to read at sight, and with understanding of the general sense, simple modern prose not containing uncommon words."

**Modern Languages in Secondary Schools.**

149. As regards secondary schools, even for those pupils who leave at the age of sixteen, the extra year or two of schooling should enable considerably more progress to be made in certainly one foreign language, while we think that those pupils contemplating a commercial career should be given an opportunity of learning a second foreign language during the school life. In the case of older pupils who stay until about eighteen years of age, there is no doubt that some of those who intend to enter commerce, particularly those branches of commerce with connections with overseas trade, would do well to study thoroughly at least two modern languages, and some even, if possible, to obtain a grounding in a third.

**Necessary Revision of Curricula.**

As we have said, we realise that increased emphasis on languages must mean some curtailment of instruction in other subjects now commonly included in the school curriculum.

We think that educational authorities and teachers in this country may obtain some guidance from the practice followed in Germany and the other continental countries, of which particulars are given in our Second Interim Report.
**Effective Oral Tests Imperative.**

On one point we must again insist: it is essential that an effective oral test should accompany an examination in Modern Languages. We are aware of the practical difficulties of conducting such tests, but the importance of this matter is so great that steps must be taken to overcome these difficulties.

**Language Teaching in Part-time Schools.**

150. So far we have been considering only those languages which the full-time schools can ordinarily be expected to teach, namely, French, German and Spanish. As regards the other European languages and the Oriental languages it is, we think, clear that provision must be made elsewhere than in the full-time schools; either, that is to say, at the universities, or in short full-time or more extended part-time courses at technical and commercial schools. Mention may be made here of the importance of Portuguese in connection not only with Portugal itself but also with South American markets, particularly Brazil.

151. Something has already been done in this direction, but the volume of the work is comparatively small; and there is no doubt that a good deal of the instruction at present obtained is given by private tutors or in private venture schools.

From our own point of view we think it probable that the need of these languages will, usually, be discovered some time after employment has been entered. It can be but rarely that a firm will have such a strong connection with, let us say, Italy or one of the Scandinavian markets that they will desire to recruit an employee from school who is already proficient in one of these languages.

On the other hand, it is obvious that if instruction in these languages is required after employment it must be because some special post is in prospect, whether the initiative in entering a class is taken by the employee only, or in accordance with instructions received from his employer.

**Oriental Languages.**

152. At this point certain considerations are suggested by arrangements in regard to the teaching of Oriental languages at the School of Oriental Languages. We understand that short courses of some months' duration have been successfully arranged for student-employees who will be in service in the East. It is a matter for consideration whether the provision for Oriental language teaching in this country should not be increased, perhaps in one or two centres outside London, and also whether this method of special short courses might not be more widely adopted in Commercial
Colleges in the case of students requiring instruction in French, Spanish or German (because instruction in these subjects has not been received or has not been carried far enough in the full-time school) or instruction in the less common European languages. It is clear, however, that such provision, even if separate institutions were not required, could not be undertaken by the Education Authorities except as the result of a very clear lead from commercial interests.

Here again, as at so many points in this Report, we are brought up against the consideration that the educational supply cannot outrun the business "demand" and that educationists and business men should co-operate constantly in the consideration of all these problems.

_A Humanistic Culture._

153. We have been much impressed by the practice prevailing in the continental countries of accompanying modern language teaching by instruction relating to the characteristics of the foreign countries in question. We believe that developments are possible in this connection, important alike for commerce and for education, and that not merely will they help to make modern languages of greater practical value and interest, but that they will increase the possible scope of full-time and part-time courses based primarily on modern languages, thus contributing a new humanistic culture of true value to a mercantile people.

The study of the ways and habits of the peoples, the physical characteristics and the political and social structure of foreign countries has already been referred to in our discussion of full-time education generally, and we think it can very properly and with great benefit be associated with the study of languages. Use can also profitably be made of the current newspapers and trade journals of the countries in question.

Of course it is only rarely that complete mastery of a language can be gained without residence in the country in question; but we are more optimistic as to the possibilities of school teaching in regard to the use of a language than are some of our witnesses. We are supported in this belief by the remarkable knowledge of spoken foreign languages possessed for example by many Dutch and Danish students who have never been abroad.

_The Living Speech of a Living People._

154. In conclusion we wish to say that while we have been considering this question of modern languages, in accordance with the terms of our reference, as bearing on the supply of an efficient personnel for British trade, we hope that what we have said will be regarded as sound from every educational point of view. In effect our view is that instruction in modern languages should include
primarily instruction in the living speech of a living people, and that this conception should never be lost sight of. Treated in such a way we believe that the subject will arouse the student's interest to the fullest extent and secure the best possible results from the point of view alike of general culture and practical utility.

CHAPTER 2.

COMMERCE AND EDUCATION IN ART.

Synopsis.

Commerce and education in art. Factors in the problem. Use of exhibitions. Classification of goods according to artistic importance. Uses of drawing for the salesman. Importance of cultivating taste in buyers, sellers and the general public.

155. During our examination of the evidence we have devoted attention to the need in commerce for persons who have had some training in art, as this appears to us to be a valuable adjunct to the training of salesmen which has received less consideration than its importance demands; and in the first place we propose to set out certain facts which appear to us to have some bearing on the question.

The Taste of the Customer.

156. As we have said so often, it is incumbent on us, if we are to maintain our position in the markets of the world, to study thoroughly and continuously the likes and dislikes of our customers. It is not sufficient for us to be able to point to the excellent wearing qualities of our clothes, our furniture and our motor cars. Our customers overseas must be able to see at a glance that our goods, while having all the qualities due to good workmanship and to a study of their behaviour in use, are likely to appeal to the taste of the ultimate consumers; they must not appear odd or out of fashion, but must conform with what is regarded locally as good taste—even if it makes no appeal whatever to our own artistic sense.

It is proverbially true that tastes differ and that it is useless to argue about them. The problem before the British trader is that of finding out how to meet the many various tastes in the markets
APPRENTICESHIP

An adequate supply of well trained and qualified craftsmen is of vital importance to the maintenance of the traditionally high standard of workmanship for which British Industries are renowned. This supply in turn depends on schemes of apprenticeship and training for new entrants to Industry. It is considerations such as these that give importance at the present time to the inquiry which was instituted by the Ministry of Labour into the extent of apprenticeship and training for the skilled occupations of Great Britain. The results of this inquiry have now been published, and Seven Reports have been issued, divided as follows:

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