AN ANALYSIS OF THE PRE-SERVICE PREPARATION OF BUSINESS TEACHERS
IN INSTITUTIONS ACCREDITED BY THE SOUTHERN ASSOCIATION OF
COLLEGES AND SECONDARY SCHOOLS

DISSertation
Presented in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy in the
Graduate School of The Ohio State
University

By

LUCY ROSE ADAMS, A. B., A. M.

The Ohio State University
1957

Approved by:

Charles Patrick
Adviser
Department of Education
ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation for the discerning and stimulating assistance of her adviser, Dr. Charles B. Hicks, who gave unselfishly of his time throughout the preparation of the manuscript. Appreciation is likewise extended to Dr. William B. Logan, Dr. Herman J. Peters, and Dr. Inez Ray Wells for reading the manuscript and giving constructive suggestions.

Acknowledgment is also made to the heads of the business teacher education units of the ninety-eight institutions included in this study for their assistance in supplying the pertinent data through willingly returning questionnaires. Sincere appreciation also goes to the registrars of the institutions for supplying catalogues and other information.

Finally, the writer is indebted to her parents, Rev. and Mrs. E. A. Adams, her younger brother, her sister, and other members of her immediate family for their encouragement and assistance during the writing of the dissertation.

Lucy Rose Adams
**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td></td>
</tr>
<tr>
<td>THE NATURE OF THE PROBLEM.</td>
<td>1</td>
</tr>
<tr>
<td>Introduction.</td>
<td>1</td>
</tr>
<tr>
<td>Statement and Analysis of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>Delimitation of the Problem</td>
<td>7</td>
</tr>
<tr>
<td>Justification for the Study</td>
<td>8</td>
</tr>
<tr>
<td>Definitions of Terms as Used in This Study</td>
<td>9</td>
</tr>
<tr>
<td>Organization of the Dissertation</td>
<td>12</td>
</tr>
<tr>
<td>II.</td>
<td></td>
</tr>
<tr>
<td>PROCEDURES OF THE STUDY.</td>
<td>13</td>
</tr>
<tr>
<td>Survey of Literature</td>
<td>13</td>
</tr>
<tr>
<td>Instruments Used</td>
<td>14</td>
</tr>
<tr>
<td>Establishing Evaluative Criteria</td>
<td>16</td>
</tr>
<tr>
<td>Analysis and Comparison of Business Teacher Education in the Institutions Accredited by the Southern Association of Colleges and Secondary Schools</td>
<td>17</td>
</tr>
<tr>
<td>Summary</td>
<td>18</td>
</tr>
<tr>
<td>III.</td>
<td></td>
</tr>
<tr>
<td>REVIEW OF RELATED LITERATURE.</td>
<td>19</td>
</tr>
<tr>
<td>Literature Dealing with the Status of Business Teacher Education</td>
<td>19</td>
</tr>
<tr>
<td>Literature Dealing with Specific Areas of Business Teacher Education</td>
<td>28</td>
</tr>
<tr>
<td>Literature Dealing with Effective Proposals and Evaluative Criteria for Pre-service Business Teacher Education</td>
<td>33</td>
</tr>
<tr>
<td>Summary</td>
<td>44</td>
</tr>
<tr>
<td>IV.</td>
<td></td>
</tr>
<tr>
<td>BUSINESS TEACHER EDUCATION.</td>
<td>45</td>
</tr>
<tr>
<td>Perspective of the Growth of Business Teacher Education in the United States</td>
<td>45</td>
</tr>
<tr>
<td>A Perspective of Business Teacher Education in the Southern Region</td>
<td>57</td>
</tr>
<tr>
<td>Summary</td>
<td>62</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS (continued)

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. THE STATUS OF BUSINESS TEACHER EDUCATION IN NINETY-EIGHT INSTITUTIONS ACCREDITED BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS</td>
<td>64</td>
</tr>
<tr>
<td>Support and Control of the Institutions</td>
<td>65</td>
</tr>
<tr>
<td>Purposes of Business Teacher Education</td>
<td>66</td>
</tr>
<tr>
<td>Organization of Business Teacher Education</td>
<td>73</td>
</tr>
<tr>
<td>Institutional Accreditation and Professional Memberships Directly Related to Business Teacher Education</td>
<td>76</td>
</tr>
<tr>
<td>Enrollments in Business Teacher Education</td>
<td>80</td>
</tr>
<tr>
<td>The Faculty in Business Teacher Education</td>
<td>85</td>
</tr>
<tr>
<td>Guidance Services in Business Teacher Education</td>
<td>92</td>
</tr>
<tr>
<td>The Nature and Content of the Business Teacher Education Curricula</td>
<td>98</td>
</tr>
<tr>
<td>Professional Laboratory Experiences in Business Teacher Education</td>
<td>125</td>
</tr>
<tr>
<td>The Physical Plant for Business Teacher Education</td>
<td>133</td>
</tr>
<tr>
<td>Library Facilities in Business Teacher Education</td>
<td>137</td>
</tr>
<tr>
<td>Placement Services for Business Teacher Graduates</td>
<td>140</td>
</tr>
<tr>
<td>Follow-up Services of Business Teacher Education Graduates</td>
<td>143</td>
</tr>
<tr>
<td>Summary</td>
<td>146</td>
</tr>
<tr>
<td>VI. AN ANALYSIS AND COMPARISON OF THE PREPARATION OF BUSINESS TEACHERS IN THE INSTITUTIONS ACCREDITED BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS</td>
<td>148</td>
</tr>
<tr>
<td>Principles and Analysis</td>
<td>149</td>
</tr>
<tr>
<td>Principle I - Purposes</td>
<td>149</td>
</tr>
<tr>
<td>Principle II - Organizational Structure</td>
<td>153</td>
</tr>
<tr>
<td>Principle III - Student Personnel Services</td>
<td>156</td>
</tr>
<tr>
<td>Principle IV - Faculty</td>
<td>162</td>
</tr>
<tr>
<td>Principle V - Curricular Content</td>
<td>165</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>VI. (continued)</td>
<td></td>
</tr>
<tr>
<td>Principle VI - Professional Laboratory Experience</td>
<td>171</td>
</tr>
<tr>
<td>Principle VII - Library Facilities</td>
<td>175</td>
</tr>
<tr>
<td>Principle VIII - Physical Layout and Equipment</td>
<td>178</td>
</tr>
<tr>
<td>The Outlook in Business Teacher Education as Evaluated by Heads of Departments in the Various Institutions</td>
<td>181</td>
</tr>
<tr>
<td>Comparison of the Pre-Service Preparation for Business Teachers in the Southern Region to Programs in Other Regions Found in Related Studies</td>
<td>186</td>
</tr>
<tr>
<td>Summary</td>
<td>198</td>
</tr>
<tr>
<td>VII. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</td>
<td>201</td>
</tr>
<tr>
<td>Statement of Problem</td>
<td>201</td>
</tr>
<tr>
<td>Procedures of the Study</td>
<td>201</td>
</tr>
<tr>
<td>Findings</td>
<td>202</td>
</tr>
<tr>
<td>Conclusions</td>
<td>210</td>
</tr>
<tr>
<td>Recommendations</td>
<td>220</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>225</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>228</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>240</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>243</td>
</tr>
<tr>
<td>AUTOBIOGRAPHY</td>
<td>251</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Institutions in the Southern Region Offering Programs of Business Teacher Education by State and the Year of Establishment of Such Programs</td>
<td>58</td>
</tr>
<tr>
<td>II. Support and Control of the Ninety-Eight Institutions</td>
<td>66</td>
</tr>
<tr>
<td>III. Organizational Relationship of Business Teacher Education within Ninety-Eight Institutions</td>
<td>74</td>
</tr>
<tr>
<td>IV. Organizational Relationship with Institutions According to Major Groupings</td>
<td>75</td>
</tr>
<tr>
<td>V. Institutional Memberships in Accrediting and Professional Associations Directly Related to Business Teacher Education</td>
<td>80</td>
</tr>
<tr>
<td>VI. Frequency Distribution of Enrollments in Business Teacher Education by the Number of Institutions</td>
<td>81</td>
</tr>
<tr>
<td>VII. Frequency Distribution of Total Institutional Enrollments by Number of Institutions</td>
<td>82</td>
</tr>
<tr>
<td>VIII. Frequency Distribution of Percentages of Business Teacher Education Enrollments to Total Institutional Enrollments</td>
<td>83</td>
</tr>
<tr>
<td>IX. Frequency Distribution of Business Teacher Education Graduates, 1955-56, by Number of Institutions</td>
<td>84</td>
</tr>
<tr>
<td>X. The Number of Faculty Members of the Business Teacher Education Units by Institutions</td>
<td>86</td>
</tr>
<tr>
<td>XI. Degrees Held by the Faculty of Seventy-Eight Institutions</td>
<td>87</td>
</tr>
<tr>
<td>XII. Teaching Load of Faculties in Business Teacher Education</td>
<td>88</td>
</tr>
<tr>
<td>XIII. Adjustments in Faculty Teaching Loads</td>
<td>90</td>
</tr>
<tr>
<td>XIV. Faculty Teaching Load in Meeting Institutional Requirements</td>
<td>90</td>
</tr>
</tbody>
</table>
LIST OF TABLES (continued)

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>XV.</td>
<td>Faculty Advisers in Business Teacher Education</td>
</tr>
<tr>
<td>XVI.</td>
<td>Time at which Advisers Are Selected in Business Teacher Education</td>
</tr>
<tr>
<td>XVII.</td>
<td>Exploratory Courses in Business and Business Teacher Education</td>
</tr>
<tr>
<td>XVIII.</td>
<td>Earliest Time Students Are Permitted to Enroll in Business Teacher Education Courses</td>
</tr>
<tr>
<td>XIX.</td>
<td>Types of Business Teacher Education Curricula Offered</td>
</tr>
<tr>
<td>XX.</td>
<td>The Extent of Participation in Curriculum Planning Outside the Business Teacher Education Unit</td>
</tr>
<tr>
<td>XXI.</td>
<td>Practice Relative to Segregation of Business Teacher Education Students from Other Business Students</td>
</tr>
<tr>
<td>XXII.</td>
<td>Time of the Declaration of a Major in Business Teacher Education</td>
</tr>
<tr>
<td>XXIII.</td>
<td>The Extent of the Election of Second and Third Teaching Fields</td>
</tr>
<tr>
<td>XXIV.</td>
<td>Periods During Which General Education Courses Were Pursued</td>
</tr>
<tr>
<td>XXV.</td>
<td>Frequency Distribution of Semester Hours Required in General Education</td>
</tr>
<tr>
<td>XXVI.</td>
<td>Frequency Distribution of the Percentages of General Education Required to the Total Hours for Graduation</td>
</tr>
<tr>
<td>XXVII.</td>
<td>Frequency Distribution of the Number of Required Semester Hours in Professional Education</td>
</tr>
<tr>
<td>XXVIII.</td>
<td>Percentages of Required Professional Education of Total Graduation Requirements</td>
</tr>
</tbody>
</table>
LIST OF TABLES (continued)

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXIX. Frequency Distribution of the Number of Semester Hours Required in Business and Related Subject Matter</td>
<td>116</td>
</tr>
<tr>
<td>XXX. Percentages of Required Business and Related Subject Matter of Total Graduation Requirements</td>
<td>117</td>
</tr>
<tr>
<td>XXXI. Frequency Distribution of the Semester Hours Required for Graduation</td>
<td>118</td>
</tr>
<tr>
<td>XXXII. Recapitulation of Median Numbers and Percentages of Semester Hours in Course Content Areas</td>
<td>119</td>
</tr>
<tr>
<td>XXXIII. Requirement of a Business Methods Course</td>
<td>120</td>
</tr>
<tr>
<td>XXXIV. Business Methods Courses According to Frequency of Titles</td>
<td>121</td>
</tr>
<tr>
<td>XXXV. The Teaching of Business Teacher Education Methods Courses</td>
<td>122</td>
</tr>
<tr>
<td>XXXVI. &quot;Block&quot; Program in Business Teacher Education</td>
<td>123</td>
</tr>
<tr>
<td>XXXVII. Graduate Work in Business Teacher Education</td>
<td>123</td>
</tr>
<tr>
<td>XXXVIII. Planned Sequences of Laboratory Experiences in Business Teacher Education</td>
<td>126</td>
</tr>
<tr>
<td>XXXIX. Practices in the Time of Offering Student Teaching in Business Teacher Education</td>
<td>128</td>
</tr>
<tr>
<td>XL. Weeks Devoted to Student Teaching</td>
<td>129</td>
</tr>
<tr>
<td>XLI. Sources of Placement of Student Teachers in Business Teacher Education</td>
<td>131</td>
</tr>
<tr>
<td>XLII. Undergraduate Seminars in Business Teacher Education</td>
<td>132</td>
</tr>
<tr>
<td>XLIII. Work Experience in Business Teacher Education</td>
<td>133</td>
</tr>
<tr>
<td>XLIV. Separate Housing Units in Business Teacher Education</td>
<td>134</td>
</tr>
</tbody>
</table>


LIST OF TABLES (continued)

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>XLV.</td>
<td>The Convenience in the Location of Housing in Business Teacher Education.</td>
</tr>
<tr>
<td>XLVI.</td>
<td>The Location of Rooms in Same Building.</td>
</tr>
<tr>
<td>XLVII.</td>
<td>The Number of Rooms in Business Teacher Education Units.</td>
</tr>
<tr>
<td>XLVIII.</td>
<td>Sufficiency of Office Space in Business Teacher Education.</td>
</tr>
<tr>
<td>XLIX.</td>
<td>The Library Organization in Business Teacher Education.</td>
</tr>
<tr>
<td>L.</td>
<td>Periodicals and Yearbooks in Business Education.</td>
</tr>
<tr>
<td>LI.</td>
<td>Type of Placement Services for Business Teachers.</td>
</tr>
<tr>
<td>LII.</td>
<td>The Surveys Made of the Employment Field in Business Teacher Education.</td>
</tr>
<tr>
<td>LIII.</td>
<td>Follow-up Services Provided for Beginning Business Teachers.</td>
</tr>
<tr>
<td>LIV.</td>
<td>The Percentages of the 1955-56 Business Teacher Education Graduates Entering Teaching, Business, and Other Pursuits as Initial Employment.</td>
</tr>
<tr>
<td>LV.</td>
<td>The Adequacy of Formal Education and Experience of Faculties of Business Teacher Education Units.</td>
</tr>
</tbody>
</table>
CHAPTER I

THE NATURE OF THE PROBLEM

I. INTRODUCTION

In the foreword of the Dekalb Report, \(^1\) Stinnett states that the increasing demand for new teachers, which began to take on critical aspects in the United States about 1948, will reach its most severe proportions during the decade 1955-1965, at least as far as can be determined at this time. This estimate, along with estimates made in the Annual Supply and Demand Reports published in the *Journal of Teacher Education*, points up the need for continuous study of the present preparation of teachers in an effort to plan for better preparation for tomorrow.

In the report of the Fund for the Advancement of Education in Bulletin Number 2, *Teachers for Tomorrow*, \(^2\) emphasis is placed upon the steeply rising enrollments and the serious problems that this will present to schools and colleges. The problem of securing enough really able teachers overshadows the problem of rising enrollments. The quality of teachers and of teaching will determine the quality

---


of education in the years ahead.

The rise in enrollments confronts American schools and colleges with a staggering problem of finding enough good teachers to prepare young people and to overcome overcrowded classrooms. Estimates from the United States Office of Education indicate that the total public and non-public school enrollment will rise from 28,632,000 in 1950 to 42,818,000 in 1960, an increase in the ten-year period of 14,195,000 or almost 50 per cent.3

It is evident from supply and demand predictions in the area of business teacher education, and in view of the demand for business teachers in secondary schools at a little more than 8 per cent of the general teacher demand, that the supply of business teacher candidates is inadequate to cope with the demand. It also seems apparent that research investigations are needed to determine and analyze the present preparation of business teachers in an effort to prepare and make recommendations to meet the estimated demand effectively in this area of teacher education.

A serious problem facing higher educational institutions in the middle of the twentieth century in the United States is how to provide for more and better qualified teachers. This problem becomes more serious in view of the decline in the prestige of the

teaching profession, the widening opportunities for college graduates in other professional fields, and the lack of incentive from the standpoint of salary and fringe benefits.¹

World War II is the most obvious cause of the teacher shortage. It drew nearly 700,000 teachers out of the classroom into military service and defense jobs. At the same time the birth rate soared. In 1940 there were 25,434,000 children in our public schools; in 1954 there were nearly thirty million. By 1960 it is estimated there will be over thirty-six million. The problem is acute now because of the low birth rate of the 1930's. Further, there are new standards as to classroom size with few students to a teacher. The modern-day emphasis on individual differences in child development and individual attention has contributed to the teacher shortage. Licensing and certification standards have changed in recent years. Competition is keen in regard to salaries because large corporations and other large businesses offer starting salaries higher than the average paid to all teachers, both new and experienced.⁵

Teaching is an honored profession. It is an important and rewarding career. It is possible that no other profession exerts so much influence upon the lives of young people.


⁵Ibid., pp. 9-11.
McGill and Woodward describe a competent business teacher:

as one who not only trains his students to a high degree of technical proficiency, but who also inspires them to achieve ever higher standards, to seek worthwhile goals in life, and to develop a more thorough understanding and appreciation of the role of business in American society. He is one who can direct others to ethical and successful practices in business and who is himself capable of participating in business affairs. He must be able to relate the work in business subjects to the responsibilities of citizenship and its ethical, moral, and spiritual values. He must be sensitive to the social, economic, and political problems of the times and their influence on education. 6

It is the responsibility of teacher-education institutions to prepare teachers who can furnish good secondary school instruction. For business teachers in public schools, this preparation embraces sound general education, professional preparation, and specialization in business subjects. The success of business education programs in public schools depends upon the efficiency of the teacher. In the majority of cases, his success is the direct result of the thoroughness of his preparation. This study is made because of the importance of the role of the teacher education institution in preparing the business teacher.

---

II. STATEMENT AND ANALYSIS OF THE PROBLEM

It was the purpose of this study (1) to determine the status of the ongoing business teacher programs for prospective business teachers carried on in the institutions accredited by the Southern Association of Colleges and Secondary Schools; (2) to derive evaluative criteria in the form of principles for analyzing these business teacher education programs; and (3) to analyze and compare the preparation for business teacher education in institutions accredited by the Southern Association of Colleges and Secondary Schools with the evaluative criteria and with the findings of similar studies in other sections of the United States. The ultimate goal was that of determining what improvements could be made in the preparation of business teachers in the institutions accredited by the Southern Association of Colleges and Secondary Schools.

Answers to the following specific questions were sought in this study:

1. What are the stated purposes or objectives of business teacher education of the institutions surveyed?

2. What is the nature of the curricula of these institutions in carrying out the objectives and purposes of business teacher education?

3. What are the qualifications of the business teacher education faculty and administrative personnel?

4. What is the enrollment in business teacher education?

5. What professional laboratory experiences are provided?
6. What is the nature of the guidance services provided for students in business teacher education?

7. What is the nature of the physical plant provided for instruction in business teacher education?

8. In which college or department (Education, Business, or Business Education) is the business teacher education program carried on?

9. What library facilities are made available for business teacher education?

10. What placement services are provided for graduates of the business teacher education curricula?

11. Is a follow-up study made of business teachers?

12. What is the content of the business teacher education curricula? This question refers to the hours required in general education, professional education, and in specific business preparation.

13. What criteria exist for evaluating a program of business teacher education?

14. Which of these criteria are valid, with special reference to the institutions included in this study?

15. How do the business teacher education programs in the institutions included in this study compare with the valid criteria?

16. In what respect are the various business teacher education programs in the institutions similar or dissimilar?
17. How do the programs of business teacher education in institutions accredited by the Southern Association of Colleges and Secondary Schools compare with those of other sections of the United States as indicated in similar studies?

III. DELIMITATION OF THE PROBLEM

The writer recognizes the following limitations in presenting the data for this study:

1. The study is limited to pre-service business teacher education on the undergraduate level. In a number of instances, graduate training or training beyond the baccalaureate degree is offered, but the study is restricted to training from the standpoint of the requirements of four years of college preparation to meet the requirements for business teacher education.

2. The data for the presentation of the status of business teacher education and for analysis purposes are limited to institutions offering pre-service business teacher education accredited by the Southern Association of Colleges and Secondary Schools. This Association embraces eleven states, namely, Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. The institutions are listed as members and as institutions of accredited status. Senior colleges and universities make up the list of institutions included in the study.
3. The study of the curricula of the institutions is limited to the broad areas: (1) general education; (2) professional education; and (3) specific business preparation.

4. The study is limited to information contained in published catalogues for 1956-57 and to that gathered through the use of a questionnaire during the same year.

5. All data for the study have been secured through media of questionnaires, catalogues, letters, and library research.

IV. JUSTIFICATION FOR THE STUDY

The study was undertaken in light of the present problems in business teacher education and in view of the following considerations:

1. No previous study of this nature has been made of business teacher education in the Southern Association. All previous studies have been of business education in secondary schools or of colleges of one state in the Southern Association.

2. The study gives an overall picture of business teacher training practices in the Southern Region. A picture of these practices is of value to business educators in the Region as a basis of evaluating their programs against other programs in the region.

3. As a basis of evaluating the business teacher education programs, evaluative criteria are necessary. The criteria used in this study in the form of principles have been developed from
various existing criteria and applied specifically to the provisions for business teacher education in the Southern Region. On the basis of these criteria, several recommendations for improvement can be made. These recommendations, it is believed, will be of value to business educators.

It is further believed that the results of this investigation will be significant to institutions offering business teacher education programs throughout the United States.

V. DEFINITIONS OF TERMS AS USED IN THIS STUDY

**Teacher education** is an organized program of pre-service instruction including all the formal and informal activities and experiences that help to qualify a person to assume the responsibilities of a member of the educational profession.

**Business teacher education** is used to indicate preparation for teaching the business subjects in the secondary school.

**Pre-service training** refers to a program of organized instruction in teaching techniques and methods provided to an individual prior to his beginning to teach. For the purpose of this study, it consists of four years of undergraduate instruction. This is in contrast to in-service education which pertains to instruction after having been employed.

**Curriculum** is a general plan, including a systematic group of courses or sequence of subjects along with planned educative experi-
ences under the supervision of the college or university, designed to prepare the student for participation in society and qualifying him for a trade or profession.\textsuperscript{7}

General education is defined as a program of experiences which enables a student to gain a broad perspective on individual and social problems, so that he approaches with clear understanding and insight his responsibilities as a worker, a future parent, citizen, and human being. It is concerned with students' personal, social, and emotional adjustments, attitudes, appreciations, just as much as with their acquisition of knowledge or the truth.\textsuperscript{8}

Business teacher graduate refers to an individual whose undergraduate major area of specialization was the teaching of a business subject or business subjects.

Professional education is referred to as those courses or topics, usually a part of a business teacher's undergraduate preparation, which are concerned with, or directly related to philosophy and methods, psychology, curriculum and co-curriculum, teacher and community, pupil control and guidance, measurement and evaluation, student teaching and college activities.\textsuperscript{9}

\begin{itemize}
\item \textsuperscript{8}Maurice Troyer and Robert C. Pace, Evaluation in Teacher Education, American Council on Education, Washington, D.C., 1944, p. 97.
\item \textsuperscript{9}Harrison J. Cameron, Jr., "Professional Education for Undergraduates in Business Education," National Business Education Quarterly, XXII, No. 3 (Spring, 1954), p. 36.
\end{itemize}
Professional laboratory experiences include all those contacts with children, youth, and adults through observation, participation, and teaching which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.10

Student teaching is the period of guided teaching in which the student takes increasing responsibility for the work with a group of learners over a period of consecutive weeks.11 In this study, reference is made to student teaching in the campus laboratory school and the off-campus laboratory school. The former refers to a school largely or completely under control of the college or university, and the latter refers to a public or private school used to provide guided laboratory experiences for college or university students and is often referred to as a cooperating school.

Special methods course in business teacher education refers to courses designed to acquaint the student with methodology in the teaching of business subjects in the secondary school. Such a course includes a study of objectives, methods, classroom organization and procedures, instructional materials, evaluation, and place of business education in the secondary school.

Student Personnel Services in this study embrace the areas of orientation, guidance, placement, and follow-up. The term refers

---


11 Ibid., p. xi.
to the admission of the student to the area of business teacher education, educational guidance and counseling, placement of business teacher education graduates, and the follow-up of graduates in teaching positions.

VI. ORGANIZATION OF THE DISSERTATION

The present chapter has presented an overview of the study: introduction and background of the problem, statement and analysis of the problem, delimitations of the problem, justification for this study, and definitions of terms.

Chapter II presents the procedures used in this study to gather the data needed. A review of the research most closely related and pertinent to this study is presented in Chapter III. Chapter IV presents a perspective of the growth and development of business teacher education in the United States with particular emphasis upon the Southern Region. Chapter V presents the status of business teacher education in the ninety-eight institutions accredited by the Southern Association of Colleges and Secondary Schools. Chapter VI deals with the derivation of eight principles for analyzing practices in business teacher education, an analysis of the practices against the principles, and a comparison of the practices in the Southern Region to other areas in the United States as found in similar studies. Chapter VII presents pertinent findings, conclusions, and recommendations resulting from the investigation.
CHAPTER II

PROCEDURES OF THE STUDY

This chapter presents the various procedures used in securing data for this study. The chapter is divided into the following four sections: (1) Survey of Literature; (2) Instruments Used for Securing Data; (3) Establishing Evaluative Criteria; and (4) Analysis and Comparison of Business Teacher Education in the Institutions Accredited by the Southern Association of Colleges and Secondary Schools.

I. SURVEY OF LITERATURE

A comprehensive review of literature dealing with business teacher education was made before the final selection of the problem under study. The purpose of this step was to find out what information was available and what studies had been made either of a status or analytical nature in the field of business teacher education.

The following steps were followed in the survey of literature:

1. A review was made of pertinent literature found in basic references, books, yearbooks, and periodicals of business teacher education and teacher education in general.

2. Research issues of various journals were checked for studies completed and under way in business teacher education.

The purpose of this procedure was to find out what types of problems
had been studied relative to the business teacher education practices in institutions of higher learning. This step included an analysis of evaluative criteria used in establishing and evaluating business teacher education programs.

3. Unpublished materials, such as doctoral dissertations, were secured and reviewed either through the use of interlibrary loan or the purchase of microfilms.

At the conclusion of the above three steps, the writer found that no investigation either of a status or analytical nature had been made of the preparation of business teachers in the Southern Region. This finding led to the present study. From the above three steps, the data for the review of related studies (Chapter III) and the perspective of business teacher education (Chapter IV) were secured and reviewed for inclusion in this study.

II. INSTRUMENTS USED

The following instruments were used in securing data for this study:

1. A list of the institutions accredited by the Southern Association of Colleges and Secondary Schools was secured from the Office of the Executive Secretary in Atlanta, Georgia.

2. Catalogues were requested from the offices of the Registrar of the 217 institutions on the senior college and university level listed as members or accredited by the Southern Association of Colleges and Secondary Schools.
3. A favorable response was received and the catalogues were reviewed to find out the number of institutions offering programs for business teacher education. It was found that 166 of the institutions offered some type of program of business teacher education.

4. The 166 catalogues were studied to determine the present status of business teacher education in the Southern Region.

5. An extensive nine-page questionnaire was prepared. The purpose of the questionnaire was to obtain factual data as to the provisions for business teacher education in the various institutions. This questionnaire was accompanied by a letter of transmittal.

The questionnaire was needed to supplement catalogue information for the status report and further analysis.

The questionnaire was tried out and sampled in the Department of Business of Florida Agricultural and Mechanical University. It was then sent to business educators in Florida institutions. Because the responses and completion of the initial questionnaire were favorable, it was mailed to the heads of the business teacher education units in the remaining 166 institutions.

Of the 166 questionnaires, 26 were returned unanswered. The following reasons were given: (1) not applicable to the institution; (2) no candidates for several years in business teacher education; (3) no business teacher education on the scale contemplated in the questionnaire; (4) business teacher education discontinued; (5) too busy to cooperate; and (6) no business teacher education. In one
instance, a letter was received stating that the questionnaire had been filled out and returned, but the questionnaire was not received.

6. After the deletion of the twenty-six institutions from the list, the writer was left with the possibility of working with catalogues and questionnaires from 140 institutions. After the use of two follow-up devices, 98 questionnaires were received. On the basis of the 140 institutions which might have been included in the study, sufficient data were received from 98, or 70 per cent, of the institutions.

7. The questionnaires from the 98 institutions were carefully studied. Data from the questionnaires were tabulated and summarized for use in the status report and the analytical phase of the study.

8. Information in the form of letters and notes supplemented the information provided through the questionnaires.

9. The final step was to summarize, prepare statistical tables, analyze, compare, state results, draw appropriate conclusions, and make recommendations.

III. ESTABLISHING EVALUATIVE CRITERIA

The evaluative criteria used in this study in the form of principles for analyzing programs for the preparation of business teachers on the pre-service level were derived from a review of literature, existing criteria, and previous research.

The criteria used were arranged under these headings:
(1) Purposes; (2) Organization Structure; (3) Student Personnel
IV. ANALYSIS AND COMPARISON OF BUSINESS TEACHER EDUCATION IN THE INSTITUTIONS ACCREDITED BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

The data for the analysis of business teacher education in the institutions accredited by the Southern Association of Colleges and Secondary Schools were secured from the catalogues and questionnaires. The analysis is based upon eight principles set up for analyzing the preparation of business teachers in the Southern Region.

The data for the comparison were secured from the review of literature dealing with related studies on status and special areas of business teacher education. The related studies were either national, regional, one state, or selected institutions.

The comparison is based upon areas in related studies which could be used for comparative purposes. A number of areas could not be compared precisely because the areas covered in the other studies were not the same as those in the present study.
V. SUMMARY

The purpose of this chapter has been to present the procedures of this study, including the survey of literature, the instruments used, the establishment of evaluative criteria in the form of principles for pre-service business teacher education, and the analysis and comparison of business teacher education in the institutions accredited by the Southern Association of Colleges and Secondary Schools.

Catalogues of the respective institutions and a questionnaire were the major instruments for securing data in this study.

The chapter which follows presents a review of related literature most closely related and pertinent to this study.
CHAPTER III
REVIEW OF RELATED LITERATURE

Three groups of studies in the business education area are directly related to the present study: (1) those dealing with the status of business teacher education; (2) those dealing with specific areas of business teacher education; and (3) those dealing with effective proposals and evaluative criteria for pre-service business teacher education. The present chapter reviews each of these areas.

I. LITERATURE DEALING WITH THE STATUS OF BUSINESS TEACHER EDUCATION

A number of studies have been made of the status of business teacher education. The studies in this section are reviewed because in many respects they are similar to the present study in content. The studies are, however, national in coverage, of selected institutions, or of one particular state.

Rowe\(^1\) made a comparative study of the offerings in business teacher education in twenty-six selected liberal arts colleges of the four-year non-proprietary type and twenty-eight selected state-supported colleges in order to determine the common practices and existing course sequences and patterns for purposes of recommendations.

---

He used as his source of data the catalogues of the institutions offering business teacher education.

Rowe listed five reasons for the study which may be summarized as follows: (1) The relative and growing importance of workers in the clerical, sales, and kindred occupations in the total employment picture warrants a continuous evaluation of the teacher education programs responsible for the training of these workers. (2) Little information is available as to the type of training now offered and to evaluate any current programs in business teacher education, it is necessary to have objective data. (3) Criticisms of the workers currently being graduated from the public schools necessitate an inventory of teaching practices and teacher education programs responsible for this lack of effectiveness. (4) The relative merits of business teacher education in liberal arts colleges and state teachers colleges require accurate data for discussion. (5) Business subjects were among the most popular and frequently offered in the school program.²

The findings of the study indicated that liberal arts colleges provided for a considerably greater amount of general education for business teacher education than state teachers colleges. The most common practice was to offer general education throughout both divisions of the curriculum. The state teachers colleges emphasized

general professional education considerably more than liberal arts colleges. Very little professional education was offered in the lower division.

As a general practice, business background courses occupied second place in the curriculum in terms of percentage of credits devoted to the various subject-matter areas comprising the total business teacher education curriculum.

All specialized professional training was offered in the upper division of the curriculum in both the liberal arts colleges and state teachers colleges. Of the various areas in the business teacher education curricula, the least amount of time was given over to specialized professional training. The state teachers colleges provided more of this type of training than did the liberal arts colleges.

Considerable variation existed as to the amount of technical training offered by the institutions. The liberal arts colleges actually offered more work in technical training than the state teachers colleges.

There were two types of differentiated curricula offered by several of the institutions studied. These were the specialized programs in certain areas of business teacher education, and the curricula adjusted to students with varying degrees of high school preparatory training in business subjects. All the institutions studied offered a general curriculum preparing students to teach
the usual business subjects commonly found in the average public high school.

Only a few institutions specified business experience as a requirement to complete the business teacher-education curriculum. The time most frequently specified to obtain business experience was during the summer vacation and holiday periods.

Rowe recommended a business curriculum for the preparation of business teachers as a result of investigating and evaluating the fifty-four business teacher-education curricula plus information secured through experience and professional activities in business teacher education. In relationship to this study, the summary and percentages of the distribution of subject-matter areas are pertinent. A total of 128 semester hours with 49 hours (39 per cent) in general education, 11 hours (9 per cent) in general professional education, 26 hours (20 per cent) in general business background, 27 hours (20 per cent) in technical training, and 15 hours (12 per cent) in specialized professional training made up the proposed curriculum.3

An examination of the college bulletins of ninety-two teachers colleges, at the time members of the American Association of Teachers Colleges, was made by Musgrave.4 The following findings are pertinent

3 Ibid., pp. 38-39.

to this study:

1. There is considerable variation in the number of semester hours of credit required for bachelor's degrees in teachers colleges.

2. There are six kinds of specialized business curricula for the training of commercial teachers in teachers colleges.

3. Most of the teachers colleges provide free placement services. A few colleges charge a small fee for these services.

4. There is comparatively little attempt on the part of teachers colleges to provide follow-up services for their commercial teacher graduates.

5. The most frequently reported weaknesses in commercial teacher training in teachers colleges included lack of practice-teaching facilities, lack of equipment, and lack of sufficient business courses.

6. The most frequently reported strong features in commercial teacher training in teachers colleges included high standards in business subjects, practice-teaching arrangements, and good instruction.

7. The most frequently reported desired changes in commercial teacher training in teachers colleges included broadening of the business curriculum, better selection of students, more methods courses, practice-teaching in public high schools instead of in college classes, and required work experience.

During 1942-43, Keith made a study of patterns of pre-service teacher education in 87 member institutions of the National Associa-
tion of Business Teacher-Training Institutions. Mention should be made of several statements in Keith's summary which show a relationship to this study in spite of the lapse of time to the present. 5

1. In general, teachers colleges and four-year colleges were organized on a business school pattern.

2. The teaching of general professional education courses was the responsibility of the departments of education. The teaching of professional business education courses was the responsibility of departments of business education.

3. Considerable variation was reported in the year placement of business content courses.

Bast analyzed the common practices followed in business teacher-training programs in state-supported teacher-training institutions of the United States and presented information helpful to administrators of business education departments particularly in the state colleges of Oklahoma. Data were secured from questionnaires, literature from teacher-training institutions, and personal interviews with and letters received from leading educators in the field of teacher training.

All of the ninety teacher-training institutions included in


Bast's study required their prospective business teachers to complete work in three areas of study: (a) general education, (b) professional education, and (c) business information and skills. The majority of the teacher-training institutions used public secondary schools for student teaching purposes. Bast recommended that (1) approximately one-third of the study program should be devoted to acquiring business information and skills, (2) three-eighths to general education, (3) 15 semester hours to subject matters in how to teach, and (4) student teaching should involve not less than six semester hours of credit.

Danskin's investigation constituted an analysis of circumstances surrounding education for business in 156 church-related liberal arts colleges in the United States. His analysis was made of the following phases of education for business: (1) objectives of instruction, (2) organization for instruction, (3) subjects offered, (4) physical facilities for instruction, (5) student personnel services, and (6) the business faculty. One finding which is appropriate to mention, although general, is that the preparation of the 484 full-time business teachers in the 156 institutions varied extensively in both educational background and teaching experience. 7

Palone examined the content and procedures with reference to the preparation of teachers of business subjects in those colleges and universities of the Commonwealth of Pennsylvania which are accredited for the education of business teachers by the State

Department of Public Instruction. The primary purpose of the study was to ascertain the similarities and variations which exist in the business teacher programs of these institutions. \(^8\)

Several of the findings and conclusions in Pallone's study are pertinent to this study although the data are limited to the state of Pennsylvania.

1. On the university level, business-teacher education is offered by four institutions in their Colleges of Education. In the colleges, it is taught in the Department of Business Education.

2. Approximately 3 per cent of the total number of 63,583 students enrolled in those colleges and universities offering business-teacher education programs majored in business teacher education.

3. The business-education departments of the colleges and universities of Pennsylvania attract ambitious and progressive instructors. Of these college and university faculties, 24 per cent hold doctors' degrees, 58 per cent masters' degrees, and 4 per cent are certified public accountants.

4. There is considerable variety in the number of undergraduate options in business-teacher education offered in the colleges and universities under consideration.

5. The number of semester hours required of student teachers varied from 6 to 12.

Armbrister\(^9\) studied business education in the colleges, the university, and secondary schools of West Virginia to improve business teacher education and to gather information as a basis for recommendations for improvement of West Virginia business education. The following facts are of significance to the present study:

(1) Too few secondary school graduates were coming to college.
(2) Four of the colleges were not offering methods of teaching business subjects. (3) Non-state supported colleges required fewer hours for business education than state supported colleges but they required more general education.

A study was made by Hayes\(^10\) in 1953 to determine the amount and kind of preparation that was required for graduates in business education in various colleges and universities in the state of Missouri. In obtaining information for this study, all of the state educational institutions and members of the Missouri College Union were included. Eleven colleges were compared.

---


According to Hayes' study, seven of the colleges met entirely the state subject matter requirements for business teachers. There was scarcely any agreement in the name of the unit offering business education. Nine schools made a catalogue statement which was interpreted to be a statement of objectives. The predominant general plan in Missouri seemed to have been to prepare the prospective business education teacher to teach all the subjects in a high school business department.

II. LITERATURE DEALING WITH SPECIFIC AREAS OF BUSINESS TEACHER EDUCATION

This section of the chapter presents a review of literature dealing with specific areas of business teacher education, particularly in professional education embracing methods courses.

Tuthill attempted to (1) ascertain the status of undergraduate and graduate business education methods courses as currently offered in institutions of higher learning throughout the United States, (2) obtain opinions from leaders in the field of business education concerning the most desirable business education methods courses, and (3) make recommendations for improvement of business education methods courses that seemed justifiable on the basis of the suggestions received.

---

The investigation procedures included an examination of literature relating to business education methods courses, a questionnaire survey of accredited colleges and universities offering business teacher education programs, and an opinionnaire to obtain opinions of leaders in the field of business education concerning the most desirable business education methods courses.

Tuthill found that approximately 90 per cent of the institutions offering business teacher education programs offered undergraduate business education methods courses. Approximately one-half of the schools included in this study offered a single undergraduate business education methods course in teaching all business subjects. Other undergraduate courses and more than three-fourths of the graduate business education methods courses were concerned with the teaching of groups of related business subjects or a single business subject.

Instructors of business education methods courses were required to have minimum preparation including a master's degree, teaching experience, and business experience.

The study indicated that, in general, the status as reported by business education methods instructors in institutions cooperating in this study compared favorably with jurors' opinions concerning the desirable business education methods courses for undergraduate and graduate students. The greatest point of disagreement between jurors and the status report concerned student specialization at the undergraduate level. Jurors favored some type of specialization for undergraduate students.
From the study of jurors' opinions, the status report, and literature pertinent to the problem, it was recommended that separate courses taught at different levels be provided for undergraduate and graduate students. Assuming facilities and teaching personnel available, the undergraduate business education methods courses should be extended to at least two courses with six semester hours credit or its equivalent. This would facilitate student specialization in two broad areas of business subjects.

The following conclusions in Tuthill's study are worthy of mention in relationship to the present study:

1. Business education methods courses are considered to be essential in the educational programs of business teachers at the pre-service and in-service levels.

2. Business education methods courses are generally offered by business education and/or education departments.

Boggs determined the relationship between the teaching difficulties experienced by business education teacher graduates from the College of Education of the Ohio State University and the experiences these graduates received in their undergraduate general and special methods courses and student teaching program. The following major conclusions derived from this study should be mentioned:

---

1. General methods and special methods courses in business education are considered as an integral part of the total professional education of prospective business teachers in the six state-supported institutions of higher education in Ohio.

2. The six state-supported institutions of higher education in Ohio expect much more of a student teacher than merely being in the school and teaching his assigned class.

3. The period of time devoted to student teaching is inadequate.

4. There are certain voids or "weak spots" in the professional preparation of business teachers that the general methods courses, special methods courses, and student teaching experience are not covering effectively.

5. Inadequate emphasis is placed in the professional education courses at The Ohio State University in helping prospective teachers develop to their optimum level of maturity and emotional stability.

Bell13 studied the relationships between the learning experiences which beginning business teachers had as students at Ball State Teachers College and the problems they encountered in teaching. The focal point of the study was determining the relationship between the problems of beginning business teachers and the learning experi-

---

ences to which they had been or could have been exposed in professional education courses. Four conclusions were drawn with respect to relationship between problem area and educational experiences in professional courses:

1. The experiences provided in the professional courses had been or may have been inadequate in quantity;

2. The experiences provided had been or may have been ineffective;

3. The exposure of the 63 teachers as a group to the educational experiences provided had been or may have been inadequate;

4. There had been or may have been coordinate elements of inadequacy, ineffectiveness, and/or insufficient exposure in the learning experiences.  

Bell offered several recommendations directed toward the need for study and evaluation in the area of professional education as a basis for improvement.

Blanford reports that "one of the most controversial issues to be found today with respect to the preparation of teachers is in the area of professional education." 

Criticisms have been made of professional education in teacher education. In general, many of the criticisms might be

---

11 Ibid., p. 31.

summarized into one, namely, that time spent by a student in professional education courses means time taken away from learning the more worthwhile and intellectual disciplines. Professional educators are aware of the criticisms being made and in many cases steps are being taken to counteract these criticisms by making improvements in the professional education offerings. By constant re-evaluation of the program with subsequent improvement both in content and in method, teacher education programs throughout the country can be expected to be maintained at a high level of achievement.  

The skill content of the business teacher education curriculum should be based on several factors:

1. The secondary school business curriculum and objectives.
2. Subjects taught by high school business teachers.
4. Relationship of skills to understanding the entire business curriculum.
5. Consensus of business educators relative to business teacher proficiency and competency.

III. LITERATURE DEALING WITH EFFECTIVE PROPOSALS AND EVALUATIVE CRITERIA FOR PRE-SERVICE BUSINESS TEACHER EDUCATION

The review of literature in this section deals with effective proposals and evaluative criteria for pre-service business teacher education.

16Tbid., pp. 24-27.

education. The proposals and criteria serve as background information and supporting evidence to the eight principles used in the present study for analyzing the preparation of business teachers in the institutions accredited by the Southern Association of Colleges and Secondary Schools.

Murphy and Zimmer state that "The content and scope of a preservice program of business teacher education are dependent upon a number of factors." They further state that "one of the major determinants may be found in the principles upon which a good business teacher education curriculum should be based."

The following broad categories make up the headings of the twenty-one principles that are suggested by Murphy and Zimmer as guides in setting up programs for pre-service education of prospective business teachers:

1. Philosophy of Curriculum Development
2. Guidance
3. Coordination of Curriculum
4. Subject-Matter Specialization
5. Developing Professional Qualifications
6. Program Requirements

---


19 Ibid., p. 57.
7. Community Relations
8. Experimentation.20

In 1951, the American Association of Colleges for Teacher Education established an accreditation program which involved self-evaluation by faculties and visitations by evaluation committees or teams. Although the primary purpose of the evaluative program was accreditation, the procedure was designed to enhance the improvement of teacher education through self-evaluation and study by the faculties. The underlying motive was to improve the quality of teacher education. To achieve this objective, nine standards or criteria for undergraduate education programs were developed by the Committee on Studies of the American Association of Colleges for Teacher Education. Schedules and procedures for using them were devised.21

Acting upon the recommendation of the Coordinating Committee, the National Association of Business Teacher-Training Institutions was assigned the preparation of supplements to the American Association of Colleges for Teacher Education Standards and Evaluation Schedules for business teacher education. The preparation of the supplement was assigned to the National Association of Business Teacher-Training Institutions Committee on Accreditation, Evaluation,

20Ibid., pp. 57-60.

and Standards in Business Teacher Education. The Business Education Supplement was designed as a supplement to and for use in connection with the American Association of Colleges for Teacher Education Standards and Evaluation Schedules. It was devised as a measurement instrument for business teacher-education programs. It was aimed primarily for the typical program of business teacher education. Modifications may be made to make it readily adaptable to the situation in practically any college offering a business teacher education program.\footnote{Elvin S. Eyster, "Schedules and Procedures for the Evaluation of Business Teacher Education," \textit{Evaluative Criteria in Business Teacher Education}. National Association of Business Teacher-Training Institutions, Bulletin 62 (1955), pp. 4-5.}

The objective of evaluation in business education is the improvement of the program of business teacher education. The following are the headings of the standards of the Business Education Supplement, American Association of Colleges for Teacher Education Evaluation Schedule:

- Standard I - Definitions, objectives and organizations of college of Teacher Education
- Standard II - Student Personnel Service
- Standard III - The Preparation of the Faculty
- Standard IV - Teaching Load of Faculty
- Standard V - Curriculum - Instructional Patterns
- Standard VI - Professional Laboratory Experiences
Standard VII - The Library

Standard VIII - Physical Layout and Equipment

Summary of Standards

Although on the secondary level, the Evaluative Criteria for Business Departments of Secondary Schools serve as basic guides in evaluating or analyzing a business teacher education program. These criteria consist of guides in the major areas of concern to those interested in improving business education. The broad categories embracing the criteria are the following:

1. Articulation with other Departments within the School
2. Club Activities
3. Community Resources
4. Curriculum
5. Equipment and its Utilization
6. Guidance Practices
7. Instructional Material - Visual and Auditory
8. Library Materials and Facilities
9. Placement and Follow-up
10. Qualifications and Professional Growth of Teachers
11. Supervisory Practices
12. Teaching Methods

---

For each guide, several typical evidences are given to help the evaluator make value judgments about the degree to which the business department is fulfilling the individual criterion. A system of recording the evidence applicable is provided to serve as a further guide in establishing a rating for each criterion.  

The Cooperative Study of Secondary School Standards was organized in 1933 by representatives of the six regional associations of the United States with the following four aims: (1) to determine the characteristics of a good secondary school, (2) to find practical means and methods to evaluate the effectiveness of a school in terms of its objectives, (3) to determine the means and processes by which a good school develops into a better one, and (4) to devise ways by which regional associations can stimulate and assist secondary schools to continuous growth. Four volumes have been published.

For the purposes of this study the volume on Evaluative Criteria has been used in providing information although the criteria

---


are for the secondary level. The following areas were set up for Business Education:

1. Organization
2. Nature of Offerings
3. Physical Facilities
4. Direction of Learning
   Instructional Staff
   Instructional Materials
   Methods of Evaluation
5. Outcomes
6. Special Characteristics of Business Education.²⁷

Malsbary²⁸ states that "evaluation is the process of taking a look at a program, practice habit, or product to see whether or not it is good and how it can be improved." Consideration should be given to the following:

1. Determine, as best we can, teacher success on the job.

2. Determine, perhaps through surveying or interviewing teachers on the job (a) what particular aspects of their preparatory work they can identify as making definite contributions to their success on the job, and (b) in what areas of work they feel the need for additional training.

3. Determine the difficulties beginning teachers encounter during the first year of their work.

²⁷Ibid., pp. 79-86.

4. The group interested in evaluating the curriculum should construct an instrument that might be used to determine how well the curriculum measures up to what the group feels is desired.29

Malsbary listed seventeen questions that may be suggestive of the type that may be used.

Rowe30 offers the following guiding principles for the development and implementation of differentiated professional courses of study for pre-service preparation of business teachers:

1. Differentiated business teacher curriculums should be planned to meet the needs of the community served by the institution.

2. The selection of students for differentiated business teacher education curriculums should be based upon aptitude, choice, and opportunity.

3. All differentiated curriculums should include sufficient typewriting for certification.

4. All differentiated curriculums should include not only general education, but a broad business background as well.

Cordery32 formulated basic principles of teacher education and adapted them to business teacher education. She investigated the

29 Ibid., pp. 51-52.


31 Ibid., pp. 35-37.

prevailing practices in the education of business teachers in degree-granting institutions for Negroes as compared with recommended practices. Seventeen principles were used and they were rated as essential, desirable but not essential, non-essential, and doubtful as guiding rules for an effective program for training business teachers. The following are the principles used in the study:

Principle I. The teacher of business teachers should be competent in the field of subject matter as evidenced by formal training and experience in business education.

Principle II. The teacher of business teachers should engage in a variety of activities that insure continued professional growth.

Principle III. General education should continue throughout the four years of the business teacher education program but should diminish in amount as professional education increases.

Principle IV. About 50 of 128 semester hours (or from 30 to 42 per cent) of the pre-service preparation of prospective business teachers should be general education—liberal arts courses.

Principle V. About 12 of 128 semester hours (or from 8 to 12 per cent) of the pre-service preparation of the prospective business teacher should be general professional education—courses in educational psychology, history or philosophy of education, general methods, general curriculum, etc.

Principle VI. About 12 of 128 semester hours (or from 8 to 12 per cent) of the pre-service training of the prospective business teacher should be special professional education—business methods courses, curriculum in business, student teaching in the business subjects, etc.

Principle VII. About 50 of 128 semester hours (or from 38 to 42 per cent) of the pre-service preparation of the prospective business teacher should be technical business education.
Principle VIII. The prospective business teacher should have some work experience.

Principle IX. A general methods course in the business subjects and one or two courses in the methods of teaching the technical business subjects should be required of all prospective business teachers.

Principle X. The prospective business teacher should have an opportunity to observe and participate in business and classroom activities on the high school level throughout the four years of pre-service education.

Principle XI. Equipment for training of the prospective business teacher in the technical business courses should be adequate in number and kind in terms of the students served.

Principle XII. The business teacher education unit should be adequately housed.

Principle XIII. The business teacher education unit should provide guidance for students who desire to enter the business teacher education program and throughout the training period for those who are admitted to the program.

Principle XIV. The business teacher education unit should take some responsibility for placing its graduates and should follow them into teaching.

Principle XV. (Not in original list) The program of business teacher education should be based upon the needs of the prospective business teachers as individuals, as citizens and as members of the teaching profession.

Principle XVI. The curriculum patterns of the business teacher education program should be sufficiently flexible to permit adjustment to the needs and abilities of individual students.

Principle XVII. The prospective business teacher should be competent to demonstrate his proficiency and should achieve the levels of competency which high school pupils are expected to reach.

33Ibid., pp. 163-182.
Forkner writes that if we are to move ahead in the preparation of business teachers, it will have to be because the business teacher education institutions have set up criteria for the programs that will result in better teachers. He submitted the following criteria as the basis for a more direct approach to the preparation of the business teacher:

1. The business teacher education program provides for development, perfection, and testing of skills of each prospective skill teacher to the level of commercial employment acceptance.

2. The business teacher education program provides for a period of supervised work experience in one or more fields in which the person has developed competent office skills.

3. The business teacher education program provides for intensive specialization in teaching methods related to subjects which the teacher is preparing to teach.

4. The business teacher education program provides for broad application of methods learned to actual classroom situations under expert guidance and supervision.

5. The teacher education institution encourages experimentation and research and develops a sense of inquiry on the part of every teacher.

6. The teacher education institution provides experience in procuring and evaluating materials, equipment, and space facilities needed in an effective business teaching department.

7. The teacher education program provides for experience in counseling, especially as counseling relates to vocational choices.

---

8. The teacher education institution provides experience in establishing, administering, and evaluating work experience programs.

9. The teacher education institution provides for experience in the establishment, development, operation, and evaluation of student clubs in the fields of business education.

10. The teacher education institution provides experience in developing competence in being an effective member of specialized professional organizations.

11. The teacher education institution provides opportunities for the prospective teacher to develop economic competencies in dealing with the many personal and business economic problems that face citizens living in our kind of industrial society.35

The literature dealing with effective proposals and evaluative criteria for pre-service business teacher education has been used as source material for selecting criteria for the analysis of the preparation of business teachers in the institutions accredited by the Southern Association of Colleges and Secondary Schools.

IV. SUMMARY

The purpose of this chapter was to give a perspective of the literature related to the present study to serve as background information. The presentation has included literature dealing with related studies, specific areas of business teacher education, and effective proposals and evaluative criteria for pre-service business teacher education.

35 Ibid., pp. 251-257.
CHAPTER IV
BUSINESS TEACHER EDUCATION

This chapter presents a perspective of the growth and development of business teacher education in the United States and gives special attention in the second section to business teacher education in the Southern Region. The chapter includes information on early business education practices and the establishment of business teacher education programs in the various institutions included in this study. Such a perspective is a necessary prerequisite in evaluating business teacher education programs.

I. PERSPECTIVE OF THE GROWTH OF BUSINESS TEACHER EDUCATION IN THE UNITED STATES

It is significant to call attention to the factors that have contributed to the development of business teacher education in the United States. The rapid and continued expansion of the clerical occupations is an outstanding factor in the development of business teacher education. In 1950 approximately one out of every eight individuals in the labor force was included in the clerical occupations. This expansion was succeeded by a corresponding increase in enrollment in the business subjects in public and private high schools. The combination of these two factors created a demand for business teachers which has continued to the present. The only period in which there was no great demand was during the depression period of the 1930's.
Smith\(^1\) states in her study that Federal support to vocational education gave additional emphasis to the growing importance of the non-academic areas. Professional organizations including the National Education Association and the National Association of Business Teacher-Training Institutions (now National Association for Business Teacher Education) were instrumental through the years in focusing attention upon the need for more adequate provision for business teacher education.

The colonial period offered little opportunity for more than a rudimentary education for the great majority of people. Only families of means were able to provide secondary or college education for their children. This period is referred to as the years prior to 1893.\(^2\) Business subjects were taught primarily in the private schools.

From 1853 to 1893, business education was taught in business colleges. Bookkeeping was the only subject included as a subject for business teacher preparation. During this period, the preparation of the business teacher was confined to experience in business.

One of the early means by which teachers received help in the teaching of business subjects was through attendance at conventions. The Business Education Association of America was organized around 1878. This association soon became a Department of the National


\(^2\) Ibid., p. 17.
Education Association. In 1893 business educators participated in the National Education Association.

The demand of World War I for clerical employees was reflected in increased emphasis on clerical training in schools and colleges, with a resulting demand for more and better qualified teachers. Smith reported that during this period the first business education specialist in the United States Office of Education was appointed (1917). 3

The early growth of business teacher education was found in three types of institutions: (1) the private business colleges, (2) normal schools, and (3) universities having collegiate schools of business.

The Drexel Institute of Philadelphia, Pennsylvania, established the first program for the training of business teachers for the high schools and academies. 4 The programs were short and extensive with emphasis upon the preparation of students to meet job requirements. This emphasis overshadowed the need for cultural or general education.

During the early period of business teacher education, the professionalization of subject matter was the general policy in normal schools. A very modest beginning was made in the provision

3Ibid., p. 75.

of special professional courses. Observation and practice teaching in business subjects were an inherent part of the business teacher education programs, except in business colleges where facilities did not exist. The emphasis upon work experience was found only in the colleges and universities. Lyons^5 states that "for many years while training in other fields was expanding rapidly, commercial education was neglected." He reports that an inquiry made by Ruth Hoadley of The Status of Commercial Teacher Training in the United States in 1928 brought evidence that, of 470 institutions throughout the country, only 79 institutions offered commercial teacher training. Of these, 30 were colleges and universities, 33 normal schools and teachers colleges, and 16 private schools.

Graham pointed out in 1933 that "in a study of 685 degree-granting institutions having departments or schools of education, 477, or 69.8 per cent of them, offered courses in economics and business; but that only 138, or 20.1 per cent, offered courses for the preparation of teachers."^6

From a report of the United States Office of Education, in the middle of the twentieth century, approximately 1,100 higher

---


^6 Jessie Graham, The Evolution of Business Education in the United States and Its Implications for Business Teacher Education. Los Angeles: University of Southern California, (Southern California Education Monographs, 1933-34, Series, No. 2), 1933, p. 96.
educational institutions offer teacher education. Five hundred twenty-seven institutions in 1950 participated in business teacher education.

In her study Smith pointed out the following variety of factors that contributed to the growing importance of business teacher education from 1917 to 1950:

1. The continued expansion of clerical operations.
2. The growth in enrollment in the business subjects in secondary schools.
3. The accompanying demand for commercial teachers.
4. The influence of federal legislation for vocational education.
5. The activities of professional organizations of business teachers.
6. The recognition of the need for improved programs.
7. The development of state certification requirements.\(^7\)

For many years during the early introduction of business teacher education, collegiate schools of business played a major role in preparing business teachers. In recent years only a few, possibly 17 out of seventy or more, have a major responsibility for such programs. Numerous factors seem to operate to discourage their continued participation. Disinterest on the part of faculties, failure to incorporate secretarial studies in the curriculum, exclusion of

\(^7\)Smith, op. cit., p. 136.
business teacher education as a function of graduate schools of business, and increasing activity of schools of education in this area appear to be factors that discouraged business teacher education in collegiate schools of business.

A popular issue in business teacher education has been the placement of responsibility for programs of business teacher education. This problem came about where there existed a school of education and a school of business. The problem of "dual responsibility" arose during the early period of business teacher education with the idea that business teacher education might exist independently in each school. From a review of studies dealing with business teacher education and from the results of investigations in the present study, this conflict in responsibility is still prevailing as evidenced by the general lack of agreement as to the placement of the responsibility of the business teacher education program.

When business subjects were first introduced into the high school, the private business school was usually the only source of teachers. The second step was to draw teachers from one- and two-year normal schools. Tonne states that normal-school graduates would attend a private school for a few months to learn shorthand, typewriting, and bookkeeping preparatory to taking positions as

---

business teachers in the high school. Later, the normal schools introduced business training. In general, normal schools found it difficult to give prospective teachers the business education they needed because they found it difficult to force more than a few technical business courses into a program planned primarily for elementary school teachers.

At the beginning of the twentieth century, business teachers were oftentimes obtained from the recently established collegiate schools of business. Improved business training was by this time being given in three-year normal schools. 9

The majority of business teachers, in the middle of the twentieth century, acquire their preparation in colleges and universities. In most cases, they specialize in business and education.

The four years of preparation in business teacher education should be devoted to areas of education, such as (a) general education, (b) general professional education, (c) special professional education including student teaching, (d) business and related subject matter, and (e) business experience. The recommended percentages of credit hours to be devoted to areas of study for the bachelor's degrees (four years of preparation) are: (a) general education, 38-42 per cent; (b) general professional education, 8-12 per cent; (c) special professional education including student

9 Ibid., p. 308.
teaching, 8-12 per cent; and (d) business and related subject
matter, 38-42 per cent.  

The National Association of Business Teacher-Training Insti-
tutions proposed the following field for endorsement or certification
types. These fields are usually listed as the options for a major
or minor in business teacher education institutions:

(a) General - bookkeeping and stenographic
(b) Bookkeeping
(c) Stenographic
(d) Merchandising and distribution
(e) General Business
(f) Office machines and clerical practice.

Pre-service business teachers should be prepared to teach in
more than one field. This statement has been proposed by numerous
writers in the areas of teacher education and certification. Pre-
paration in a second field is of help to the many pre-service
teachers who may or should expect to teach in small schools in their
initial positions.

Tonne states that "everyone will admit that competency in
business teaching requires adequate business experience."  The

---

Association of Business Teacher-Training Institution, Bulletin 56
(1952), pp. 6-7.

11. Ibid., p. 8.

12. Herbert A. Tonne, Principles of Business Education. New York:
statement brings to mind that many early business teachers offered
business experience as their only preparation for teaching. Business
experience is essential and necessary, but it should not be required
at the expense of other important elements in teacher education. It
is still not a requirement in all schools, but the pattern in regard
to business experience follows Tonne's statement that "some schools
give credit for such work, as a phase of their curricular requirements;
other require experience, but with no formal credit for it; and still
others encourage it, but do not require it."13

Professional organizations such as the National Education
Association, the National Business Teachers Association, the National
Association for Business Teacher Education, and Delta Pi Epsilon, the
national honorary fraternity in business education, have been instru-
mental through the years in focusing attention upon the need for
more adequate provision for business teacher education. Special
attention must be called to the significant contributions toward
progress in business teacher education made by the National Associa-
tion of Business Teacher-Training Institutions through its meetings,
publications, and leadership. The association was established in
1928 and has been associated since 1950 with the United Business
Education Association of the National Education Association as its
teacher education division. At the 1957 meeting in Chicago, Illinois,
the name was changed to the National Association for Business Teacher
Education.

13 Ibid., p. 486.
State certification of business teachers has contributed toward the development of business teacher education. Walters and Nolan refer to the certification of teachers as one of the most important educational functions of the state. "Through its certification requirements, the state may raise or lower teaching standards and thus in turn raise or lower standards of business education within the state."\textsuperscript{14}

Certification requirements vary in different states. In general, states may follow one of three procedures in certifying business teachers, as follows: (1) The state may issue several different business teacher certificates, one for each major field of work. (2) The state may issue a general business teacher's certificate covering all business subjects. (3) The state may issue a certificate that lists the business subjects that the teacher is entitled to teach. New York follows the plan of the first procedure and Indiana and one or two other states follow somewhat the same plan. Georgia follows the plan of the second procedure and Pennsylvania follows the plan of the third procedure.\textsuperscript{15}

A number of states have assisted business education by setting up curriculums and courses of study for the guidance of public school administrators and teachers. These aid beginning business teachers


\textsuperscript{15}Ibid., pp. 5-6.
greatly and are also helpful in the professional courses for prospective teachers. The courses of study and curriculums are usually issued as suggestions. Some states publish handbooks or teaching guides for business teachers.

Harms states that "it is commonly accepted that one of the characteristics of a wide-awake, up-to-date business teacher is that he is a member of one or more associations in his field." It is agreed by business educators that all teachers should be members of a national and a local association. In addition, the business teacher should subscribe to professional publications. As a basic reason for these statements, it is obvious that "no man is sufficient unto himself."17

In light of the information found in current literature on business teacher education, evidence points up its importance. Douglas emphasizes the significance of business teacher education preparation:

No other elective area in secondary education approaches the enrollments found in business subjects. No other single area of economic endeavor provides annual employment for as many high school graduates as does business. And in these days of consumer-mindedness and inflationary difficulties it is unlikely that the average citizen is brought into daily awareness of any single phase of life more frequently or more forcefully than that phase which is a part of our American democratic free enterprise economy.


17 Ibid., p. 321.
This all is the province of the business teacher. Both vocational and general education are inextricably a part of it.  

Many problems face business educators in building the business teacher education program. It is a known fact that recognition and observance should be made of the principles which are basic to business teacher education. The following problems of business teacher preparation are important today and must be considered in making efforts for present and future improvements in this area:

(1) Determining the content of the program.
(2) Building the teaching power of students.
(3) Providing for student or practice teaching.
(4) Gearing the problem to conditions and needs.
(5) Providing for the professional indoctrination of students.
(6) Providing for improvement of the program.  

Numerous issues or problems and trends confront business teacher education today. This is true because practices in the field of education are always in the process of change; business teacher education is therefore no exception to this rule. Many developments are now in formation and more will come with the future. The trends and issues are not mentioned in this chapter since they will be brought out in subsequent chapters in this study.


II. A PERSPECTIVE OF BUSINESS TEACHER EDUCATION IN THE SOUTHERN REGION

The Southern Region refers to the area embracing the following states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

Any institution offering business teacher education in the eleven states would be classified as a part of the Southern Region. Nevertheless, for the purposes of this perspective, only the institutions represented in this study which are accredited by the Southern Association of Colleges and Secondary Schools are included in the perspective of business teacher education in this region.

The ninety-eight institutions included in this study offer various phases of business teacher education. They are colleges and universities offering baccalaureate degrees with majors in various areas of business teacher education.

The institutions represent state supported colleges and universities, liberal arts colleges, teachers colleges, denominational colleges and universities, city colleges, and endowed colleges.

Business teacher education developed in the Southern states in a pattern similar to the development of business teacher education in the United States as a whole. This development was presented in the previous section of this chapter.

The following table shows the name of each institution included in this study, the location, and the year in which the program of business teacher education was established. The information for
this table was obtained from the questionnaire used in the study and from several State Departments of Education.

### TABLE I

**INSTITUTIONS IN THE SOUTHERN REGION OFFERING PROGRAMS OF BUSINESS TEACHER EDUCATION BY STATE AND THE YEAR OF ESTABLISHMENT OF SUCH PROGRAMS**

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
<th>Date of Establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alabama</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alabama A and M College</td>
<td>Normal</td>
<td>1954</td>
</tr>
<tr>
<td>Alabama College</td>
<td>Montevalia</td>
<td>1934</td>
</tr>
<tr>
<td>Alabama State College</td>
<td>Montgomery</td>
<td>1946</td>
</tr>
<tr>
<td>Alabama, University of</td>
<td>University</td>
<td>1927</td>
</tr>
<tr>
<td>Howard College</td>
<td>Birmingham</td>
<td>1926</td>
</tr>
<tr>
<td>Huntingdon College</td>
<td>Montgomery</td>
<td>1937</td>
</tr>
<tr>
<td>Spring Hill College</td>
<td>Spring Hill</td>
<td>1951</td>
</tr>
<tr>
<td>State Teachers College</td>
<td>Florence</td>
<td>1958</td>
</tr>
<tr>
<td>Stillman College</td>
<td>Tuscaloosa</td>
<td>1954</td>
</tr>
<tr>
<td><strong>Florida</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bethune Cookman College</td>
<td>Daytona Beach</td>
<td>1946</td>
</tr>
<tr>
<td>Florida A and M University</td>
<td>Tallahassee</td>
<td>1949</td>
</tr>
<tr>
<td>Florida State University</td>
<td>Tallahassee</td>
<td>1917</td>
</tr>
<tr>
<td>Florida, University of</td>
<td>Gainesville</td>
<td>1928</td>
</tr>
<tr>
<td>Miami, University of</td>
<td>Coral Gables</td>
<td>1947</td>
</tr>
<tr>
<td>Stetson University</td>
<td>DeLand</td>
<td>1940</td>
</tr>
<tr>
<td>Tampa, University of</td>
<td>Tampa</td>
<td>1937</td>
</tr>
<tr>
<td><strong>Georgia</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albany State College</td>
<td>Albany</td>
<td>1955</td>
</tr>
<tr>
<td>Clark College</td>
<td>Atlanta</td>
<td>1950</td>
</tr>
<tr>
<td>Georgia State College for Women</td>
<td>Milledgeville</td>
<td>1950*</td>
</tr>
<tr>
<td>Georgia, University of</td>
<td>Athens</td>
<td>1948*</td>
</tr>
<tr>
<td>Savannah State College</td>
<td>Savannah</td>
<td>1947</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Location</td>
<td>Date of Establishment of Business Teacher Program</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Kentucky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berea College</td>
<td>Berea</td>
<td>1947</td>
</tr>
<tr>
<td>Eastern Kentucky State College</td>
<td>Richmond</td>
<td>1927</td>
</tr>
<tr>
<td>Kentucky Wesleyan College</td>
<td>Owensboro</td>
<td>1952</td>
</tr>
<tr>
<td>Kentucky, University of</td>
<td>Lexington</td>
<td>1953</td>
</tr>
<tr>
<td>Louisville, University of</td>
<td>Louisville</td>
<td>1953</td>
</tr>
<tr>
<td>Morehead State College</td>
<td>Morehead</td>
<td>1938</td>
</tr>
<tr>
<td>Murray State College</td>
<td>Murray</td>
<td>1935</td>
</tr>
<tr>
<td>Transylvania College</td>
<td>Lexington</td>
<td>1946</td>
</tr>
<tr>
<td>Union College</td>
<td>Barbourville</td>
<td>1949</td>
</tr>
<tr>
<td>Louisiana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana Polytechnic Institute</td>
<td>Ruston</td>
<td>1953 (revised)</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>University</td>
<td>1930</td>
</tr>
<tr>
<td>Northeast Louisiana State College</td>
<td>Monroe</td>
<td>1950</td>
</tr>
<tr>
<td>St. Mary's Dominican College</td>
<td>New Orleans</td>
<td>1953</td>
</tr>
<tr>
<td>Southeastern Louisiana College</td>
<td>Hammond</td>
<td>1938</td>
</tr>
<tr>
<td>Southwestern Louisiana Institute</td>
<td>Lafayette</td>
<td>1938</td>
</tr>
<tr>
<td>Southern University</td>
<td>Baton Rouge</td>
<td>1952</td>
</tr>
<tr>
<td>Mississippi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcorn A and M College</td>
<td>Alcorn</td>
<td>1951</td>
</tr>
<tr>
<td>Delta State Teachers College</td>
<td>Cleveland</td>
<td>1945</td>
</tr>
<tr>
<td>Mississippi College</td>
<td>Clinton</td>
<td>1947</td>
</tr>
<tr>
<td>Mississippi Southern College</td>
<td>Hattiesburg</td>
<td>1928</td>
</tr>
<tr>
<td>Mississippi State College for Women</td>
<td>State College</td>
<td>1950</td>
</tr>
<tr>
<td>Mississippi State College</td>
<td>Columbus</td>
<td>1955</td>
</tr>
<tr>
<td>Mississippi, University of</td>
<td>University</td>
<td>1947</td>
</tr>
<tr>
<td>Rust College</td>
<td>Holly Springs</td>
<td>1949</td>
</tr>
</tbody>
</table>
TABLE I (continued)

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
<th>Date of Establishment of Business Teacher Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Carolina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A and T College</td>
<td>Greensboro</td>
<td>1954</td>
</tr>
<tr>
<td>Appalachian State Teachers College</td>
<td>Boone</td>
<td>1943</td>
</tr>
<tr>
<td>Atlantic Christian College</td>
<td>Wilson</td>
<td>1954</td>
</tr>
<tr>
<td>Barber Scotia College</td>
<td>Concord</td>
<td>1946</td>
</tr>
<tr>
<td>East Carolina College</td>
<td>Greenville</td>
<td>1936</td>
</tr>
<tr>
<td>Flora Macdonald College</td>
<td>Red Springs</td>
<td>1952</td>
</tr>
<tr>
<td>High Point College</td>
<td>High Point</td>
<td>1927</td>
</tr>
<tr>
<td>Lenoir Rhyne College</td>
<td>Hickory</td>
<td>1950</td>
</tr>
<tr>
<td>Meredith College</td>
<td>Raleigh</td>
<td>1943</td>
</tr>
<tr>
<td>North Carolina College at Durham</td>
<td>Durham</td>
<td>1928</td>
</tr>
<tr>
<td>Wake Forest College</td>
<td>Wake Forest</td>
<td>1950</td>
</tr>
<tr>
<td>Western Carolina Teachers College</td>
<td>Cullowhee</td>
<td>1943</td>
</tr>
<tr>
<td>Woman's College of the University of North Carolina</td>
<td>Greensboro</td>
<td>1949</td>
</tr>
<tr>
<td>South Carolina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allen University</td>
<td>Columbia</td>
<td>1946</td>
</tr>
<tr>
<td>Coker College</td>
<td>Hartsville</td>
<td>1950</td>
</tr>
<tr>
<td>Lander College</td>
<td>Greenwood</td>
<td>1950</td>
</tr>
<tr>
<td>South Carolina, University of Winthrop College</td>
<td>Columbia</td>
<td>1952</td>
</tr>
<tr>
<td>Tennessee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carson-Newman College</td>
<td>Jefferson City</td>
<td>1943</td>
</tr>
<tr>
<td>Chattanooga, University of</td>
<td>Chattanooga</td>
<td></td>
</tr>
<tr>
<td>David Lipscomb College</td>
<td>Nashville</td>
<td></td>
</tr>
<tr>
<td>George Peabody College for Teachers</td>
<td>Nashville</td>
<td>1937</td>
</tr>
<tr>
<td>Memphis State College</td>
<td>Memphis</td>
<td>1954</td>
</tr>
<tr>
<td>Middle Tennessee State College</td>
<td>Murfreesboro</td>
<td>1953</td>
</tr>
<tr>
<td>Tennessee A and I State University</td>
<td>Nashville</td>
<td>1954</td>
</tr>
<tr>
<td>Tennessee Polytechnic Institute</td>
<td>Cookeville</td>
<td>1953</td>
</tr>
<tr>
<td>Tennessee, University of</td>
<td>Knoxville</td>
<td>1937</td>
</tr>
<tr>
<td>Union University</td>
<td>Jackson</td>
<td>1951</td>
</tr>
</tbody>
</table>
### TABLE I (continued)

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
<th>Date of Establishment of Business Teacher Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Texas State Teachers College</td>
<td>Commerce</td>
<td>1956</td>
</tr>
<tr>
<td>Hardin-Simmons University</td>
<td>Abilene</td>
<td>1940</td>
</tr>
<tr>
<td>Houston, University of</td>
<td>Houston</td>
<td>1955</td>
</tr>
<tr>
<td>Howard Payne College</td>
<td>Brownwood</td>
<td>1951</td>
</tr>
<tr>
<td>Incarnate Word College</td>
<td>San Antonio</td>
<td>1949</td>
</tr>
<tr>
<td>Lamar State College</td>
<td>Beaumont</td>
<td>1953</td>
</tr>
<tr>
<td>McMurry College</td>
<td>Abilene</td>
<td>1953</td>
</tr>
<tr>
<td>North Texas State College</td>
<td>Denton</td>
<td>1955</td>
</tr>
<tr>
<td>St. Mary's University</td>
<td>San Antonio</td>
<td>1945</td>
</tr>
<tr>
<td>Sam Houston State Teachers College</td>
<td>Huntsville</td>
<td>1922</td>
</tr>
<tr>
<td>Southwest Texas State Teachers College</td>
<td>San Marcos</td>
<td>1919</td>
</tr>
<tr>
<td>Southwestern University</td>
<td>Georgetown</td>
<td>1948</td>
</tr>
<tr>
<td>Stephen F. Austin State College</td>
<td>Nacogdoches</td>
<td>1953</td>
</tr>
<tr>
<td>Sul Ross State College</td>
<td>Alpine</td>
<td>1922</td>
</tr>
<tr>
<td>Texas Christian University</td>
<td>Fort Worth</td>
<td>1955</td>
</tr>
<tr>
<td>Texas College of Arts and Industries</td>
<td>Kingsville</td>
<td>1948</td>
</tr>
<tr>
<td>Texas Lutheran College</td>
<td>Sequin</td>
<td>1948</td>
</tr>
<tr>
<td>Texas Technological College</td>
<td>Lubbock</td>
<td>1942</td>
</tr>
<tr>
<td><strong>Virginia</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emory and Henry College</td>
<td>Emory</td>
<td>1938</td>
</tr>
<tr>
<td>Longwood College</td>
<td>Farmville</td>
<td>1936</td>
</tr>
<tr>
<td>Madison State College</td>
<td>Harrisonburg</td>
<td>1936</td>
</tr>
<tr>
<td>Richmond Professional Institute</td>
<td>Richmond</td>
<td>1953</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>Blacksburg</td>
<td>1950</td>
</tr>
<tr>
<td>Virginia State College</td>
<td>Petersburg</td>
<td>1930</td>
</tr>
<tr>
<td>Virginia Union University</td>
<td>Richmond</td>
<td>1952</td>
</tr>
</tbody>
</table>

*Approximate date.*
It is the impression of the writer that, in a few instances, the dates of establishment of business teacher education units refer to the time of curricular revisions. The table, however, does show the general development of business teacher education programs in the Southern Region.

Although the Southern Association of Colleges and Secondary Schools is the major accrediting agency for the Southern Association, the major professional organization for business teachers is the Southern Business Education Association. The Southern Business Education Association is a United Business Education Association regional association operating within the National Business Teachers Association district, the Southern Region, with a program of unified activities. The Southern Business Education Association has an official representative on the United Business Teachers Association's National Council for Business Education. The publication of the association is the Southern News Exchange.

Each state in the Southern Region has a state association of business teachers. Each state organization is an affiliated association of the United Business Education Association.

III. SUMMARY

The purpose of this chapter has been to give a perspective of business teacher education in the United States, and in the Southern Region, including brief historical information. The information
in the chapter will serve as a background for the presentation of the status and analysis of business teacher preparation in the institutions accredited by the Southern Association of Colleges and Secondary Schools.

The next chapter deals with a presentation of the status of business teacher education in the institutions accredited by the Southern Association of Colleges and Secondary Schools.
CHAPTER V

THE STATUS OF BUSINESS TEACHER EDUCATION IN NINETY-EIGHT
INSTITUTIONS ACCREDITED BY THE SOUTHERN ASSOCIATION
OF COLLEGES AND SECONDARY SCHOOLS

The investigation of the status of business teacher education in the ninety-eight institutions studied involved an examination of the catalogues of the institutions, together with a questionnaire on business teacher training which was returned by the institutions. The institutions included in the study were those accredited by the Southern Association of Colleges and Secondary Schools. Large and small institutions are included in the study.

For the purposes of making the investigation and of reporting the findings, thirteen sub-divisions were used, as follows: (1) support and control of institutions; (2) purposes of business teacher education; (3) organization of business teacher education; (4) institutional accreditation and professional memberships of the institutions; (5) enrollment in business teacher education; (6) faculty for business teacher education; (7) guidance services; (8) nature and content of the business teacher education curricula; (9) laboratory experiences; (10) physical plant for business teacher education; (11) library facilities for business teacher education; (12) placement services for business teacher graduates; and (13) follow-up of business teacher education graduates.
I. SUPPORT AND CONTROL OF THE INSTITUTIONS

The ninety-eight institutions included in this study are supported and associated with five types of control: (2) state institution; (2) city university; (3) denominational institution; (4) independent institution; and (5) private non-denominational and non-profit institution.

Fifty-six, or 57.1 per cent, of the institutions are state colleges and universities. They are listed as follows: (1) colleges of arts; (2) teachers colleges; (3) state universities; and (4) colleges for women.

One institution, or 1.0 per cent, was listed as a city university.

Thirty-six, or 36.7 per cent, of the institutions are supported and controlled by the following church denominations: (1) Baptist - 10 institutions; (2) Methodist - 11 institutions; (3) Catholic - 4 institutions; (4) Presbyterian - 3 institutions; (5) Christian - 4 institutions; (6) Disciples - 1 institution; (7) Lutheran - 2 institutions; and (8) African Methodist Episcopal - 1 institution.

One institution is of independent organization.

Four institutions, or 4.1 per cent, are private, non-denominational, and non-profit in support and control. These institutions are privately endowed and receive gifts and grants.

The state institutions outnumber the other institutions included in this study. As indicated in the catalogues, each
institutions have its Board of Control and in some instances, Board of Trustees.

Table II shows the distribution and percentages of the various institutions in regard to support and control.

### Table II

**SUPPORT AND CONTROL OF THE NINETY-EIGHT INSTITUTIONS**

<table>
<thead>
<tr>
<th>Types of Institutions</th>
<th>Number of Institutions</th>
<th>Per cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Institutions</td>
<td>56</td>
<td>57.1</td>
</tr>
<tr>
<td>City University</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Denominational (Church)</td>
<td>36</td>
<td>36.7</td>
</tr>
<tr>
<td>Independent</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Private (Non-denominational and non-profit)</td>
<td>4</td>
<td>4.1</td>
</tr>
</tbody>
</table>

The institutions supported and controlled by church denominations are private institutions, but they are listed separately in order to separate the two groups.

**II. PURPOSES OF BUSINESS TEACHER EDUCATION**

For the most part business educators are agreed upon the over-all goals of business teacher education. Generally, they are in agreement with those of teacher education. They desire to prepare teachers who will contribute to the improvement of society in three
ways: "as active citizens, as educational leaders in their com- munities, and as guides of children and youth helping them to become informed, active citizens."  

It is important to state very definitely the educational objectives for the business teacher education unit. From a study of the catalogues of the institutions included in this study, it was found that twenty-five out of ninety-eight institutions made specific statements relative to the purposes of business teacher education. Very few respondents to the questionnaire replied that there were additional purposes other than those listed in the catalogues.

Yerian\(^2\) states that it is well to have objectives in "black and white" inclusive of such things as the following:

a. The type of school or schools for which teachers are being prepared;

b. Word picture of business teacher graduate, especially those characteristics and vocational abilities specifically desired in the business teacher in addition to those desired in teachers in general;

c. Provision for evaluation of students both for acceptance for instruction and for graduation; and


d. Such other implementing factors that go to make up the entire program.

It is obvious, of course, that no purpose or objective should be included in a catalogue which cannot be realized. It is very important that all teachers know what the purposes of business teacher education are, how they are to be attained, and the procedures by which there will be unification of the efforts of all concerned in the realization of the purposes.

The statements of the purposes for business teacher preparation, as listed in catalogues of the institutions included in this study, were brief and somewhat general. In numerous instances, the purposes were listed under the department or school of education.

The following are samples of the statements relative to the purposes of business teacher education:

The continuing aim of the Division of Commerce is to train young men and women to enter the business world and high school teaching positions better prepared for success than those who preceded them.3

The curricula include cultural as well as vocational courses, and are designed:

1. To prepare the student to teach general business subjects.

2. To develop those skills required to perform successfully the duties of stenographers, secretaries, and bookkeepers.

3. To develop in the student an awareness of his social and public responsibilities that he might intelligently participate in the social, political and business life of the community.

4. To provide students with a knowledge of business principles and their application to business problems and procedures.

5. To provide the fundamental requisites for graduate study.

The purpose of the Department of Teacher Education is to provide persons who have chosen teaching as a life work with an integrated general and professional education.

To prepare teachers of business subjects for the secondary schools of Kentucky. To supplement and broaden the general education programs of students by providing areas of training that cover basic principles of business useful in everyday living.

To prepare men and women for teaching positions in secondary schools and colleges through a program of business education. The curriculum of the School of Business is designed to fulfill the objectives of the School by giving each student

- a strong background in general arts and sciences;
- a useful knowledge of basic tools of management;
- a practical understanding of the basic functions of business management;
- an appreciation of the critical task of policy; making in a dynamic economic environment; and
- specialized knowledge in a field of personal interest to the student.

---


This department aims to train students in basic business and technical subjects in order that they may be well prepared to teach business subjects in the high school. Students trained in this department will also be prepared for secretarial and other clerical positions and are expected to meet the same standards as those entering business. These students are given an opportunity to apply these skills and knowledge through actual working experiences.

This program is designed for young men and women who desire a career in teaching business subjects in the junior high school, the senior high school, or college.

The objective of this four-year program is to prepare students for certification in business teaching. Broad business and general background, technical business skills, and professional techniques and practices are primary aims.

The curriculum is designed to meet requirements of the State Department of Education for commercial education teachers. Satisfactory participation in this program will assure thorough preparation for the teaching of commercial subjects in the public schools and junior colleges of the state, as well as an excellent preparation for office positions in business and industry.

To provide the type of well-rounded professional education necessary to increase the effectiveness of employees and employers; to provide skill in the use of necessary business tools; to provide a clear-cut sense of social responsibility which rests upon the business person, and his need for adopting and using ethical business practices;

---


9 Richmond Professional Institute, Richmond, Virginia, Bulletin, January, 1956, p. 77.

10 Texas Technological College, Lubbock, General Catalog 1956-57, p. 200.

11 Mississippi State College, State College, Seventy-Sixth Annual Catalogue, 1956-57, p. 81.
to develop character and bring out the best personality traits for successful business leadership; to provide capable teachers of business subjects for the high schools.  

The statements of purposes listed above are typical of those listed in the other catalogues of the institutions included in this study. A few of the respondents to the questionnaire stated that there were additional purposes or objectives, but they were not ready to be released.

It is readily apparent that the stated purposes of business teacher education are general and may be summarized as follows: business teacher education training in the institutions studied was primarily designed to prepare teachers for the high school; to provide a type of well-rounded professional education so as to increase the effectiveness of business employees and employers; to develop skills to perform successfully as stenographers, bookkeepers, secretaries, or other office workers; to develop in a student an awareness of his social and public responsibilities; and to provide a strong background in general arts and sciences.

Continuous efforts are made by a few of the institutions to evaluate objectives or purposes and improve the business teacher education programs. Some of these efforts were in the form of planning improved purposes which were not ready to be released. The

---

Following specific efforts were mentioned by respondents:

1. Constant efforts on the part of individual teachers to improve purposes.
2. Standardized testing and individual conferences.
3. Contacts kept with persons in charge of secondary school offerings and an endeavor to equip graduates to do the job and get some ideas for improving secondary school offerings.
4. Institutional programs and departmental meetings.
5. Self-evaluation.
6. Reading of research and professional literature.
7. Attendance at professional meetings.
8. Discussions with and follow-up of graduates.
9. Programs submitted to State Departments of Education for acceptance.
10. Visits to other business institutions.
11. Attendance at workshops.
12. Constant checking against standards.
13. Student-teacher evaluation.
14. Comparison of graduates with graduates from other institutions.
15. Continuous study of the needs of business teachers.

The most popular efforts listed in evaluating purposes or objectives for the improvement of business teacher programs were: follow-up of graduates, discussions at departmental meetings, and self-evaluation.
III. ORGANIZATION OF BUSINESS TEACHER EDUCATION

The business teacher education program should be organizationally sound if it is to function properly. An outlined program can lose its effectiveness if there is not a place for the responsibility of administering the over-all unit, interpreting the policies and duties, supervising the curricular courses, and coordinating the relationships with professional organizations and community resources.

The problem of the placement of the program of business teacher education has been a matter for attention since the origin of business teacher education. The problem of dual responsibility in colleges and universities arose early and is still prevalent today.

**Basic organizational relationship.** For the purpose of this study, the following question was asked: What is the business teacher education program's organizational relationship within the institution? In reply to this question, the following organizational relationships were listed: (1) Department in the School of Business; (2) Division of Vocational Education; (3) Independent Department of Business Education; (4) Dual Relationships between Schools and Departments of Education and Business; (5) Department in School of Education; (6) Department of the General College; (7) Business Department for Budget Control; (8) Department of Economics and Sociology; (9) Department of Business; (10) Department in the Division of Commerce; (11) Department in Social Science Division; and (12) Division of Business Administration.
Of the ninety-eight institutions included in the study, forty, or 40.8 per cent, reported that the organizational relationship was dual in nature with cooperating and coordinating efforts between Departments or Schools of Business and Education. In one instance, mention was made of the use of dual professorships.

Nineteen, or 19.1 per cent, of the institutions reported that there were independent departments of Business Education, which was closely related to the third highest response as a department in the School of Business. Table III shows the organizational relationship of business teacher education units within the participating institutions.

TABLE III

ORGANIZATIONAL RELATIONSHIP OF BUSINESS TEACHER EDUCATION WITHIN NINETY-EIGHT INSTITUTIONS

<table>
<thead>
<tr>
<th>Type of Organizational Relationship</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Relationship (Education and Business)</td>
<td>40</td>
<td>40.8</td>
</tr>
<tr>
<td>Independent Department</td>
<td>19</td>
<td>19.4</td>
</tr>
<tr>
<td>Department in School of Business</td>
<td>12</td>
<td>12.2</td>
</tr>
<tr>
<td>Department in School of Education</td>
<td>9</td>
<td>9.2</td>
</tr>
<tr>
<td>Department of Business</td>
<td>7</td>
<td>7.1</td>
</tr>
<tr>
<td>Department in Social Science Division</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>Department in Division of Commerce</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Division of Vocational Education</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Within Department of Education</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Department of the General College</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Business Department of Budget Control</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Within Department of Economics and Sociology</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Within Division of Business Administration</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Business teacher education programs are predominantly organized and administered through dual relationships in the areas of business and education in the institutions representing the Southern Region. It was found, nevertheless, that a number of institutions are handling business teacher education within an independent department.

Grouping of Organizational Relationship. In order to bring out basic organizational relationship, Table IV has been prepared.

**TABLE IV**

**ORGANIZATIONAL RELATIONSHIP WITHIN INSTITUTIONS ACCORDING TO MAJOR GROUPINGS**

<table>
<thead>
<tr>
<th>Organizational Grouping</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual (Business and Education)</td>
<td>40</td>
<td>40.8</td>
</tr>
<tr>
<td>Independent Department</td>
<td>19</td>
<td>19.4</td>
</tr>
<tr>
<td>Business Area</td>
<td>22</td>
<td>22.3</td>
</tr>
<tr>
<td>Education Area</td>
<td>11</td>
<td>11.2</td>
</tr>
<tr>
<td>Others</td>
<td>6</td>
<td>6.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
<td><strong>99.8</strong></td>
</tr>
</tbody>
</table>

It may be noted that there is considerable divergence in the organizational relationship of business teacher education. The dual relationship (shared by business and education) is most common. The
second most frequent pattern is as a function of a business area. The third most frequent is an independent department in business teacher education.

IV. INSTITUTIONAL ACCREDITATION AND PROFESSIONAL MEMBERSHIP DIRECTLY RELATED TO BUSINESS TEACHER EDUCATION

A notable factor in the development of higher education programs has been the setting and enforcement of standards by various agencies outside the institutions, such as state authorities and voluntary associations. This practice of setting standards and according recognition to those institutions which conform to them is known as accreditation.\(^{13}\)

The regional accrediting association is one kind of accrediting agency. There are six regional associations in the United States, as follows: New England Association of Colleges and Secondary Schools, the Middle States Association of Colleges and Secondary Schools, the North Central Association of Colleges and Secondary Schools, the Northwest Association of Secondary and Higher Schools, the Southern Association of Colleges and Secondary Schools, and the Western College Association.

The six associations are united in the National Committee on Regional Accrediting Agencies of the United States, which issues a consolidated list of all the colleges that are accredited by the regional agencies.\(^{14}\)


\(^{14}\) Ibid., p. 48.
The ninety-eight colleges and universities included in this study are listed on the accredited list as members or have accredited status in the Southern Association of Colleges and Secondary Schools.

The Southern Association of Colleges and Secondary Schools, like all the accrediting associations, operates on the basis of standards or criteria which must be met before an institution is approved for membership or recognition.

The American Association of Collegiate Schools of Business is another association related to the area of business teacher education. This is true because "both the purpose of the organization and the activities have been to promote and improve higher business education in North America."\(^{15}\) The membership of the association is composed of eighty institutions whose programs of instruction in business subjects have achieved the standards established in the association. There are basic criteria for membership which the institutions must meet.

Seven, or 7 per cent, of the institutions included in this study are members of the American Association of Collegiate Schools of Business.

In July, 1954, the National Council for Accreditation of Teacher Education became the official body for the specific accreditation of teacher education institutions and programs. From 1927 to 1954 the American Association of Teachers Colleges and its

\(^{15}\) Ibid., p. 114.
successor, the American Association of Colleges for Teacher Education, provided the only accreditation for teacher education except that which was done incidentally by the regional accrediting bodies in their general accreditation of colleges and universities. The American Association of Colleges for Teacher Education is still involved in the accreditation function through its representation in the National Council for Accreditation of Teacher Education.\textsuperscript{16}

Thirty-nine, or 39.7 per cent, of the institutions included in this study are accredited for teacher education by the National Council for Accreditation of Teacher Education as of January 1, 1956.\textsuperscript{17}

The American Association of Colleges for Teacher Education is a national voluntary association of colleges and universities throughout the United States, organized to improve the quality of teacher education. It is not an accrediting agency. All types of four-year institutions for higher education are represented in the present membership. Only one uniform theme dominates the American Association of Colleges for Teacher Education—the devotion to ever-improving quality in each style of collegiate teacher education. By means of the services and resources of the Association, direct assistance can be given in the solution of problems facing all teacher education programs.

\textsuperscript{16} Ibid., p. 174.

\textsuperscript{17} Ibid., pp. 175-178.
The American Association of Colleges for Teacher Education made a representative showing in the ninety-eight institutions included in this study. Forty-eight, or 48.9 per cent, of the institutions are members of the association. Each state in the Southern Region was represented in the distribution of memberships except South Carolina.

The National Association for Business Teacher Education, formerly the National Association of Business Teacher-Training Institutions, is the teacher education division of the United Business Education Association. It works in cooperation with the American Association of Colleges for Teacher Education. Institutional membership in the association may be obtained by colleges and universities which offer business teacher-education curricula accepted by their respective State Departments of Education for the certification of teachers and, in addition, are accredited by one of the six regional accrediting agencies, and/or are state and territorial teacher-training institutions.

Fifty, or 51 per cent, of the ninety-eight institutions held memberships in the National Association for Business Teacher Education.

Table V shows the institutional memberships of the ninety-eight institutions in accrediting and professional associations directly related to business teacher education.
TABLE V

INSTITUTIONAL MEMBERSHIPS IN ACCREDITING AND PROFESSIONAL ASSOCIATIONS DIRECTLY RELATED TO BUSINESS TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Name of Association</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Association of Colleges and Secondary Schools</td>
<td>98</td>
<td>100.0</td>
</tr>
<tr>
<td>American Association of Collegiate Schools of Business</td>
<td>7</td>
<td>7.0</td>
</tr>
<tr>
<td>National Council for Accreditation of Teacher Education</td>
<td>39</td>
<td>39.7</td>
</tr>
<tr>
<td>American Association of Colleges for Teacher Education</td>
<td>48</td>
<td>48.9</td>
</tr>
<tr>
<td>National Association for Business Teacher Education</td>
<td>50</td>
<td>51.0</td>
</tr>
</tbody>
</table>

V. ENROLLMENTS IN BUSINESS TEACHER EDUCATION

The enrollments in the institutions varied greatly. It was the impression of the writer, although the question raised was restricted to business teacher education, that in many instances the enrollment listed was all business students. Such an interpretation by the respondents is understandable in view of the varied patterns as to organizational relationship as well as the close relationship between preparation for business and preparation for business teaching.

Business Teacher Education Enrollment. The total business teacher education enrollment in the ninety-eight institutions was 8,632. This enrollment ranged from less than 25 to above 300.
Table VI shows the frequency distribution of the enrollment in business teacher education by the number of institutions. The median enrollment was 57.0 and the mean, 57.8.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 300</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td>276-300</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>251-275</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>226-250</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>201-225</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>176-200</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>151-175</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>126-150</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>101-125</td>
<td>7</td>
<td>7.8</td>
</tr>
<tr>
<td>76-100</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>51-75</td>
<td>21</td>
<td>23.3</td>
</tr>
<tr>
<td>26-50</td>
<td>16</td>
<td>17.8</td>
</tr>
<tr>
<td>0-25</td>
<td>24</td>
<td>26.7</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>90</td>
<td>99.9</td>
</tr>
</tbody>
</table>

Total Institutional Enrollment. It can be readily recognized from a glance at the above enrollments that the ninety institutions responding to this query vary greatly in size. To point up this fact, Table VII shows the frequency distribution of total institutional enrollments by the number of institutions. It was found that more institutions responded to this question. Table VII is based on the responses from ninety-three institutions. The difference in the number of institutions reporting was attributed to the follow-
ing reasons: (1) no separate record was kept of the different areas of business; (2) data were not accurate; and (3) the information was difficult to supply since students declared their major areas at different periods during the four years of study.

**TABLE VII**

FREQUENCY DISTRIBUTION OF TOTAL INSTITUTIONAL ENROLLMENTS BY NUMBER OF INSTITUTIONS

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 10,000</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>9,500-10,000</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>9,001-9,500</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>8,501-9,000</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>8,001-8,500</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>7,501-8,000</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>7,001-7,500</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>6,501-7,000</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>6,001-6,500</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>5,501-6,000</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>5,001-5,500</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>4,501-5,000</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>4,001-4,500</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>3,501-4,000</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>3,001-3,500</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>2,501-3,000</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>2,000-2,500</td>
<td>6</td>
<td>6.5</td>
</tr>
<tr>
<td>1,501-2,000</td>
<td>11</td>
<td>11.8</td>
</tr>
<tr>
<td>1,001-1,500</td>
<td>19</td>
<td>20.4</td>
</tr>
<tr>
<td>501-1,000</td>
<td>26</td>
<td>28.0</td>
</tr>
<tr>
<td>0-500</td>
<td>9</td>
<td>9.7</td>
</tr>
</tbody>
</table>

Total Institutions Reporting 93 99.2
The median for the total institutional enrollment was 1,306.
The total enrollment of all institutions reporting was 199,025.

Percentage of Business Teacher Education Enrollment to Total.
A comparison was made of the percentage of the business teacher
education enrollment to the total institutional enrollment. It was
found that the median percentage of business teacher education enroll-
ment to the total institutional enrollment was .8. Table VIII, based
on eighty-seven institutions which provided data in both categories,
shows the frequency distribution of the percentages of business
teacher education enrollment of total institutional enrollments.

TABLE VIII
FREQUENCY DISTRIBUTION OF PERCENTAGES OF BUSINESS
TEACHER EDUCATION ENROLLMENTS
TO TOTAL INSTITUTIONAL ENROLLMENTS

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.1-33.0</td>
<td>1</td>
</tr>
<tr>
<td>27.1-30.0</td>
<td>0</td>
</tr>
<tr>
<td>24.1-27.0</td>
<td>1</td>
</tr>
<tr>
<td>21.1-24.0</td>
<td>1</td>
</tr>
<tr>
<td>18.1-21.0</td>
<td>6</td>
</tr>
<tr>
<td>15.1-18.0</td>
<td>2</td>
</tr>
<tr>
<td>12.1-15.0</td>
<td>5</td>
</tr>
<tr>
<td>9.1-12.0</td>
<td>8</td>
</tr>
<tr>
<td>6.1-9.0</td>
<td>9</td>
</tr>
<tr>
<td>3.1-6.0</td>
<td>25</td>
</tr>
<tr>
<td>0-3.0</td>
<td>29</td>
</tr>
</tbody>
</table>

Total 87
The percentage range was 3 per cent to 31.3 per cent. This was an extremely wide distribution but, as previously stated, it is attributed to varying sizes of the enrollments in the institutions of this study.

**Number of Business Teacher Graduates.** A further frequency distribution was made of the number of business teacher graduates for the school year 1955-56. The total business teacher education graduates of the institutions responding to this question was 1,308. The median number of graduates was 11.1. The percentage of the total business teacher education graduates of the total business teacher education enrollment was 15.2. Table IX, based on eighty-five responses, shows the frequency distribution of business teacher education graduates for the school year 1955-56, by the number of institutions.

**TABLE IX**

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 50</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>46-50</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>41-45</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>36-40</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>31-35</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>26-30</td>
<td>5</td>
<td>5.9</td>
</tr>
<tr>
<td>21-25</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>11-15</td>
<td>19</td>
<td>22.4</td>
</tr>
<tr>
<td>6-10</td>
<td>19</td>
<td>22.4</td>
</tr>
<tr>
<td>1-5</td>
<td>17</td>
<td>20.0</td>
</tr>
<tr>
<td>No graduates</td>
<td>5</td>
<td>5.9</td>
</tr>
<tr>
<td>Total Institutions</td>
<td>85</td>
<td>99.9</td>
</tr>
<tr>
<td>Reporting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VI. THE FACULTY IN BUSINESS TEACHER EDUCATION

An effective teacher is essentially a co-ordinator of student learning activities. The activities are the curricular and co-curricular experiences within the scope of institutional function.

A business teacher education faculty should possess certain centers of competency: (1) the ability to assess accurately the psychological state of learners; (2) knowledge of subject matter; (3) ability to organize dynamic learning on a broad scientific basis; (4) ability to direct relations between individuals; (5) ability to understand group conflicts; and (6) ability to lead and direct group relations. These centers of competency can only be reached when the members have had sound and well-rounded preparation.

The members of the faculty of a business teacher education unit should have a broad background in educational and professional experiences. This background would include formal education, professional experience and affiliations, and work experience.

The status report of the faculties in the institutions of this study is restricted to formal education, affiliation in professional organizations, and the teaching load in relationship to the business teacher education unit.

---

Number of Faculty Members. Eighty-six institutions of the ninety-eight included in this study reported a total of 478 faculty members in the business teacher education units. The size of the faculties ranged from one member to twenty members. In several instances, a larger figure was reported, but it included all members in the Schools of Business and Education.

Table X, based on eighty-seven responses, shows the frequency distribution of the number of faculty members. The average number of business education faculty members per institution was 4.7.

<table>
<thead>
<tr>
<th>Faculty Size</th>
<th>Frequency</th>
<th>Per cent of 87</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>5.7</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>17.2</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>14.9</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>12.6</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>16.0</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>11.5</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>5.7</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>4.6</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>5.7</td>
</tr>
<tr>
<td>Over 10</td>
<td>3</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Degrees Held. The degrees and certificates held by the members of the various faculties were the following: Doctor of Philosophy, Doctor of Education, Master of Arts, Master of Science, Master of Business Administration, Certified Public Accountant,
Bachelor of Arts, Bachelor of Laws, Bachelor of Science, and Special Gregg Graduate. Of the institutions responding to this question, the highest degrees held by faculty members represented a total of 373 degrees. Only seventy-eight institutions are represented in this report. An effort was made to supplement this information by the use of catalogues, but in many instances this was not possible since the faculty listings included faculty members in all areas in business with insufficient designation to indicate business teacher education. Table XI shows the frequency distribution of the number of holders of the various degrees.

TABLE XI

DEGREES HELD BY THE FACULTY OF SEVENTY-EIGHT INSTITUTIONS*

<table>
<thead>
<tr>
<th>Degree or Certificate</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorates</td>
<td>74</td>
</tr>
<tr>
<td>Masters¹</td>
<td>260</td>
</tr>
<tr>
<td>Bachelors¹</td>
<td>23</td>
</tr>
<tr>
<td>Bachelor of Laws¹</td>
<td>6</td>
</tr>
<tr>
<td>Certified Public Accountants</td>
<td>9</td>
</tr>
<tr>
<td>Special Gregg Graduate</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>373</strong></td>
</tr>
</tbody>
</table>

*This table does not include the totals for holders of more than one degree of the same level.
Teaching Load. The faculty teaching load in 96 of the 98 institutions ranged from 8-12 credit hours to 16 credit hours. Table XII shows a frequency distribution of the range of hours of the faculty teaching load. The frequency represents the number of institutions reporting.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Frequency</th>
<th>Per cent of 96</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-12</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>12.5</td>
</tr>
<tr>
<td>12-15</td>
<td>9</td>
<td>9.4</td>
</tr>
<tr>
<td>15</td>
<td>56</td>
<td>58.3</td>
</tr>
<tr>
<td>15-18</td>
<td>6</td>
<td>6.3</td>
</tr>
<tr>
<td>16</td>
<td>11</td>
<td>11.5</td>
</tr>
</tbody>
</table>

Fifty-six, or 58.3 per cent, of the business teacher education faculties of the institutions represented carried a teaching load of 15 hours.

Adjustments in Teaching Load. Adjustments are often made in teaching loads in institutions for the following duties that may or may not be a part of the normal teaching load: (1) classroom hours which exceed credit hours; (2) extension or off-campus classes;
(3) evening classes; (4) correspondence courses; (5) administrative
duties; (6) supervising professional laboratory experiences; (7)
counseling students; (8) research; (9) public relations; and (10)
graduate classes. In thirty-seven, or 37.8 per cent, of the institu-
tions adjustments were made in the teaching load. The majority of
the adjustments were made for administrative duties, classroom hours
which exceeded credit hours, and supervising professional laboratory
experiences.

Twenty-seven, or 27.6 per cent, of the representatives
supplying information for the questionnaire indicated that no
adjustments were made in business teacher education units for the
duties. Several representatives indicated that adjustments were
not made in the business teacher education units, but that they were
made in other units of instruction of the institutions. Table XIII
shows the responses to the question relative to adjustments that
are made in teaching loads of faculty members of business teacher
units. Since "no response" presumably would indicate no adjustment,
the two are combined in the table.
TABLE XIII
ADJUSTMENTS IN FACULTY TEACHING LOADS

<table>
<thead>
<tr>
<th>Type of Adjustment</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustments are made</td>
<td>37</td>
<td>37.8</td>
</tr>
<tr>
<td>Adjustments are made only for administrative duties</td>
<td>9</td>
<td>9.2</td>
</tr>
<tr>
<td>Adjustments are made in the form of extra pay</td>
<td>5</td>
<td>5.1</td>
</tr>
<tr>
<td>No adjustments necessary</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Problem under study</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>No adjustments are made (27) and no response (17)</td>
<td></td>
<td>11.9</td>
</tr>
</tbody>
</table>

Institutional Requirements. The teaching load of the faculty in business teacher education units was satisfactory in meeting institutional requirements in sixty, or 61.2 per cent, of the cases of the study. Only twelve, or 12.2 per cent, of the units exceeded the institutional requirements. Table XIV shows the distribution of teaching load in meeting institutional requirements.

TABLE XIV
FACULTY TEACHING LOAD IN MEETING INSTITUTIONAL REQUIREMENTS

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement met</td>
<td>60</td>
<td>61.2</td>
</tr>
<tr>
<td>In excess of requirement</td>
<td>12</td>
<td>12.2</td>
</tr>
<tr>
<td>No response</td>
<td>26</td>
<td>26.5</td>
</tr>
</tbody>
</table>
Professional Associations. The faculties of the business teacher education units of the respective institutions were members of a number of professional organizations. The associations and organizations are local, state, regional, and national. The following listing indicates the numerous associations to which the faculty members of the ninety-eight institutions held memberships or affiliated in some form:

- National Business Teachers Association
- American Accounting Association
- United Business Education Association
- National Association for Business Teacher Association
- Alabama Business Education Association
- Southern Business Education Association
- Southern Business Teachers Association
- Business Law Teachers Association
- Delta Pi Epsilon
- Florida Education Association
- Florida State Teachers Association
- American Teachers Association
- International Society for Business Education
- National Office Management Association
- American Institute of Accountants
- Dade County (Florida) Business Education Association
- American Economic Association
- American Marketing Association
- Georgia Business Education Association
- National Education Association
- Kentucky Education Association
- Central Kentucky Education Association
- Kentucky Business Education Association
- Louisiana Teachers Association
- Louisiana Business Education Association
- Mississippi Education Association
- Mississippi Business Education Association
- Mississippi Teachers Association
- Pi Omega Pi
- North Carolina Education Association
- American Business Writing Association
- Palmetto (South Carolina) Education Association
- South Carolina Business Education Association
- Tennessee Education Association
- Tennessee Business Education Association
American Vocational Association
Catholic Business Education Association
West Texas Business Teachers Association
Texas State Teachers Association
South West Social Science Association
Texas Business Education Association
Texas Business Teachers Association
Houston (Texas) Business Teachers Association
Texas Association of College Teachers
Mountain-Plains Business Education Association
Cost Accounting Association
Virginia Education Association
Virginia Business Education Association
Virginia Business Education Association
Virginia Vocational Association
Richmond (Virginia) Guidance and Personnel Association
Virginia League of Business Teachers
Phi Delta Kappa
National Association of Teachers of Business Law
National Academy of Political Science
American Finance Association

Respondents to the questionnaire indicated that faculty members affiliated with other associations, but they were too numerous to list. The associations and organizations in the above list were recorded as they were listed in the questionnaires beginning with the state of Alabama continuing through Virginia. A tabulation was not made of the number of faculty members holding memberships or affiliating because of the inability to secure accurate data.

VII. GUIDANCE SERVICES IN BUSINESS TEACHER EDUCATION

Guidance should be a continuous part of any business teacher program. It is considered as a valid and recognized function of the school. Dame and Brinkman state that "guidance services are
recognized as essential ingredients of the schools' educational program.\textsuperscript{20}

To point up the importance of guidance in any school program, attention is given to the following underlying principles of guidance:

1. The differences between individuals in native capacity, abilities, and interest are significant.
2. Variations within the individual are significant.
3. Native abilities are not usually specialized.
4. Race, color, and sex have little or no relation to aptitudes and abilities.
5. Many important crises cannot be successfully met by young people without assistance.
6. The school is in a strategic position to give the assistance needed.
7. Guidance is not prescriptive but aims at progressive ability for self-guidance.\textsuperscript{21}

The end point of all guidance is the individual, in that it aims to help the individual discover and make use of the educational and vocational abilities and opportunities he has or can develop.

Humphries and Traxler\textsuperscript{22} point out that guidance services constitute an all-embracing program of assistance to students. At


the high school level as well as the college level, these services have included more assistance to students in solving their educational, vocational, and personal problems.

Use of Faculty Advisers. The practice of using faculty members of the business teacher education units as faculty advisers was quite prevalent in the institutions of this study. In the majority of cases, the faculty advisers counseled the business teacher education students throughout the four years of training. Table XV, based on ninety-one responses, shows the number of institutions subscribing to the practice of using faculty advisers in the business teacher education units, as well as the number of institutions who do not use faculty advisers in business teacher education.

<p>| TABLE XV |
| FACULTY ADVISERS IN BUSINESS TEACHER EDUCATION |</p>
<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Per cent of 91</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of faculty adviser of business teacher education</td>
<td>71</td>
<td>78</td>
</tr>
<tr>
<td>Do not use faculty advisers of business teacher education staff</td>
<td>20</td>
<td>22</td>
</tr>
</tbody>
</table>
Time of Selection. The time at which advisers were selected in business teacher education varied greatly among the institutions. One factor which attributed to this variation was that the time of declaring a major varied greatly. Table XVI shows the different intervals during the four-year program at which faculty advisers were selected. There were only sixty-six responses to this question.

TABLE XVI
TIME AT WHICH ADVISERS ARE SELECTED IN BUSINESS TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Time of Selection</th>
<th>Frequency</th>
<th>Per cent of 66</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>31</td>
<td>47.0</td>
</tr>
<tr>
<td>Second Semester</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>First Quarter</td>
<td>4</td>
<td>6.1</td>
</tr>
<tr>
<td>Third Quarter</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Sophomore Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>11</td>
<td>16.7</td>
</tr>
<tr>
<td>First Quarter</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Junior Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>11</td>
<td>16.7</td>
</tr>
<tr>
<td>First Quarter</td>
<td>5</td>
<td>7.6</td>
</tr>
<tr>
<td>Senior Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>1</td>
<td>1.5</td>
</tr>
</tbody>
</table>

In thirty-one of the institutions the time of the selection of the adviser was during the first semester of the freshman year. It should be noted that the four cases during the first quarter of the freshman year would fall in the same category with the thirty-one
cases. It must be noted that thirty-three institutions did not respond to this question. In a number of instances, it was stated that no specific time was stipulated for the selection of a faculty adviser in business teacher education.

**Exploratory Courses.** Exploratory courses or orientation courses were offered in a number of the institutions. The courses dealt with the various opportunities in business and in business teacher education. In several of the institutions general orientation courses were offered. In forty-six, or 46.7 per cent, of the cases an exploratory course was offered in the various opportunities of business. In twenty-seven, or 27.6 per cent of the cases, an exploratory course was offered in the various opportunities of business teacher education. The offering of such courses is definitely a guidance service as it afford prospective business teacher majors an opportunity to acquire a perspective of the area of specialization prior to making a choice of their careers. Table XVII shows a distribution of the offerings of exploratory courses in the various opportunities in business and business teacher education. The exploratory courses were offered during the freshman year.
TABLE XVII

EXPLORATORY COURSES IN BUSINESS AND
BUSINESS TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Course Offering</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploratory course in business</td>
<td>46</td>
<td>46.9</td>
</tr>
<tr>
<td>Exploratory course in business teacher education</td>
<td>27</td>
<td>27.6</td>
</tr>
<tr>
<td>No exploratory course in business</td>
<td>46</td>
<td>46.9</td>
</tr>
<tr>
<td>No exploratory course in business teacher education</td>
<td>55</td>
<td>56.1</td>
</tr>
</tbody>
</table>

Time of Enrollment. The earliest time which students were permitted to enroll in business teacher education varied to a great extent. It is the impression of the writer that there was a possible conflict in interpretation of "beginning courses" as contrasted to "professional courses." It was found, nevertheless, that the first semester of the freshman year was the most frequent time of enrolling in business teacher education courses. The figure was twenty-three, or 28.7 per cent. The second most frequent time is the first semester of the junior year. Table XVIII shows the intervals during the four years at which time students are permitted to enroll in their first courses in business teacher education. Information is based on eighty responses.
TABLE XVIII
EARLIEST TIME STUDENTS ARE PERMITTED TO ENROLL IN BUSINESS TEACHER EDUCATION COURSES

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency</th>
<th>Per cent of 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>23</td>
<td>28.7</td>
</tr>
<tr>
<td>First Quarter</td>
<td>13</td>
<td>16.0</td>
</tr>
<tr>
<td>Sophomore Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>9</td>
<td>11.2</td>
</tr>
<tr>
<td>Second Semester</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>First Quarter</td>
<td>4</td>
<td>5.0</td>
</tr>
<tr>
<td>Second Quarter</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Junior Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>18</td>
<td>22.5</td>
</tr>
<tr>
<td>Second Semester</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>First Quarter</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Second Quarter</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Senior Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td>First Quarter</td>
<td>3</td>
<td>3.8</td>
</tr>
</tbody>
</table>

VIII. THE NATURE AND CONTENT OF THE BUSINESS TEACHER EDUCATION CURRICULA

The business teacher education curriculum is more than a classroom procedure. Its function should be that of serving the needs of students for living as well as making a living. Yerian states "that the curriculum includes all the activities of the teacher education students that are carried forward under the
direction of the teachers. 23 With these statements in mind, the writer has included the information which follows as a description of the nature and content of the business teacher education curricula of the institutions of this study.

Types of Curricula. The types of business teacher education curricula varied in the institutions. The curricula are normally called options in that they are areas in which preparation is offered for the teaching of business subjects on the secondary level.

It was found from the sources of data that a number of the institutions offered preparation in all of the options listed. Seventy-four, or 75.6 per cent, of the institutions offered preparation for the teaching of secretarial subjects. Fifty-four, or 55.1 per cent, offered preparation for teaching in bookkeeping and accounting. Fifty-two, or 53.1 per cent, offered preparation for teaching in general business. Forty-nine, or 50 per cent, offered preparation in business administration which is closely allied with general business subjects. Significantly, only twenty-eight, or 28.6 per cent, of the institutions offered preparation for business education, which referred to the blanket or full teaching program of business teacher education. This program is normally referred to as

"full certification" as it qualifies a prospective teacher to become certified in all business subjects taught in secondary schools.

Table XIX shows a distribution of the various options or types of business teacher education curricula offered in the ninety-eight institutions included in this study.

### TABLE XIX

**TYPES OF BUSINESS TEACHER EDUCATION CURRICULA OFFERED**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial Subjects</td>
<td>74</td>
<td>75.6</td>
</tr>
<tr>
<td>Bookkeeping and Accounting</td>
<td>54</td>
<td>55.1</td>
</tr>
<tr>
<td>General Business</td>
<td>52</td>
<td>53.1</td>
</tr>
<tr>
<td>Business Administration</td>
<td>49</td>
<td>50.0</td>
</tr>
<tr>
<td>Business Education*</td>
<td>28</td>
<td>28.8</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>15</td>
<td>15.3</td>
</tr>
<tr>
<td>Others (Economics, Finance, and Marketing)</td>
<td>6</td>
<td>6.1</td>
</tr>
</tbody>
</table>

*Refers to blanket program of business subjects and full certification.

**Participation in Curriculum Planning.** The extent to which business men, supervisors, principals, and business teachers in public schools participated in the planning, evaluation, and reorganization of the business teacher education curriculum varied greatly. It was found that in thirty-six, or 36.7 per cent, of the
cases the curriculum was planned in its entirety by the faculty of
the business teacher education unit.

<table>
<thead>
<tr>
<th>Type of Participation</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Outside Participation and No Response*</td>
<td>55</td>
<td>56.1</td>
</tr>
<tr>
<td>Very Limited Participation</td>
<td>24</td>
<td>24.5</td>
</tr>
<tr>
<td>Through Schools of Business and Commerce</td>
<td>4</td>
<td>4.1</td>
</tr>
<tr>
<td>State Business Teachers Association</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Informal Conferences</td>
<td>6</td>
<td>6.1</td>
</tr>
<tr>
<td>Advisory Committees</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>State Board of Education</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Follow-up of Graduates</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>State Workshop</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*Interpreted as no outside participation.

Twenty-four, or 24.5 per cent, of the cases were represented
by the statement that the planning outside the unit was very limited.
The other replies to this query were: (1) cooperative planning
between schools or departments of business and education; (2) through
a state business teacher association; (3) through informal confer-
ences; (4) through advisory committees; (5) the state board of
education; (6) through follow-up of graduates; and (7) through a state workshop. Nineteen, or 19.4 per cent, of the institutions did not respond to the question. No reason was given for the lack of response; it may be presumed that a lack of response indicated a lack of participation in curriculum planning outside the business teacher education unit.

**Segregation of Students.** The practice relative to the segregation of business teacher education students from those who plan to enter business was not very popular among the institutions. In fifty-nine, or 68.6 per cent, of the institutions there was no segregation of business teacher education students from those who plan to enter business. Twenty-four, or 27.9 per cent, of the institutions responded that the only segregation of students was found in professional and methods courses. The practice appeared to indicate no segregation of business teacher education students from those who plan to enter business. Table XXI, based on eighty-six responses, shows the distribution of the responses relative to segregation of students.

Numerous respondents to the questionnaire stated that changes were made frequently in the business teacher education curricula. In a few instances the responses indicated that the curricula were revised almost annually. The business teacher education units were adopted at different periods as shown in Table I in Chapter III.
TABLE XXI
PRACTICE RELATIVE TO SEGREGATION OF BUSINESS TEACHER EDUCATION STUDENTS FROM OTHER BUSINESS STUDENTS

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Per cent of 86</th>
</tr>
</thead>
<tbody>
<tr>
<td>No segregation</td>
<td>59</td>
<td>68.6</td>
</tr>
<tr>
<td>Only in professional courses</td>
<td>21</td>
<td>27.9</td>
</tr>
<tr>
<td>Registration in School of Education</td>
<td>3</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Declaration of a Major. The class standing in which a student usually declares a major in business teacher education was found most frequently to be the freshman year. Thirty-five, or 38.4 per cent, of institutions reported that students are required to declare a major during the freshman year. Twenty-four, or 26.3 per cent, required sophomore standing. Table XXII, based on ninety-one responses, shows the time of the declaration of a major in business teacher education.
TABLE XXII
TIME OF THE DECLARATION OF A MAJOR IN BUSINESS TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Class Standing of Other Requirement</th>
<th>Frequency</th>
<th>Per cent of 91</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year</td>
<td>35</td>
<td>38.1</td>
</tr>
<tr>
<td>Sophomore Year</td>
<td>24</td>
<td>26.3</td>
</tr>
<tr>
<td>Junior Year</td>
<td>18</td>
<td>19.7</td>
</tr>
<tr>
<td>Freshman or Sophomore Year</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>Junior or Senior Year</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>&quot;C&quot; Average</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>No Classification Requirement</td>
<td>7</td>
<td>7.7</td>
</tr>
</tbody>
</table>

Additional Teaching Fields. The extent to which business teacher education students elected second and third teaching fields brought a somewhat unexpected response. Only twenty-three, or 30.6 per cent, of the institutions required students to elect a second teaching field. In the majority of these cases, the second teaching field was listed as a minor. In twenty-six, or 31.7 per cent, of the institutions the choice of second and third teaching fields was set up on the basis of an elective system. Students were permitted to use their free electives for the pursuance of second and third teaching fields. In one instance, there was a response that students elected second and third teaching fields. Twenty, or 26.6 per cent,
of the institutions made no provision for second and third teaching fields. Table XXIII, based on seventy-five responses, shows the extent to which students in the institutions elected second and third teaching fields.

TABLE XXIII
THE EXTENT OF THE ELECTION OF SECOND AND THIRD TEACHING FIELDS

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Per cent of 75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Teaching Field*</td>
<td>23</td>
<td>30.6</td>
</tr>
<tr>
<td>Elective Basis</td>
<td>26</td>
<td>34.7</td>
</tr>
<tr>
<td>One Major with Four Areas</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Second and Third Teaching Fields</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Limited Certification in Other Fields</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Urged as a Minor</td>
<td>3</td>
<td>4.0</td>
</tr>
<tr>
<td>No Provision</td>
<td>20</td>
<td>26.6</td>
</tr>
</tbody>
</table>

*The second teaching was usually a minor field. In two instances of this grouping, a few elected a third teaching field.

In several instances, mention was made of the selection of second and third teaching fields as additional areas in business. Several respondents indicated mathematics, English, Social Science, or a foreign language as elective teaching fields pursued by business
teacher education students. It is important to mention that the additional teaching fields have been neglected because there was little opportunity due to the heavy requirements in the major area.

**Basic Areas of Learning.** Course structure and content form the very heart of the business education curriculum, as is true of any curricular program. This is a phase of business teacher education to which more attention is usually given.

The content of the business teacher education curriculum is divided into the following areas: (1) general education; (2) professional education; and (3) business and related subject matter. There should be a balance between these various areas of learning. Yerian recommended a common breakdown on a percentage basis as follows: academic or cultural courses, 13 1/2 per cent; business courses, 37 1/2 per cent; professional (teaching) courses, 16 2/3 per cent; and free electives, 8 1/2 per cent. Rowe proposed the following percentages for the respective areas: general education, 39 per cent; general professional education, 9 per cent; general business background, 20 per cent; technical training, 20 per cent; and specialized professional training, 12 per cent. The percentages

---

24 Ibid., p. 7.
25 Ibid., p. 7.
26 Rowe, op. cit., p. 39.
are based upon a proposed business teacher curriculum consisting of 128 semester hours.

The National Association of Business Teacher-Training Institutions (now National Association for Business Teacher Education) recommended the following per cent of credit hours to be devoted to the areas of study: general education, 38-42 per cent; general professional education, 8-12 per cent; special professional education including student teaching, 8-12 per cent; and business and related subject matter, 38-42 per cent. These percentages were for bachelor's degrees, master's degrees, and advanced preparation.

For the purposes of this study, the areas of the business teacher education curriculum are: (1) general education, (2) professional education, including student teaching; and (3) business and related subject matter.

General education refers to those phases of non-specialized and non-vocational education that should be the common possession, the common denominator, so to speak, of educated persons as individuals and as citizens in a free society—the type of education which the majority of our people must have if they are to be good citizens, teachers, parents, and workers.

In the institutions, general education was designed to develop in students those skills, understandings, attitudes, and values which

---

will equip them for effective personal and family living and responsible citizenship in a democratic society. It was set up to provide a sound foundation upon which to build an intelligent interest, better understanding of, and a greater ability to deal with, personal, family, vocational, social, and civic problems. It included the study of man's physical and biological environment, the social agencies, the historical background of present-day civilization, physical and mental health, and past and present cultures as expressed by literature, art, music, and philosophy.

The programs of general education in the ninety-eight institutions provided students with an opportunity to become acquainted with broad areas of subject matter. Five areas of learning were commonly listed to cover the areas of subject matter. These areas were not listed in the identical terminology, but the subject matter listed could be classified in the following categories: (1) communications, (2) humanities; (3) social sciences; (4) natural sciences; and (5) health and personal adjustment.

The hours required in the institutions were listed on the quarter and semester bases. For ease in making computations and preparing statistical data, all quarter hours were converted into semester hours.

General education courses were pursued by business teacher education students primarily during the first two years. Sixty-seven, or 68.4 per cent, of the institutions offered general education for the first two years. Sixteen, or 16.3 per cent, distributed
the courses in general education over a period of four years.

Fourteen, or 14.4 per cent, stated that there was no definite pattern in the distribution of the general education courses. One institution reported that the general education courses were taught the freshman year only. Table XXIV shows the distribution of the periods during which general education courses were pursued.

<table>
<thead>
<tr>
<th>Period</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First two years</td>
<td>67</td>
<td>68.4</td>
</tr>
<tr>
<td>First year only</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Distribution over four</td>
<td>16</td>
<td>16.3</td>
</tr>
<tr>
<td>years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No definite pattern</td>
<td>14</td>
<td>14.4</td>
</tr>
</tbody>
</table>

The number of semester hours required in general education ranged from twenty-four to seventy. The median of the number of semester hours was 50.1. Table XXV shows the range of semester hours required in the institutions.

On a percentage basis, the percentage range was from 18.0-21.0 to 51.1-54. The median per cent of semester hours required in the institutions was 39.1. Table XXVI shows the frequency
### Table XXV

**Frequency Distribution of Semester Hours Required in General Education**

<table>
<thead>
<tr>
<th>Hour-Range</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-72</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>67-69</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>64-66</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td>61-63</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>58-60</td>
<td>8</td>
<td>8.4</td>
</tr>
<tr>
<td>55-57</td>
<td>14</td>
<td>14.7</td>
</tr>
<tr>
<td>52-54</td>
<td>14</td>
<td>14.7</td>
</tr>
<tr>
<td>49-51</td>
<td>7</td>
<td>7.4</td>
</tr>
<tr>
<td>46-48</td>
<td>15</td>
<td>15.8</td>
</tr>
<tr>
<td>43-45</td>
<td>18</td>
<td>18.9</td>
</tr>
<tr>
<td>40-42</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td>37-39</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>34-36</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>31-33</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>28-30</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>25-27</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>22-24</td>
<td>1</td>
<td>1.1</td>
</tr>
</tbody>
</table>

**Median - 50.1**
distribution of the percentages of general education courses required in the various institutions to the total number of semester hours required for graduation.

**TABLE XXVI**

FREQUENCY DISTRIBUTION OF THE PERCENTAGES OF GENERAL EDUCATION REQUIRED TO THE TOTAL HOURS FOR GRADUATION

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.1-54.0</td>
<td>7</td>
<td>7.1</td>
</tr>
<tr>
<td>48.1-51.0</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>45.1-48.0</td>
<td>7</td>
<td>7.1</td>
</tr>
<tr>
<td>42.1-45.0</td>
<td>19</td>
<td>20.2</td>
</tr>
<tr>
<td>39.1-42.0</td>
<td>11</td>
<td>11.7</td>
</tr>
<tr>
<td>36.1-39.0</td>
<td>16</td>
<td>17.0</td>
</tr>
<tr>
<td>33.1-36.0</td>
<td>21</td>
<td>22.3</td>
</tr>
<tr>
<td>30.1-33.0</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>27.1-30.0</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>24.1-27.0</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>21.1-24.0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>18.1-21.0</td>
<td>1</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Median - 39.1
Professional education refers to those courses which are concerned with, or are directly related to, the following: philosophy, methods, psychology, curriculum and co-curriculum, teacher and community, pupil control and guidance, measurement and evaluation, student teaching, and college guidance activities.\(^2\)

Professional education is essential for preparing competent teachers. It is important that students gain broad and comprehensive understandings of the educative process.


Education, and (17) Administration and Problems in Business Education. The offering of these courses varied in the institutions.

The number of semester hours of professional education required of business teacher education students ranged from sixteen to thirty. The median number of semester hours of professional education required was 24.5. Table XXVII shows the number of semester hours of professional education required by the institutions.

**TABLE XXVII**

<table>
<thead>
<tr>
<th>Hour-Range</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-31</td>
<td>5</td>
<td>5.3</td>
</tr>
<tr>
<td>28-29</td>
<td>7</td>
<td>7.4</td>
</tr>
<tr>
<td>26-27</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>24-25</td>
<td>41</td>
<td>43.6</td>
</tr>
<tr>
<td>22-23</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>20-21</td>
<td>14</td>
<td>14.9</td>
</tr>
<tr>
<td>18-19</td>
<td>18</td>
<td>19.1</td>
</tr>
<tr>
<td>16-17</td>
<td>2</td>
<td>2.1</td>
</tr>
</tbody>
</table>

Median - 24.5
The percentages of professional education of the total graduation requirements ranged from 11.1 to 33.0. The median percentage was 17.9. Table XXVIII shows the percentages of professional education of the total graduation requirements by institutions.

**TABLE XXVIII**

PERCENTAGES OF REQUIRED PROFESSIONAL EDUCATION OF TOTAL GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.1-33.0</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>29.1-31.0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>27.1-29.0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>25.1-27.0</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>23.1-25.0</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>21.1-23.0</td>
<td>8</td>
<td>8.5</td>
</tr>
<tr>
<td>19.1-21.0</td>
<td>15</td>
<td>16.0</td>
</tr>
<tr>
<td>17.1-19.0</td>
<td>30</td>
<td>31.9</td>
</tr>
<tr>
<td>15.1-17.0</td>
<td>17</td>
<td>18.1</td>
</tr>
<tr>
<td>13.1-15.0</td>
<td>17</td>
<td>18.1</td>
</tr>
<tr>
<td>11.1-13.0</td>
<td>1</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Median - 17.9
Business and related subject matter required in business teacher education is designed to prepare the prospective business teacher with specialized knowledge in the content areas which are vital to the field of teaching he has chosen. This specialized subject matter provides an opportunity to study business courses in preparation for specific assignments in teaching in the secondary schools. The business and related courses are dependent upon the option or curriculum the student selects as his major in the areas of teaching.

The number of semester hours required in business and related subject matter ranged from thirty to seventy-four. The median number of semester hours required was 48.2. The total number of semester hours included second and/or third teaching fields or electives for them. Table XXIX shows the number of semester hours of business and related subject matter required by the institutions.

The percentages of business and related subject matter ranged from 21.1-24.0 to 57.1-60.1. The median percentage of business and related subject matter of the total graduation requirements was 37.1. Table XXX shows the percentages of required business and related subject matter of the total graduation requirements.
<table>
<thead>
<tr>
<th>Hour-Range</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>72-1/4</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>69-71</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>66-68</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>63-65</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>60-62</td>
<td>6</td>
<td>6.4</td>
</tr>
<tr>
<td>57-59</td>
<td>6</td>
<td>6.4</td>
</tr>
<tr>
<td>54-56</td>
<td>11</td>
<td>11.7</td>
</tr>
<tr>
<td>51-53</td>
<td>10</td>
<td>10.6</td>
</tr>
<tr>
<td>48-50</td>
<td>13</td>
<td>13.8</td>
</tr>
<tr>
<td>45-47</td>
<td>6</td>
<td>6.4</td>
</tr>
<tr>
<td>42-44</td>
<td>14</td>
<td>14.9</td>
</tr>
<tr>
<td>39-41</td>
<td>8</td>
<td>8.5</td>
</tr>
<tr>
<td>36-38</td>
<td>10</td>
<td>10.6</td>
</tr>
<tr>
<td>33-35</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>30-32</td>
<td>5</td>
<td>5.3</td>
</tr>
</tbody>
</table>

Median - 48.2
The total number of semester hours required for graduation varied among the institutions. The total number of semester hours required ranged from one hundred twenty hours to one hundred thirty-nine hours. The median number of semester hours required for graduation was 128.2. Table XXXI shows the number of semester hours required for graduation by institutions.


**TABLE XXXI**

FREQUENCY DISTRIBUTION OF THE SEMESTER
HOURS REQUIRED FOR GRADUATION

<table>
<thead>
<tr>
<th>Hour-Range</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>138-139</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>136-137</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>134-135</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>132-133</td>
<td>14</td>
<td>14.4</td>
</tr>
<tr>
<td>130-131</td>
<td>7</td>
<td>7.2</td>
</tr>
<tr>
<td>128-129</td>
<td>31</td>
<td>32.0</td>
</tr>
<tr>
<td>126-127</td>
<td>7</td>
<td>7.2</td>
</tr>
<tr>
<td>124-125</td>
<td>18</td>
<td>18.6</td>
</tr>
<tr>
<td>122-123</td>
<td>4</td>
<td>4.1</td>
</tr>
<tr>
<td>120-121</td>
<td>13</td>
<td>13.4</td>
</tr>
</tbody>
</table>

Median - 128.2

Table XXXII shows a recapitulation of the median numbers and percentages of semester hours of the three basic areas of learning in the business teacher education curricula of the institutions participating in this study. The table also shows the median number of semester hours required for graduation in the institutions.
TABLE XXXII

RECAPITULATION OF MEDIAN NUMBERS AND PERCENTAGES OF SEMESTER HOURS IN COURSE CONTENT AREAS

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Semester Hours</th>
<th>Per cent of Curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>50.1</td>
<td>39.1</td>
</tr>
<tr>
<td>Professional Education</td>
<td>24.5</td>
<td>17.9</td>
</tr>
<tr>
<td>Business and Related Subject Matter</td>
<td>48.2</td>
<td>37.1</td>
</tr>
<tr>
<td>Free Electives</td>
<td>5.4</td>
<td>5.9</td>
</tr>
<tr>
<td>Median Graduation Requirement</td>
<td>128.2</td>
<td></td>
</tr>
</tbody>
</table>

Special Methods Courses. Methods instruction in business subjects was provided in the majority of the institutions, where feasible. It should be provided for in every area of business teaching in which the prospective graduates will participate. General methods courses are no longer adequate for the preparation for teachers in the area of business.

A business methods course was required in eighty-three, or 88.3 per cent, of the institutions. Eleven, or 11.7 per cent, reported that no business methods courses were required. Table XXXIII, based on ninety-four responses, shows the number of institutions that required at least one business methods course.

Methods courses in specific subject areas were listed in the catalogues of the various institutions. The most popular course in the institutions was Methods in the Teaching of Business Subjects or
Methods in the Teaching of Commercial Subjects. This course, in many cases, was the only methods course listed.

TABLE XXXIII

<table>
<thead>
<tr>
<th>Requirement of a Business Methods Course</th>
<th>Frequency</th>
<th>Per cent of 94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Methods Course is required</td>
<td>83</td>
<td>88.3</td>
</tr>
<tr>
<td>No business methods course is required</td>
<td>11</td>
<td>11.7</td>
</tr>
</tbody>
</table>

Table XXXIV shows the number of methods courses listed under various titles found in the catalogues of the institutions of this study. The course titles are grouped under seven major headings. The comprehensive methods course was found to have thirteen different titles listed, but it was the same basic course covering methods of instruction in the business subjects offered in the high school. The area of secretarial subjects carried the second highest number of different titles and the general business area ranked third in the number of different listings of titles. The frequency of titles indicates that there is wide diversity and lack of uniformity in the listing of titles for business methods courses covering the same general subject matter.
TABLE XXXIV

BUSINESS METHODS COURSES ACCORDING TO
FREQUENCY OF DIFFERENT TITLES

<table>
<thead>
<tr>
<th>Major Grouping</th>
<th>Frequency of Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Methods Course</td>
<td>13</td>
</tr>
<tr>
<td>Secretarial Subjects</td>
<td>8</td>
</tr>
<tr>
<td>General Business</td>
<td>6</td>
</tr>
<tr>
<td>Bookkeeping and General Business</td>
<td>5</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>3</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>1</td>
</tr>
<tr>
<td>Office Machines</td>
<td>1</td>
</tr>
</tbody>
</table>

The methods courses in the teaching of business subjects were taught by business teacher education staffs, education staffs, and jointly by business teacher education and education staffs. In sixty-nine, or 70.4 per cent, of the cases, the methods courses were taught by the business teacher education staffs. Table XXXV shows the distribution of the teaching methods in business teacher education by institutions.

The use of a "block" program for the semester in which student teaching is done is apparent among the institutions studied. The "block" program refers to a complete semester or quarter devoted exclusively to courses in general methods, special methods,
seminars in business education and/or education, and student teaching. Twenty-eight, or 28.6 per cent, of the institutions practiced the use of the "block" program.

### TABLE XXXV

**THE TEACHING OF BUSINESS TEACHER EDUCATION METHODS COURSES**

<table>
<thead>
<tr>
<th>By Whom Taught</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Teacher Education Staff</td>
<td>69</td>
<td>70.4</td>
</tr>
<tr>
<td>Education Staff</td>
<td>14</td>
<td>14.3</td>
</tr>
<tr>
<td>Jointly by Business and Education Staffs</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Business Administration Staff</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Supervising Critic Teacher in Laboratory School</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>No Special Methods Course</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>No Response</td>
<td>7</td>
<td>7.1</td>
</tr>
</tbody>
</table>

Table XXXVI shows the practice in the use of the "block" program in business teacher education.
### TABLE XXXVI

**"BLOCK" PROGRAM IN BUSINESS TEACHER EDUCATION**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block Program</td>
<td>28</td>
<td>28.6</td>
</tr>
<tr>
<td>Do not follow Block Program</td>
<td>66</td>
<td>67.3</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>4.1</td>
</tr>
</tbody>
</table>

**Graduate Courses.** Graduate courses in business teacher education were offered in twenty-nine, or 29.6 per cent, of the institutions. Sixty-six, or 67.3 per cent, offered no graduate work. The programs of the latter institutions were undergraduate in nature. Three, or 3.1 per cent, were in the process of planning graduate work in business teacher education. Table XXXVII shows the extent of the offering of graduate work in the institutions. No discussion is devoted to graduate work as the study is directed toward pre-service preparation on the undergraduate level.

### TABLE XXXVII

**GRADUATE WORK IN BUSINESS TEACHER EDUCATION**

<table>
<thead>
<tr>
<th>Offering</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Work</td>
<td>29</td>
<td>29.6</td>
</tr>
<tr>
<td>Only Undergraduate Work</td>
<td>66</td>
<td>67.3</td>
</tr>
<tr>
<td>Planning Graduate Program</td>
<td>3</td>
<td>3.1</td>
</tr>
</tbody>
</table>
Certification. Certification regulations for business teachers range from few requirements to very rigid professional and experience requirements among the many certifying agencies and state boards of education. For the purposes of this study, attention is focused upon whether the requirements in business teacher education in the institutions met the state certification requirements within the respective state of the institution. Ninety-four of the institutions indicated that the business teacher education program met state certification requirements. Four institutions did not respond to this question.

In conjunction to meeting respective state certification requirements of the various institutions, many of the institutions meet state certification requirements of other states, particularly surrounding states in the Southern Region. The following responses relative to meeting certification requirements were significant: (1) most other states; (2) adapted to individual needs; (3) surrounding states; (4) all states; (5) do not attempt to train students for other states; (6) all states in the South; (7) a study is being made of the same; (8) each student works out a program to meet the requirements of the states in which he intends to teach; (9) all states except those requiring a master's degree; and (10) should meet those of other states. The responses were not set up in tabular form due to the generality of the information.
IX. PROFESSIONAL LABORATORY EXPERIENCES IN BUSINESS TEACHER EDUCATION

Professional laboratory experiences in teacher education refer to "all those contacts with children, youth, and adults (through observation, participation, and teaching) which make a direct contribution to the understanding of individuals and their guidance in the teaching learning process."²⁹

Professional laboratory experiences play an important role in teacher education. They provide opportunities for the student to participate in representative activities of a teacher.

To build the resourcefulness needed by today's teacher in meeting varying and different situations requires first-hand experience to develop understanding that goes beyond verbalization and fixed skills of action based upon thinking and the use of skills flexibly and creatively.³⁰

Extent of Planned Sequences. The preparation of the business teacher should include practical professional laboratory experiences. The experiences should be in a planned sequence from the freshman year to the senior year so that the experiences will make the maximum contribution to the attainment of the objectives of the business teacher education program.

Twenty-nine, or 33.3 per cent, of the institutions indicated that there was a planned sequence of laboratory experiences from

³⁰ _Ibid._ , p. 7.
the freshman year to the senior year. Fifty-seven, or 65.5 per cent, indicated that there were professional laboratory experiences, but they were not in a planned sequence. Table XXXVIII, based on eighty-seven responses, shows the responses relative to a planned sequence of laboratory experiences in business teacher education.

**TABLE XXXVIII**

**PLANNED SEQUENCES OF LABORATORY EXPERIENCES IN BUSINESS TEACHER EDUCATION**

<table>
<thead>
<tr>
<th>Types of Experience</th>
<th>Frequency</th>
<th>Per cent of 87</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Sequence</td>
<td>29</td>
<td>33.3</td>
</tr>
<tr>
<td>Sequence Not Planned</td>
<td>57</td>
<td>65.5</td>
</tr>
<tr>
<td>Sequence Planned to Some Extent</td>
<td>1</td>
<td>1.2</td>
</tr>
</tbody>
</table>

The following laboratory experiences were found prevalent in the business teacher education units of the institutions: (1) group observation of schoolroom activities in business education; (2) individual observation; (3) participation in schoolroom instructional activities; (4) student teaching; (5) group observation in business; (6) participation in community activities; (7) office training or work experience; (8) part-time jobs on the campus; (9) field trips; and (10) business education conferences.

Student teaching and work experience incorporated the majority of the professional laboratory experiences in business
teacher education; therefore, these two areas are presented in this section.

**Student Teaching.** The requirements for entering student teaching varied among the institutions. The most popular requirements were: a "C" in the major and education courses; senior standing; approval of the department; and the recommendation of the chairman of the department. Other qualifications listed were: passing of English proficiency tests, completion of all business and professional courses, meeting certain personality and character standards, approval of director of student teaching, interviews with persons in charge of student teaching, and sound health.

Student teaching was offered either quarter or semester of the senior year in a number of institutions; and in others, it was offered only one semester or quarter of the senior year. Fifty-eight, or 61.7 per cent, of the institutions offered all student teaching the same semester or quarter during the senior year. Thirty-six, or 38.3 per cent, offered student teaching either semester or quarter of the senior year. Table XXXIX, based on ninety-four responses, indicates the practices among the institutions in regard to time of offering student teaching in business teacher education.
TABLE XXXIX
PRACTICES IN THE TIME OF OFFERING STUDENT TEACHING IN BUSINESS TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Per cent of 94</th>
</tr>
</thead>
<tbody>
<tr>
<td>All student teaching offered one semester or quarter of senior year</td>
<td>58</td>
<td>61.7</td>
</tr>
<tr>
<td>Student teaching offered either semester or quarter</td>
<td>36</td>
<td>38.3</td>
</tr>
</tbody>
</table>

The length of time devoted to student teaching varied among the institutions. The number of weeks ranged from two and one-half to twenty-four. Thirty, or 31.6 per cent, of the institutions required that eighteen weeks be devoted to student teaching. Twelve, or 12.6 per cent, required twelve weeks. Eleven, or 11.5 per cent, required eight weeks. The weeks included are for the semester and quarter bases. Table XL, based on ninety-five responses, shows the number of weeks devoted to student teaching in the institutions. The median number of weeks was 12.
### TABLE XL

**WEEKS DEVOTED TO STUDENT TEACHING**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Frequency</th>
<th>Per cent of 95</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 1/2</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>3-6</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>5.3</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>11.5</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>8.4</td>
</tr>
<tr>
<td>9-12</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>5.3</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>12.6</td>
</tr>
<tr>
<td>12-16</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>16</td>
<td>9</td>
<td>9.5</td>
</tr>
<tr>
<td>18</td>
<td>30</td>
<td>31.6</td>
</tr>
<tr>
<td>18-24</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>24</td>
<td>2</td>
<td>2.1</td>
</tr>
</tbody>
</table>
The sources of placement for student teachers were campus laboratory schools and off-campus teaching centers, including public and private schools. The term, campus laboratory school, is described as on-campus student teaching which is "student teaching done in a campus laboratory school or in any other school administered and/or staffed by the college or university and over which the college or university exercises major legal authority."\footnote{Ibid., p. 4.} Off-campus teaching "is that which is conducted in the program of any school not defined as a campus school."\footnote{Ibid., p. 4.}

Sixty-four, or 72.7 per cent, of the business teacher education students were placed in public schools for their period of student teaching. As stated above, the public high school falls in the category of the off-campus student teaching center. Fourteen, or 15.9 per cent, of students at the institutions were placed in campus laboratory schools and public high schools. This source of placement was particularly true in the institutions with large enrollments in business teacher education since the campus laboratory schools did not have sufficient facilities for complete placement.

Nine, or 10.2 per cent, of the institutions placed business students in campus laboratory schools. Table XLI, based on eighty-eight responses, shows the sources of placement of student teachers in business teacher education.
TABLE XLI

SOURCES OF PLACEMENT OF STUDENT TEACHERS IN
BUSINESS TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Source of Placement</th>
<th>Frequency</th>
<th>Per cent of 88</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Laboratory School</td>
<td>9</td>
<td>10.2</td>
</tr>
<tr>
<td>Public School</td>
<td>64</td>
<td>72.7</td>
</tr>
<tr>
<td>Laboratory and Public Schools</td>
<td>14</td>
<td>15.9</td>
</tr>
<tr>
<td>Public and Private Schools</td>
<td>1</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Undergraduate seminars were conducted for business teacher education students on teaching problems and in conjunction with courses. These seminars were usually a part of the student teaching experience. They were held before and after the period of student teaching. Thirty-one, or 31.6 per cent, of the institutions conducted undergraduate seminars on teaching problems in business teacher education. Thirty-four, or 34.7 per cent, conducted undergraduate seminars in conjunction with business and professional courses. Table XLII shows the practice relative to undergraduate seminars in the area of business teacher education.
TABLE XLII

UNDERGRADUATE SEMINARS IN BUSINESS
TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars on Teaching Problems</td>
<td>31</td>
<td>31.6</td>
</tr>
<tr>
<td>Seminars in Conjunction with Courses</td>
<td>34</td>
<td>34.7</td>
</tr>
<tr>
<td>No seminars or no response</td>
<td>33</td>
<td>33.7</td>
</tr>
</tbody>
</table>

Work Experience. Work experience plays an important part in the preparation of the business teacher. The fact that real competency in business teaching requires adequate business experience cannot be overemphasized. It is an essential part of the training of the business teacher, but basic courses in theory and practice should not be neglected to provide it. Business experience must be of the right type to be practical and useful.

A number of the institutions included business experience as a part of their curricular requirements. Twenty-five, or 26.6 per cent, included it as a phase of the curriculum. Fifty-nine, or 62.8 per cent, did not include business experience as a phase of the preparation of the business teacher. Table XLIII, based on ninety-four responses, shows the extent of work experience available in business teacher education.
TABLE XLIII

WORK EXPERIENCE IN BUSINESS TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Type of Experience</th>
<th>Frequency</th>
<th>Per cent of 94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Experience</td>
<td>25</td>
<td>26.6</td>
</tr>
<tr>
<td>No Work Experience</td>
<td>59</td>
<td>62.8</td>
</tr>
<tr>
<td>No Work Experience but part-time work encouraged</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Use of student secretaries</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Experience through course in office practice</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>Work Experience not required, but available</td>
<td>6</td>
<td>6.4</td>
</tr>
</tbody>
</table>

X. THE PHYSICAL PLANT FOR BUSINESS TEACHER EDUCATION

Effective instruction in business teacher education is dependent upon adequate housing and equipment. The information requested dealt mainly with housing, but in the chapter dealing with analysis, the adequacy of physical layout and equipment will be discussed.

Nineteen, or 20.2 per cent, of the institutions had separate housing units for business teacher education. Table XLIV, based on ninety-four responses, shows the distribution of separate housing in the institutions.

In a number of instances, the respondents stated that there were suites of rooms for business teacher education training.
TABLE XLIV

SEPARATE HOUSING UNITS IN BUSINESS TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Per cent of 94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate housing unit</td>
<td>19</td>
<td>20.2</td>
</tr>
<tr>
<td>No separate housing unit</td>
<td>75</td>
<td>79.8</td>
</tr>
</tbody>
</table>

The housing units, separate and combined with other areas, were conveniently located according to the respondents. Eighty, or 91.1 per cent, of the business teacher units were conveniently located. Table XLV, based on eighty-five responses, shows the responses in regard to convenience in the location of housing.

TABLE XLV

THE CONVENIENCE IN THE LOCATION OF HOUSING IN BUSINESS TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Per cent of 85</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conveniently located</td>
<td>80</td>
<td>94.1</td>
</tr>
<tr>
<td>Inconveniently located</td>
<td>5</td>
<td>5.9</td>
</tr>
</tbody>
</table>

In housing, it is preferred that rooms are located in the same building. Seventy-five, or 81.5 per cent, of the rooms available for instruction in business teacher education were located in
the same building. Table XLVI, based on ninety-two responses, shows the responses to the query dealing with rooms in the building for instruction in business teacher education.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Per cent of 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rooms in same building</td>
<td>75</td>
<td>81.5</td>
</tr>
<tr>
<td>Rooms in more than one building</td>
<td>15</td>
<td>16.3</td>
</tr>
<tr>
<td>Mainly in the same building</td>
<td>2</td>
<td>2.2</td>
</tr>
</tbody>
</table>

The number of rooms provided for business teacher education in the institutions varied greatly. Twenty, or 21.7 per cent, of the institutions provided only four rooms for instruction in business teacher education. The next highest frequency of rooms was six rooms in fourteen, or 17.4 per cent, of the institutions. The number of rooms ranged from one to over ten. Table XLVII, based on eighty-one responses, shows the number of rooms provided for instruction in business teacher education.
TABLE XLVII
THE NUMBER OF ROOMS IN BUSINESS TEACHER EDUCATION UNITS

<table>
<thead>
<tr>
<th>Number of Rooms</th>
<th>Frequency</th>
<th>Per cent of 81</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>11.0</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>14.8</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>24.7</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>13.6</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>17.4</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>6.2</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>Over 10</td>
<td>2</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Office space for the business teacher education faculties was considered sufficient in seventy-four, or 75.5 per cent, of the institutions. Table XLVIII shows the sufficiency of office space for business teacher education.
TABLE XLVIII

SUFFICIENCY OF OFFICE SPACE IN BUSINESS TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient office space</td>
<td>74</td>
<td>75.5</td>
</tr>
<tr>
<td>Insufficient office space</td>
<td>19</td>
<td>19.1</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>5.1</td>
</tr>
</tbody>
</table>

XI. LIBRARY FACILITIES IN BUSINESS TEACHER EDUCATION

Library facilities and selected reference materials are basic to success in the preparation of business teachers.

The most popular type of organization which best describes the libraries of the business teacher units in the institutions was the central library. Seventy-four, or 75.5 per cent, of the institutions used the central libraries of the institution for references in business teacher education. Twenty-one, or 21.1 per cent, used the central library and also had established branch libraries in business teacher education. Table XLIX shows the distribution of the type of library organization.
The listing of the yearbooks and periodicals which are ordered regularly for the library is by no means complete, but they are very basic to the study of business teacher education. Table L shows a listing of some of the basic yearbooks and periodicals in business education with a distribution by institutions. A number of respondents did not answer this question.

The following periodicals were added to the list by respondents to the questionnaire:

The Office
Accounting Review
South-Western Monographs
Virginia Business Education Bulletin
Florida Business Education Bulletin
The Southern News Exchange
Georgia Armchair Bulletin
Modern Business Education
Fortune
Business Week
Nation's Business
The Reporter

The supplementary periodicals were basic to instruction in business teacher education and contributed to a more complete listing.
### TABLE L

**PERIODICALS AND YEARBOOKS IN BUSINESS EDUCATION**

<table>
<thead>
<tr>
<th>Periodical of Yearbook</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education World</td>
<td>84</td>
</tr>
<tr>
<td>Balance Sheet</td>
<td>80</td>
</tr>
<tr>
<td>Journal of Business Education</td>
<td>76</td>
</tr>
<tr>
<td>Collegiate News and Views</td>
<td>72</td>
</tr>
<tr>
<td>Today's Secretary</td>
<td>71</td>
</tr>
<tr>
<td><strong>American Business Education Quarterly</strong></td>
<td>66</td>
</tr>
<tr>
<td><strong>American Business Education Yearbook</strong></td>
<td>66</td>
</tr>
<tr>
<td><strong>United Business Education Forum</strong></td>
<td>65</td>
</tr>
<tr>
<td><strong>Business Teacher</strong></td>
<td>64</td>
</tr>
<tr>
<td><strong>National Business Education Quarterly</strong></td>
<td>64</td>
</tr>
<tr>
<td>Rowe Budget</td>
<td>60</td>
</tr>
<tr>
<td>Business Education Index</td>
<td>54</td>
</tr>
<tr>
<td>NABTE Bulletins</td>
<td>53</td>
</tr>
<tr>
<td>Bibliography of Research Studies in Business Education</td>
<td>46</td>
</tr>
<tr>
<td>Office Executive</td>
<td>40</td>
</tr>
<tr>
<td><strong>Dictaphone Education Forum</strong></td>
<td>28</td>
</tr>
<tr>
<td><strong>American Vocational Journal</strong></td>
<td>27</td>
</tr>
<tr>
<td>Delta Pi Epsilon Annual Lecture on Business Education</td>
<td>27</td>
</tr>
<tr>
<td><strong>Business Education Outlook</strong></td>
<td>23</td>
</tr>
<tr>
<td><strong>Beacons on Business Education</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>International Review of Business Education</strong></td>
<td>14</td>
</tr>
<tr>
<td>Review of Business Education</td>
<td>11</td>
</tr>
<tr>
<td>Ball State Commerce Journal</td>
<td>9</td>
</tr>
<tr>
<td>Iowa Business Education Digest</td>
<td>6</td>
</tr>
<tr>
<td>Catholic Business Education Review</td>
<td>2</td>
</tr>
<tr>
<td><strong>Tri-State Business Education</strong></td>
<td>2</td>
</tr>
</tbody>
</table>
XII. PLACEMENT SERVICES IN BUSINESS TEACHER EDUCATION

Placement services can be of unusual value to the prospective business teacher. The student benefits by the institution's assistance through securing leads and thereby making contacts. The business teacher education unit can profit from placement services by being able to revise and improve its instruction by utilizing the information and results obtained from conducting such services.

In conjunction with the responsibility of an institution in aiding the prospective teacher to secure proper training, it has an obligation to help in terms of placement. If there is not a central institutional placement bureau, the business teacher education unit should share an intense interest in placing students who have prepared for business teaching. "The department understands in a more intimate way the requirements of business, and its staff is likely to be more aware than are other teachers of the prospective employees' potentialities in adjusting to certain job situations." 33

It is probable that a successful placement service can be a contributing factor toward student retention. The knowledge that assistance will be received upon the completion of preparation can remove a certain amount of tension and strain concerning the opportunity to utilize learning to the best economic advantage.

Types of Placement Service. Placement services for business teachers were provided for through central institutional placement

33 Dame and Brinkman, op. cit., p. 130.
offices, central and special business offices, education offices, and special placement offices in business. Seventy-six, or 77.6 per cent, of the institutions had a central placement office which served all areas within the institution. Four, or 4.1 per cent, operated from a special business placement office. Five, or 5.1 per cent, provided placement services through a central placement office and also a special placement office in business. Table LI gives a picture of the types of placement services made available for business teachers.

### TABLE LI

<table>
<thead>
<tr>
<th>Type of Placement Service</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central (institution-wide)</td>
<td>76</td>
<td>77.6</td>
</tr>
<tr>
<td>Not definitely organized</td>
<td>6</td>
<td>6.1</td>
</tr>
<tr>
<td>Central and special in business</td>
<td>5</td>
<td>5.1</td>
</tr>
<tr>
<td>No placement service</td>
<td>5</td>
<td>5.1</td>
</tr>
<tr>
<td>Special in business</td>
<td>4</td>
<td>4.1</td>
</tr>
<tr>
<td>Special in education</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>

In many instances where placement offices were not available, data indicated that placement was handled by heads of departments through informal methods.
Extent of Periodic Surveys. Periodic surveys were made of the employment field by business teacher education units to ascertain the demand for business teachers and to determine the success of recent business teacher education graduates. These surveys served the following purposes: (1) to give direction to the business teacher education units in an effort to determine the demand for business teachers; (2) to determine the nature of the training needed for prospective employees; (3) to determine the promotional opportunities available to the prospective graduate; and (4) to determine the effectiveness of the institutions' business teacher training in preparation for the fulfillment of job assignments.

Table LII, based on ninety-four responses, shows the distribution of the number of institutions that make surveys of the employment field either for the purpose of determining the demand of business teachers or the success of business teacher graduates. The two groups are combined in the table because the survey in regard to demand was the most prevalent type of survey.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Per cent of 94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demand for or success of business teachers</td>
<td>43</td>
<td>45.7</td>
</tr>
<tr>
<td>No employment survey</td>
<td>46</td>
<td>48.9</td>
</tr>
<tr>
<td>Occasional survey</td>
<td>5</td>
<td>5.3</td>
</tr>
</tbody>
</table>
In three instances, institutions reported that employment surveys were not necessary due to the great demand for business teacher graduates. The demand exceeded the supply each year.

Contacts were made by the institutions with the schools which employed the business teacher education graduates through the following sources:

1. Informal visits to the schools.
2. Communications to the schools.
3. Formal and personal contacts by heads of departments and schools with administrators.
4. Assistance given to high schools in the planning and executing of Career Days.
6. Professional meetings.

In most instances, the contacts that were maintained with the schools which employed business teacher graduates were informal in nature.

XIII. FOLLOW-UP SERVICES OF BUSINESS TEACHER EDUCATION GRADUATES

The follow-up service to business teacher education graduates is another important phase of the business teacher education program. It provides valuable information of benefit in evaluating and re-modeling the curriculum.
Dame and Brinkman\textsuperscript{34} state that "customer satisfaction is the key to successful salesmanship. Similarly, satisfactory occupational adjustment between the employee and the employer is of primary interest to the business department."

Questionnaires were administered by a number of institutions as a basis for follow-up of graduates. Visits were also made by representatives from the business teacher education units.

Twenty-seven, or 27.6 per cent, of the institutions made follow-up studies of business teacher education graduates. Sixty-two, or 63.7 per cent, did not provide follow-up services of beginning business teachers. Table LIII shows the distribution of the use of follow-up services in the institutions.

\textbf{Table LIII}

\textbf{Follow-up Services Provided for Beginning Business Teachers}

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow-up Services</td>
<td>27</td>
<td>27.6</td>
</tr>
<tr>
<td>No Follow-up Services Provided</td>
<td>62</td>
<td>63.7</td>
</tr>
<tr>
<td>No Formally Organized Follow-up Services</td>
<td>9</td>
<td>9.2</td>
</tr>
</tbody>
</table>

\textsuperscript{34}\textit{Ibid.}, p. 14.
Follow-up studies were usually made by the head or a representative of the business teacher education units. In many instances, the follow-up study was administered by the central placement office of the respective institutions.

The findings of the follow-up studies of beginning business teacher graduates were placed in the permanent record files of the graduates.

A follow-up report of the initial employment of business teacher graduates for the school year, 1955-56, was indicated by the institutions. The request was made for the approximate percentages of business teacher education graduates who entered teaching, who entered business, and who entered other pursuits. The median for the percentage of graduates who entered the teaching field was 50.1; graduates who entered business was 36.3; and graduates who entered other pursuits was 7.5.

Table LIV shows the frequency distribution of the percentages of the number of business teacher graduates who entered the teaching field, entered business, and other pursuits as initial employment by institutions. The representation is for the graduates of the school year, 1955-56.

The table points out the fact that many business teacher education graduates are entering areas other than teaching. The number who entered business embraced the areas of secretarial work, bookkeeping positions, clerical work, and other related jobs in the field of business.
TABLE LIV

THE PERCENTAGES OF THE 1955-56 BUSINESS TEACHER EDUCATION GRADUATES ENTERING TEACHING, BUSINESS, AND OTHER PURSUITS AS INITIAL EMPLOYMENT

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Teaching</th>
<th>Business</th>
<th>Other Pursuits</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>81-90</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>71-80</td>
<td>11</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>61-70</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>51-60</td>
<td>10</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>41-50</td>
<td>17</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td>9</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>21-30</td>
<td>5</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>11-20</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>0-11</td>
<td>4</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

XIV. SUMMARY

The purpose of this chapter has been to give a status report of the preparation of business teachers in the ninety-eight institutions included in this study. The ninety-eight institutions were located in the Southern Region and were accredited by the Southern Association of Colleges and Secondary Schools.

The chapter presented a discussion of the status of the preparation of business teachers in the following areas: (1) support and control of institutions; (2) purposes of business teacher
education; (3) organization; (4) institutional accreditation and memberships affecting business teacher education; (5) enrollment; (6) faculty preparation; (7) guidance services; (8) nature and content of business teacher education curricula; (9) laboratory experiences; (10) physical plant; (11) library facilities; (12) placement services; and (13) follow-up services.

The chapters which follow deal with the evaluative criteria in business teacher education which were selected for the purpose of analyzing the status facts as to the preparation for business teachers, as well as an analysis of the preparation of business teachers.
CHAPTER VI
AN ANALYSIS AND COMPARISON OF THE PREPARATION OF BUSINESS
TEACHERS IN THE INSTITUTIONS ACCREDITED BY THE SOUTHERN
ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

This chapter presents eight selected principles for analyzing
programs of pre-service preparation of business teachers. These
principles have been derived from the following sources: (1) review
of literature; (2) existing criteria; and (3) previous research.
Each principle is explained in an effort to point up its signifi-
cance in analyzing the preparation offered for business teachers in
the ninety-eight institutions participating in this study that are
accredited by the Southern Association of Colleges and Secondary
Schools.

Immediately following the explanation of each principle, an
analysis is made of the ninety-eight institutions based on the
principle. After the analysis of the preparation of business
teachers against the established principles, a comparison of the
programs for the preparation of business teachers is made to certain
programs in other regions or on the national level that have been
studied. The comparison will not cover all phases of the study in
that many areas have not been investigated or are not comparable to
the areas of this study.
I. PRINCIPLES AND ANALYSIS

This section of the chapter presents the principles for preservice preparation of business teachers and the analysis of the programs as evaluated against the eight principles presented.

Principle I - Objectives

The unit (department, division, or school) within the institution of higher learning responsible for the preparation of business teachers should state very clearly and definitely the objectives or purposes of the business teacher education.

Yerian pointed out the importance of this principle when he stated that "no objective should be included in the curriculum which cannot be realized for a considerable time."\(^1\)

Murphy and Zimmer stated in accordance with this principle that "underlying the total curriculum of the institution should be a common directive and goals implementing a philosophy continuously being developed by all concerned."\(^2\)

In order for business education to be effective, the curriculum must provide the kind of training that will make graduates efficient employees in the business world. The purposes are basic

---


\(^2\) Glen E. Murphy and Kenneth Zimmer, op. cit., p. 57.
In this statement as they guide the direction of training. They should be flexible with no set pattern in order to permit adjustments in regard to the potentialities of the people to be trained, prevailing conditions, facilities, and teaching personnel.

It is to the advantage and benefit of all persons concerned in a business teacher education unit that the purposes are very definitely stated. The statement of the purposes should include: (1) the type of preparation in teacher education to be provided; (2) the school level for which training is provided; (3) the characteristics and qualities expected of the business teacher graduate; (4) the requirements for entrance and for graduation; and (5) other important factors which would be helpful to the prospective business teachers.

Analysis

Each of the ninety-eight institutions participating in this study indicated in the catalogue of the respective institution that a program of business teacher education was available. The statements of purposes of business teacher education, however, were limited in scope. In many instances, there was only a statement that training was offered to young men and women to enter high school teaching positions. The statements were listed in greater detail in a few institutions as indicated in Part II of Chapter V.

It is important that no purposes should be listed in a catalogue which cannot be realized. In analyzing the purposes of
business teacher education as listed in the catalogues, it was found that the purposes were too brief and general. The only factor mentioned consistently was the training for teaching on the high school level.

In a few instances, the catalogue statements included supplementary statements dealing with the provision for integrated general and professional education and for the development in the student of an awareness of his social and public responsibilities so that he might intelligently participate in the social, political, and business life of the community.

The purposes did not include sufficient descriptive information of the program of business teacher education. Only one significant feature was consistently mentioned, as previously stated, and that was the school level for which teacher training was provided.

Although a few of the respondents indicated that there were additional purposes not listed in the catalogues, a more detailed and vivid description of the program of business teacher education should be included in catalogues through a better statement of purposes.

Continuous efforts were being made among the institutions to improve the purposes or objectives of business teacher education. These efforts were listed in the previous chapter. It is probable that the continuous efforts on the part of business educators to improve the purposes will bring about more attention to statements of
purposes in the catalogues of the various institutions participating in this study.

Conclusions

The following conclusions are drawn relative to the analysis of the purposes of business teacher education in the institutions of the Southern Region:

1. The purposes of business teacher education listed in the catalogues of the various institutions and the few supplementary lists submitted by respondents were too brief and general to place proper focus on the program for the preparation of business teachers.

2. The major points of emphasis in the catalogue statements were upon the level of teaching for which preparation was provided and the training of students as active citizens in society.

3. A better and clearer statement is needed of the type of preparation to be provided, the characteristics and qualities expected of the business teacher graduate, and the requirements for entrance and graduation. Some of the factors were mentioned under general teacher education statements, but it is the feeling of the writer that they should be listed specifically and clearly under the area of business teacher education.

4. The continuous efforts being made by the business educators to improve the purposes and programs for the preparation of business teachers are commendable. It is hoped that these efforts will bring about immediate attention to catalogue statements of
purposes. The purposes should be in "black and white" and available to all concerned.

5. A re-evaluation and study of purposes should be made by business educators to give proper focus to programs for the preparation of business teachers.

Principle II - Organizational Structure

The business teacher education unit should have an organizational structure which will permit proper relationships with other units of the institution. There should be a definite placement of responsibility for the units of instruction, the supervision of curricular duties, and the administration of the total program.

Yerian pointed out that the organizational structure of the business teacher education unit is important in that it is "more than just a classroom program."

The above principle refers to the organizational relationship of the business teacher education unit in regard to the placement of the responsibility in administering the over-all unit, interpreting the policies and duties, supervising the curricular courses, and coordinating the relationships with professional organizations and community resources. It refers more directly to the department, school, college, or dual relationship assuming the

---

3 Yerian, op. cit., p. 6.
direct responsibility in coordinating the program outlined for the preparation of business teachers.

In line with the organizational structure, it is important that the work of the business teacher education unit be efficiently coordinated with the other departments or divisions of the institution.

The placement of responsibility for programs of business teacher education is still a debatable issue in business teacher education. Few studies have been focused upon this issue and there is still a general lack of agreement as to the placement of the responsibility of the business teacher education program. It is important, nevertheless, that the responsibility be placed so that the program will be properly supervised, administered, and coordinated.

Analysis

Dual responsibility in the colleges and universities studied is the prevalent type of placement for the program of business teacher education. This type of placement of responsibility ranked highest among the institutions of the Southern Region. The responsibility or organizational relationship was shared by schools and/or departments of business and education. In many instances, there was cooperation in the area of professional education.

As illustrated in Chapter V, there were thirteen different types of organizational relationships of business teacher education units within the ninety-eight institutions participating in this
study. Forty of the institutions represented a dual relationship between education and business; nineteen represented an independent department in business education; twelve indicated the organizational relationship as a part of a School of Business; and nine indicated that the business teacher education units were within a School of Education.

It is difficult to determine the best type of organizational structure or relationship for business teacher education units due to the limited studies that have been made in this area. It would appear, if frequency is an indication, that the dual-type relationship is feasible for institutions in the Southern Region. No criticisms or unfavorable comments were made relative to this form of organizational relationship.

Conclusions

The following conclusions are drawn relative to the organizational structure or relationship of business teacher education units in the Southern Region:

1. The prevalent organizational relationship found among the colleges and universities of the Southern Region was the dual type in which business teacher education units were administered, supervised, and coordinated by departments and/or schools of Business and Education.
2. A number of other organizational patterns are found, however; independent departments of business education, units as a part of a School of Business, and units as a part of a School of Education.

3. The type of organizational relationship, though varied, is acceptable to the business teacher education units. There were no unfavorable comments or criticisms offered by respondents relative to organizational relationship.

4. The prevailing issue of where the responsibility should be placed for business teacher education needs to be studied in an effort to determine the best pattern or most feasible one for a particular institution as well as business teacher education in general.

5. The dual organizational relationship seems feasible for the institutions in the Southern Region in light of the effective working relationships found in forty institutions.

Principle III - Student Personnel Services

The business teacher education unit should provide student personnel services for the prospective business teacher education graduate in the form of the following:

a. Admission requirements to the business teacher education units.

b. Exploratory courses and information for students.

c. Educational guidance and counseling.
d. Placement and follow-up of graduates in teaching positions.⁴

The above categories would be classified under the heading of guidance in business teacher education as they are listed among the functions of guidance. In the main, the categories are considered as vocational guidance in that the main components consist of assisting a person to choose an occupation, prepare for the occupation, enter it, and progress in it.

Murphy and Zimmer emphasized that the business teacher education curriculum should make provision for guidance by well-qualified personnel who will:

a. Assist students in identifying and exploring their present and changing needs;

b. Assist students in evaluating their experiences throughout their college years and initial teaching;

c. Assist students in selecting teaching positions which correspond with their qualifications.⁵

Students should have the assistance and services of a functional guidance program with competent counselors throughout their pre-service teacher education program. It should be a continuous process.

⁴ Adapted from the Evaluation Schedule of the American Association of Colleges of Teacher Education.

⁵ Murphy and Zimmer, op. cit., p. 58.
Guidance practices play an outstanding role in the Evaluative Criteria for Business Departments of Secondary Schools. Twelve criteria are listed dealing with the use of consultation services, pupil records, job information, learning activities, evaluation, placement, and follow-up. They are related to the guidance services needed in a program for the preparation of teachers on the pre-service level.

An introductory course in the field of teaching is an indispensable part of the guidance program. It should acquaint the student with the various qualifications desired in a business teacher and give him an opportunity to check his own qualifications against the requirements in an effort to help determine early whether he wishes to continue in teaching.

Placement and follow-up services should be made available to all prospective teachers. "An adequate placement service should be maintained by each school teaching business subjects or, in fact, by schools in which any subject of a terminal nature is taught." Once a school has assisted a student to prepare for a chosen vocation, it has also an obligation to help in terms of vocational placement. The complete responsibility has not been fulfilled until

---


the student has been followed on the job. The results of placement and follow-up services are often contributing factors in curriculum improvement.

Analysis

Student personnel services, embracing the guidance services of this study, were found in the institutions participating in this study. The practice of using faculty members as counselors for students was quite prevalent in the institutions. The faculty advisers counseled the student throughout the four years of training. Seventy institutions followed this practice and the advisers were selected from the first semester of the freshman year through the first semester of the senior year. Evidences of these facts are shown in Tables XIV and XV in Chapter V. The selection of a faculty adviser during the freshman year was the most common practice.

Exploratory courses in business opportunities and in business teacher education were offered in a number of the institutions. Forty-six institutions offered exploratory courses in business opportunities and twenty-six offered exploratory courses in the various opportunities in business teacher education. Table XVII shows evidence of the exploratory courses. It would be advantageous to business teacher education students if all institutions would offer exploratory courses particularly in business teacher education.
Placement services in some form were provided for business teacher education graduates in ninety-three of the institutions as shown in Table LI. In the majority of cases, the service stemmed from the institutional placement bureau or service. It would be of inestimable value to business graduates if there were a special placement bureau in the area of business. Nevertheless, institutions should be encouraged to offer placement services to prospective students. If there is no central service, an informal type of service should be administered by the business teacher education unit. Placement is a definite responsibility of institutions training prospective business students.

Periodic surveys of the employment field were made by forty-six of the business teacher education units to ascertain the demand for business teachers and to determine the success of recent business teacher graduates. Contacts were also made by institutions with the schools which employed the business teacher education graduates. These contacts were made through numerous sources as mentioned earlier in the study. Periodic surveys for the demand and success of graduates are of great value to business teacher education units in planning for the future. Contacts with schools cannot be overemphasized as assistance in planning the curriculum.

Twenty-seven of the institutions made follow-up studies of business teacher graduates. Informal contacts were made by others as a follow-up service. All institutions preparing prospective business teachers should be encouraged to make follow-up studies of
their graduates. The studies provide valuable information of benefit in evaluating and remodeling the curriculum.

Table LIV (Chapter V) shows the results of the follow-up reports of the 1955-1956 graduates in the institutions. The table shows the percentages of business teacher education graduates who entered the teaching profession, entered business, and chose other pursuits. The table further shows that in at least seventy-nine cases some type of follow-up record was kept of the most recent graduates. It further points out that there may be a fallacy in the guidance programs in view of the number of business teacher graduates who entered business and other pursuits rather than the teaching profession.

Conclusions

The following conclusions are drawn after the analysis of Principle III.

1. Guidance services are available in the majority of the institutions participating in this study. It is recommended, nevertheless, that all the institutions endeavor and plan guidance services that would follow the pattern of Principle III.

2. Exploratory or orientation courses in the various opportunities of business and business teacher education are offered only to a limited extent in the institutions. Many of the institutions should add this guidance feature to their program in the preparation of business teachers.
3. Placement services are available in the institutions in some form except in five cases. Every business teacher education unit should offer some form of placement service to graduates or cooperate with the central bureau of the institution.

4. Follow-up services were somewhat limited in many of the institutions. The lack of such services affords little opportunity to strengthen the program of business teacher education through suggestions from graduates.

5. In conjunction with placement and follow-up services, there is an obvious need for better participation of business teacher education units in surveying the employment field to ascertain the demand for and success of business teacher graduates.

Principle IV - Faculty

The business teacher education program should have a competent faculty. The needs of prospective business teachers will not be met adequately unless the business teacher education unit is effectively administered and supervised by capable faculty members.

Classroom teaching and other related activities in business education should be provided and directed by capable professors who have mastered the art of teaching. Graduate study should be a part of the training of teachers who are directing and giving instruction to prospective secondary school teachers.
Enterline stated that "the business teacher in the secondary school should possess a Bachelor's degree earned at a recognized college, university, or other type of teacher training institution."

It should follow that the minimum training for a business teacher in a college or university should be a Master's degree. "Because of the constant changes in business, advanced training for business teachers is of more importance than for teachers in other areas."²

Analysis

In the majority of the institutions, the minimum training held by the faculty was the Master's degree. Of the institutions supplying this information, only twenty-four persons held an undergraduate degree out of a total of 373 degrees.

Through evaluation by the heads of the business teacher education units, sixty-five, or 79.3 per cent, considered the amount of formal education and experience of their business teacher education faculties adequate. Seventeen considered the formal education and experience inadequate. The question raised by the writer was marked "confidential," therefore, sixteen heads of units did not respond. Table LV shows the frequency distribution by

---


³Ibid., p. 30.
institutions of the self-evaluation by heads of business teacher education units in regard to the adequacy of the formal education and experience of faculties of business teacher education units.

<table>
<thead>
<tr>
<th>TABLE LV</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE ADEQUACY OF FORMAL EDUCATION AND EXPERIENCE OF FACULTIES OF BUSINESS TEACHER EDUCATION UNITS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Per cent of 82</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>65</td>
<td>79.3</td>
</tr>
<tr>
<td>Inadequate</td>
<td>17</td>
<td>20.7</td>
</tr>
</tbody>
</table>

The most outstanding reasons listed for inadequacies were that the faculty was limited in size and members needed to pursue further training.

All the members of the various faculties identified themselves with some local, state, regional, and national business education associations.

Conclusions

The following conclusions are drawn relative to the analysis of the competence of the faculties in the various business teacher education units:

1. In only sixty-five of the institutions are the faculties of the business teacher education units considered adequate.
2. Because many of the business teacher education units are comparably young in origin and many are small in size, the provision of an adequate faculty is often difficult.

3. The heads of the various business teacher education units need to give immediate consideration to the improvement of their respective faculties, since they are not adequate in formal education and experience.

4. Few faculty members of the business teacher education units are below the minimum of a Master's degree or its equivalent.

Principle V - Curricular Content

The curricular content of the business teacher education unit should provide for a balance between the various areas of learning; namely, general education, professional education, and business and related subject matter. The categories often are listed differently, but the three basic areas are the same.

Murphy and Zimmer list a principle directly related to the above principle which follows:

The sequence of the business teacher education curriculum should be determined by the problems of the maturing student as an individual, as a citizen, and as a prospective teacher: (a) General education should receive major emphasis early in the program. (b) Professional education and specialization in business education should receive graduated emphasis in later years. (c) The program must adequately prepare the student in both professional education and subject matter specialization to assume teaching responsibilities.

---

10 Murphy and Zimmer, op. cit., p. 59.
Yerian recommended a common breakdown on a percentage basis as follows: academic and cultural courses, $37\frac{1}{2}$ per cent; business courses, $37\frac{1}{2}$ per cent; professional courses, $16 \frac{2}{3}$ per cent; and free electives, $8\frac{1}{2}$ per cent.\textsuperscript{11} The National Association of Business Teacher-Training Institutions recommended the following per cent of credit hours to be devoted to the areas of study: General education, $38-42$ per cent; general professional education, $8-12$ per cent; special professional education including student teaching, $8-12$ per cent; and business and related subject matter, $38-42$ per cent.\textsuperscript{12} Rowe proposed the following percentages for the respective areas: General education, $39$ per cent; general professional education, $9$ per cent; general business background, $20$ per cent; technical training, $20$ per cent; and specialized professional training, $12$ per cent.\textsuperscript{13}

The above recommendations and proposals are favored as reasonable balances in the various areas of learning in business teacher education. It may be noted that the percentages indicated are fairly consistent.

\textsuperscript{11}Yerian, loc. cit., p. 7.

\textsuperscript{12}National Association of Business Teacher-Training Institutions, Bulletin No. 56, loc. cit., p. 7.

\textsuperscript{13}Rowe, loc. cit., p. 39.
Analysis

General education courses were pursued by business teacher education students primarily during the first two years. The median number of semester hours of general education for the institutions participating in this study was 50.1. The median per cent of semester hours required in the institutions was 39.1. The median per cent of 39.1 compares favorably with Rowe's proposal of 39 per cent and with the recommendation of the National Association for Business Teacher Education. It must be noted, however, that the range for general education courses in the institutions was from 18.0 - 21.0 per cent to 51.1 - 54.0 per cent.

The median number of semester hours of professional education required in the institutions was 24.5. The median percentage was 17.9. The percentages of professional education of the total graduation requirements ranged from 11.1 to 33.0. The general and business education professional education courses are not separated due to the combinations carried in the catalogues. A separation of the two types of professional courses was not available in sufficient instances to warrant making such a listing in this study.

The median percentage of semester hours of general and business education professional courses of the ninety-eight institutions does not compare as favorably as the general education percentage compares to Rowe's proposal of a percentage of a total of 21, but it
does to the National Association for Business Teacher Education range of 16 to 24 per cent. Again, it should be noted that the range was wide, from 11 per cent to 33 per cent.

The median number of semester hours in business and related subject matter in the institutions was 48.2. The percentages of business and related subject matter ranged from 21.1-24.0 per cent to 57.1-60.1 per cent. The median percentage of business and related subject matter of the total graduation requirements was 37.1.
The median per cent of 37.1 compares favorably with the recommendations made by Rowe, Yerian, and the National Association for Business Teacher Education, but the range is wide.

The total number of semester hours required for graduation from the various institutions ranged from 120 to 139. The median number of semester hours for graduation was 128.2. This total compares favorably with the recommendations made by Rowe, Yerian, and the National Association for Business Teacher Education.

A business methods course was required in eighty-three, or 84.7 per cent, of the institutions participating in this study. In a number of the institutions, methods courses were offered in specific business subjects or groups of related subjects. The methods courses carried numerous different titles in related areas. It appears that there should be more consistency among the institutions in the titles of methods courses covering the same general content. Each institution offering a program in business teacher
education should offer at least one over-all methods course in business subjects.

It was found that the requirement in general education was greater among private or denominational institutions than in state teachers colleges and universities. The mean number of semester hours required in private institutions was 42.2; it was 37.5 in state institutions.

In the area of professional education, state institutions required more semester hours than the private institutions. The state institutions required a mean of 20.5 semester hours and the private institutions required a mean of 17.6 semester hours.

State institutions required a mean of 38.2 semester hours of business and related subject matter. Private institutions required 36.2 semester hours which, based on an arithmetic mean, was two hours less than the requirement of state institutions.

Conclusions

The following conclusions are drawn from the analysis of Principle V.

1. The curricular content of the business teacher education units of the ninety-eight institutions provided a reasonable balance between the various areas of learning: general education, professional education, and business and related subject matter. The median percentages for these areas in the institutions were general education, 39.1; professional education, 17.9; and business
and related subject matter, 37.1. These percentages compare favorably with recommendations and proposals made in related studies and by a national professional association in the area of business teacher education. The remaining percentage of approximately 6 was for free electives, which varied greatly among the institutions.

2. Wide ranges exist, however, in the amount of general education, professional education, and business and related subject matter required in the various institutions. There was little consistency among the institutions even within the same state. The requirements among the institutions, nevertheless, met and in many instances exceeded the state certification requirements of the respective states.

3. General education was normally a program of the first two years. It was revealing that private institutions required more general education than state institutions.

4. State institutions required more professional education and business and related subject matter than private institutions.

5. The median of 128.2 semester hours required for graduation compares favorably with requirements listed in national recommendations and proposals.

6. At least one course in special methods in business subjects was required in almost all (84.7 per cent) of the institutions. The offering of more than one special methods course is highly recommended, but each institution training prospective business teachers should offer at least one course in special business methods.
7. There was little consistency in the titles of special methods courses. It appears that there could be more standardization of titles of related courses covering the same general content.

8. Although the curricula are crowded in an effort to provide sufficient courses in the three basic areas of learning, more time should be given to free electives. This would give prospective business teachers more time for second and third teaching fields.

Principle VI - Professional Laboratory Experiences

The business teacher education unit should provide professional laboratory experiences in every instructional area in which the prospective teacher will participate.

The professional laboratory experiences should be in a planned sequence from the freshman year to the senior year so that the maximum contribution to the attainment of the objectives of the business teacher education program can be made. These professional laboratory experiences include provision for student teaching during which the student assumes increasing responsibility for guiding the school experiences of a given group of learners over a period of consecutive weeks. 14

The laboratory experiences should involve group and individual observation in business education classrooms and business organizations, participation in business education clubs and projects of a

---

nonclassroom nature, active participation in community activities, and supervised teaching.\textsuperscript{15}

Work experience is included in the professional laboratory experiences. It is highly recommended for pre-service teachers as it plays an important role in teacher preparation. A work experience program is recommended by Murphy and Zimmer\textsuperscript{16} in the variety of activities that students should experience in all phases of the college program which provide opportunities for applying generalizations in real situations through professional experiences.

Analysis

Eighty-nine per cent of the institutions participating in this study provided professional laboratory experiences. Only twenty-nine, or 33.3 per cent, provided a planned sequence of professional laboratory experiences from the freshman year to the senior year. The remaining number of institutions indicated that the laboratory experiences were not planned in a sequence or were planned to some extent.

The following professional laboratory experiences were prevalent in the business teacher education units of the various institutions: (1) group observation of schoolroom activities in business education; (2) individual observation; (3) participation

\textsuperscript{15}Yerian, \textit{op. cit.}, p. 8.

\textsuperscript{16}Murphy and Zimmer, \textit{op. cit.}, p. 60.
in schoolroom instructional activities; (4) student teaching;
(5) group observation in business; (6) participation in community
activities; (7) office training or work experience; (8) part-time
jobs on the campus or office practice; (9) field trips; and (10)
business education conferences. Student teaching and work experi-
ence constituted the major activities among the professional
laboratory experiences.

The requirements for entering student teaching varied greatly
among the institutions. Student teaching was offered either quarter
or semester in the senior year in thirty-six institutions, and the
same quarter or semester of the senior year in fifty-eight of the
institutions. The length of time devoted to student teaching
ranged from two and one-half weeks to twenty-four weeks. The median
number of weeks was 12. The variation in the number of weeks
devoted to student teaching was somewhat unusual and it appears that
the variation should be narrowed in an effort to provide prospective
business teachers with a similar time for related experiences.

Seventy-two per cent of the business students were placed
in public schools for their period of student teaching. Fourteen
per cent of the institutions placed their students in campus labor-
atory schools and public high schools, and 9 per cent placed their
business students in campus laboratory schools.

Twenty-six per cent of the institutions included work experi-
ence as a phase of the curriculum. Sixty-two per cent did not
include work experience as a phase of the preparation of the business
teacher. In six instances, work experience was available, but it
was not required. The practices of urging students to do part-time work in business offices and the provision of work experience through a course in Office Practice were found in three institutions.

Conclusions

The following conclusions were drawn from the analysis of professional laboratory experiences provided in the institutions offering programs of business teacher education:

1. Professional laboratory experiences are provided in the institutions in numerous forms, but only 29 out of 98 institutions subscribe to the plan of a sequence of professional laboratory experiences from the freshman year through the senior year. It seems advisable to follow such a plan in an effort to provide prospective business teachers with opportunities to participate in the representative activities of the teacher.

2. Student teaching and work experience were the most frequently used professional laboratory experiences. Although other experiences were provided, many of the basic experiences were neglected. Theory should not be overlooked or neglected, but actual participation in beneficial activities cannot be overemphasized.

3. There was little consistency in the amount of time devoted to student teaching. Although the median was 12 weeks, the range seemed too broad to provide students in the same region with equal opportunities for participation.
4. All student teaching was offered during the senior year and the requirements for admission varied widely except for a "C" average and senior standing.

5. Student teaching could be taken during either quarter or semester during senior year in some institutions; and it was taken during the same semester or quarter by all students in 59 per cent of the institutions.

6. The sources of placement for student teachers were the campus laboratory schools and public high schools. Seventy-two per cent of the institutions used only the public high schools. There is a trend toward the latter practice in that "real life" situations are present.

7. Work experience did not play a very important part in the programs for the preparation of business teachers. This phase of the preparation of business teachers needs attention and consideration in that only 26 per cent of the institutions included it as a phase of the curriculum.

8. Too many of the institutions are not meeting the requirements of this principle in providing well-rounded programs of professional laboratory experiences.

**Principle VII - Library Facilities**

The business teacher education unit should provide adequate library facilities to facilitate the instruction in the preparation
of teachers. "Carefully selected reference materials and visual aids constitute vital aspects of curriculum planning and construction." 17

"Business makes constant use of reading materials that go far beyond the textbook." 18 The library is a service to a unit of instruction. It should be a source of information, well classified, and easily available for use.

Library facilities should be available for the business teacher education unit needs. The library should have professional materials available for prospective business teachers.

Analysis

The type of organization which best describes the libraries of the business teacher education units in the institutions participating in this study was the central library. Seventy-five per cent of the institutions used the central libraries of the respective institutions for the reference materials in business teacher education. Twenty-one per cent of the institutions used the central libraries and also had established branch libraries in business or business teacher education. The accessibility of the two seems very desirable for business teacher education units. Reference and instructional materials were also available to students in faculty offices and classrooms.

17 Yerian, op. cit., p. 9.

18 Tonne, op. cit., p. 529.
A listing of periodicals and yearbooks adapted from the list found in the Business Education Supplement was included in the questionnaire in checklist form. Although the list did not include all of the basic periodicals and yearbooks that could be used in business teacher education, many of the basic ones were included. The availability of the periodicals and yearbooks in the various libraries was revealingly low. The highest frequency on any one periodical was 84. The others ranged from 2 to 80. The libraries of the institutions participating in this study seem to be inadequate in many cases in this area.

Each department head or representative supplying the information for the study was asked to indicate whether or not the library facilities were adequate for effective instruction in business teacher education. Seventy-two, or 73.5 per cent, of the respondents indicated that the library facilities were adequate and twenty indicated that the library facilities were inadequate. In more than one instance, the respondent stated that the inadequacy was not the fault of the library, but the faculty. The materials had not been requested.

Conclusions

The following conclusions are drawn from the analysis of the adequacy of library facilities in the institutions:

1. The central type of organization best describes the libraries available to the business teacher education units.
2. Central and business branch libraries are available to business teacher education students in relatively few cases.

3. The business teacher education units fall extremely low in the availability of basic periodicals and yearbooks to business students.

4. On the basis of the self-evaluation of library facilities made by the respondents to the study, only seventy-two institutions have adequate library facilities for business teacher education units.

5. It is obvious that attention and consideration should be given to Principle VII by a number of the institutions participating in this study.

Principle VIII - Physical Layout and Equipment

The physical layout and equipment of the business teacher education unit should be adequate for business teacher education purposes. A curriculum cannot be effectively carried out if the physical layout and equipment are not properly set up for instructional purposes.

The equipment and room space for business education should be adequate.19 Effective instruction in a business education

---

19 Ibid., p. 529.
program requires a combination of many things, not the least of which is the provision for adequate space and equipment. 20

Analysis

There were only nineteen cases in which institutions had separate housing units for business teacher education purposes. Although the data showed that seventy-five institutions did not have separate housing units, eighty of the respondents believed that the business teacher education units were conveniently located.

Seventy-five of the business teacher education units had rooms located in the same building. The remaining units had rooms in more than one building or mainly in the same building. The rooms provided ranged from one to ten. Twenty per cent of the units had four or more rooms for business teacher education purposes.

Office space for the faculties of the various business teacher education units was considered sufficient in 75 per cent of the institutions. This evaluation indicates that office space for faculty members needs consideration.

On the basis of a self-evaluation of the adequacy of the physical layout and equipment in business teacher education units, 23 per cent of the department heads indicated that the physical layout and equipment were very adequate; 41 per cent, adequate; and

25 per cent, inadequate. Only nine institutions failed to reply to this question on self-evaluation which was somewhat confidential in nature.

In most cases, the inadequacy of the equipment was due to lack of sufficient equipment needed for business teacher education purposes.

Conclusions

The following conclusions are drawn on the basis of the information available for analysis of the adequacy of the physical layout and equipment of business teacher education units in the institutions participating in this study:

1. Few institutions had separate housing units for business teacher education instruction, but most of the business teacher education units were conveniently housed.

2. Most of the business teacher education units had rooms located in the same building, ranging in number from one to over ten. The highest frequency in the number of rooms was four or more for business teacher education purposes. It should be the concern of business educators in the various institutions to improve upon the room space provisions.

3. Office space for faculty personnel was found to be sufficient in most of the institutions.

4. Most of the business teacher education units were rated as being adequate or very adequate in physical layout and equipment by department heads.
5. As an over-all analysis, about one-third of the business teacher education units need to be improved in the area of physical layout and equipment.

II. THE OUTLOOK IN BUSINESS TEACHER EDUCATION AS EVALUATED BY HEADS OF DEPARTMENTS IN THE VARIOUS INSTITUTIONS

As a form of self-evaluation and outlook in the business teacher education units, respondents were asked three questions:

1. Are there significant changes in the present pre-service curriculum for preparing teachers of business education which will be put into effect in the immediate future?

2. What phases of the total four-year pre-service curriculum for preparing teachers of business education do you feel have made the most outstanding contributions toward developing good teachers at your institutions?

3. Assuming there were no limitations, such as funds, personnel, administrative regulations, and that the Business Education staff could develop pre-service programs for prospective teachers of business education that they deem desirable, what major changes would be made?

The replies to these questions revealed some enlightening information which is directly related to certain basic trends and problems in the areas of business teacher education.
Changes to be put into effect. The following significant changes in the pre-service curricula to be put into effect in the immediate future were suggested:

Change to the "block" program for one semester of the senior year

Provide September field experiences

Increase the amount of general education

The entire program is being changed to meet certain demands

Offer more special methods courses in business education

Increase course offerings in professional business education

Provide an office laboratory for prospective teachers

Add new teachers

Change to a new plan in student teaching

Offer more business content courses

Revise requirements for entering business teacher education

Make minor subject placement changes

Plan a graduate program in business teacher education

The above list shows the immediate changes that are to be made in the business teacher education programs in the institutions in the Southern Region. A number of the changes are to go into effect in 1957. It will be noted that a number of the changes would place the institutions in better positions to be evaluated against the principles in the previous section of this chapter.

Phases making outstanding contributions. The following phases of the four-year curriculum which made the most outstanding contri-
Suggestions toward developing good teachers in the various institutions were suggested:

- Student teaching
- Business education methods courses
- Basic content courses in business
- General education courses
- Educational psychology
- All phases are just as important as others
- Secretarial skills
- Liberal arts foundation
- Professional laboratory experiences
- Cooperation between division of commerce, school of education, and the business education program.

The above list shows the suggestions made by the respondents relative to the phases of the four-year curriculum which made the most outstanding contributions toward developing good teachers in the various institutions participating in this study. It reveals that student teaching, business education methods courses, and basic content courses in business made the most outstanding contributions.

Major changes desired. The major changes which would be made in developing desirable pre-service programs for prospective business teachers if there were no limitations in funds, personnel, and administrative regulations were listed by the respondents to this study. The changes are listed under the following headings:
(1) Administration and General Program; (2) Curriculum; (3) Faculty; (4) Guidance Services; and (5) Facilities.

Administration and General Program

Plan a recruitment program

Set up a screening program for all students desiring to major in business teacher education

Gain control of all subject matter courses in department

Improve administrative control of the program

Institute business clinics utilizing public business personnel

Make provisions for methods courses to be taught by members of the Business Department

Make provision for in-service education

Provide supervision of student teachers in Business Department rather than in the Department of Education

Curriculum

Offer work experience program

Add more special business methods courses

Extend student teaching period

Reduce the number of general professional courses

Add courses in secretarial skills

Add office machines course

Use prospective business teachers in some college classes on a limited basis for aid to business education trainees before student teaching
Offer more concentration in bookkeeping and office machines

Utilize off-campus student teaching

Extend professional laboratory experiences down to the freshman year

Increase the number of curricular options

Provide for a fifth year program (internship)

Enrich the general education program

Plan a core curriculum for all business teachers

Provide for better knowledge of content courses

More time would be provided for the supervision of student teaching

Reduce the amount of work required in education courses so that more room could be made for special methods courses

Abolish the requirement of a teaching minor outside the business field so as to make room for an increase in the amount of work required in business

Provide field trips

Reduce size of business classes

Faculty

Add faculty members

Reduce faculty teaching load

Provide a more outstanding professionally minded staff

Improve staff by adding persons with more graduate training

Guidance

Provide more adequate follow-up program

Provide more effective guidance services
Facilities

Add and improve equipment
Provide more space for housing unit
Request a separate building with own library and facilities
Improve present facilities
Improve library facilities

The foregoing list indicates the types of improvement that would be made in business teacher education units if there were no limitations in such things as funds, personnel, and administrative control. It can be seen that more institutions would be able to follow the pattern of the principles enumerated in the previous section if these changes were made. It should be noted that the list carries many of the recommended changes that should be made in the business teacher education units. Thus, many institutions are aware of certain deficiencies that have been cited.

III. COMPARISON OF THE PRE-SERVICE PREPARATION FOR BUSINESS TEACHERS IN THE SOUTHERN REGION TO PROGRAMS IN OTHER REGIONS FOUND IN RELATED STUDIES

This section of the chapter is presented in the form of a comparison of the features of the preparation of business teachers in ninety-eight institutions accredited by the Southern Association of Colleges and Secondary Schools to those of previous studies in other regions or on a national level. Comparisons will be made in the following areas: (1) length of the pre-service programs;
(2) curricular content; (3) differentiated curricula; (4) business experience; and (5) student teaching.

**Length of Pre-service Program for the Preparation of Business Teachers**

The length of the pre-service program for the preparation of business teachers was four years in length in the present study and in the studies of business teacher education reviewed by the writer except in Fisk's study of curricula on the Pacific Coast. Fisk reported the following in the findings of his 1949 study:

The training of business teachers in California, Oregon, and Washington differs from that of most of the remainder of the country in that the states require five years of preparation for the issuance of a teaching certificate. There is one exception. California issues what is known as a "special credential" based on four years of college training in addition to the "general credential" issued only after one post-graduate year.21

The length of the pre-service curriculum for the preparation of business teachers was found to be four years in the numerous studies reviewed in one state and in selected institutions located in most states of the United States. The only exception was that found on the Pacific Coast in the states of California, Oregon, and Washington.

Many of the earlier studies made in the area of business teacher education referred to graduate work, but did not indicate

---

it as a requirement for pre-service training. In many cases, a fifth year of study was encouraged.

The report of Fisk's study and the encouragement on the part of many business educators for students to pursue training beyond the four years before teaching point to the trend toward lengthening the training program in business teacher education.

Curricular Content of the Preparation of Pre-Service Teachers

The curricular content of the business teacher education program in the institutions in the Southern Region covered the following three areas: (1) general education; (2) professional education; and (3) business and related subject matter. The median number and percentages of semester hours of the total curriculum devoted to these areas were as follows: general education, 50.1 hours, 39.1 per cent; professional education, 24.5 hours, 17.9 per cent; business and related subject matter, 48.2 hours, 37.1 per cent. The median number of semester hours required for graduation was 128.2.

Graham presented an analysis of the curricular requirements set up for prospective teachers of business subjects in forty-five institutions in 1932 which follows:
The curricular requirements in the various areas are listed in average semester units. The modal point of graduation requirements was 128 semester units. Other than the modal point of the graduation requirements, the other areas do not conform to the findings in the present study. The date of the study may contribute to the difference in findings. If so, it may be noted that the trend has been toward less required courses in professional education and more courses in business and related subject matter and general education. The provision of free electives in Graham's findings, however, may account for and take care of the difference noted in professional education.

Rowe proposed the following percentages for the respective areas at the completion of his study of business teacher education in 28 selected state teachers colleges and 26 selected liberal arts colleges: general education, 39 per cent; general professional education, 9 per cent; general business background, 20 per cent; technical training, 20 per cent; and specialized professional training, 12 per cent.\textsuperscript{23} The percentages were based upon a proposed

\textsuperscript{22}Graham, op. cit., p. 105.

\textsuperscript{23}Rowe, loc. cit., p. 39.
business teacher education curriculum consisting of 128 semester hours. These proportions, as pointed out in the section on analysis, compare with those of the present study, particularly in view of the different divisions within the areas.

Rowe's findings can be further compared to the present study in that he found that liberal arts colleges provided for a considerably greater amount of general education for business education than the state teachers colleges. This finding is similar to a finding of the present study in that the requirement in general education was greater in the private colleges (usually liberal arts colleges) than in the state teachers colleges and universities. Rowe's median percentage of the total curriculum was 43.9 per cent for liberal arts colleges and the present study shows 42.2 per cent. He also found that state teachers colleges emphasized general professional education considerably more than the liberal arts colleges. The present study indicated the same type of finding as indicated in the previous chapter. Rowe found that the liberal arts colleges actually offered more work in technical training than the state teachers colleges - 23 per cent of the total curriculum as compared with 22.5 per cent for the state teachers colleges. The reverse was true in the present study in that state institutions offered more work in technical training than the private institutions - 38.2 per cent of the total curriculum as compared with 36.2 per cent for private institutions.
Armbrister also found that non-state supported colleges required fewer hours for business education than state supported colleges.\textsuperscript{24}

On the Pacific coast the curricular pattern is much the same as found in most other states. There are the usual requirements of general education, special academic training in business subjects generally taught in high schools, general professional courses, and the special methods and student teaching in the major field.\textsuperscript{25}

Bast\textsuperscript{26} found in his investigation of the common practices followed in business teacher training programs in state-supported teacher-training institutions of the United States in 1952, that the majority of the ninety colleges required from 40 to 49 semester hours of general education. The majority of the colleges required from 20 to 24 hours of professional education. The ninety colleges expected the student, regardless of what business subjects he is preparing to teach, to complete approximately 38 semester hours in business information and skill subjects, or approximately one-third of the total hours required for the bachelor's degree. The findings of Bast's study compare favorably with the findings of the present study in considering the wide ranges found in the number of semester hours required in the various areas of the business teacher education curriculum.

\textsuperscript{24}Armbrister, op. cit., p. 8.
\textsuperscript{25}Fisk, op. cit., p. 33.
\textsuperscript{26}Bast, op. cit., p. 25.
The average number of semester hours required in the colleges and universities of the Commonwealth of Pennsylvania of 128\(^{27}\) is the same as the median for the institutions of the present study.

In the present study at least one course was required in special methods in business education in 84 per cent of the institutions. In a study of business education methods courses in selected colleges and universities in 1955, Tuthill\(^{28}\) found that approximately 90 per cent of the institutions offering business teacher education programs offered undergraduate methods courses. Approximately one-half of the schools offered a single undergraduate business education methods course in teaching all business subjects. The business education methods courses are generally offered by business and/or education departments. There is a lack of uniformity of course identification of business education methods courses.

The above findings taken from Tuthill's study compare in several ways with the findings of the present study. The percentages are within close proximity in the business methods courses offered. In this study, business methods courses are taught primarily in business departments. There is agreement between the two studies in the lack of uniformity of course identification of business education methods courses. This is evidenced by the numerous titles listed in the previous chapter.

\(^{27}\)Pallone, op. cit., p. 114.

\(^{28}\)Tuthill, op. cit., p. 392.
Boggs\textsuperscript{29} found that special methods in the business subjects were required in all the state institutions of higher education in Ohio; however, there was a wide diversity as to course titles. His findings were comparable to the findings of this study.

The comparison of curricular content points out that there is a general universal pattern with a reasonable balance in three major areas of learning in the business teacher education curricula. It further points to the pattern of approximating the percentages in these areas as recommended by the National Association for Business Teacher Education.

The trend in special methods courses is to require at least one course in special methods in business education and, where possible, require two or more special methods courses in related subject matter areas in business education.

Differentiated Curricula for the Preparation of Business Teachers

The present study includes a finding of more than seven curricular options available to prospective business teachers. They are: (1) Secretarial subjects; (2) Bookkeeping and Accounting; (3) Business Administration; (4) General Business; (5) Business Education - all business subjects taught in the high school; (6) Distributive Education; and (7) Others - Marketing, Finance, Economics, etc.

\textsuperscript{29}Boggs, \textit{op. cit.}, p. 155.
The differentiated curricula found in Graham's study were similar in only three areas. The curricula presented were:


The institutions in the Southern Region made no provisions for the preparation of teachers below the high school level or in relationship to the size of the high school found in the above mentioned study made in 1932.

Rowe found that all the institutions studied offered a general curriculum to teach the usual business subjects commonly found in the average public high school. However, for those not wanting training in the over-all field of business teacher education, special curricula were provided preparing students to teach in any one of the following areas: 1. secretarial science; 2. accounting and bookkeeping; 3. merchandising, retailing, etc.; and 4. general business training and the social business subjects. 31

The curricula options of this study are embracive of the special curricula presented by Rowe; business administration and distributive education are additions. It is possible that distributive education could be


31Rowe, op. cit., p. 36.
included in the third grouping of special curricula offered in Rowe's study.

Sipe\textsuperscript{32} found in his study of 94 accredited teachers colleges and normal schools in 1938 that 12 of the 94 schools offered the following specialized curricula leading to a degree and a commercial teacher's license: (1) Accounting; (2) Secretarial; (3) Merchandising and salesmanship; (4) Accounting and business practice; (5) Accounting and secretarial studies; (6) Commerce, special course; (7) Stenography and typewriting; (8) Business Administration, Commerce; (9) General Business; (10) Management and Finance; (11) Marketing; (12) Merchandising; and (13) Retail Selling. It appears that more specialized curricula were designated in Sipe's study than are offered in other studies and in the present study of the institutions in the Southern Region. It will be noted, nevertheless, that several of the specialized curricula seem to overlap in coverage of the different areas.

The differentiated curricula in the various studies are comparable to those found in this study. In a few instances, there are more or less specialized curricula.

---

In the present study only 25 per cent of the institutions required business experience as a part of their curricular requirements. Business experience was offered and encouraged in a small number of the institutions, but it was not required.

Rowe's findings showed that only a few institutions specified business experience as a requirement to complete the business teacher education curriculum. Nevertheless, he stated that it is an essential part of the pre-service training of business teachers. "In order to interpret and visualize the duties and activities of workers in business offices, it is necessary to have worked in business offices."

Bast found that only 17 of the 90 colleges in this study required their prospective business teachers to have business experience. The ratio is somewhat higher in the present study: 25 to 98.

In a much earlier study, Graham found that business experience was required in nineteen institutions, 27.52 per cent, of seventy-one institutions engaged in business teacher education. Graham's study points out that almost as much business experience was required in some institutions in the early thirties as in the mid-fifties.

---

33 Rowe, op. cit., p. 36.
34 Bast, op. cit., p. 23.
With the proposed changes and the present emphasis in national business teacher education groups on the topic of business experience, there is an ever-increasing trend toward requiring more work or business experience as a part of the business teacher education curriculum.

Practices in Student Teaching in Business Teacher Education Institutions

All of the institutions in this study required student teaching as a part of the business teacher education curricula as was found true in the studies made by Rowe, Bast, Boggs, Pallone, and Musgrave.

The length of time devoted to student teaching in this study ranged from two and one-half weeks to twenty-four weeks. The median number of weeks was 12. The practice in Boggs' study was from ten to twelve weeks and Pallone's study indicated two weeks to a full semester, the latter being true in 50 per cent of the institutions in Pennsylvania.

Rowe stated that in most of the teachers colleges laboratory or practice schools were provided as sources of placement for student teachers so that it was unnecessary for the state teachers colleges to rely on the good will of the public school officials to provide facilities for student teaching.\(^{36}\)

The sources of placement of student teachers in this study

\(^{36}\) Rowe, op. cit., pp. 32-33.
were the public high schools and campus laboratory schools, but the majority of the institutions used the public high schools. It appeared that the public high schools were used as sources of placement for practice teachers in most of the studies reviewed other than Rowe's study.

The trend as noted from other studies and the present study is toward using the public high schools as sources of placement for student teachers and toward lengthening the period devoted to student teaching. There is a further trend toward incorporating special methods courses in a "block" program with student teaching for a period of a semester or quarter. There is still controversy involved in implementing this latter trend.

IV. SUMMARY

This chapter has presented eight evaluative criteria in the form of principles for pre-service preparation of business teachers dealing with the following areas: (1) purposes; (2) organizational structure; (3) student personnel services, including guidance practices, placement, and follow-up of graduates; (4) faculty preparation and competence; (5) curricular content in business teacher education curricula; (6) professional laboratory experiences; (7) library facilities; and (8) physical layout and equipment. An analysis was made of the preparation of business teachers in the Southern Region against the principles. It was found that in most instances the institutions met the principles in part, but attention and consideration must be given in many areas, particularly the following:
(1) broadening the scope, or at least the dissemination, of the purposes to those enrolling in business teacher education; (2) determining the most feasible organizational structure for a business teacher education unit in the various institutions, although the dual-type is most prevalent; (3) improving programs in student personnel services, especially in the areas of placement and follow-up of graduates; (4) standardizing the over-all pattern of curricular content; (5) extending professional laboratory experiences over a period of four years; (6) improving library facilities; and (7) improving physical layout and equipment.

The second part of the chapter dealt with self-evaluation by department heads or representatives in the various business teacher education units. The areas included proposed changes in the immediate future, phases of the program contributing most toward the development of good teachers, and the major changes that would be made if there were no limitations, such as funds, personnel, administrative regulations. The two most popular changes for the immediate future were changing to the "block" program in professional education and increasing the amount of general education. The most frequently listed phases of the program contributing most toward the development of good teachers were student teaching, business education methods, courses, and basic content courses in business. The top ranking changes that would be made in the pre-service program if there were no limitations were additional faculty members, inclusion of a work experience program, additional and
improved equipment, and additional special methods courses in business education.

The third part of this chapter presented a comparison of the findings of this study in the preparation of business teachers in the Southern Region to findings of other studies in other regions or on a national selected basis. The comparison was made in the following areas: (1) length of the pre-service program; (2) curricular content; (3) differentiated curricula; (4) business experience; and (5) student teaching. The programs were comparable in many instances and strengthened the patterns in the following trends as related to business teacher education:

1. Toward lengthening the program of pre-service preparation for business teachers.

2. Toward providing a fair balance in the areas of learning in the business teacher education curricula.

3. Toward providing a number of specialized curricula for the preparation of business teachers.

4. Toward requiring business experience as a phase of the business teacher education curricula.

5. Toward lengthening the period devoted to student teaching.

6. Toward using public high schools as sources of placement for student teachers.
CHAPTER VII
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. STATEMENT OF PROBLEM

It was the purpose of this study to (1) determine the status of the ongoing business teacher programs for prospective business teachers carried on in the institutions accredited by the Southern Association of Colleges and Secondary Schools; (2) derive evaluative criteria in the form of principles for analyzing these business teacher education programs; and (3) analyze and compare the preparation for business teacher education in institutions accredited by the Southern Association of Colleges and Secondary Schools with the evaluative criteria and with findings of similar studies in other sections of the United States. The ultimate goal was that of determining what improvements could be made in the preparation of business teachers in the institutions accredited by the Southern Association of Colleges and Secondary Schools.

II. PROCEDURES OF THE STUDY

Data were gathered from catalogues from the ninety-eight institutions participating in the study. The data were supplemented by a nine-page questionnaire based upon eight principles for effective training programs in the preparation of business teachers. Questionnaires were received from the heads of the business teacher education units of ninety-eight institutions accredited by the
Southern Association of Colleges and Secondary Schools. The questionnaire was needed to supplement catalogue information for the status report and analysis. The catalogues and questionnaires were studied to determine the present status of business teacher education in the Southern Region.

The evaluative criteria in the form of principles for analyzing programs for the preparation of business teachers on the pre-service level were derived from a review of literature, existing criteria, and previous research.

The data for the analysis of business teacher education in the Southern Region were secured from the catalogues and questionnaires. The data for the comparison were secured from the review of literature dealing with related studies on status and special areas of business teacher education in various sections of the United States.

Data were summarized, statistical tables prepared, an analysis and a comparison were made, results were stated, conclusions were drawn, and recommendations were made. The balance of this chapter summarizes the basic findings, conclusions, and recommendations.

III. FINDINGS

The findings of an investigation of the status and an analysis of business teacher education in institutions accredited by the Southern Association of Colleges and Secondary Schools are presented in the following headings: (1) Administration and General
Information; (2) Faculty; (3) Student Personnel Services; (4) Curricular Content; (5) Professional Laboratory Experiences; (6) Physical Layout and Equipment; and (7) Library Facilities.

Administration and General Information.

1. The ninety-eight institutions are supported and associated with five types of control: (a) state, 57.1 per cent; (b) city, 1 per cent; (c) denominational, 36.7 per cent; (d) independent, 1 per cent; and (e) private non-denominational and non-profit, 4.1 per cent.

2. The purposes of business teacher education were stated specifically in approximately 25 per cent of the catalogues of the institutions. The majority of the purposes were incorporated in the statements of the entire program of business training or in conjunction with the general area of teacher education. Most of the statements were general in nature and the most frequent statement referred to training business teachers for the high school level.

3. The dual relationship (shared by business and education) was the most popular among the organizational relationships in the Southern Region with 40.8 per cent of the institutions following this plan. Twenty-two per cent placed responsibility within an independent department; 19.4 per cent in a school or department of business; and 11.2 per cent in a school or department of education.

4. The institutions were accredited and affiliated professionally in the following associations: Southern Association of Colleges and Secondary Schools, 100 per cent; American Association
of Colleges for Teacher Education, 48.9 per cent; National Association for Business Teacher Education, 51 per cent; National Council for Accreditation of Teacher Education; 39.7 per cent; and American Association of Collegiate Schools of Business, 7 per cent.

5. The total business teacher education enrollment for the school year 1955-56 was 8,632, ranging from less than 25 to above 300 in the respective institutions. The median enrollment was 57.0 and the mean, 57.8. The total institutional enrollment of the institutions reporting was 199,025. The median percentage of business teacher education enrollment to the total institutional enrollment for the institutions participating in this study was 4.8.

6. The total number of business teacher education graduates for the school year 1955-56 was 1,305. The median was 11.1. The median percentage of the total business teacher education graduates of the total business teacher education enrollment was 15.2

Faculty.

1. Faculty size in the institutions ranged from one member to twenty members for the school year 1955-56. The total number of faculty members reported was 478. The average number of business education faculty members per institution was 4.7.

2. The distribution of the number of holders of the various degrees is the following: doctoral degree, 74; master's degree, 260; Bachelor of Laws, 6; bachelor's degree, 23; Certified Public Accountants, 9; and special Gregg graduate, 1.
3. More than one-half of the faculties of the institutions carried a teaching load of 15 hours. In only 37.8 per cent of the institutions were adjustments made in the teaching load for duties not in the realm of classroom instruction. The faculty loads in business teacher education units were satisfactory in meeting institutional requirements in 61 per cent of the institutions.

4. The faculties of the various business teacher education units held memberships or were affiliated with numerous local, state, regional, and national professional associations in the field of business education.

Student Personnel Services

1. The practice of using faculty members of the business teacher education units as faculty advisers or counselors was found in 72.4 per cent of the institutions. Faculty members counseled the students throughout the four years of training.

2. Approximately 36 per cent of the advisers to business teacher education students were selected during the first semester or quarter of the freshman year.

3. Approximately 47 per cent of the institutions offered exploratory courses in the various opportunities in business and 27 per cent in the various opportunities in business teacher education.

4. The most common period for enrolling in business teacher education courses was during the first semester or quarter of the freshman year.
5. Placement services were offered for prospective business teacher education graduates in ninety-three institutions. Approximately 78 per cent of the institutions used the central placement bureau of the respective institutions for business teacher education purposes.

6. Approximately 37 per cent of the institutions provided some form of follow-up service to beginning business teachers.

7. Periodic surveys of the employment field to ascertain the demand for or success of business teacher education graduates were made by approximately 46 per cent of the institutions.

8. The findings of the follow-up reports for the school year 1955-56 showed the following approximate median percentages of the employment of business teacher education graduates: entered teaching, 50; entered business, 36; and entered other pursuits, 8.

Curricular Content

1. The undergraduate options in the business teacher education units were secretarial subjects in 74 institutions, bookkeeping and accounting in 54, general business in 52, business administration in 49, business education or the teaching of all subjects in the high school in 28, distributive education in 15, and others (economics, finance, and marketing) in 6.

2. Less than one-half of the institutions made provisions for the participation of businessmen, supervisors, principals, and business teachers in public high schools in the planning, evaluation,
and reorganization of the business teacher education curricula.

3. More than one-half of the institutions participating in this study did not segregate business teacher education students from those who plan to enter business. The only practice found relative to the segregation of students was in professional education courses.

4. The class standing in which a student usually declared a major in business teacher education was found most frequently in the freshman year.

5. Business teacher education students were required to select a second teaching field in approximately 30 per cent of the institutions.

6. Free electives were used in approximately one-third of the institutions for courses in second and third teaching fields. Free electives were limited in most of the programs due to the crowded curricula necessary to include all basic requirements in the various areas of learning.

7. The course content areas of the business teacher education curricula in the institutions with the median of semester hours of the graduation requirements were: (a) general education, 39.1 per cent; (b) professional education, 17.9 per cent; and (c) business and related subject matter, 37.1 per cent.

8. Private denominational institutions required more general education courses than did state institutions; and state institutions required more courses in professional education and in business and
related subject matter than did the private denominational institutions.

9. The median number of semester hours required for graduation in the institutions participating in this study was 128.2.

10. Approximately 88 per cent of the institutions required at least one course in business education methods.

11. There was wide diversity in the titles listed for business education methods courses covering the same general course content.

12. Business education methods courses were taught by business education staffs in approximately 70 per cent of the institutions participating in this study.

13. The "block" program, which refers to a full semester or quarter devoted exclusively to courses in methods, seminars, and student teaching, was practiced in only 28 per cent of the institutions.

14. Graduate courses in business teacher education were offered in approximately 30 per cent of the institutions.

15. Approximately 98 per cent of the programs of business teacher education met state certification requirements in the respective states. Many of the institutions meet certification requirements in other states.

Professional Laboratory Experiences

1. Approximately 34 per cent of the institutions followed the practice of a planned sequence of professional laboratory experiences from the freshman year to the senior year.
2. Work experience and student teaching were the two most frequently used of the following professional laboratory experiences found in the business teacher education units: (a) group observation of schoolroom activities in business education; (b) individual observation; (c) participation in schoolroom instructional activities; (d) student teaching; (e) group observation in business; (f) participation in community activities; (g) office training and work experience; (h) part-time jobs on the campus; (i) field trips; and (j) business education conferences.

3. The requirements for student teaching varied greatly among the institutions.

4. Approximately 62 per cent of the institutions offered all student teaching during one quarter or semester of the senior year. The other institutions offered it any quarter or semester of the senior year.

5. The median number of weeks devoted to student teaching was 12. The number of weeks ranged from two and one-half to twenty-four.

6. Seventy-two per cent of the institutions used the public schools as a source of placement for student teachers.

7. Undergraduate seminars on teaching problems and/or in conjunction with courses were offered in two-thirds of the institutions.

8. Only twenty-five of the institutions participating in this study required business experience as a phase of the curricula.
Physical Layout and Equipment

1. Approximately 20 per cent of the institutions had separate housing units for business teacher education. It was found, however, that approximately 94 per cent of the business teacher education units were conveniently located.

2. Approximately three-fourths of the institutions provided four or more rooms for instruction in business teacher education.

3. Office space for business teacher education faculties was considered adequate in 75 per cent of the institutions.

Library Facilities

1. The type of organization which best describes the library facilities for business teacher education units is the central library. Seventy-five per cent of the institutions used central libraries.

2. Very few of the basic yearbooks and periodicals were available.

IV. CONCLUSIONS

A number of significant conclusions appear warranted from the above findings. These conclusions were formulated by applying the evaluative criteria in the form of principles established in this study and by comparing the findings with those of similar studies.

1. The two dominant types of control for institutions offering business teacher education in the Southern Region are state and denominational.
This pattern is consistent, so far as is known, with the pattern throughout the United States. In the Southern Region, with the exception of one city university, one independent institution, and four private non-denominational and non-profit institutions, all the institutions in this study are either supported and controlled by the state or some church denomination.

2. The purposes of the programs for the preparation of business teachers should be clearly defined and definitely stated.

The purposes of the programs for the preparation of business teachers as listed in the catalogues of the institutions in the Southern Region were not clearly stated and were brief in scope. They should be spelled out in more detail and embrace the scope, provisions, and other implementing factors that make up a business teacher education program.

Specific statements of purposes were found in only one-fourth of the institutions and these statements were brief in content and extremely general. In most cases, the only statement was to prepare persons to teach in high schools. In a few cases, mention was made of general education, professional education, the importance of the skill subjects, and providing the student with an awareness of social and public responsibilities. Purposes of business teacher education were not listed in the majority of catalogues.

3. Although most predominant, the dual-type (shared by business and education) organizational structure or relationship in
business teacher education units in the Southern Region may not be the best organizational structure.

Approximately 60 per cent of the institutions are a part of a dual-type organizational structure. It appears that the other types of organizational structure or relationship meet the needs of the business teacher education units in that no unfavorable comments or criticisms were mentioned. The placement of responsibility for programs of business teacher education remains a moot question. There is no evidence that the dominant type of organizational relationship of the Southern Region is the most feasible. The problem needs to be studied to determine exactly where the placement of responsibility should be. A shared responsibility violates good principles of organization. Either the ideal organizational structure should be an independent department devoted exclusively to business teacher education or a sharp line of demarcation should be made between education courses and business content courses. The dominant type should be studied along with the other types to determine the most feasible type of organizational structure for the Southern Region or for a particular institution.

4. The business teacher education units should extend and strengthen the essential student personnel services needed for the prospective business teacher education graduate.

This conclusion is justified because over one-fourth of the institutions do not offer any type of exploratory courses, only seventy institutions emphasize educational counseling, five institu-
tions offered no placement services, and only twenty-seven institutions make follow-up studies of business teacher education graduates. More attention needs to be given to admission requirements to business teacher education. Surveys of the employment field to ascertain the demand for and success of business teacher graduates need to be projected because such surveys are a service to graduates and to curriculum planners in remodeling the curriculum.

5. The educational background of the faculties of the various business teacher education units in the various institutions in the Southern Region is not adequate for business teacher education purposes.

This conclusion is justified in that only two-thirds of the department heads of the business teacher education units considered the formal education and experience of their respective faculties as being adequate. A number of the faculty members had less training than a Master's degree and obvious need was pointed out by business educators for persons more professionally minded and with additional graduate training.

In conjunction with the above conclusion, attention should be focused upon the need for making adjustments in faculty teaching loads especially for curricular duties beyond classroom instruction.

6. The over-all curricular content of the business teacher education units of the institutions in the Southern Region provides a reasonable balance between the various areas of learning: general education, professional education, and business and related subject
matter; considerable divergence, however, is found in individual institutions.

This conclusion is based upon the median percentages for each of the various areas of learning in that they are comparable to the recommendations of the National Association for Business Teacher Education, Rowe's proposal, and others, but the variations within the respective institutions are too far below the recommendations or medians of this study. The range for general education courses in the institutions was from 18.0 - 21.0 per cent to 51.1 - 54 per cent; professional education, 11.1 to 33 per cent; and business and related subject matter, from 21.1 - 24 per cent to 57.1 - 60.1 per cent. The ranges are too wide to subscribe to recommendations for the various areas of learning which are discussed in the section on Analysis in Chapter VI of this study.

It is difficult to determine precisely the amount of time that should be devoted to the various areas of learning for individual institutions. Previous studies indicate various proportions for the areas of learning, either more or less than are presently found in the various institutions of this study. The institutions, however, should be aware of and perhaps conform more to the recommendation of the National Association for Business Teacher Education or to the median percentages for the Southern Region as indicated in this study.

7. There is little consistency among the institutions in the titles of business education methods courses covering the same general content or related areas.
This conclusion is justified because there was a wide diversity and lack of identification in the titles of the various business education methods courses. Table XXXV shows that the over-all or comprehensive business education methods course was listed under at least thirteen different titles. The other areas in bookkeeping, general business, and secretarial subjects also carried numerous titles.

8. Professional laboratory experiences provided in the institutions of this study do not cover every business instructional area in which the prospective teacher will participate nor do they extend over a sufficient length of time.

This conclusion is justified because more emphasis was placed upon work experience and student teaching than upon the eight additional professional laboratory experiences listed as a part of this study.

Only twenty-nine of the institutions offered a planned sequence of professional laboratory experiences from the freshman year to the senior year.

Work experience was required in only 26 per cent of the institutions. This compares with findings in similar studies, but the trend is toward offering more business or work experience for the prospective business teacher, as it is essential to the success of the business teacher.

The amount of time devoted to student teaching varied greatly. The range was from two and one-half weeks to twenty-four weeks. The
amount of time should be more consistent within the Southern Region. The median of twelve weeks compares with recommendations and findings of other studies.

9. The dominant source of placement of student teachers is the public high school.

This conclusion is justified in that approximately three-fourths of institutions participating in this study used the public high schools as sources of placement for student teachers. A further justification stems from the finding that some of the institutions using campus laboratory schools also use the public high schools.

10. The business teacher education units do not provide adequate library facilities for business teacher education instructional purposes.

This conclusion is justified in that at least 75 per cent of the business teacher education units had library facilities only in the central libraries of the respective institutions and only 21 per cent had any type of business branch library. Most of the libraries do not provide a sufficient number of the basic periodicals and yearbooks.

Further justification comes from the responses of the heads of business teacher education units that the library facilities were not adequate in approximately one-fourth of the institutions. In many instances, the fault of the inadequacy was the responsibility of the business teacher education faculties in that they had not requested adequate library materials.
11. The physical layout and equipment of the business teacher education units of the institutions of the Southern Region participating in this study are not sufficiently adequate for business teacher education purposes.

This conclusion is justified because only two-thirds of the heads of the business teacher education units rated the physical layout and equipment for their respective institutions as adequate.

Only eighty of the business teacher education units were conveniently housed and only 20 per cent had separate housing units. The number of rooms provided for instructional purposes ranged from one to over ten.

Office space was considered sufficient in only three-fourths of the institutions.

12. Approximately one-half of the business teacher education graduates are entering other areas of business or other pursuits rather than entering the teaching profession.

This conclusion is based upon the follow-up report of the business teacher education graduates for the school year 1955-56. Only 50.1 per cent of the graduates entered teaching; 36.3 per cent entered business; and 7.5 per cent entered other pursuits.

13. The change to the "block" program, the provision for September Field Experiences, and the increase in the amount of general education are most popular among the changes which are to go into effect in the immediate future in the business teacher education units in the institutions in the Southern Region.
The changes for the immediate future were submitted by heads of the business teacher education units in the institutions participating in this study. The above three changes were listed a greater number of times than the other changes submitted. In several instances, these changes will go into effect in 1957.

14. Student teaching, business education methods courses, and basic content courses in business are the phases of the four-year curriculum which were cited as making the most outstanding contributions toward developing good teachers in the various institutions.

This conclusion is based upon a list of the phases of the four-year curriculum which made the most outstanding contributions toward developing good teachers in the various institutions submitted by business educators. Student teaching, business education methods courses, and basic content courses in business were mentioned a greater number of times than the other phases of the four-year curriculum.

15. Business educators in the Southern Region are giving serious consideration to proposed changes in developing desirable pre-service programs for prospective business teachers.

This conclusion is justified because business educators in the institutions in the Southern Region listed thirty-nine proposed changes which would be made in developing desirable pre-service programs for prospective business teachers if there were no limitations to funds, personnel, and administrative regulations. The addition of faculty members, a work experience program, and
equipment were mentioned a greater number of times. These changes are listed in Chapter VI under five categories.

This conclusion is further justified because many of the business educators make needed changes and improvements almost annually.

16. The ongoing business teacher education practices in the Southern Region are comparable with findings of studies in other areas of the United States in length of pre-service training, curricular content, differentiated curricula, business experience, and student teaching.

This conclusion is justified in that the findings in the following areas of the preparation of business teachers were comparable in many instances to studies made by Rowe, Musgrave, Boggs, Pallone, Armbrister, Bast, and others: (a) length of pre-service programs; (b) curricular content; (c) differentiated curricula; (d) business experience; and (e) student teaching. This comparison is found in the last section of Chapter VI.

The length of the pre-service training in the institutions of four years compared favorably with all studies except Fisk's on the Pacific Coast in which he found that the pre-service training was for a period of five years. No consideration was given to graduate study in the comparison or in this study.

In comparison to other studies, the various areas of the curricular content were the same as found in the present study --
general education, professional education, and business and related subject matter. In several instances, the breakdown was made up of more divisions, but it was composed of the above three basic areas. Graham found more professional education required in 1933 than is generally required in the present study.

At least one course in business education methods was found prevalent in most of the studies. There was also a general lack of identification or wide diversity in the titles of business education methods courses in similar studies.

Most of the institutions offering training in business teacher education offered several differentiated curricula. In comparison to other studies, the present study offered similar curricula. In cases where there were more curricula, they tended to overlap.

In comparison to other studies, the same pattern of the present study was true in that only a small percentage of business teacher education units required business experience as a part of the curricular requirements.

The comparison pointed up the trends toward lengthening the period of student teaching and toward making more use of public high schools as sources of placement for student teachers.

V. RECOMMENDATIONS

The findings of this study, resulting from a status report and an analysis of the practices in the preparation of business teachers in the institutions accredited by the Southern Association
of Colleges and Secondary Schools, have led to the numerous conclusions presented in the preceding sections of this chapter.

The following represent the recommendations arising from the findings and conclusions:

1. It is recommended that a more comprehensive statement of purposes of business teacher education be used in catalogues or bulletins in the institutions.

2. It is recommended that improvement be made of the organizational structure for business teacher education units in institutions of higher learning.

3. It is recommended that each business teacher education unit offer at least one exploratory or orientation course in the opportunities in business teacher education.

4. It is recommended that at least ten to twelve weeks be devoted to student teaching in all institutions in the Southern Region. In many instances, students were found to devote as few as two and one-half weeks and up to twenty-four weeks to student teaching.

5. It is recommended that prospective teachers of business subjects be required to have actual business experience, when feasible, for a period of one year.

6. It is recommended that all institutions make periodic surveys to ascertain the demand for business teachers and the success of business teacher education graduates.
7. It is recommended that an improvement be made in the contacts with schools which employ business teacher education graduates.

8. It is recommended that heads of business teacher education units improve the faculties by employing only persons with at least a master's degree or its equivalent to teach undergraduate students.

9. It is recommended that efforts be made on the part of heads of business teacher education units to investigate the possibilities of receiving better adjustments in teaching loads for curricular duties which extend beyond classroom instruction.

10. It is recommended that faculties of business teacher education units work cooperatively toward improving and providing more reading and reference materials for the library for the benefit of business teacher education students.

11. It is recommended that as many differentiated curricula be offered, as possible, as undergraduate options for business teacher education students, but no areas of the program should be neglected to make such provisions.

12. It is recommended that continuous efforts should be made to provide a better balance in the areas of learning in the curricular content in business teacher education. If it is not possible to subscribe to the recommendation of the National Association for Business Teacher Education, it is suggested that an effort be made to
measure up to the median percentages in this study which compare favorably with other studies.

13. It is recommended that there should be a better identification of the various titles of business education methods courses especially in related areas of subject matter.

14. It is recommended that a minimum of two courses be required in business education methods.

15. It is recommended that continuous efforts be made on the part of heads of business teacher education units to improve the physical layout and equipment in their respective institutions.

16. It is recommended that each business teacher education unit should work toward providing a planned sequence of professional laboratory experiences from the freshman year through the senior year.

17. It is recommended that each business teacher education unit invite businessmen, supervisors, principals, and business teachers in public high schools to participate in the planning, evaluation, and reorganization of the curricula of the business teacher education unit.

18. It is recommended that each business teacher education unit use some authoritative evaluative criteria or set of principles, such as the Business Education Supplement, for frequent self-evaluation of business teacher education preparation.

19. It is recommended that representatives of the various business teacher education units study other pre-service programs
for the preparation of business teachers and use the findings as guidelines in making necessary improvements.

**Recommendations for Future Research**

20. It is recommended that a study be made of the most feasible type of organizational structure for business teacher education units in institutions of higher learning.

21. It is recommended that comparative studies be made of business teacher education programs in other regions in the United States so that a valid basis of comparison would exist among regions.

22. It is recommended that a study of the effectiveness of business teacher education in any region be based on the observation of graduates and a follow-up of their success as business teachers.

23. It is recommended that an investigation be made to determine any factors which are unique to certain regions in the United States as to implications for the business teacher education programs in particular regions.
APPENDIX A

LETTERS TO REGISTRARS IN THE INSTITUTIONS ACCREDITED

BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
Dear Registrar:

Will you kindly send me a copy of your current catalogue or bulletin as early as possible? I am in the process of studying Business Teacher Education Curricula in the colleges and universities accredited by the Southern Association of Colleges and Secondary Schools.

If your institution publishes a bulletin for a School or College of Business, I shall appreciate a copy of same. My main interest is concerned with curricula in Business Teacher Education.

I shall appreciate your immediate attention to the above request.

Very truly yours,

(Signed)

Lucy Rose Adams, Acting Head
Department of Business
Dear Registrar:

Several weeks ago, I sent a letter to you requesting a copy of your current catalogue. To date, I have not received a copy of the same. Would you please send me a copy as early as possible?

I am in the process of making a doctoral study of preservice curricula for the preparation of business teachers in the institutions accredited by the Southern Association of Colleges and Secondary Schools. Your assistance in this study, by sending a copy of your catalogue or some form of communication stating that you do not offer a program of Business Teacher Education, would be greatly appreciated.

I shall appreciate hearing from you immediately.

Very truly yours,

(Signed)

Lucy Rose Adams, Acting Head
Department of Business
APPENDIX B

LETTER OF TRANSMITTAL AND QUESTIONNAIRE USED
College of Arts and Sciences  October 22, 1956

Dear

I am making a study to determine the present status of the pre-service curricula for preparing teachers of business education in the institutions accredited by the Southern Association of Colleges and Secondary Schools, and of analyzing these curricula in light of evaluative criteria. The analysis is not to be concerned with any particular school, but with the overall existing curricula.

I have received a catalogue from your institution and considerable analysis will be made by me from catalogue material. The attached questionnaire is being sent for the purpose of acquiring supplementary information in regard to status and for the purpose of additional analysis. The study is a doctoral study at Ohio State University under the direction of Dr. Charles B. Hicks.

I feel that you and your colleagues can be extremely helpful in this study by telling me what you are doing in the area of Business Teacher Education. Your cooperation in this study will be greatly appreciated and it is my belief that the study will be a contribution to all institutions involved.

The attached questionnaire, no doubt, will involve a certain amount of your time, but I can assure you that it will be time well spent in an effort to improve an area which I am sure is very close to all of us. I shall gladly send you a summary of the results, as a partial return for your help.

You will find a stamped, self-addressed envelope for your convenience in returning the completed questionnaire to me. I shall appreciate your returning the questionnaire within fifteen days.
Thank you for your consideration in this matter.

Sincerely yours,

Lucy Rose Adams, Acting Head
DEPARTMENT OF BUSINESS

Enclosures
QUESTIONNAIRE

TO: Heads of Departments of Business Teacher Education

This survey is for the purpose of determining the present status of the different curricula for the preparation of teachers of business education and for analyzing these curricula based upon evaluative criteria for business teacher education. This questionnaire is supplementary to catalog information.

For the purpose of this study, business teacher education is defined as an undergraduate program of study designed for the preparation of teachers of the business subjects.

Name of Institution ________________________________

Name of Business Teacher Education Unit ____________________________________________

Name and position of person supplying data for this survey ____________________________

(The above is for reference only and will not be specified in final tabulations.)

General Program

Do you have any established purposes or objectives of your business teacher education unit other than those stated in your catalog?
Yes (  ) No (  ). If yes, please attach.

What is the business education program's organizational relationship within the institution? (Please check)

Independent department
Department in the School of Business
Department in the School of Education
Dual relationship with the Schools of Business and Education
Other arrangement (describe)
Has your business teacher education unit been evaluated?  Yes ( ) No ( ).

Through the use of the AACTE Evaluation Schedules?  Yes ( ) No ( )
The Business Education Supplement?  Yes ( ) No ( )
By any other Evaluation Schedule  Yes ( ) No ( )
(If yes, please describe)

What type of continuous effort does the business teacher education unit make to evaluate its objectives and improve the business teacher education program?

What is your current total enrollment in business teacher education?  
Freshmen _____ Sophomores _____ Juniors _____ Seniors _____

What is the total enrollment of your school for 1956-1957?  

How many business teacher education students were graduated during the past academic school year, 1955-56?  

Approximate percentage who entered teaching.  
Approximate percentage who entered business.  
Other (Specify)

What business clubs and fraternities are organized on your campus?

Do all business education majors enroll in an exploratory or orientation course which deals with the various opportunities in business?  Yes ( ) No ( )
In business teacher education?  Yes ( ) No ( )

Do most business education majors select a member of the Business Education staff as their faculty adviser?  Yes ( ) No ( ).  If yes, during the _______ quarter, semester of their _____ year.

What specific qualifications are required of students selecting Business Teacher Education as a major?

Student Teaching

What are the requirements of students to be admitted to student teaching?
The earliest time a business education major can enroll in a Business Education course is the _____ quarter, semester of his _____ year.

Is all student teaching taken the same quarter or semester? Yes ( ) No ( ). If not, explain.

At what time does directed student teaching occur in the curriculum of most business teacher education majors? ___________________________

Is business experience or cooperative office training required of business teacher education majors? Yes ( ) No ( ).

Are student teachers paid for travel done in connection with student teaching? Yes ( ) No ( ).

Are student teachers placed in a campus laboratory school? Yes ( ) No ( ). If no, please indicate sources of placement.

Does your program of business teacher education follow the "block" program during the senior year? Yes ( ) No ( ). (The "block" program refers to a complete semester or quarter devoted exclusively to courses in general methods, special methods, seminars in education, and student teaching.)

What courses are taken by most students concurrently with student teaching?

Do you offer graduate work in Business Teacher Education? Yes ( ) No ( ). If yes, please describe briefly.

Placement Services

What provisions are made for placement of business teacher education graduates and alumni wishing to secure teaching positions?

Does your school have: ______ A central placement office for all graduates?

______ A special placement office in the Business Education unit?
Are periodic surveys made of the employment field to ascertain (a) demand for business teachers? Yes ( ) No ( ); (b) success of recent business teacher education graduates? Yes ( ) No ( ). If yes, indicate nature of or attach copies, if possible.

What contacts are maintained with schools which employ the business teacher education graduates?

Follow-up Services

Are follow-up services provided for beginning business teachers? Yes ( ) No ( )

If yes, by whom is follow-up made and how? ____________________________________________

What disposition is made of the findings of follow-ups of former students?

Faculty Preparation

List the length of service at your institution, training, major, and minor of each member of your business teacher education staff. (Name of individual not needed.

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Service</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you consider the amount of formal education and experience of the business teacher education faculty adequate? (Confidential, but you do not have to reply.) Yes ( ) No ( ).
To what local, state, regional, and national business education associations are there evidences that business teacher education faculty members identify themselves as members?

Teaching Load of Faculty

How many credit hours a week is considered a full teaching load in the business teacher education unit? __________

Explain the nature of adjustments made in the teaching load of the business teacher education faculty for:

- Classroom hours which exceed credit hours
- Extension or off-campus classes
- Evening classes
- Correspondence courses
- Administrative duties
- Supervising professional laboratory experiences
- Counseling students
- Research
- Public Relations
- Graduate classes

How satisfactory is the teaching load of faculty members in connection with institutional requirements?

Library

Which of the following types of organization best describes the library of the business teacher education unit?

- All books in a central library of the institution
- Books in both a central library and branch libraries
- Books entirely in branch libraries with no central library
- Other (Describe)

Are your library facilities adequate for your business teacher education unit? Yes ( ) No ( )

What business education periodicals or yearbooks are regularly ordered for the library? (Please check)
American Business Education Quarterly
American Business Education Yearbook
American Vocational Association Journal
Balance Sheet
Ball State Commerce Journal
Beacons on Business Education
Bibliography of Research Studies in Business Education
Business Education Index
Business Education Outlook
Business Education World
Business Teacher
Catholic Business Education Review
Collegiate News and Views
Commercial Education
Delta Pi Epsilon Annual Lecture on Business Education
Delta Pi Epsilon Research Award Studies
Dictaphone Education Forum
International Review of Business Education
Iowa Business Education Digest
Journal of Business Education
NABTTI bulletins
National Business Education Quarterly
NOMA Forum
Review of Business Education
Rowe Budget
Today's Secretary
Tri-State Business Education
United Business Education Forum
Other

Curriculum/Instructional Patterns

When was the present business teacher education curriculum of your unit adopted? ________________________________

What different business teacher education curricula are offered?

Secretarial
Accounting
Business Administration
Distributive Education
General Business
Others (Specify)
To what extent do businessmen, supervisors, principals, and business teachers in public schools participate in the planning, evaluation, and reorganization of the curriculum of the business teacher education unit?

What is the practice relative to the segregation of business education students who are planning to teach from those who plan to enter business?

Do business teacher education students pursue courses in a general education program for the first two years? Yes ( ) No ( )

Explain.

Is a methods course in the teaching of business subjects required of all business teacher education graduates? Yes ( ) No ( )

By whom taught? ( ) Business Education Staff?

( ) Education staff?

What class standing is required for a student to declare himself as a major in Business Teacher Education? ( ) Freshman, ( ) Sophomore, ( ) Junior, or ( ) Senior.

What length of time do students devote to student teaching? ___ weeks.

To what extent do business teacher education students elect second and third teaching fields? (Explain briefly).

Is your institution a member of NABTII? Yes ( ) No ( ).

What provision does your unit make for actual work experience in business for prospective business teachers?

Is work experience a required part of the preparation? Yes ( ) No ( )

If yes, what is the minimum length of working time? ___ weeks

Is credit toward graduation allowed for work experience? Yes ( ) No ( )
Professional Laboratory Experiences

Is there a planned sequence of laboratory experiences from the freshman year to the senior so that the experiences make the maximum contribution to the attainment of the objectives of the business teacher education program? Yes ( ) No ( )

Indicate the inclusion of the following professional laboratory experiences in the business teacher education curriculum by checking (X) and the placement by indicating the year in the second blank provided.

<table>
<thead>
<tr>
<th>Experience</th>
<th>X</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group observation of schoolroom activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In business education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in schoolroom instructional activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group observation in business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in community activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does the business teacher education unit conduct undergraduate seminars on teaching problems? Yes ( ) No ( ) In conjunction with courses? Yes ( ) No ( )

Physical Layout and Equipment

Does your business teacher education unit have a separate unit for housing? Yes ( ) No ( )

Is the business teacher education unit conveniently located in relation to other units of the institution? Yes ( ) No ( )

Are the rooms used for business teacher education in the same building? Yes ( ) No ( ). On the same floor in the building? Yes ( ) No ( )

Indicate the number of rooms in the business teacher education unit.
Is there sufficient office space to accommodate faculty personnel?  
Yes ( ) No ( )

How adequate are the classroom facilities, equipment, and supplies for business teacher education purposes?

Certification

Does your business teacher education curriculum meet the state certification requirements in business education? Yes ( ) No ( )
In what other states? ___________, ___________, ________.

Evaluation

Are there significant changes in the present pre-service curriculum for preparing teachers of business education which will be put into effect in the immediate future? Yes ( ) No ( ). If yes, kindly explain the nature of these changes.

What phases of the total four-year pre-service curriculum for preparing teachers of business education do you feel have made the most outstanding contributions toward developing good teachers at your institution?

Assuming there were no limitations, such as funds, personnel, administrative regulations, and that the Business Education staff could develop pre-service programs for prospective teachers of business education that they deem desirable, what major changes would be made?

---

If you would like a summary report, kindly indicate. Yes ( ) No ( ).
APPENDIX C

FOLLOW-UP CORRESPONDENCE TO HEADS OF
BUSINESS TEACHER EDUCATION UNITS
Dear Sir:

I realize that in these days you are busy, but I would appreciate your spending a little of your time to fill out the questionnaire which was sent to you a couple of weeks ago, entitled "Pre-Service Curricula for Preparing Teachers of Business in the Institutions Accredited by the Southern Association of Colleges and Secondary Schools."

I would be extremely happy if you would return the completed questionnaire to me within the next few days. Thanks for helping me to carry out this study.

Very sincerely yours,

Lucy Rose Adams
Approximately two weeks ago, I sent you a follow-up card request- ing your cooperation by filling out and returning the questionnaire, "Pre-Service Curricula for Preparing Teachers of Business in the Institutions Accredited by the Southern Association of Colleges and Secondary Schools."

It is not my intention to annoy you, but your cooperation is extremely important in carrying out this study in light of the percentage of returns needed for a valid study.

I am cognizant of your busy schedule and the time involved in filling out a questionnaire. Nevertheless, I shall appreciate your completing the same in the manner in which your time permits.

Would you like another copy of the questionnaire if the initial copy is not immediately accessible at this time?

Your cooperation in this study, which will be valuable to all concerned, will be greatly appreciated. May I hear from you soon?

Sincerely yours,

Lucy Rose Adams, Acting Head
Department of Business
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


C. PARTS OF SERIES AND LEARNED SOCIETIES

American Association of Colleges for Teacher Education. Business
Education Supplement to the AACTE Evaluation Schedules. Oneonta,
New York: American Association of Colleges for Teacher Education,
1951.

Association of Colleges for Teacher Education.

Revised Standards and Policies for
Accrediting Colleges for Teacher Education, Oneonta, New York,
1951.

Association for Higher Education. Current Issues in Higher Educa-
tion, 1956, Proceedings of the Eleventh Annual National Confer-

Association for Student Teaching. Functions of Laboratory Experiences
Lithographers, 1955.

Facilities for Professional Laboratory in
Teacher Education. 33rd Yearbook. Ann Arbor, Michigan: Edwards
Lithographers, 1954.

Professional Laboratory Experiences, 21th

Commission on Teacher Education. The Improvement of Teacher


Enteline, H. H. Trends of Thought in Business Education. Monograph

Cooperative Study of Secondary School Standards. Evaluative

Forkner, Harden L. Challenges to Curriculum Planners. Seventh
Annual Lecture, Delta Pi Epsilon. Cincinnati: South-Western
Publishing Company, April, 1950.

Curriculum Planning in Business Education.
Eighth Annual Delta Pi Epsilon Lecture. Cincinnati: South-
"Differentiation in Business Teacher Education."


Southern Association of Colleges and Secondary Schools. List of Approved Universities and Colleges. (December 1, 1956), 316 Peachtree, N. E., Atlanta, Georgia.


D. UNPUBLISHED MATERIALS


I, Lucy Rose Adams, was born in Columbia, South Carolina, November 9, 1926. I received my secondary school education in the public schools of Columbia, South Carolina, and my undergraduate training at Morris Brown College, Atlanta, Georgia, which granted me the Bachelor of Arts degree in 1946 in Business Education.

From The Ohio State University, I received the degree of Master of Arts in 1947.

I served as an instructor in the Department of Business at Morris Brown College, Atlanta, Georgia, from 1947 to 1949. From 1949 to 1951, I served as an instructor of business education subjects at Arkansas A. M. and N. College, Pine Bluff, Arkansas. I currently hold the rank of Assistant Professor in the Department of Business at Florida A. and M. University, Tallahassee, Florida.