
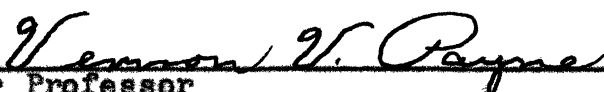



A COMPARISON OF SELECTED FACTORS IN UNDERGRADUATE
PROGRAMS IN BUSINESS TEACHER EDUCATION IN TEXAS
WITH CRITERIA RECOMMENDED FOR BUSINESS
TEACHER EDUCATION, 1956

APPROVED:


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TEACHER EDUCATION, 1956

THESIS

Presented to the Graduate Council of the
North Texas State College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF BUSINESS EDUCATION

By

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to compare selected factors in undergraduate programs in business teacher education in Texas with criteria recommended for business teacher education. The factors selected were: (1) the business teacher education curriculum, (2) professional laboratory experiences of prospective business teachers, and (3) educational preparation, experience, and professional activities of the business education college faculty.

There were other factors in business teacher education that could have been considered in this study; however, because of the extensiveness of the subject, this investigation was limited to the three mentioned factors.

A comparison of the selected factors in state supported schools offering business teacher training with those of privately supported schools was made whenever comparable data were available.

Purpose of the Study

A real need exists today for a thorough and well-rounded business teacher education program. Requirements for business positions are in many cases being upgraded. Business

teachers should have a broad conception of the background and contributions of business to the growth and development of society and should be as well trained in office skills as the people they expect to train and place in business jobs. One may assume that a teacher cannot teach what he does not know.

It is generally recognized that teachers, in order to be well trained, should devote study time to four subject areas: (1) general education, (2) general professional education, (3) special professional education including student teaching, and (4) business and related subject matter. The balance among these four elements of study is a difficult matter to determine. A committee of the National Association of Business Teacher-Training Institutions has attacked this problem and made the recommendations shown in Table I.

TABLE I
PER CENT OF CREDIT HOURS TO BE DEVOTED TO AREAS
OF STUDY AS RECOMMENDED BY THE NATIONAL
ASSOCIATION OF BUSINESS TEACHER-
TRAINING INSTITUTIONS, 1952¹

Subject Area	Bachelor's Degree Per Cent
General Education	38-42
General Professional Education	8-12
Special Professional Education including Student Teaching	8-12
Business and Related Subject Matter . .	38-42

¹National Association of Business Teacher-Training Institutions, Criteria for Certification of Business Teachers, Bulletin No. 56, edited by E. C. McGill (Washington, 1952), p. 7.

The foregoing percentage distribution of credit hours was designed to assist the business teacher-training institution in reviewing the student's program with him for each year of study.²

There are several patterns for the certification of business teachers.³ One pattern is that of certifying teachers to teach business subjects without any attempt to define what is meant by these subjects. A second pattern is that of certifying teachers to teach specific business subjects with the names of these subjects listed on the teacher's license. A third one sometimes used is that in which teachers are certified in certain areas of business such as bookkeeping, stenographic, merchandising and distribution, general business, office machines and clerical practice, and general--bookkeeping and stenographic.⁴

A committee of the National Association of Business Teacher-Training Institutions⁵ made recommended endorsements for teaching high school business subjects as shown in Table II. The endorsements for the subjects, economics and economic geography, were made for the business department and not the social studies department.

²Ibid., p. 6.

³H. G. Enterline, "Trends in the Preparation of Business Teachers," Business Education World, XXIX (May, 1949), 535-36.

⁴National Association of Business Teacher-Training Institutions, op. cit., p. 8.

⁵Ibid., p. 8.

TABLE II

CREDIT RECOMMENDED BY THE NATIONAL ASSOCIATION
OF BUSINESS TEACHER-TRAINING INSTITUTIONS
FOR ENDORSEMENT IN TEACHING HIGH SCHOOL
BUSINESS SUBJECTS, 1952

Subject	Semester Hours
Accounting	12
Business English	3
Business Law	6
Business Mathematics	3
Business Organization and Management	6
Economic Geography	6
Economics	6
General Business Training	3
Marketing	6
Office Practice	4
Salesmanship	3
Shorthand	9
Typewriting	6

Adoption of such minimum requirements as set forth in Table II would assure the prospective business teacher of adequate background in business and related subjects and furthermore would prevent a teacher from teaching subjects for which he is not qualified.

Qualifications of College
Business Education
Teachers

It is important that teachers in colleges who have responsibility in the training of prospective business teachers should have broad educational background in the area of business education as well as specialized training in a particular business area. In addition, it is assumed that these teachers have high professional ideals and are participants in professional organizations and community activities.

A committee of the National Association of Business Teacher-Training Institutions,⁶ recommended that college business teachers have an educational background which should include training of graduate caliber and increased training on the doctoral level, graduate training in the area of business education, and teaching experience at lower levels.

This committee⁷ also recommended that the business college faculty have business experience. Business experience, no matter what kind, is desirable for college teachers who teach vocational business subjects; but this experience should be a supplemental type of training rather than a substitute for other needed training areas.

Professional Laboratory Experiences
of Prospective Business
Teachers

Professional laboratory experiences of the prospective business teacher are important in his development and help bring him to the point of being a full-fledged business teacher. Group observation of schoolroom activities in business education, individual observation of schoolroom activities in business education, participation in schoolroom instruction activities in business education (in methods courses), participation in club activities in business education, participation in community activities, and student

⁶National Association of Business Teacher-Training Institutions, Problem Areas for Group Discussion, Bulletin No. 54, edited by Stephen J. Turille (Harrisonburg, 1951), p. 41.

⁷Ibid., p. 41.

teaching are all important factors.⁸ A committee of the National Association of Business Teacher-Training Institutions has recommended that some of these experiences be an integral part of each year of college.⁹

The final test of competency to be a teacher is usually considered the student-teaching experience. Rosecrance¹⁰ has indicated four areas of needed improvement at the pre-service level:

1. More help in methods of teaching specific subjects.
2. More help to prospective teachers in adjusting to conditions in the high school.
3. More realism in pre-service education.
4. More student teaching on an improved basis.

A committee of the National Association of Business Teacher-Training Institutions¹¹ has made the following recommendations for student teaching programs:

⁸National Association of Business Teacher-Training Institutions, Evaluative Criteria in Business Teacher Education, Bulletin No. 62, edited by E. C. McGill (Washington, 1955), n. p.

⁹National Association of Business Teacher-Training Institutions, The Nature of Experiences and Practices in the Organization and Administration of Business Education, Bulletin No. 52, edited by Stephen J. Turille (Harrisonburg, 1950), pp. 28-39.

¹⁰F. C. Rosecrance, "Professionalism of Teacher Education at the Pre-Service Level," Bulletin of National Association of Business Teacher-Training Institutions, No. 51 (Harrisonburg, 1950), pp. 9-11.

¹¹National Association of Business Teacher-Training Institutions, Bulletin No. 52, op. cit., pp. 28-39.

1. Non-college controlled laboratory schools should be carefully selected.
2. Professional laboratory experiences should extend throughout the entire college program.
3. The college subject matter specialists should take a greater role in the induction of student teachers.
4. Every laboratory teacher in the school who is working with the student teachers should be known to the coordinator of student teaching.
5. The coordinator should know the qualifications of every laboratory teacher with whom he has contact in the student teaching program.
6. Laboratory teachers should be carefully selected to insure that they understand fully their role in the induction of student teachers.
7. It is better to have student teachers teach a full day continuously for a few weeks than to have them teach 1 or 2 periods a day for an entire school term.
8. Before student teachers are assigned to classes in the laboratory school, it is recommended that a conference be held with the laboratory teacher to discuss the needs of the student teachers and the needs of their pupils.
9. A cumulative record should contain the abilities, needs, interests, and achievements of student teachers.
10. Evaluation of the student teacher's work should be a continuous process and not something engaged in at stated intervals during the college program.
11. Printed materials, such as bulletins and handbooks, concerning the accepted policies and requirements to be followed in professional laboratory experiences should be available and distributed to all student teachers, laboratory teachers, and members of the college staff.

An analysis was made to determine how nearly business teacher-training institutions in Texas met the standards recommended.

Delimitations

This study was limited to 33 white senior colleges in Texas, both state supported and private, which offered business teacher training programs. In a survey it was found that there were 22 private and 11 state supported colleges offering business teacher education.

Junior colleges were excluded because only introductory teacher-training courses were offered in those schools. Since data concerning the four-year program of teacher training for business teachers were necessary to this investigation, data from junior colleges were obviously not appropriate to this study.

Definition of Terms

Business education deals with the relationships, techniques, attitudes, and knowledges necessary for an individual to understand the social institution of business and successfully adjust himself to it.¹²

Business subjects are those subjects which prepare a person for economic activities of both a personal and occupational nature and contribute to his over-all economic efficiency.

Semester hour denotes the satisfactory completion, with all required preparation, of a class period a week for a period of approximately eighteen weeks.

¹² National Business Teacher Association, National Business Education Outlook, Eighth Yearbook (Ann Arbor, 1942), p. 7.

A state supported college receives its financing from state funds and is largely regulated by the State.

A privately supported college is financed by private funds and usually from such organizations as churches and municipalities. Many of its activities are governed by the organization financing it.

Source of Data

A list of colleges was obtained from the Texas Almanac 1956-57.¹³ This list was used as a basis for a card mailing in order to ascertain what colleges offered business teacher education. A check of college catalogs was also made to further verify the institutions offering business teacher education.

From the files of the South-Western Publishing Company, Dallas, Texas, lists were compiled of the business education teachers in colleges and of the heads of business education departments. A questionnaire¹⁴ was sent to college business education teachers requesting information on educational preparation, experience, and professional activities. A second questionnaire¹⁵ was sent to heads of business education departments requesting information concerning the business teacher education curriculum, professional laboratory

¹³Texas Almanac 1956-57, The Dallas Morning News (Dallas, 1956), pp. 488-490.

¹⁴Copy in Appendix.

¹⁵Copy in Appendix.

experiences of prospective teachers, and information of a general nature. Other data for this research were collected from the following references, reports, periodical literature, and college catalogs: Education Index,¹⁶ National Business Education Outlook,¹⁷ Trends of Thought in Business Education,¹⁸ National Association of Business Teacher-Training Institutions Bulletins,¹⁹ Texas Education Agency Bulletins,²⁰ The Southern Association of Colleges and Secondary Schools Proceedings,²¹ Business Education World, National Business Education Quarterly, and the latest available annual college catalogs.²²

Method of Procedure

After searching for criteria on which to base this study, two questionnaires were compiled from material found in Bulletin 62 of the National Association of Business Teacher

¹⁶ Dorothy Ross Carpenter, editor, Education Index, VII (New York, 1950), 2070.

¹⁷ National Business Teacher Association, National Business Education Outlook, Eighth Yearbook (Ann Arbor, 1942), p. 207.

¹⁸ H. G. Enterline, Trends of Thought in Business Education (Cincinnati, 1949), p. 30.

¹⁹ National Association of Business Teacher-Training Institutions, Bulletin Nos. 11, 51, 52, 54, 56, 62 (Washington and Harrisonburg, 1937, 1950, 1951, 1952, 1955), pp. 30, 70, 102, 75, 40, n. p.

²⁰ Texas Education Agency, Bulletin Nos. 573, 574 (Austin, 1955), pp. 29, 45.

²¹ Proceedings of the Fifty-ninth Annual Meeting of the Southern Association of Colleges and Secondary Schools (Louisville, 1954), p. 220.

²² College catalogs listed in Bibliography.

Training Institutions, Evaluative Criteria in Business Teacher Education.²³ The questionnaires were submitted to a business education seminar of teachers and graduate students for criticism and suggestions. The questionnaires were then revised and mailed to 102 business education teachers on college faculties and 33 heads of business education in the colleges.

After three weeks had elapsed, follow-up letters²⁴ were sent to those who had not replied to the first mailing. The final results on returns were 76, or 74.59 per cent, returns from the business education faculty of which 51, or 67.1 per cent, of the returns were usable. Twenty-five business teachers indicated that they were teaching other subjects than business education subjects; therefore, their replies were not usable. There were 19, or 57.87 per cent, replies from business education department heads.

Additional data on business education curriculum offerings were gathered from late issues of the annual catalogs of the colleges. These data were tabulated on master data sheets.

Analyses, based on data from the questionnaires and catalogs, were made to show comparisons with recommended criteria for business teacher education at the undergraduate level. Data from state supported schools and privately

²³National Association of Business Teacher-Training Institutions, Evaluative Criteria in Business Teacher Education, Bulletin 62, edited by E. C. McGill (Washington, 1955), n. p.

²⁴Copies in Appendix.

supported schools were tabulated separately and compared with the recommended criteria.

Finally, conclusions and recommendations were made based on the findings.

Treatment of Data

Chapter II is a survey of related materials. Studies previously made and related to this study are discussed from the standpoint of either findings or procedures used.

Chapter III is a discussion of the characteristics of the business education curriculums for business teacher training in Texas. A comparison is made of the curriculums with recommended criteria and a comparison is also drawn between state and privately supported schools.

Chapter IV is a discussion of data found concerning the professional laboratory experiences of prospective teachers. Findings concerning student teaching are compared with recommended criteria.

Chapter V is a comparison of the findings concerning the educational preparation, experience, and professional activities of business education teachers in business teacher-training institutions with recommended criteria. Comparisons are also drawn between state and privately supported schools.

Chapter VI is a summary of findings, conclusions, and recommendations.

CHAPTER II

SURVEY OF RELATED MATERIAL

Purpose and Contribution

In order to provide background for this study, an examination was made of research studies that had already been completed in the field of business teacher training at the undergraduate level. Related studies serve several purposes: (1) a basis for comparison of findings; (2) contribution to the solution of the problem; and (3) substantiation of particular research procedures used.

Related Studies

After a review of related materials pertaining to business teacher education at the undergraduate level, these studies were found to be related to this investigation:

Vail¹ in 1954 made a study of the qualifications of junior college teachers in Texas. This study parallels this investigation concerning educational background, experience and professional activities of college business education teachers. Findings, relating to this study, were as follows:

¹Harold W. Vail, "A Comparison of the Qualifications of Junior College Business Education Teachers in Texas with the Qualifications Desired by Junior College Presidents," unpublished master's thesis, School of Business Administration, North Texas State College, Denton, Texas, 1954, pp. 114-117.

1. Business education was the major of 91.4 per cent of the teachers in their undergraduate study, the minor of 9.5 per cent. Business education was the major of 70.1 per cent on the graduate level and the minor of 29.9 per cent.

2. All of the 105 teachers held bachelor's degrees, and 92.4 per cent of them held master's degrees. One teacher held a doctor's degree.

3. Average periodicals read by the 105 teachers were 5.12 each.

4. In a five-year period, the 105 teachers attended on the average 1.69 professional meetings each; 23.8 per cent of the teachers had not attended any professional meeting.

5. On the average, teachers had memberships in 1.8 organizations each; 13.3 per cent did not belong to any professional organization.

6. The 105 teachers had an average of 10.05 years of teaching experience each. Of these, 29.5 per cent had had experience in an elementary school; 56.19 per cent had had high school experience.

7. Each of the 105 teachers had had an average of 4.59 years of some type of business experience.

In 1946, Rowe² made a survey of business teacher education in twenty-six selected liberal arts colleges and twenty-eight selected state teachers colleges. Rowe's study was similar to this one in procedure and investigation of the business teacher education curriculum. Data were gathered from college catalogs. Findings relating to this study were as follows:

1. The liberal arts college devoted a considerably larger part of the total curriculum to general education than did the state teachers college.

2. General education was usually scattered throughout both divisions of the curriculum with a considerably greater amount concentrated in the lower division.

²John W. Rowe, "Business Teacher Education in Twenty-Six Selected Liberal Arts Colleges and Twenty-Eight Selected State Teachers Colleges," unpublished doctoral dissertation, Teachers College, Columbia University, New York, 1946, pp. 129-136.

3. General education was subdivided into the following subject matter divisions: science and mathematics, language and literature, social science, fine and applied arts, and health and physical education.

4. Little uniformity existed as to the amount of credit allocated to any one of the general subject matter divisions. Social science, language and literature, and science and mathematics constituted the majority of required hours in the order named.

5. All the business teacher education curricula required courses in health and physical education but with a diversity of practice as to credit allocation and placement in the curriculum. Fine and applied arts was the most neglected phase of general education with the majority of institutions not making any provision in this subject matter area for those majoring in business teacher education.

6. General professional education included the following subjects in the order of frequency in the business teacher education curricula of the catalogs evaluated: educational psychology, principles and methods of teaching, secondary education, introduction to teaching, educational measurements, principles or philosophy of education, history of education, school administration, educational guidance, curriculum development, directed observation, and educational sociology.

7. State teachers colleges required considerably more general professional education in the business teacher education curriculum than did the liberal arts colleges.

8. The following courses in order of frequency comprised the general business background phase of business teacher education: economics, business law, business correspondence, economic geography, business mathematics, business organization, money and banking, salesmanship, marketing, orientation to business, advertising, business management, economic history, merchandising, business statistics, and consumer education.

9. The state teachers colleges offered more preparation in the specialized professional training phase of business teacher education than the liberal arts colleges. Some institutions required methods courses in every business subject commonly taught in the high school whereas others did not require any business methods courses. State certification requirements did much to influence the offerings in specialized professional training.

10. The subjects most frequently required in the specialized professional area were: student teaching and general and special methods courses in the teaching of business subjects. Principles of business education and philosophy of business education were offered by fewer than half of the institutions. Most of the institutions required methods courses to be given before student teaching, although there were some institutions that required these courses to be given concurrently with student teaching.

11. There was considerable variation in the number of semester hours required in the technical subject matter area among the various colleges. Forty semester hours were required by some institutions and as little as 15 semester hours by others.

12. State teachers colleges made greater provision for specialized curricula than did liberal arts colleges. The most commonly offered curricula of this type were: secretarial science, accounting and bookkeeping, merchandising, retailing, the distributive occupations, general business training, and the social business subjects.

13. Less than half of the institutions provided minors in business teacher education.

14. Business experience was the most neglected phase of the business teacher education program. Only 4 state teachers colleges and 2 liberal arts colleges made any provision for this area of training.

Rowe's study indicated that prospective business teachers in state supported schools were given more professional training than were those in liberal arts colleges and that the minimum of required professional training for state certification was usually the limit of professional offerings for business teacher professional training in liberal arts colleges.

A study of state university programs for preparation of business teachers as compared with programs for home economics, English, and social science teachers was made in

in 1938 by Tarkington,³ which paralleled this study in the investigation of the business teacher education curriculum.

These findings were of significance to this study:

1. There was considerable variance and lack of uniformity in the number of hours required in specialized and professional courses in the various curricula of the state universities.

2. Differentiated curricula in business education, such as secretarial, accounting, and social business subjects were the exception.

3. Although experience in practice houses was required by several curricula in home economics, business experience as a part of the curricula requirements in business education had not been set up by any state university in this study.

4. Special methods courses were required in all four types of curricula studies. All state universities uniformly required student teaching.

5. As a large number of small high schools offered business subjects, it was necessary to provide for university curricula that would qualify the beginning teacher to teach in two or more fields.

Tarkington's study revealed that in 8 years, that is, 1938 to 1946, the picture had not changed in the specialized professional training offerings for prospective business education teachers. There were wide differences and lack of uniformity in the number of hours required in specialized and

³Robert N. Tarkington, "State University Programs for Preparation of Business Teachers as Compared with Programs for Home Economics, English, and Social Science Teachers," unpublished Ed. D. Dissertation, New York University, New York, 1938, cited in John W. Rowe's "Business Teacher Education in Twenty-six Selected Liberal Arts Colleges and Twenty-eight Selected State Teachers Colleges," unpublished doctoral dissertation, Teachers College, Columbia University, New York, 1946, p. 16.

professional courses in the various business teacher education curricula of the state universities.

In 1951 Pineault⁴ made a study, "The Development of a Program of Certification of Business Teachers," of which a digest was incorporated in a bulletin of the National Association of Business Teacher-Training Institutions bulletin. The portion of the study which paralleled this one was in regard to the student teaching and occupational business experience programs in business teacher education. The jury method of gathering data was used.

Findings relating to student teaching were as follows:

1. Student teaching should be required for all initial teachers.

2. Student teaching should be in the specific subjects in business education which the teacher expects to teach.

3. Student teaching, observation, and participation in teaching should be required of pre-service teachers.

4. Business teachers should have special preparation in the methods of teaching business subjects in the high school.

5. The following courses in specialized professional education should be provided:

Student teaching, observation and participation
 Methods of teaching bookkeeping and accounting
 Methods of teaching shorthand and typewriting
 Methods of teaching basic or general business
 Principles of business education

⁴John L. Pineault, Jr., "Criteria for Certification of Business Teachers," digest of a doctoral study, National Association of Business Teacher-Training Institutions, Bulletin 56, edited by E. C. McGill (Washington, 1952), pp. 34-36.

Findings in Pineault's study⁵ relating to occupational business experience are as follows:

1. Business experience should be provided as a part of the pre-service program under the supervision of the college department of business.

2. Occupational business experience should be required of applicants for business education certificates.

3. Business experience of pre-service teachers should be given college credit.

In 1937 a committee of the National Association of Business Teacher-Training Institutions⁶ investigated the practices in 22 commercial teacher training institutions in regard to actual business experience as a requirement of the pre-service training of business teachers. This study paralleled the curriculum investigation of the present study. These were the findings of the committee:

1. Only 23 per cent of the business teacher training institutions evaluated required business experience as part of the business teacher training program.

2. Fifteen weeks of business experience was the average amount of time required by those departments with a requirement of this nature.

3. The majority of the directors of business teacher training departments favored business experience as a requirement, insofar as it was practicable to provide for it.

4. Those who opposed business experience as a requirement for the in-service training of teachers stated it was difficult to evaluate; students could become indoctrinated

⁵Ibid., pp. 36-39.

⁶The National Association of Commercial Teacher-Training Institutions, "Practice Teaching and Business Experience in Commercial Teacher Training," Bulletin 11, The Association, (January, 1937), p. 20.

with the prevailing philosophies of business management and control; and that these same students might forsake teaching for business.

As stated previously, the balance between the different areas of study has been a difficult problem. It is generally agreed, however, by those in the field of teacher education that there should be certain required amounts of general education, general professional education, special professional education, and subject matter in the teaching field.

Professional education courses have had to be constantly defended by those who believe that the prospective teacher should have a good grasp of knowledge of his profession. (As a guide for the content of professional education courses, the American Association of Colleges for Teacher Education⁷ has offered the following list of standards:

1. An understanding of the growth and development of children, youth, and adults, through observation and actual work with children in learning situations.

2. An orientation to education and to teaching which will provide the prospective teacher with a basis for professional choices and serve as an interpretative professional background for a career in education.

3. An understanding of the teaching and learning processes as they affect the selection, organization, presentation, and evaluation of instructional materials and resources for different age groups.

4. A recognition of the interrelation of the school and the community and of the teacher's role as a member of, and leader in community life.

⁷James T. Blanford, "Professional Content of the Business Teacher Education Curriculum," National Business Education Quarterly, XXIV (Winter, 1955), 25-26.

5. A safe initial amount of teaching skill insured by participation in varied supervised laboratory experiences, including observations, demonstrations, clinical practices, and student teaching in the several professional courses.

6. An ability to read the professional-technical literature that applies to the work of the teacher.

7. A working philosophy of education and an appreciation of the teacher's ethical responsibilities to children, to the profession, and to a democratic society.

It is generally agreed that a well-rounded and well-prepared business teacher should have, in addition to professional courses of both a general and specialized nature, an adequate knowledge of his teaching field. Added to these fields of knowledges should be general education in the arts and sciences. According to Reynolds⁸ these are the minimum essentials of general education a person should have in order to be a well-rounded teacher:

1. The well-educated person should be able to express himself well--orally and in writing.

2. He should be aware of and have an appreciation of the literature of his own language--at least. We are an English-speaking country; therefore, this orientation to literature should include English as well as American literature. He should have an understanding, if not a native language acquaintance, of the literature of other languages.

3. He should have an appreciation of the other arts--music, drama, the dance, and the space arts.

4. He should have developed an understanding, an appreciation, and a love for the development of his own country--as well as an understanding of its short comings.

5. He should have attained a realization of his responsibilities as a citizen of that country.

⁸Helen Reynolds, "General Education Content of the Business Teacher Education Curriculum," National Business Education Quarterly, XXIV (Winter, 1955), 28-29.

6. He should have developed along with this, an understanding of the development of other peoples and their contribution to the advancement of civilization.

7. He should have developed a sense of values applicable to himself and to all other persons with whom he is in contact either directly or indirectly.

8. He should have an appreciation and a precise understanding of the value of work in the economy of which he is a part, and a very precise understanding of his place in this concept of work.

9. He should know how best to manage his affairs so that he receives value for what he has invested--in time, money, and work.

10. He should be interested in making his home a better place in which to live--a better home because of his better appreciation of the persons who make up that home; better because he consciously contributes to the improved physical and spiritual atmosphere of that home; better, in short, because he is in that home.

11. He should have developed interests outside his work that are native to him--interest in which he can always find pleasure, release from other tensions, fun, an opportunity to express his own creative abilities.

12. He must understand in a large way, and be able to deal with in a small way, the contributions of science to all ways of life.

13. He should have at least a layman's concept of mathematics--so that he is able to understand quantitative relationships and to use them in his daily living.

14. He should have developed ability to deal with the problems of his daily life objectively and competently.

Reynolds⁹ further explains that just when a prospective teacher has reached a desired point in his general education is difficult to determine. Some students, no doubt, are required to repeat subject matter in college that has been

⁹Ibid., pp. 29-30.

well learned in high school. Some non-credit experiences such as travel, music, drama, sports, and employment contribute to general education and are impossible to measure. It can be assumed, however, that such experiences do contribute to a high degree of development of the prospective business teacher in a very fine way.

CHAPTER III

THE BUSINESS TEACHER EDUCATION CURRICULUM

Institutions engaged in business teacher training have the problem of developing a curriculum designed to give a prospective business teacher the type of education needed to make him a well-informed, cultured person; to give him sufficient knowledges of the subjects he is to teach, and to give him an understanding of the educative process appropriate to his field of work. It is generally recognized that a teacher in order to be well trained should devote study time to four subject areas: (1) general education, (2) general professional education, (3) special professional education, including student teaching, and (4) business and related subject matter. A committee of the National Association of Business Teacher-Training Institutions¹ has recommended a balance among these four elements of study: (1) general education, 38 to 42 per cent of the total curriculum at the undergraduate level; (2) general professional education, 8 to 12 per cent; (3) special professional education, including student teaching, 8 to 12 per cent, and (4) business and related subject matter, 38 to 42 per cent. This

¹National Association of Business Teacher-Training Institutions, Criteria for Certification of Business Teachers, Bulletin No. 56, edited by E. C. McGill (Washington, 1952), p. 7.

chapter is concerned with the comparison of the curriculums of 33 state and private colleges offering business teacher education in Texas with the foregoing recommended criteria. Co-curricular activities are included in the latter part of the chapter as a phase of training which aids in the development of the prospective business teacher.

Analyses were based upon data from the latest annual catalogs of the 33 colleges surveyed and replies to questionnaires mailed to 33 business education department heads. There were 11 replies received from private colleges and 8 from state colleges. The small return from private colleges was probably because a relatively small number of private colleges are training business teachers. This statement is substantiated in Table IV which shows that in 1954-55 eleven private colleges had graduated only 85 business teachers while 8 state colleges had graduated 217. A letter² from a business administration department head in a private college stated that it was "extremely seldom" that a student in his college prepared to teach business in public schools.

Business Teacher Education Program

According to replies from 19 heads of business education departments, responsibility for programs for business teachers was vested in various departments of the colleges that were concerned with teacher education. These departments were:

²Letter from C. L. Hall, Austin College, Sherman, Texas.

(1) a business education department; (2) a business department directing all areas of business training, (3) an education department, and (4) a combination of the business and education departments. The various plans used are shown in Table III.

TABLE III

RESPONSIBILITY FOR THE BUSINESS EDUCATION PROGRAM IN 11 PRIVATE COLLEGES AND 8 STATE COLLEGES IN TEXAS, 1956

Department	Frequency		Per Cent	
	PSC*	SSC**	PSC	SSC
Business Education	1	2	9.0	25.0
Business (all areas of business training in one department)	4	3	36.0	37.5
Education	0	0	0.0	0.0
Business and Education (dual relationship)	6	3	55.0	37.5
Total	11	8	100.0	100.0

*Privately supported college.

**State supported college.

Six of the private colleges operate the business teaching training program in a business and education department combined, while 3 of the state colleges operate the program in a business and education department combination. Four of the private colleges operate the program in a business department and 3 state colleges operate the program in a

business department. Two of the state colleges set up programs for business teachers in a business education department. Neither class of colleges set up programs for business teachers in an education department.

Business Teacher Graduates in Texas, 1954-55

State colleges graduated more students in the field of business teacher education than did private colleges during the year, 1954-55. This information is shown in Table IV.

Private colleges graduated 85 business teachers, or 28.18 per cent. The average number of business teachers graduated from private colleges was 7.72 each.

State colleges graduated 217 business teachers, or 71.75 per cent. The average number of business teachers graduated from state colleges was 31 each.

The term average as used here and in subsequent statements refers to the mean average.

The Business Teacher Education Curriculum

Business teacher education curriculums have been influenced in their development and revision during the past six years by the following factors:

1. American Association of Colleges for Teacher Education Evaluation
2. Self-evaluation
3. Job analyses
4. Follow-up studies

TABLE IV
 BUSINESS EDUCATION GRADUATES IN 11 PRIVATE COLLEGES
 AND 7 STATE COLLEGES IN TEXAS, 1954-55

Institution	Number of Graduates	Per Cent
Private College*		
2	10	3.31
4	1	0.33
7	23	7.61
13	15	4.96
14	3	1.00
16	3	1.00
17	7	2.31
18	1	0.33
20	3	1.00
21	1	0.33
22	18	6.00
Sub-total	85	28.18
State College*		
1	16	5.23
2	44	14.56
4	38	12.58
7	23	7.61
8	12	3.94
9	25	8.30
11	59	19.53
Sub-total	217	71.75
Total	302	100.00**

*Key to college names in Appendix.

**Percentages in this and subsequent tables will not always total 100 because it is not always possible to round enough numbers to make the total an even 100 per cent.

5. Social and economic changes
6. State certification requirements
7. Enlargement of the liberal arts program

Table V shows the distribution of the various factors according to the reports of the various colleges, both state

TABLE V
FACTORS EFFECTING CURRICULUM REVISION IN 11 PRIVATE COLLEGES
AND 7 STATE COLLEGES OFFERING BUSINESS TEACHER
EDUCATION IN TEXAS, 1950-1956

Institution	Follow-up Studies	Social and Economic Changes	Job Analyses	AACTE Evaluations*	Self-evaluation	State Certification Requirements	Enlargement of Liberal Arts Program	No Revision
Private College**								
2	X	X	.	.	X	.	.	.
4	X	.	.	.
7	X	.	.	.
13	X	.	.	.
14	.	.	X	.	.	.	.	.
16	.	X	.	.	X	.	.	.
17	X	X	.
18	.	.	.	X	X	.	.	.
20	.	.	.	X	.	.	.	.
21	X
22	X	.	.	.
State College**								
1	.	.	.	X	X	.	.	.
2	X	X	X	X	X	.	.	.
4	.	.	.	X	.	.	.	.
7	X
8	X	X	.	.
9	X	.	.
11	.	.	.	X	X	.	.	.

*American Association of Colleges for Teacher Education.

**Key to college names in Appendix.

and private. More than one factor influenced curriculum revision in many of the colleges. Self-evaluation was the factor most often effecting curriculum revision in both private and state colleges. Twelve of the 18 colleges replying to the question named self-evaluation as a factor effecting curriculum revision. The American Association of Colleges for Teacher Education evaluation was a factor named by 6 of the responding colleges. Two colleges had made no curriculum revision in their business teacher programs during the past 6 years.

Distribution of Semester Hours in General Education

Analyses of general education in the business teacher education programs in Texas were based on data from questionnaires mailed to 33 department heads of business education and the latest available annual catalogs of the colleges surveyed.

According to a committee of the National Association of Business Teacher-Training Institutions,³ the prospective business teacher should spend from 38 per cent to 42 per cent of his study time in the area of general education, an area giving him background in such subjects as humanities,

³National Association of Business Teacher-Training Institutions, Criteria for Certification of Business Teachers, Bulletin No. 56, edited by E. C. McGill (Washington, 1952), p. 7.

social sciences, sciences, aesthetics, and other general courses that contribute to the personal and social development of the individual.⁴ The Texas certification law requires at least 45 semester hours in general education.⁵

The distribution of semester hours in general education in 11 state colleges and 22 private colleges is shown in Table VI.

Fourteen private colleges, or 64 per cent, exceeded by 1 to 20 per cent the percentage recommended by the National Association of Business Teacher-Training Institutions. Six, or 27 per cent, of the private colleges were under the percentage recommended by the Association. Two, or 9 per cent, of the private colleges were within the 38 to 42 per cent recommended by the Association.

Four, or 36 per cent, of the state colleges exceeded by 1 to 10 per cent the percentage recommended by the National Association of Business Teacher-Training Institutions. Five, or 46 per cent, of the state colleges were 1 to 5 per cent under the percentage recommended by the Association. Two, or 18 per cent, of the state colleges were within the 38 to 42 per cent of general education recommended by the Association.

⁴Texas Education Agency, Standards for Teacher Education in Texas, Bulletin 574 (Austin, 1955), p. 16.

⁵Ibid.

TABLE VI
 DISTRIBUTION OF SEMESTER HOURS IN GENERAL EDUCATION
 IN 22 PRIVATE COLLEGES AND 11 STATE COLLEGES
 OFFERING BUSINESS TEACHER EDUCATION
 IN TEXAS, 1956

Per Cent of Total Curriculum	Frequency		Per Cent	
	PSC*	SSC**	PSC	SSC
58-62	3	0	14	0
53-57	3	0	14	0
48-52	2	2	9	18
43-47	6	2	27	18
38-42***	2	2	9	18
33-34	6	5	27	46
Total	22	11	100	100

*Privately supported college.

**State supported college.

***Recommended criteria.

The highest percentage of the total curriculum devoted to general education was 62 per cent by a private college, while the highest percentage of the total curriculum devoted to general education by state colleges was 52 per cent.

Rowe⁶ found in a study of liberal arts colleges and state teachers colleges that the percentage of the total curriculum devoted to general education varied from 20 per

⁶John W. Rowe, "Business Teacher Education in Twenty-six Selected Liberal Arts Colleges and Twenty-eight Selected State Teachers Colleges," unpublished doctoral dissertation, Teachers College, Columbia University, New York, 1946, p. 35.

cent to 65 per cent, whereas in this study the distribution varied from 33 per cent to 62 per cent. Thirty-three per cent of the liberal arts colleges and 7 per cent of the state teachers colleges in Rowe's study would have fallen in the area of 38 to 42 per cent recommended by the National Association of Business Teacher-Training Institutions.

This study indicates that state supported colleges in Texas are close to the balance recommended by the Association, while private colleges are requiring more study time in the area of general education. Sixty-four per cent of the private colleges required more general education than was recommended by the National Association of Business Teacher-Training Institutions.

Distribution of Semester Hours
in General Professional
Education

General professional education in this study refers to education courses common to all teacher education programs. Such courses as introduction to education, educational psychology, and principles of secondary education are included in the area of general professional education for prospective teachers in the secondary school.

According to a committee of the National Association of Business Teacher-Training Institutions,⁷ prospective business teachers should devote from 8 per cent to 12 per

⁷National Association of Business Teacher-Training Institutions, op. cit., p. 7.

cent of their study time to general professional education. Table VII shows the distribution of semester hours in general professional education in 22 private colleges and 11 state colleges.

TABLE VII

DISTRIBUTION OF SEMESTER HOURS IN GENERAL PROFESSIONAL EDUCATION IN 22 PRIVATE COLLEGES AND 11 STATE COLLEGES OFFERING BUSINESS TEACHER EDUCATION IN TEXAS, 1956

Per Cent of Total Curriculum	Frequency		Per Cent	
	PSC*	SSC**	PSC	SSC
13-17	6	2	27	18
8-12***	15	8	68	73
3- 7	1	1	5	9
Total	22	11	100	100

*Privately supported colleges.

**State supported colleges.

***Recommended criteria.

Six, or 27 per cent, of the private colleges offering a business teacher-training program in Texas, exceeded by 1 to 5 per cent the percentage recommended by the Association. One, or 5 per cent, of the private colleges was under the percentage recommended by the Association by 1 to 5 per cent. Fifteen, or 68 per cent, of the private colleges, were within the 8 to 12 per cent of general professional education recommended by the committee of the Association.

Two, or 18 per cent, of the state colleges exceeded by 1 to 5 per cent the percentage in professional training recommended by the committee of the Association. One, or 9 per cent, of the state colleges was under the recommended percentage. Eight, or 73 per cent, of the state colleges were within the 8 to 12 per cent of general professional education recommended by the Association.

Rowe⁸ found, in a study of liberal arts colleges and state teachers colleges, the percentage of the total curriculum devoted to general professional education varied from 1 to 16 per cent; this investigator found the distribution varied from 3 to 17 per cent.

Distribution of Semester Hours in Special Professional Education

Special professional education courses are designed specifically to give the prospective teacher information on techniques of teaching subjects in his field of specialization and the principles, aims, and objectives of business education. These courses include observation of and participation in teaching of business subjects, methods of teaching business subjects, principles of business education, and audio-visual materials and aids.

⁸Rowe, op. cit., p. 61.

According to a committee of the National Association of Business Teacher-Training Institutions,⁹ special professional education, including student teaching, should occupy from 8 to 12 per cent of the prospective business teacher's study time. The distribution of semester hours in special professional education in 22 private and 11 state colleges is shown in Table VIII.

TABLE VIII

DISTRIBUTION OF SEMESTER HOURS IN SPECIAL PROFESSIONAL
EDUCATION IN 22 PRIVATE COLLEGES AND 11 STATE
COLLEGES OFFERING BUSINESS TEACHER
EDUCATION IN TEXAS, 1956

Per Cent of Total Curriculum	Frequency		Per Cent	
	PSC*	SSC**	PSC	SSC
13-16	0	1	0	9
8-12***	5	1	23	9
3- 7	17	9	77	82
Total	22	11	100	100

*Privately supported colleges.

**State supported colleges.

***Recommended criteria.

No private college exceeded the recommended 8 to 12 per cent. Seventeen, or 77 per cent, of the private colleges were under the recommended number of semester hours of

⁹National Association of Business Teacher-Training Institutions, op. cit., p. 7.

special professional education. Five, or 23 per cent, of the private colleges were within the recommended 8 to 12 per cent of special professional education recommended by the Association.

One, or 9 per cent, of the state colleges exceeded by 1 to 4 per cent the percentage recommended by the Association. Nine, or 82 per cent, of the state colleges were under the percentage recommended for special professional education by 1 to 5 per cent. One, or 9 per cent, of the state colleges was within the recommended 8 to 12 per cent recommended by the Association.

Rowe¹⁰ found that the percentage of special professional education in the total curriculum of liberal arts colleges and state teachers colleges varied from 1 to 24 per cent. This investigator found the percentage of the total curriculum of special professional education varied from 3 to 16 per cent. Rowe also found that state teachers colleges offered more preparation in the specialized professional training phase of business teacher education than did the liberal arts colleges. In this study, it was found that more private colleges fell in the recommended area of 8 to 12 per cent than did the state colleges. Twenty-three per cent of the private colleges provided for their prospective business teachers 8 to 12 per cent study time in special professional education, whereas only 9 per cent of the state supported

¹⁰Rowe, op. cit., p. 100.

colleges provided the recommended balance. However, the majority of the colleges in both groups failed to satisfy the recommended criteria.

Special Professional Courses
in Business Education

Enterline¹¹ in a study of the ideas of 373 business educators, made the following generalizations concerning special courses in business education:

1. Business teachers should have had instruction in the fundamental principles, aims, and objectives of business education.
2. Business teachers need to be well-grounded in methods of teaching. Business teacher training curricula should include both a general methods course and special methods courses in how to teach the different business subjects.

In Table IX are listed special professional courses, excluding student teaching. These courses are "offered," not necessarily required. Teaching of commercial subjects, a general methods course, was the special professional course offered most often by both groups of colleges. Eleven, or 50 per cent, of the private colleges offered the course; 8, or 72.72 per cent, of the state colleges offered the course. Five was the greatest number of special professional courses offered by any one college in the private college group; 7 was the greatest number offered by a state college. Six, or 25 per cent, of the courses offered by

¹¹H. G. Enterline, Trends of Thought in Business Education (Cincinnati, 1949), pp. 27-28.

TABLE IX

SPECIAL PROFESSIONAL COURSES IN BUSINESS TEACHER EDUCATION
OFFERED AT THE UNDERGRADUATE LEVEL BY 22 PRIVATE
COLLEGES AND 11 STATE COLLEGES IN TEXAS, 1956

Methods Course	Frequency		Per Cent	
	PSC*	SSC**	PSC	SSC
Advanced Studies and Techniques in the Teaching of Bookkeeping and Basic Business Courses in Secondary Schools	0	1	0.00	9.09
Business Education Curriculum	0	3	0.00	27.27
Curriculum and Methods of Teaching Commercial Subjects in the Secondary School	1	0	4.54	0.00
Improvement of Instruction in Basic Business	0	1	0.00	9.09
Improvement of Instruction in Bookkeeping and the Social-Business Subjects	0	2	0.00	18.18
Improvement of Instruction in Typewriting and Shorthand	0	1	0.00	9.09
Methods of Teaching Basic Business	1	0	4.54	0.00
Methods of Teaching Bookkeeping and the Basic Business Subjects	2	1	9.09	9.09
Methods and Materials in the Teaching and Commercial Subjects	2	0	9.09	0.00
Methods of Teaching Office Skills	2	0	9.09	0.00
Methods of Teaching Secretarial Subjects	1	0	4.54	0.00
Methods of Teaching Shorthand and Transcription	0	1	0.00	9.09
Methods of Teaching Socio-Business Subjects	0	1	0.00	9.09
Methods of Teaching Typewriting	0	1	0.00	9.09

*Privately supported colleges.

**State supported colleges.

TABLE IX--Continued

Methods Course	Frequency		Per Cent	
	PSC*	SSC**	PSC	SSC
Methods of Teaching Type-writing, Shorthand, and Transcription	0	1	0.00	9.09
Principles and Problems in Business Education	3	1	13.63	9.09
Research in Business Education	1	0	4.54	0.00
Supervision and Administration of Business Education	1	1	4.54	9.09
Teaching Aids in Business Education	0	1	0.00	9.09
Teaching of Commercial Subjects	11	8	50.00	72.72
Trends in Business Education	1	0	4.54	0.00
No special professional courses	6	0	27.22	0.00

state colleges and 8, or 24.24 per cent, of the courses offered by private colleges were methods of teaching specific subjects.

Six, or 27.22 per cent, of the private colleges did not offer any special methods courses in business education.

Table X shows the distribution of semester hours in special professional courses, including student teaching, offered by private and state colleges.

The majority of the private colleges offered from 3 to 12 semester hours of special professional courses as evidenced by the fact that 19, or 86.35 per cent, of those

colleges offered from 3 to 12 semester hours of special professional education.

TABLE X

DISTRIBUTION OF SEMESTER HOURS IN SPECIAL PROFESSIONAL BUSINESS EDUCATION COURSES OFFERED AT THE UNDER-GRADUATE LEVEL BY 22 PRIVATE COLLEGES AND 11 STATE COLLEGES IN TEXAS, 1956

Number of Semester Hours	Frequency		Per Cent	
	PSC*	SSC**	PSC	SSC
23-27	0	1	0.00	9.09
18-22	1	1	4.54	9.09
13-17	2	1	9.09	9.09
8-12	10	8	45.45	72.72
3- 7	9	0	40.90	0.00
Total	22	11	100.00	100.00

*Privately supported colleges.

**State supported colleges.

Eight of 11 state colleges, or 72.72 per cent, offered 8 to 12 semester hours of special professional education. One state college offered 27 semester hours of special professional courses. This college, as shown in Table IV, graduated the greatest number of business teachers.

One private college offered only 3 semester hours in special professional training, and that course was student teaching.

Rowe¹² found in a survey of liberal arts colleges and state teachers colleges that the number of semester hours offered in special professional courses varied from 1 semester hour to 33 semester hours as compared with 3 semester hours to 27 semester hours in this study. Rowe also found that 85 per cent of the liberal arts colleges and 50 per cent of the state teachers colleges offered from 1 to 9 semester hours in special professional courses. Subjects most often required in the specialized professional area in state teachers colleges and liberal arts colleges were student teaching, general and special methods courses in the teaching of business subjects, philosophy of business education, and principles of business education. This investigator found that student teaching, general methods and special methods courses were the special professional education courses usually required by private and state colleges.

Distribution of Semester Hours
in Business and Related
Subject Matter

Business and related subject matter refers to the teaching field of the prospective business teacher and includes courses in skills and general business training such as typewriting, shorthand, accounting, business law, marketing, and introduction to business. According to the National

¹²Rowe, op. cit., p. 100.

Association of Business Teaching-Training Institutions,¹³ 38 to 42 per cent of the total curriculum in business teacher education should be devoted to training the prospective business teacher in his subject matter or teaching field. The distribution of semester hours in business and related subject matter in 22 private colleges and 11 state colleges is shown in Table XI.

TABLE XI

DISTRIBUTION OF SEMESTER HOURS IN BUSINESS AND RELATED SUBJECT MATTER IN 22 PRIVATE COLLEGES AND 11 STATE COLLEGES OFFERING BUSINESS TEACHER EDUCATION IN TEXAS, 1956

Per Cent of Total Curriculum	Frequency		Per Cent	
	PSC*	SSC***	PSC	SSC
43-47	2	0	9.00	0.00
38-42***	3	4	14.00	36.36
33-37	7	1	31.00	9.09
28-32	3	4	14.00	36.36
23-27	3	1	14.00	9.09
18-22	3	1	14.00	9.09
13-17	1	0	4.00	0.00
Total	22	11	100.00	100.00

*Privately supported college.

**State supported college.

***Recommended criteria.

Two, or 9 per cent, of the private colleges exceeded by 1 to 5 per cent the percentage recommended by the National

¹³National Association of Business Teacher-Training Institutions, op. cit., p. 7.

Association of Business Teacher-Training Institutions.¹⁴

Three, or 14 per cent, of the private colleges were within the 38 to 42 per cent as recommended by the Association. Seventeen, or 77 per cent, of the colleges were under by 1 to 30 per cent the percentage recommended by the Association.

Four, or 36.36 per cent, of the state colleges were within the recommended 38 to 42 per cent. Seven, or 63.64 per cent, of the colleges were under the recommended percentage by 1 to 30 per cent. No state college exceeded the percentage recommended by the Association. A greater percentage of the state colleges compared favorably with the recommended criteria than did the private colleges. Thirty-six and thirty-six hundreds per cent of the state colleges satisfied the recommended criteria, while only 14 per cent of the private colleges required the 38 to 42 per cent of business and related subject matter recommended by the Association.

Differentiated Curricula in Business
Teacher Education

The National Association of Business Teacher-Training Institutions¹⁵ proposed that teaching certificates be endorsed with either fields and subjects, or both, in which the teacher is authorized to teach. It was recognized, however, that in some states endorsement for teaching fields was desirable and that in other states or in large cities

¹⁴Ibid., p. 7.

¹⁵Ibid.

endorsements for both fields and subjects might be desirable and necessary. The State of Texas endorses neither teaching fields nor subjects on teachers' certificates.¹⁶ Some colleges, however, offered specialized or differentiated curricula. Table XII indicates the differentiated business education curricula offered by state and private colleges in Texas.

TABLE XII

DIFFERENTIATED CURRICULA OFFERED BY 22 PRIVATE AND 11 STATE BUSINESS TEACHER-TRAINING INSTITUTIONS IN TEXAS, 1956

Teaching Field	Frequency		Per Cent	
	PSC*	SSC**	PSC	SSC
Combination of Skills and Basic Business	6	3	27.27	27.27
Distributive Education	0	1	0.00	9.09
General or Basic Business	6	5	27.27	45.55
Secretarial Science	7	5	31.36	45.55
No specialized offering	10	5	45.45	45.55

*Privately supported college.

**State supported college.

A significant finding shown in Table XII is that 10, or 45.45 per cent, of the private colleges and 5, or 45.55 per cent of the state colleges did not comply with the

¹⁶ Texas Education Agency, Teacher Certification in Texas, Bulletin 573 (August, 1955), p. 27.

Association's endorsement that colleges offer differentiated teaching fields in business education. Distributive education was offered by only 1 college in Texas, a state supported school. Secretarial science, general or basic business, and combination of skills and basic business were the differentiated curricula offered most often by private colleges. Seven, or 31.36 per cent, of the private colleges offered secretarial science; 6, or 27.27 per cent, of the private colleges offered general or basic business and combination of skills and basic business. Five, or 45.55 per cent, of the state colleges offered secretarial science and general or basic business. Three, or 27.27 per cent, of the state colleges offered combination of skills and basic business.

The National Association of Business Teacher-Training Institutions¹⁷ recognized that large and small high schools have different problems with reference to their needs for business teachers and advocated that teacher-training institutions develop all-round business teachers capable of teaching several subjects competently to meet the need of the small high school. As shown in Table XII, combination of skills and basic business is the teaching field that would more nearly meet the small high school's need. Only 6 private colleges and only 3 state colleges offered

¹⁷National Association of Business Teacher-Training Institutions, Criteria for Certification of Business Teachers, Bulletin No. 56, edited by E. C. McGill (Washington, 1952), p. 7.

combination of skills and basic business; therefore, neither group of colleges is training business teachers who adequately meet the needs of the small high school.

Rowe¹⁸ found that state teachers colleges made greater provision for specialized curricula than did liberal arts colleges. In this study, it was found that state colleges and private colleges made similar provisions for differentiated curricula in business education. Twelve, or 54.55 per cent, of the private colleges offered differentiated curricula; 6, or 54.45 per cent, of the state colleges offered differentiated curricula.

Distribution of Semester Hours in Electives

Electives may fall into any one of the four categories of study in the prospective business teacher's curriculum: general education, general professional education, special professional education, and business and related subjects. The minimum requirements for a baccalaureate degree is 120 semester hours.¹⁹ After all degree requirements have been satisfied, that is, in general education, the major or field of concentration, and general and professional education, subjects are elected to complete the required number of semester hours for a degree. Since the requirements for

¹⁸Rowe, op. cit., pp. 118, 137.

¹⁹Proceedings of the Fifty-ninth Annual Meeting of the Southern Association of Colleges and Secondary Schools (Louisville, 1954), 195.

teacher certification in Texas include a large portion of the total curriculum and each college has specific degree requirements, electives have become non-existent in the business teacher education curriculum in some colleges, particularly private colleges. Table XIII shows the distribution of semester hours in electives in private and state colleges offering business teacher education.

TABLE XIII

DISTRIBUTION OF SEMESTER HOURS IN ELECTIVES IN 22 PRIVATE COLLEGES AND 11 STATE COLLEGES OFFERING BUSINESS TEACHER EDUCATION IN TEXAS, 1956

Per Cent of Total Curriculum	Frequency		Per Cent	
	PSC*	SSC**	PSC	SSC
24-27	1	0	4	0
20-23	0	1	0	9
16-19	0	1	0	9
12-15	0	0	0	0
8-11	3	3	14	27
4- 7	5	5	23	46
0- 3	13	1	59	9
Total	22	11	100	100

*Privately supported college.

**State supported college.

Private colleges permitted the smallest number of semester hours of electives as evidenced by the fact that 59 per cent of the colleges permitted 0 to 3 per cent of the total curriculum to be electives. One private college

permitted the greatest number of semester hours of electives-- 27 per cent of the total curriculum.

The majority of the state colleges permitted from 4 to 11 per cent of the total curriculum to be in electives; 46 per cent of the colleges permitted from 4 to 7 per cent of the total curriculum to be in electives, while 27 per cent of the colleges permitted 8 to 11 per cent of the total curriculum to be in electives.

Four per cent of the total curriculum was the average permitted in electives by private colleges; 8 per cent was the average for state colleges.

Degree Requirements Relating to
Total Semester Hours

It was found that total semester hours as a degree requirement in private and state colleges offering business teacher training varied in range from 120 semester hours to 140 semester hours. Table XIV shows the total credit requirements for a degree in 22 private colleges and 11 state colleges.

Twenty, or 90 per cent, of the private colleges varied in the number of semester hours required for a degree from 120 to 130 semester hours. One private college required 140 semester hours for a degree.

Seven, or 64 per cent, of the state colleges varied in the number of semester hours required for a degree from 120 to 125 semester hours. Twenty, or 90 per cent, of the private

colleges varied in the number of semester hours required from 120 to 130 semester hours as compared with 120 to 125 semester hours by state colleges.

TABLE XIV

TOTAL CREDIT REQUIREMENTS FOR A DEGREE IN 22 PRIVATE COLLEGES AND 11 STATE COLLEGES OFFERING BUSINESS TEACHER EDUCATION IN TEXAS, 1956

Number of Semester Hours	Frequency		Per Cent	
	PSC*	SSC**	PSC	SSC
136-140	1	0	5	0
131-135	1	2	5	18
126-130	10	2	45	18
120-125	10	7	45	64
Total	22	11	100	100

*Privately supported colleges.

**State supported colleges.

A similarity was found in the average number of semester hours required for graduation by private colleges and state colleges. The average number of semester hours for the baccalaureate degree required by private colleges was 126.7; for state colleges, 126.2.

Business Experience Requirements

Eight replies were received from state colleges and 11 replies from private colleges to the question of required

business experience for prospective business teachers. Information on required business experience is shown in Table XV.

TABLE XV
BUSINESS EXPERIENCE FOR PROSPECTIVE BUSINESS TEACHERS
IN 11 PRIVATE COLLEGES AND 8 STATE COLLEGES
IN TEXAS, 1956

Experience Requirement	Frequency		Per Cent	
	PSC*	SSC**	PSC	SSC
Business experience required	2	0	18	0
No business experience required	9	8	82	100
Total	11	8	100	100

*Privately supported colleges.

**State supported colleges.

No state supported college required business experience for prospective business teachers. One state college indicated that it had at one time required business experience but had dropped the requirement.

Two private colleges reported that business experience was required for the prospective business teacher, but no college credit was given for the experience. One college required 40 clock hours of business experience; the other required 1 summer of business experience.

In 1937 a committee of the National Association of Business Teacher-Training Institutions²⁰ investigated the practices of 22 commercial teacher-training institutions in regard to actual business experience as a requirement of the pre-service training of business teachers and found that 23 per cent of the business teacher training institutions evaluated required business experience as part of the business teacher training program. In this study, 18 per cent of the 11 private colleges reporting required business experience in business teacher education as compared to 23 per cent in the 22 commercial teacher-training institutions reported by the National Association of Business Teacher-Training Institutions. The Association also reported that 15 weeks of business experience was the average amount of time required by the colleges that required pre-service business experience. This investigator found that of the two colleges reporting in the affirmative to the question, 1 required 40 clock hours and the other 1 summer.

Tarkington²¹ found in a study of state university programs for preparation of business teachers that business

²⁰The National Association of Commercial Teacher-Training Institutions, "Practice Teaching and Business Experience in Commercial Teacher Training," Bulletin 11, The Association, January, 1937, p. 20.

²¹Robert N. Tarkington, "State University Programs for Preparation of Business Teachers as Compared with Programs for Home Economics, English, and Social Science Teachers," unpublished Ed. D. dissertation, New York University, New York, 1938, cited in Rowe, op. cit., p. 16.

experience had not been set up by any state university as a part of the business teacher-training program. Data in this study also indicate that business experience is a neglected phase of the business teacher education in Texas.

Co-curricular Activities

Co-curricular activities in business teacher education refer to business education clubs and honorary organizations for prospective business teachers. Co-curricular activities have a place in the business teacher education program and aid in the character and personality development of the prospective business teacher.

Business education clubs on the campuses of private and state colleges are shown in Table XVI. Three, or 28.18 per cent, of the private colleges provided business education clubs, while 7, or 87.5 per cent, of the state colleges provided co-curricular activities for prospective business teachers. Private colleges are not providing adequate co-curricular activities in the training of business teachers.

Summary

There were eighteen major findings in this chapter on Business Teacher Education Curriculums.

1. The business and education department dual relationship was the plan used by 6 of the 11 private colleges in setting up business education programs for prospective business teachers. Three of the 8 state colleges reported that

TABLE XVI

BUSINESS EDUCATION CLUBS IN 11 PRIVATE COLLEGES AND 8 STATE COLLEGES OFFERING BUSINESS TEACHER EDUCATION AT THE UNDERGRADUATE LEVEL IN TEXAS, 1956

Organization	Frequency		Per Cent	
	PSC*	SSC**	PSC	SSC
Beta Alpha Business Club	1	0	9.0	0.0
Future Business Leaders of America	2	2	18.0	25.0
Pi Omega Pi	1	2	9.0	25.0
No business clubs	0	3	0.0	37.5
	7	1	64.0	12.5
Total	11	8	100.0	100.0

*Privately supported college.

**State supported college.

the business and education dual relationship was the plan used, while 3 other state colleges reported that a business department (all areas of business training in one department) was the plan used in setting up business education programs for business teachers.

2. Eleven private colleges graduated 85 business teachers in the year, 1954-55; 8 state colleges graduated 217 during that period. The average number of business teachers graduated from private colleges was 7.72 each; for state colleges the average was 31 each.

3. Self-evaluation was the factor most often effecting curriculum revision in both private and state colleges during

the period, 1950-56. One private college and 1 state college had not revised the business teacher education curriculum during that period.

4. Fourteen, or 64 per cent, of the private colleges exceeded by 1 to 20 per cent the percentage in general education recommended by the National Association of Business Teacher-Training Institutions. Six, or 27 per cent, of the private colleges were 1 to 5 per cent under the percentage recommended by the Association. Two, or 9 per cent of the private colleges required the 38 to 42 per cent recommended by the Association.

5. Four, or 36 per cent, of the state colleges exceeded by 1 to 10 per cent the percentage in general education recommended by the Association. Five, or 46 per cent, of the state colleges were 1 to 5 per cent under the percentage recommended by the Association. Two, or 18 per cent, of the state colleges were within the 38 to 42 per cent of general education recommended by the Association.

6. The highest percentage of the total curriculum devoted to general education was 62 per cent by a private college, while the highest percentage of the total curriculum devoted to general education by a state college was 52 per cent.

7. Six, or 27 per cent, of the private colleges exceeded by 1 to 5 per cent the percentage of general professional education recommended by the Association. One, or

5 per cent, of the private colleges was under the percentage recommended by the Association by 1 to 5 per cent. Fifteen, or 68 per cent, of the private colleges, were within the 8 to 12 per cent of general professional education recommended by the committee of the Association.

8. Two, or 18 per cent, of the state colleges exceeded by 1 to 5 per cent the percentage in general professional training recommended by the committee of the Association. One, or 9 per cent, of the state colleges was under the recommended percentage. Eight, or 73 per cent, of the state colleges, were within the 8 to 12 per cent of general professional education recommended by the Association.

9. Five, or 23 per cent, of the private colleges required the 8 to 12 per cent of special professional education recommended by the Association; one state college, or 9 per cent, required 8 to 12 per cent.

10. Teaching of commercial subjects, a general methods course, was the special professional course most often offered by private and state colleges. Eleven, or 50 per cent, of the private colleges offered the course; 8, or 72.72 per cent of the state colleges offered the course. Eight, or 24.24 per cent, of the special professional courses offered by private colleges and 6, or 25 per cent, of the courses offered by state colleges were methods of teaching specific subjects. Five was the greatest number of special professional courses offered by any one college in the private

college group; 7 was the greatest number offered by a state college. All 11 of the state colleges offered some type of special professional course; 6, or 27.22 per cent, of the private colleges did not offer any special professional course.

11. Only 3 of the private colleges, or 14 per cent, required the recommended 38 to 42 per cent of the total curriculum in business and related subjects. Seventeen, or 77 per cent, of the private colleges were under by 1 to 30 per cent the recommended percentage.

12. Four, or 36.36 per cent, of the state colleges required the recommended 38 to 42 per cent of the total curriculum in business and related subjects. A greater percentage of the state colleges compared favorably with the recommended criteria than did the private colleges.

13. Ten, or 45.45 per cent, of the private colleges and 5, or 45.55 per cent, of the state colleges did not comply with the Association's endorsement that colleges offer differentiated teaching fields in business education. Seven, or 31.36 per cent, of the private colleges offered secretarial science; 6, or 27.27 per cent, of the private colleges offered teaching fields in general or basic business and combination of skills and basic business. Five, or 45.55 per cent, of the state colleges offered secretarial science and general or basic business. Three, or 27.27 per cent, of the state colleges offered a teaching field in combination of skills and basic business.

14. Private colleges permitted the smallest number of semester hours of electives as evidenced by the fact that 56 per cent of the colleges permitted 0 to 3 per cent of the total curriculum in electives. One private college permitted the greatest number of semester hours of electives-- 27 per cent of the total curriculum.

15. The majority of the state colleges permitted from 4 to 11 per cent of the total curriculum to be in electives; 46 per cent of the state colleges permitted from 4 to 7 per cent of the total curriculum to be in electives, while 27 per cent of the colleges permitted 8 to 11 per cent of the total curriculum to be in electives. Four per cent of the total curriculum was the average permitted in electives by private colleges; 8 per cent was the average for state colleges.

16. The average number of semester hours for the baccalaureate degree required by privately supported colleges was 126.7; for state colleges, 126.2.

17. Only 2 private colleges required business experience at the pre-service level. No state college required business experience at the pre-service level.

18. Three, or 28.16 per cent, of the private colleges provided business education clubs, while 7, or 87.5 per cent, of the state colleges provided co-curricular activities for prospective business teachers.

CHAPTER IV

PROFESSIONAL LABORATORY EXPERIENCES OF PROSPECTIVE BUSINESS TEACHERS

It had been the purpose in this chapter to compare all phases of professional laboratory experiences of prospective business teachers with recommended criteria. A questionnaire was mailed to 33 business education department heads in private and state colleges requesting information concerning professional laboratory experiences and the year, that is, freshman, sophomore, junior, or senior years, in which the activity was provided. The questionnaire requested information on the following activities:

1. Group observation of schoolroom activities in business education
2. Individual observation of schoolroom activities in business education
3. Participation in schoolroom instructional activities in business education (in methods courses)
4. Participation in club activities in business education
5. Participation in community activities
6. Student teaching

Upon classifying these data, it was found that the question had been misinterpreted, particularly the first five items. The recipients of the questionnaire apparently

did not understand "professional laboratory activities"; therefore, the data were not usable. Had the writer broken the question down into more specific items, there probably would have been less likelihood of misunderstanding. Because answers to the first five items of the question were not usable, this chapter is a discussion and comparison of student teaching in private and state colleges in Texas. The findings are compared with recommended criteria, and whenever comparable data were available, comparisons are made of student teaching procedures and practices in private and state colleges.

Student Teaching

The terminal professional laboratory experience of the prospective business teacher is ordinarily the student teaching activity. This activity should be carefully set up and supervised. A committee of the National Association of Business Teacher-Training Institutions¹ has made several recommendations relative to student teaching which will be compared in this chapter with practices followed by state and private colleges in Texas offering business teacher education at the undergraduate level.

¹National Association of Business Teacher-Training Institutions, The Nature of Experiences and Practices in the Organization and Administration of Business Education, Bulletin No. 52, edited by Stephen J. Turille (Harrisonburg, 1950), pp. 28-39.

Selection of Centers for
Student Teaching

The Association² recommended that non-college controlled laboratory schools should be carefully selected. Ten heads of business education departments of private colleges and 8 heads of business education departments of state colleges answered the question relative to selection of centers for student-teaching experiences in business subjects.

Four of the 8 state colleges reporting and 5 of the 10 private colleges reporting indicated that some kind of plan was used for the selection of non-college laboratory schools for student teaching; however, comments on plans used were not always specific. One state college pointed out that schools were selected on the basis of experience of the supervising teachers. Another state college stated that local junior and senior high schools were used but did not indicate that there was any selectivity.

Comments from private colleges indicating that a plan for selection was used are as follows:

"Meetings of representatives of various school systems and education department are held to make such selections."

"Head of the education department at the college works with the superintendent of the city schools."

"Only those high schools are used which offer a minimum preparation for initial positions."

²Ibid., p. 32.

"Public high schools willing to take a student teacher are contacted through the principal for permission to do the student teaching. This permission is confirmed by the superintendent of schools."

In the opinion of the writer, private colleges do not have as great a problem in the selection of non-college student teaching centers as do state colleges. As shown in Table IV, 85 business teachers were graduated in 1954-55 from 11 private colleges, while 217 business teachers were graduated from 8 state colleges during the period. State colleges are having the problem of finding schools that are willing to accept student teachers rather than the problem of choice or selection.³

Selection of Supervising Teachers for Student Teaching

In order to have more student teaching on an improved basis as suggested by Rosecrance,⁴ it is necessary to select with care the supervising or co-operating teacher. A committee of the National Association of Business Teacher-Training

³Interview with D. M. Clarke, Director of Teacher Education, North Texas State College, Denton, Texas, March 6, 1956.

⁴F. C. Rosecrance, "Professionalism of Teacher Education at the Pre-Service Level," Bulletin of National Association of Business Teacher-Training Institutions, No. 51 (Harrisonburg, 1950), pp. 9-11.

Institutions⁵ recommended that laboratory teachers should be carefully selected to insure that they understand fully their role in the induction of student teachers. Only 7 state colleges and 10 private colleges answered the question concerning selection of supervising teachers possibly because of the small number of business teachers who were trained and because the plans, if any, were worked out in the education department rather than in the business education department.

Four of 10 private colleges reporting and 3 of 7 state colleges reporting indicated that a plan was followed in selecting supervising teachers for student teaching. The majority of the colleges, 6 private and 4 state, did not compare favorably with the recommended criterion.

Methods of Orienting Co-operating
Teachers in Student Teaching

A committee of the National Association of Business Teacher-Training Institutions⁶ emphasized that every laboratory teacher in the school who is working with student teachers should be known to the co-ordinator of student teaching and that the co-ordinator should know the qualifications of every laboratory teacher with whom he has contact

⁵National Association of Business Teacher-Training Institutions, The Nature of Experiences and Practices in the Organization and Administration of Business Education, Bulletin No. 52, edited by Stephen J. Turille (Harrisonburg, 1950), p. 33.

⁶Ibid., p. 32.

in the student teaching program. The committee also stated that it is the co-ordinator's duty to see that the co-operating teacher is fully informed concerning his duty as a supervisor of student teachers and to make available to supervising teachers sufficient information regarding the prospective student teacher. It was recommended by the Association that printed materials, such as bulletins and handbooks concerning policies and requirements, be made available and distributed to all student teachers and laboratory teachers.

Table XVII shows methods of orienting co-operating teachers as practiced by 7 state colleges and 10 private colleges in Texas.

The conference was the most popular method used for orienting co-operating teachers. Seven private colleges and 7 state colleges used this method. Four private colleges and 2 state colleges replying to the question made available printed instructions and policies to the co-operating teacher as recommended by the Association. The data in Table XVII indicate that the majority of the colleges in both groups are not supplying co-operating teachers with adequate information.

A committee of the National Association of Business Teacher-Training Institutions⁷ further recommended that before student teachers are assigned to classes in the

⁷Ibid., p. 36.

TABLE XVII

ORIENTATION OF CO-OPERATING TEACHERS IN STUDENT TEACHING
AS PRACTICED BY 10 PRIVATE COLLEGES AND 7 STATE
COLLEGES OFFERING BUSINESS TEACHER EDUCATION
IN TEXAS, 1956

Method	Number of Colleges Using Method	
	State	Private
Conferences	7	7
Handbook	2	3
Oral Instructions	0	1
Seminar	1	0
Service Leaflet	0	1
3-Way Plan: Public School, College, Supervisor	0	1
Total	10	13*

*Total will not agree with number of colleges reporting since some colleges used more than one method.

laboratory school that a conference be held with the laboratory teacher to discuss the needs of the student teachers and the needs of their pupils. Methods employed by coordinators in providing the supervising teacher with information concerning prospective student teachers as reported by 7 state colleges and 10 private colleges are shown in Table XVIII.

Seven of the private colleges reporting and all of the state colleges reporting held conferences with the

TABLE XVIII

PRACTICES OF 10 PRIVATE COLLEGES AND 7 STATE COLLEGES
OFFERING BUSINESS TEACHER EDUCATION IN TEXAS IN
PROVIDING SUPERVISING TEACHERS WITH
INFORMATION CONCERNING STUDENT
TEACHERS, 1956

Method	Number of Colleges Using Method	
	Private	State
Classes	1	0
Conference	7	7
Student-Teacher Application Form	6	3
Student Data Sheets: Summary of Previous Laboratory Experiences	1	0
Total	15	10*

*Total will not agree with number of colleges reporting since some colleges used more than one method.

supervising teacher to acquaint him with information concerning the prospective student teacher as recommended by the Association. Three private colleges and 3 state colleges used both the conference and the student-teacher application form in providing the supervising teacher with information concerning prospective student teachers. All state colleges reporting measured up adequately to the recommendation of the Association that conferences be held with supervising teachers before student teachers are assigned in order to acquaint them properly with the needs of the student teachers.

Three of the private colleges reporting did not satisfy this recommendation.

It might be assumed that co-operating teachers who had been carefully selected would hold, and would be encouraged to hold, adequate conferences with the student teacher as a supervisory duty. All colleges replying to the question indicated that conferences were held at regular intervals or irregularly "as needed." Table XIX shows the frequency with which supervisory teachers held conferences with student teachers in 8 private colleges and 7 state colleges in Texas.

Four of the private colleges reporting indicated that 1 conference a week was held for student teachers by co-operating teachers; 1 reported 2 conferences a week, and 3 reported that conferences were held irregularly.

TABLE XIX

CONFERENCES HELD BY SUPERVISING TEACHERS FOR STUDENT TEACHERS
AS REPORTED BY 8 PRIVATE COLLEGES AND 7 STATE COLLEGES
OFFERING BUSINESS TEACHER EDUCATION IN TEXAS, 1956

Type of College	Conferences a Week		Conferences Held Irregularly
	One	Two	
Private colleges	4	1	3
State colleges	3	0	4

Three of the state colleges reporting indicated that 1 conference a week was held for student teachers by

co-operating teachers, while 4 reported that conferences were held irregularly.

Three of the private colleges preferred that supervising teachers hold 1 or 2 conferences a week, while 4 of the state colleges showed preference for conferences held irregularly, or as needed.

Induction and Supervision of Student Teachers

It might be assumed that a college teacher familiar with business subject methods should act as a co-ordinator or in close co-operation with the co-ordinator of student teachers in business education. A committee of the National Association of Business Teacher-Training Institutions⁸ recommended that college subject matter specialists should take a greater role in the induction of student teachers in business education.

Table XX shows the practices of 11 private colleges and 8 state colleges in Texas offering business teacher education at the undergraduate level in regard to responsibility of induction and supervision of the student teacher.

Three private colleges placed the responsibility for induction and supervision of the student teacher in the business education department; 2 placed the responsibility in a combination of the business education and education

⁸Ibid., p. 31.

departments, and 5 placed the responsibility of induction and supervision of the student teacher in the education department.

TABLE XX

RESPONSIBILITY FOR INDUCTION AND SUPERVISION OF STUDENT TEACHERS AS REPORTED BY 11 PRIVATE COLLEGES AND 8 STATE COLLEGES OFFERING BUSINESS TEACHER EDUCATION IN TEXAS, 1956

Type of College	Staff Members		
	Business Education Department (1)	Education Department (2)	Combination (1) and (2) (3)
Private colleges	3	5	3
State colleges	1	5	2

Only 1 state college reporting placed the responsibility of induction and supervision of the student teacher in the business education department; 2 placed the responsibility in a combination of the business education and education departments, and 5 placed the responsibility of induction and supervision of the student teacher in the education department.

Neither group of colleges is satisfying the recommended criterion. Almost two thirds of the state colleges and almost one half of the private colleges reported that subject matter specialists are playing a minor role in student teaching activities.

Time Schedules for Student Teaching

The trend is in the direction of placing student teachers in full-time teaching for a period of several weeks rather than having them teach a class or two a day while carrying college subjects.⁹ According to a committee of the National Association of Business Teacher-Training Institutions¹⁰ it is better to have student teachers teach a full day continuously for a few weeks than to have them teach 1 or 2 periods a day for an entire school term. Plans of 10 private colleges and 8 state colleges in Texas for time scheduling student teaching are shown in Table XXI.

TABLE XXI

PRACTICES OF 10 PRIVATE COLLEGES AND 8 STATE COLLEGES
IN TEXAS IN TIME SCHEDULING STUDENT TEACHING
1956

Type of College	Type of Plan		
	Block Period	Half-Day	One Period a Day
Private colleges	1	7	2
State colleges	4	5	3

One of the private colleges reporting and 4 of the state colleges reporting were employing the block period

⁹H. G. Enterline, "Trends in the Preparation of Business Teachers," Business Education World, XXIX (May, 1949), p. 537.

¹⁰National Association of Business Teacher-Training Institutions, op. cit., p. 34.

plan which the Association recommended; that is, the plan in which student teachers teach a full day continuously for a few weeks. State colleges reporting more nearly satisfied the recommendation of the Association than did private colleges. However, it is the opinion of the writer that some colleges misinterpreted the meaning of the block plan of student teaching. Some colleges that claim to be using the plan send the student teacher to the student teaching center only three days a week, and the student has responsibilities on the campus of the college.¹¹ The block plan as interpreted by the Association is "teaching a full day continuously for a few weeks."¹²

Seven private colleges used the half-day plan and 2 colleges the one-period-a-day plan. Five state colleges reporting employed the half-day plan and 3 colleges the one-period-a-day plan.

One state college indicated that it was going on the half-day plan exclusively by September, 1957. Another state college indicated that it was in the process of converting to the block period plan on out-of-town centers.

The 2 private colleges which employed the one-period-a-day plan required only 3 semester hours of student teaching.

¹¹Interview with John F. Curry, Student Teaching Supervisor, Laboratory School, North Texas State College, Denton, Texas, June 12, 1956.

¹²National Association of Business Teacher-Training Institutions, op. cit., p. 34.

All of the state colleges required 6 semester hours of student teaching.

Cumulative Records and Evaluation
of Student Teachers

Cumulative records.--A cumulative record of a student teacher should contain evaluations of his abilities, needs, interests, and achievements;¹³ in other words, the cumulative record should be an account of the student teacher's personality, character, and professional development.

It might be assumed that a fair and accurate final evaluation of the student teacher would be extremely difficult to make unless a cumulative record were kept. It might also be assumed that those persons qualified to make final evaluations of student teachers would be those persons under whom they had taken the greatest part of their technical and professional training.

Table XXII shows that of the 10 private colleges reporting, 9 of them kept cumulative records of prospective business teachers. Of the 7 state colleges reporting, 5 kept cumulative records of prospective business teachers.

The fact that 9 of the 10 private colleges reporting kept cumulative records while only 5 of the 8 state colleges reporting kept them indicates that private colleges more nearly satisfied the recommendation of the Association than did state colleges.

¹³Ibid., p. 38.

TABLE XXII

PRACTICES OF KEEPING STUDENT TEACHER RECORDS AS REPORTED
BY 10 PRIVATE COLLEGES AND 8 STATE COLLEGES OFFERING
BUSINESS TEACHER EDUCATION IN TEXAS, 1956

Type of College	Cumulative Records	
	Yes	No
Private colleges	9	1
State colleges	5	3

Personality and character development of student teachers.--Enterline¹⁴ in a study of the ideas of 373 business educators found that it was the general opinion of those business educators that business teachers should possess the following personal qualities and character traits:

1. Personality--strong, pleasant, invigorating, and well-integrated.
2. Neatness and good appearance.
3. Good health and steady nerves.
4. Strength of character.
5. Mental fitness--intelligence.
6. Qualities possessed by a good teacher of any other subject.

It might be assumed that colleges in the process of training business teachers should make definite provision for personality and character development of prospective

¹⁴H. G. Enterline, Trends of Thought in Business Education, (Cincinnati, 1949), p. 29.

business teachers. Table XXIII shows methods of development of personality and character of prospective business teachers as reported by 9 private colleges and 8 state colleges. Two private colleges reported that there was no provision made for personality and character development of future business teachers in their colleges.

The methods used by private colleges in providing personality and character development of student teachers were self-rating of personality, student rating in practice teaching classes, teacher rating of personality, definite provision in secretarial training courses, personal adjustment units in all classes, and a committee on teacher training in co-operation with department head and teachers.

The methods used by state colleges in providing personality and character development of student teachers were student rating in practice teaching classes, teacher rating of personality, self-rating of personality, definite provision in secretarial training courses, methods of teaching courses, and business comportment courses.

Teacher rating of personality, student rating in practice teaching classes, self-rating of personality, and definite provision in secretarial training courses were the methods most used by both private and state colleges in providing for personality and character development of student teachers.

TABLE XXIII

PROVISIONS FOR PERSONALITY AND CHARACTER DEVELOPMENT OF
STUDENT TEACHERS AS REPORTED BY 9 PRIVATE COLLEGES
AND 8 STATE COLLEGES OFFERING BUSINESS
TEACHER EDUCATION IN TEXAS, 1956

Method of Providing for Trait Development	Frequency of Use	
	Private College	State College
Business comportment courses	0	1
Committee on teacher training in co- operation with de- partment head and teachers	1	0
Definite provision in secretarial training courses	4	4
Methods of teaching courses	0	2
Personal adjustment units in all classes	1	0
Self-rating of per- sonality	7	4
Student rating in prac- tice teaching classes	6	5
Teacher rating of per- sonality	6	5
Total	25	21*

*Totals will not agree with number of colleges since some colleges use more than one method of trait development.

Final evaluation.---Table XXIV indicates the person or persons responsible for making the final evaluation of

student teachers as reported by 10 private colleges and 8 state colleges offering business teacher education in Texas.

TABLE XXIV

RESPONSIBILITY FOR MAKING FINAL EVALUATION OF STUDENT
TEACHERS AS REPORTED BY 10 PRIVATE COLLEGES AND
8 STATE COLLEGES OFFERING BUSINESS TEACHER
EDUCATION IN TEXAS, 1956

Persons Evaluating	Private College	State College
Head of business education department	6	6
College co-ordinator	2	1
Co-operating teacher	2	1
Dean of the college	1	0
Chairman of education department	1	0
Individual teacher under whom prospective teacher had taken most of his work in business education	6	4
Total	18	12*

*Totals will not agree with number of colleges since more than one person in some colleges evaluated prospective business teachers.

The head of the business education department and individual teachers under whom the student teachers had taken most of their work were the main sources of evaluation of student teachers in both private and state colleges. Four of the state colleges reporting and 5 of the private colleges

reporting depended upon two or more sources for final evaluation of student teachers.

Summary

There were ten major findings in this chapter on professional laboratory experiences of prospective business teachers.

1. One half of the private colleges reporting and one half of the state colleges reporting did not have any systematic plan for selection of non-college laboratory schools for student teaching.

2. Four of 10 private colleges reporting and 3 of 7 state colleges reporting indicated that a plan was followed in selecting supervising teachers for student teaching. The majority of the colleges, 6 private and 4 state, did not compare favorably with the recommended criterion.

3. The conference was the most popular method used for orienting co-operating teachers. Seven private colleges and 7 state colleges used this method. Four private colleges and 2 state colleges replying to the question made available printed instructions and policies to the co-operating teacher as recommended by the Association.

4. All of the state colleges reporting measured up adequately to the recommendation of the Association that conferences be held with supervising teachers before student teachers were assigned in order to acquaint them properly

with the needs of the student teachers. Seven of the 10 private colleges reporting satisfied this recommendation.

5. Four of the state colleges reporting preferred that supervising teachers hold conferences with student teachers irregularly, or as needed, while 3 of the 8 private colleges showed preference for 1 or 2 conferences a week.

6. Only 1 state college of the 8 reporting placed the responsibility of inducting and supervision of the student teacher in the business education department; 2 placed the responsibility in a combination of the business education and education departments, and 5 placed the responsibility of induction and supervision of the student teacher in the education department. Three private colleges placed the responsibility for induction and supervision of the student teacher in the business education department; 2 placed the responsibility in a combination of the business education and education departments, and 5 placed the responsibility of induction and supervision of the student teacher in the education department.

7. One of the 10 private colleges and 4 of the 8 state colleges reporting employed the block period of scheduling student teaching. Seven of the private colleges used the half-day plan of scheduling student teaching.

8. Nine of the 10 private colleges reporting kept cumulative records of prospective student teachers, while only 5 of 8 state colleges kept such records. In this

respect, private colleges more nearly satisfied the recommendation of the Association than did state colleges.

9. Teacher rating of personality, student rating in practice teaching classes, self-rating of personality, and definite provision in secretarial training courses were the methods most used by private and state colleges in providing for personality and character development of student teachers.

10. The head of the business education department and individual teachers under whom the student teachers had taken most of their work were the main sources of evaluation of student teachers in both private and state colleges.

CHAPTER V

EDUCATIONAL PREPARATION, EXPERIENCE, AND PROFESSIONAL ACTIVITIES OF THE BUSINESS EDUCATION FACULTY IN BUSINESS TEACHER-TRAINING INSTITUTIONS

The purpose of this chapter is to compare selected factors indicating the professionalism of business teachers in private and state colleges in Texas with criteria recommended by the National Association of Business Teacher-Training Institutions¹ and the Southern Association of Colleges and Secondary Schools.² The selected factors are the educational preparation, teaching and business experience, and professional activities of the business teachers who are directly concerned with the classroom instruction of prospective business teachers at the undergraduate level. The data were replies to a questionnaire from 26 business teachers in private colleges and 25 business teachers in state colleges.

Topics discussed are degrees held, major and minor fields in undergraduate and graduate studies, teaching experience,

¹National Association of Business Teacher-Training Institutions, Evaluative Criteria in Business Teacher Education, Bulletin No. 62, edited by E. C. McGill (Washington, 1955), n. p.

²Proceedings of the Fifty-ninth Annual Meeting of the Southern Association of Colleges and Secondary Schools (Louisville, 1954), p. 196.

business experience, membership in professional organizations, attendance at professional meetings during the past three years, publications regularly read, membership in community, civic, and business groups, and other professional activities.

Enterline³ arrived at these generalizations in a study of the ideas of 373 business educators concerning professionalism of business teachers:

1. All business teachers who plan to make teaching a profession should strive for advanced degrees.
2. The preparation of teachers should be a continuing preparation. . . . Because of the constant changes in business, advanced training for business teachers is of more importance than for teachers in other areas.
3. Advanced or in-service training for business teachers may be gained through a number of methods:
 - a. Taking university courses and attending lectures--summer school or extension work.
 - b. Participating in business teacher organizations, meetings, and conferences.
 - c. Reading professional literature, and private study.
 - d. Securing business experience.
 - e. Traveling.

While the foregoing generalizations apply to all business teachers, it might be assumed that "teachers of business teachers" should most of all be professionally minded.

³H. G. Enterline, Trends of Thought in Business Education (Cincinnati, 1949), p. 30.

Educational Preparation

According to a committee of the National Association of Business Teacher-Training Institutions,⁴ the educational background of business teachers in colleges should be as follows:

1. The business teacher in college and post high school should definitely have training of graduate caliber.
2. Increasingly large numbers of these teachers should have training on the doctoral level.
3. Teachers in this area should increasingly devote their graduate training to areas of specialization within the field of business education.
4. It would appear desirable that teaching experience at lower levels be present in the educational background of post high school teachers.

This committee also recommended the following business experience for the college business education faculty:

1. Business experience, no matter what kind, is a desirable prerequisite to teaching vocational business subjects in the college and post high school.
2. Teachers in this area should have diversified business experience in order to guarantee some degree of quality differentiation.
3. While most important, business experience should be a supplemental type of training rather than a substitute for other needed training areas.

Degrees Earned

The standards for the training and development of the faculty in colleges of arts and sciences and teacher training

⁴National Association of Business Teacher-Training Institutions, Problem Areas for Group Discussion, Bulletin No. 54, edited by Stephen J. Turille (Harrisonburg, 1951), pp. 41-42.

colleges according to the Southern Association of Colleges and Secondary Schools⁵ should be as follows:

The heads or chairmen of departments should have the doctorate or the equivalent in their respective fields, and graduate training of high quality equivalent at least to the Master's degree should be expected of all staff members. Members of the faculty should be encouraged to continue their study through leaves of absence or grants-in-aid, should belong to learned societies, should keep up with their publications, and should attend meetings of such societies with reasonable regularity. At least some members of the faculty of each institution should be interested in writing articles or books. All faculty members should be encouraged to participate in the program-making of the institution.

The educational background and professional activities of the heads or chairmen of the business departments are not considered since such information was not pertinent to this study. However, the data which pertain to the educational background and professional activities of business teachers engaged in instructional classroom activities are compared with the foregoing criteria.

Table XXV shows the highest degrees earned by 26 business teachers in private colleges and 25 business teachers in state colleges.

While 19, or 84.62 per cent, of the business teachers in private colleges reporting held the master's degree, only 3, or 11.54 per cent, held degrees at the doctoral level. One business teacher from a private college indicated that

⁵Proceedings of the Fifty-ninth Annual Meeting of the Southern Association of Colleges and Secondary Schools, op. cit., p. 196.

TABLE XXV

HIGHEST DEGREES HELD BY 26 BUSINESS TEACHERS IN PRIVATE COLLEGES AND 25 BUSINESS TEACHERS IN STATE COLLEGES OFFERING BUSINESS TEACHER EDUCATION IN TEXAS, 1956

Kinds of Degrees	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
Bachelor's degree	1	1	3.84	4.00
Master's degree	22	19	84.62	76.00
Doctor's degree	3	5	11.54	20.00
Total	26	25	100.00	100.00

*Privately supported colleges.

**State supported colleges.

had done 36 semester hours work at the doctoral level; 2 others stated that they were working on the doctor's degree. Twenty-two private college teachers satisfied the minimum requirement of the Southern Association that college teachers have the master's degree or its equivalent. Twenty-five private college teachers, or 96.16 per cent, had earned either the master's or doctor's degree; 1, or 3.84 per cent, had not had training above the undergraduate level.

Ninety-six per cent of the 25 business teachers in state colleges reporting had had training at the graduate level; 19, or 76 per cent held master's degrees and 5, or 20 per cent, doctor's degrees. Only 1 person of the 25

business teachers in state colleges did not satisfy the minimum requirement of the Southern Association that the master's degree be held.

The finding in this study indicated the percentage of teachers holding the master's degree to be higher than that found by Vail⁶ for junior college teachers. In Vail's study it was found that 92.4 per cent of the business teachers held master's degrees, while in this study it was found that 96 per cent of the private and state college business teachers held the master's or doctor's degrees. Seven and six-tenths per cent of the junior college teachers did not hold a degree above the bachelor's degree. While it is recognized that the junior college teacher's qualifications are not expected to measure up to that of teachers in four-year colleges, the minimum educational requirement for junior college teachers as set up by the Association is the master's degree.⁷

Major Fields in Undergraduate Study

Major fields in undergraduate study as reported by 26 business teachers from private colleges and 25 business

⁶Harold W. Vail, "A Comparison of the Qualifications of Junior College Business Education Teachers in Texas with the Qualifications Desired by Junior College Presidents," unpublished master's thesis, School of Business Administration, North Texas State College, Denton, Texas, 1954, p. 33.

⁷Proceedings of the Fifty-ninth Annual Meeting of the Southern Association of Colleges and Secondary Schools, op. cit.

teachers from state colleges offering business teacher education in Texas is shown in Table XXVI.

TABLE XXVI

MAJOR FIELDS IN UNDERGRADUATE STUDY OF 26 BUSINESS TEACHERS IN PRIVATE COLLEGES AND 25 BUSINESS TEACHERS IN STATE COLLEGES OFFERING BUSINESS TEACHER EDUCATION IN TEXAS, 1956

Field of Specialization	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
Business education	17	23	65.4	92.0
Education	3	1	11.5	4.0
English	4	0	15.3	0.0
Languages	1	1	3.9	4.0
Mathematics	1	0	3.9	0.0
Total	26	25	100.0	100.0

*Privately supported colleges.

**State supported colleges.

Of the 26 business teachers in private colleges reporting, 17, or 65.4 per cent, had majored in business education; 4, or 15.3 per cent, had majored in English; 3, or 11.5 per cent, had majored in education; 1, or 3.9 per cent, had majored in languages, and 1, or 3.9 per cent, had majored in mathematics.

Of the 25 business teachers in state colleges reporting, 23, or 92 per cent, had majored in business education; 1, or

4 per cent, had majored in education, and 1, or 4 per cent, had majored in languages.

More teachers in state colleges were found to be teaching in their major field of undergraduate study than business teachers in private colleges as evidenced by 92 per cent of the business teachers in state colleges compared with 65.4 per cent of the business teachers in private colleges, a difference of 26.6 per cent.

Vail⁸ found the percentage of junior college teachers teaching in their major field to be 91.4 per cent, which was similar to the finding in this study for state colleges.

Minor Fields in Undergraduate Study

Table XXVII lists minor fields in undergraduate study as reported by 26 business teachers from private colleges and 25 business teachers from state colleges offering business teacher education in Texas.

Six, or 23.1 per cent, of the 26 business teachers in private schools had minored in English; 5, or 19.2 per cent, had minored in education; 3, or 11.5 per cent, had minored in social sciences; 2, or 7.7 per cent, had minored in business education; 2, or 7.7 per cent, had minored in languages; 2, or 7.7 per cent, had minored in history; 2, or 7.7 per cent, had minored in journalism; 2, or 7.7 per

⁸Ibid., p. 28.

cent, had minored in science, and 2, or 7.7 per cent, had no minor.

TABLE XXVII

MINOR FIELDS IN UNDERGRADUATE STUDY OF 26 BUSINESS TEACHERS
IN PRIVATE COLLEGES AND 25 BUSINESS TEACHERS IN STATE
COLLEGES OFFERING BUSINESS TEACHER EDUCATION IN
TEXAS, 1956

Field of Specialization	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
Business education	2	1	7.7	4.0
Economics	0	5	0.0	20.0
Education	5	3	19.2	12.0
English	6	3	23.1	12.0
History	2	3	7.7	12.0
Journalism	2	0	7.7	0.0
Languages	2	3	7.7	12.0
Mathematics	0	2	0.0	8.0
Science	2	0	7.7	0.0
Social Studies	3	1	11.5	4.0
Speech	0	1	0.0	4.0
No minor	2	3	7.7	12.0
Total	26	25	100.0	100.0

*Privately supported schools.

**State supported schools.

Five, or 20 per cent, of 25 state college business teachers had minored in economics; 3, or 12 per cent, had minored in languages; 3, or 12 per cent, had minored in English; 2, or 8 per cent, had minored in mathematics; 3, or 12 per cent, had minored in history; 3, or 12 per cent, had minored in education; 3, or 12 per cent, had no minor; 1, or 4 per cent,

had minored in speech, and 1, or 4 per cent, had minored in social science.

It will be noted in studying Table XXVII that 92 per cent of the business teachers in state colleges had majored in business education. In Table XXVII it will also be noticed that 4 per cent of those teaching in the field of business had minored in business education. Therefore, 96 per cent of the business teachers in state colleges were teaching in their major or minor fields in undergraduate work. Table XXVI shows that 65.4 per cent of the business teachers in private colleges had majored in business education, and Table XXVII shows that 7.7 per cent of those teachers had minored in business education, or a total of 73.1 per cent had either majored or minored in business education and were teaching in their major or minor fields. Vail⁹ found 91.4 per cent of the business teachers in junior colleges in Texas were teaching in their major subject field and 9.5 per cent were teaching in their minor field.

A comparison of private and state college business teachers indicates that more state college business teachers were teaching in their major and minor fields than were private college business teachers. Ninety-six per cent of the state college business teachers and 73.1 per cent of

⁹Ibid., p. 29.

the private college business teachers were teaching in their major and minor fields, a difference of 22.9 per cent.

Major Fields in Graduate Study

Since 1 business teacher in a state college and 1 business teacher in a private college did not hold a degree above the bachelor level, the data concerning graduate studies are based upon replies from 25 business teachers in state colleges and 24 business teachers in private colleges.

Table XXVIII shows that of the 24 state college business teachers, 18, or 75 per cent, had majored in business education;

TABLE XXVIII

MAJOR FIELDS IN GRADUATE STUDY OF 25 BUSINESS TEACHERS
IN PRIVATE COLLEGES AND 24 BUSINESS TEACHERS
IN STATE COLLEGES OFFERING BUSINESS
TEACHER EDUCATION IN TEXAS, 1956

Field of Specialization	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
Business education	16	18	64.0	75.0
Education	7	4	28.0	16.7
Economics	1	2	4.0	8.3
Social Science	1	0	4.0	0.0
Total	25	24	100.0	100.0

*Privately supported colleges.

**State supported colleges.

4, or 16.7 per cent, had majored in education, and 2, or 8.3 per cent, had majored in economics.

Of 25 business teachers in private colleges, 16, or 64 per cent, had majored in business education; 7, or 28 per cent, had majored in education; 1, or 4 per cent, had majored in economics, and 1, or 4 per cent, had majored in social science.

As compared with findings in the undergraduate fields of specialization, fewer business teachers in private colleges were doing graduate study in the area of business education. Tables XXVI and XXVIII substantiate this fact. They show that 65.4 per cent of the business teachers in private colleges majored in the field of business education and that 64 per cent of the teachers majored in business education at the graduate level. This finding also indicates that 9, or 46 per cent, of the business teachers in private colleges were not satisfying the recommendation of the Association that they increasingly devote their graduate study time to areas of specialization within the field of business education.

Six of the private college business teachers had majored in education and minored in business education at the graduate level. Twenty-one, or 80.74 per cent, of the teachers had majored in business education at either the undergraduate or graduate level.

As compared with the undergraduate fields of specialization, fewer business teachers in state colleges were doing their graduate study in the area of business education. This fact is substantiated in Tables XXVI and XXVIII which show that 92 per cent of the business teachers in state colleges majored in the field of business education at the undergraduate level, while only 75 per cent of those teachers majored in business education at the graduate level. Four teachers had majored in education and minored in business education at the graduate level. Twenty-three, or 96 per cent, of the state college teachers had either majored in business education at the undergraduate or graduate level as compared with 21, or 80.74 per cent, of the private college business teachers.

Vasil¹⁰ found that junior college teachers were spending less study time at the graduate level in business education than at the undergraduate level as evidenced by the fact that 91.4 per cent of the business teachers reporting majored in business education at the undergraduate level, while only 70.1 per cent of them majored in business education at the graduate level. However, it was explained that 49 per cent of the business teachers had been granted master's degrees during a period of time that most colleges did not offer graduate work in business education.¹¹ The

¹⁰Ibid., pp. 38, 31.

¹¹Ibid., p. 121.

years in which degrees were earned were not pertinent data in this investigation. Therefore, it was not possible to check whether graduate courses in business education were available at the time the teachers in this study were working on their master's degrees. Ten of the 51 private and state college business teachers reported a major in education and a minor in business education, and it is possible that those ten teachers took work at a time when a master's degree in business education was not available.

Minor Fields in Graduate Study

Table XXIX indicates that 11 of 25 business teachers in private colleges, or 44 per cent, had minored in their graduate study in business education; 9, or 36 per cent, had minored in education; 4, or 16 per cent, had no minor, and 1, or 4 per cent, had a minor in psychology.

Tables XXVIII and XXIX show that 64 per cent of the business teachers in private colleges had majors in business education at the graduate level, while 44 per cent of those teachers had minors in business education at the graduate level.

Table XXIX indicates that 14 of 24 business teachers in state colleges, or 58.3 per cent, had minored in business education; 6, or 25 per cent, had minored in education; 1, or 4.2 per cent, had no minor at the graduate level; 1, or

4.2 per cent had minored in English; 1, or 4.2 per cent, had minored in mathematics, and 1, or 4.2 per cent, had minored in social science.

TABLE XXIX

MINOR FIELDS IN GRADUATE STUDY OF 25 BUSINESS TEACHERS IN PRIVATE COLLEGES AND 24 BUSINESS TEACHERS IN STATE COLLEGES OFFERING BUSINESS TEACHER EDUCATION IN TEXAS, 1956

Field of Specialization	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
Business education	11	14	44.0	58.2
Education	9	6	36.0	25.0
English	0	1	0.0	4.2
Mathematics	0	1	0.0	4.2
Psychology	1	0	4.0	0.0
Social science	0	1	0.0	4.2
No minor	4	1	16.0	4.2
Total	25	24	100.0	100.0

*Privately supported colleges.

**State supported colleges.

Tables XXVIII and XXIX show that 75 per cent of the business teachers in state colleges had majors in business education at the graduate level; 58.3 per cent of the state college business teachers had minors in business education.

The majority of business teachers in both private and state colleges satisfied the recommended criterion that business teachers at the college level devote their graduate

training to areas of specialization within the field of business education.¹²

This investigator found that more business teachers had minored in business education at the graduate level than had the junior college teachers in Vail's study.¹³ Forty-four per cent of the private college business teachers and 58.3 per cent of the state college business teachers in this study had minored in business education, while only 29.9 per cent of the junior college business teachers in Vail's study had minored in business education at the graduate level. The percentage of business teachers majoring in business education at the graduate level was similar to that found by Vail.¹⁴ Sixty-four per cent of the private college teachers and 75 per cent of the state college business teachers had majored in business education in this study, while Vail found that 70.1 per cent of the junior college business teachers had majored in business education at the graduate level.

Teaching Experience

The distribution of years of teaching experience as reported by 26 business teachers from private colleges and 25 business teachers from state colleges is shown in Table XXX.

¹²National Association of Business Teacher-Training Institutions, Problem Areas for Group Discussion, Bulletin No. 54, edited by Stephen J. Turille (Harrisonburg, 1951), p. 41.

¹³Vail, op. cit., p. 32.

¹⁴Ibid.

TABLE XXX

DISTRIBUTION OF YEARS OF TEACHING EXPERIENCE AS REPORTED
BY 26 BUSINESS TEACHERS IN PRIVATE COLLEGES AND 25
BUSINESS TEACHERS IN STATE COLLEGES
IN TEXAS, 1956

Number of Years	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
1-2	0	1	0	4
3-4	2	1	8	4
5-9	4	5	15	20
10-14	8	4	31	16
15-24	7	6	27	24
25 and over	5	8	19	32
Total	26	25	100	100

*Privately supported colleges.

**State supported colleges.

As shown in Table XXX, 8, or 32 per cent, of the state college business teachers had had 25 or more years of teaching experience, while 8, or 31 per cent, of the private college teachers had had 10 to 14 years of teaching experience. The average number of years of teaching experience for private college business teachers was 16.02 years while for state college business teachers the average number of years was 18 years. The difference in years of experience was not great enough to be significant. The average number of years of teaching experience for junior college teachers as found in Vail's study¹⁵ was 10.05 years. The findings

¹⁵Ibid., p. 61.

in this study show that private and state college business teachers had had on an average from 6 to 8 years more teaching experience than had the junior college business teachers. The possibility that teachers move from junior college teaching into senior college teaching may account for the difference in years of teaching experience.

Elementary School Teaching Experience

Table XXXI shows the elementary school teaching experience as reported by 25 private college business teachers and 25 state college business teachers. One private college business teacher did not reply to the question.

The data in Table XXXI indicate that business teachers in both private and state colleges offering business teacher education had had little experience at the elementary school level. Twenty per cent of the business teachers in private colleges had had from 1 to 2 years of teaching experience in elementary schools; 52 per cent had had no experience at that level. Sixteen per cent of the business teachers in state colleges had had teaching experience at the elementary school level; 72 per cent had had no experience at that level. Since there is no business teaching experience to be had at the elementary school level, this type of teaching experience is of very little significance in this study.

TABLE XXXI

ELEMENTARY SCHOOL TEACHING EXPERIENCE AS REPORTED BY 25
BUSINESS TEACHERS IN PRIVATE COLLEGES AND 25 BUSINESS
TEACHERS IN STATE COLLEGES OFFERING BUSINESS
TEACHER EDUCATION IN TEXAS, 1956

Number of Years	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
10	1	0	4	0
7	1	1	4	4
6	0	1	0	4
5	1	0	4	0
4	2	1	8	4
3	2	0	8	0
2	2	2	8	8
1	3	2	12	8
0	13	18	52	72
Total	25	25	100	100

*Privately supported colleges.

**State supported colleges.

Vail¹⁶ found that of 105 teachers reporting, 70.4 per cent had had no teaching experience at the elementary school level. This finding was similar to the one in this study for state college business teachers; that is, 72 per cent of the state college business teachers had had no teaching experience at the elementary school level.

High School Teaching Experience

Table XXXII shows the high school teaching experience of business teachers as reported by 25 private college

¹⁶Ibid., p. 62.

business teachers and 25 state college business teachers.
One private college teacher did not reply to the question.

TABLE XXXII

HIGH SCHOOL TEACHING EXPERIENCE AS REPORTED BY 25 BUSINESS
TEACHERS IN PRIVATE COLLEGES AND 25 BUSINESS
TEACHERS IN STATE COLLEGES OFFERING
BUSINESS TEACHER EDUCATION
IN TEXAS, 1956

Number of Years	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
24	0	1	0	4
18	1	0	4	0
16	1	1	4	4
15	1	0	4	0
14	1	2	4	8
12	0	1	0	4
11	1	1	4	4
8	2	1	8	4
7	1	1	4	4
6	2	3	8	12
5	1	2	4	8
4	1	2	4	8
3	4	1	16	4
2	1	0	4	0
1	1	2	4	8
0	7	7	28	28
Total	25	25	100	100

*Privately supported colleges.

**State supported colleges.

Probably the most significant fact as shown in Table XXXII is that 28 per cent of the business teachers in private colleges and 28 per cent of the business teachers in state colleges had had no teaching experience at the high school

level. A committee of the National Association of Business Teacher-Training Institutions¹⁷ recommended that business teachers at the college level should have teaching experience at lower levels in their educational background. Twenty-one, or 80 per cent, of the private college business teachers had had teaching experience at either the elementary or the high school level. Nineteen, or 76 per cent, of the state college business teachers had had teaching experience at the elementary or high school levels. Table XXXII shows that 72 per cent of the business teachers in both groups of colleges satisfied the recommendation of the Association.

Vail¹⁸ found in a study of junior college business teachers that 43.81 per cent of the 59 teachers reporting had had no experience teaching in high school as compared with 72 per cent of the 50 teachers in this study.

College Teaching Experience

Table XXXIII shows the college teaching experience as reported by 25 private college business teachers and 25 state college business teachers. One private college business teacher did not reply to the question.

The average number of years of teaching experience at the college level for business teachers in private colleges was 9.44 years; for business teachers in state colleges the

¹⁷National Association of Business Teacher-Training Institutions, op. cit., p. 41.

¹⁸Vail, op. cit., p. 63.

TABLE XXXIII

COLLEGE TEACHING EXPERIENCE AS REPORTED BY 25 BUSINESS
TEACHERS IN PRIVATE COLLEGES AND 25 BUSINESS
TEACHERS IN STATE COLLEGES OFFERING
BUSINESS TEACHER EDUCATION
IN TEXAS, 1956

Number of Years	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
25	1	0	4	0
24	0	1	0	4
23	1	0	4	0
22	3	0	12	0
20	0	1	0	4
18	0	1	0	4
17	0	2	0	8
16	0	1	0	4
15	0	1	0	4
14	0	1	0	4
13	0	4	0	16
12	1	0	4	0
11	0	2	0	8
10	2	2	8	8
9	2	2	8	8
8	4	1	16	4
7	2	1	8	4
5	2	0	8	0
4	1	0	4	0
3	2	2	8	8
2	2	2	8	8
1	2	1	8	4
Total	25	25	100	100

*Privately supported colleges.

**State supported colleges.

average number of years of teaching experience at the college level was 11.16. The difference in the average number of years of college teaching experience for the two groups was

1.72 years. Vail¹⁹ found the average number of years of teaching experience at the college level for junior college teachers was 5.75 years. The average number of years of teaching experience at the college level for state college business teachers, as found in this study, was almost twice that of junior college business teachers. Business teachers in private colleges, as found in this study, had had 3.69 more years of teaching experience at the college level than had the junior college teachers in Vail's study.

Business Experience of Business Education Teachers

It was recommended by a committee of the National Association of Business Teacher-Training Institutions²⁰ that business teachers have business experience as a prerequisite to teaching vocational business subjects in college. It was also recommended that teachers have diversified business experience in order to guarantee some degree of quality differentiation. Diversified business experience means a variety of business experiences or several different types of business experiences. Although important, business experience should be a supplemental type of teacher training rather than a substitute for other needed training areas.

¹⁹Ibid., pp. 64-65.

²⁰National Association of Business Teacher-Training Institutions, op. cit., p. 42.

Table XXXIV shows the number of years of business experience of business teachers in private and state colleges which offer business teacher education in Texas. The data were replies to the question from 26 business teachers in private colleges and 25 business teachers in state colleges.

TABLE XXXIV

BUSINESS EXPERIENCE OF BUSINESS TEACHERS IN COLLEGES IN TEXAS OFFERING BUSINESS TEACHER EDUCATION AS REPORTED BY 24 PRIVATE COLLEGE BUSINESS TEACHERS AND 23 STATE COLLEGES BUSINESS TEACHERS, 1956

Number of Years	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
Less than 1 year	1	1	4.16	4.34
1	2	4	8.33	17.23
2	5	5	20.83	21.73
3	2	2	8.33	8.70
4	2	1	8.33	4.34
5	1	2	4.16	8.70
6	2	0	8.33	0.00
7	1	3	4.16	13.04
8	0	2	0.00	8.70
9	2	1	8.33	4.34
10	3	1	12.50	4.34
11	1	1	4.16	4.34
12	1	0	4.16	0.00
15	1	0	4.16	0.00
Total	24	23	100.00	100.00

*Privately supported colleges.

**State supported colleges.

Two private college business teachers had had no business experience; 2 state college business teachers had had no business experience.

The average number of years of business experience for business teachers in private colleges was 5.69 years each; the average for business teachers in state colleges was 4.3 years each.

The average number of years of business experience for junior college teachers as found by Vail²¹ was 4.59 years. A similar finding was noted for private and state business teachers in this study.

Ninety-two per cent of the business teachers in state colleges and 92.3 per cent of business teachers in private colleges satisfied the recommendation of the Association that they should have some type of business experience.

The types of job held by 24 private college business teachers and 23 state college business teachers in Texas are shown in Table XXXV. The table also shows the number of teachers holding those jobs and the number of teachers teaching subjects relating to the type of business experience they had had. Significant information shown in Table XXXV is that business teachers in both private and state colleges offering business teacher education had had business experience predominantly in secretarial, stenographic, and book-keeping jobs. This finding was considered important because these types of business experiences are closely related to the subjects most often taught by business teachers in business education departments.

²¹Vail, op. cit., p. 69.

TABLE XXXV

TYPES OF BUSINESS EXPERIENCE OF 24 PRIVATE BUSINESS
TEACHERS AND 23 STATE COLLEGE BUSINESS
TEACHERS IN INSTITUTIONS OFFERING
BUSINESS TEACHER EDUCATION
IN TEXAS, 1956

Type of Job	Frequency Held		Number of Teachers		Number of Teachers Teaching Related Subjects	
	PSC*	SSC**	PSC	SSC	PSC	SSC
Secretarial	21	16	20	16	20	16
Bookkeeping	13	8	2	4	2	3
Stenographic	11	9	1	1	1	1
Selling	5	7	0	2	0	2
Clerical	8	4	1	0	1	0
Total	58	44	24	23	24	22

*Privately supported colleges.

**State supported colleges.

Of the 24 business teachers in private colleges replying to the question, 23 had had business experience in related subjects in business education. Of the 23 business teachers in state colleges replying to the question, 20 had had business experience in related subjects in business education. Of the 24 business teachers in private colleges replying to the question 20, or 83.3 per cent, had had diversified business experience. Fifteen of the 23 business teachers in state colleges, or 65.2 per cent, had had diversified business experience. Eighty-three and three-tenths per cent of the private college business teachers reporting

and 65.2 per cent of the state college business teachers reporting satisfied the recommendation of the National Association of Business Teacher-Training Institutions²² that business teachers at the college level have diversified business experience.

Professional Activities

Enterline²³ stated that advanced, or in-service training, for business teachers may be gained through participation in business teacher organizations, meetings, and conferences. Table XXXVI shows membership in professional organizations as reported by 26 business teachers in private colleges and 25 business teachers in state colleges.

The average number of professional organizations in which 26 private college business teachers had membership was 2.4. Six of the 26 business teachers did not belong to any professional organization; 1 had membership in 6 organizations; 6, in 5 organizations; 3, in 4 organizations; 4, in 3 professional organizations; 3, in 2 professional organizations; and 3 business teachers had membership in only 1 professional organization.

The average number of memberships in professional organizations as reported by 25 state college business teachers was 2.52 as compared with an average of 2.8 for

²²National Association of Business Teacher-Training Institutions, op. cit., p. 42.

²³Enterline, op. cit., p. 30.

TABLE XXXVI

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS OF 26 PRIVATE
COLLEGE BUSINESS TEACHERS AND 25 STATE COLLEGE
BUSINESS TEACHERS IN INSTITUTIONS OFFERING
BUSINESS TEACHER EDUCATION
IN TEXAS, 1956

Organization	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
National Business Teachers Association	14	9	53.7	36.0
National Education Association	6	4	23.0	16.0
Texas Business Education Association	13	13	50.0	54.0
Texas State Teachers Association	8	17	30.7	68.0
United Business Education Association	16	17	61.6	68.0
Other***				
Catholic Business Education Association	3	0	11.5	0.0
Greater Houston Business Teachers Association	3	0	11.5	0.0
National Association of Business Teacher-Training Institutions	0	2	0.0	8.0
Rio Grande Valley Business Teachers Association	1	0	3.8	0.0
San Antonio Business Teachers Club	2	0	7.4	0.0
West Texas Business Teachers Association	1	0	3.8	0.0
No membership	6	3	23.0	12.0
Total	73	65		

*Privately supported colleges.

**State supported colleges.

***Organizations not keyed on questionnaire.

private college business teachers. Forty-one, or 66.12 per cent, of the memberships were in business education associations. One state college business teacher held memberships in 6 professional organizations; 2 had memberships in 5 organizations; 4, in 4 organizations; 5, in 3 organizations; 6, in 2 organizations; 4, in 1 organization; and 3 business teachers had no membership in a professional organization.

Vail²⁴ found that the average number of memberships in professional organizations held by junior college teachers was 1.8 each. This investigator found that the average number of memberships in professional organizations held by private college business teachers was 2.8 each and for state college business teachers, the average was 2.6 each.

Table XXXVI indicates that private college business teachers had memberships predominantly in the area of business education associations as evidenced by the fact that 53, or 79.1 per cent, of the memberships were in business education associations. The percentage of memberships in business education associations was lower for state college business teachers, 66.12 per cent, as compared with 79.1 per cent for private college business teachers; however, state college business teachers indicated more interest in general professional organizations. For instance, there were 21 memberships, or 33.87 per cent, of the memberships

²⁴Vail, op. cit., p. 58.

in the National Education Association and the Texas State Teachers Association as reported by 25 state college business teachers. Private college business teachers reported 14 memberships, or 20.89 per cent, of the memberships in the National Education Association and the Texas State Teachers Association.

The organizations classified under "Other" in Table XXXVI were written in but not keyed on the questionnaire. Although these organizations entered into the totals and averages, it is entirely possible that some teachers had memberships in these organizations but did not remember to list them. Therefore, it is recognized that the answers to the keyed questions as shown in Table XXXVI are the more accurate data.

Offices in Professional Organizations

Four of the 26 private college business teachers reported professional activity in the nature of offices now being held in business education organizations. The offices reported are as follows:

1. President, San Antonio Business Teachers Club
2. Chairmen, District I, Texas State Teachers Association
3. Treasurer, Greater Houston United Business Education Association
4. Executive Board Member, District III, Texas Business Education Association; historian, Texas Business Education Association

Four of 25 private state college business teachers reported professional activity in the nature of offices now being held in state and national professional organizations. The offices reported are as follows:

1. Director, Texas Business Education Association
Secretary, National Association of Business Teacher-
Training Institutions
2. Past President, Texas Business Education Association
Past Chairman, National Business Teachers Associ-
ation Round Table
Executive Board, Mountain-Plains Business Education
Association
3. Membership Chairman, Texas United Business Education
Association
Assembly Representative, United Business Education
Association for Texas Business Education
Association
4. Immediate Past President, Mountain-Plains Business
Education Association
Member of Executive Board, Mountain-Plains Business
Education Association
Two National Committees, United Business Education
Association
National Chairman, Centennial Celebration in Business
Education, United Business Education Association

The foregoing data indicate that business teachers in state colleges provided more leadership in professional activities in business education than did business teachers in private colleges. The 5 offices reported by private college business teachers were in local and state professional organizations. Four of the 11 professional offices reported by state college business teachers were in national business education associations.

Attendance at Professional Meetings

The number of professional meetings that had been attended by 26 private college business teachers during the past three years is shown in Table XXXVII.

TABLE XXXVII

ATTENDANCE OF PROFESSIONAL MEETINGS AS REPORTED
BY 26 PRIVATE COLLEGE BUSINESS TEACHERS
IN TEXAS FROM 1953 TO 1956

Meeting	No. Times Attended			Teachers	
	3	2	1	No.	%
Texas State Teachers Association (TBEA) District Meeting	7	6	2	15	57.69
Texas State Teachers Association (TBEA) State Convention	2	2	3	7	26.92
Mountain-Plains UBEA Convention	. .	1	4	5	19.23
National Business Teachers Association	1	. .	1	2	7.30
National Education Association Convention	1	. .	. .	1	3.84
Total	11	9	10	30	

Of 26 private college business teachers, 15, or 57.69 per cent, had attended the Texas State Teachers Association District Meetings in which the Texas Business Education Association is affiliated. Only 26.92 per cent of those teachers had attended a Texas State Teachers Association Convention within the past three years. Five teachers, or

19.23 per cent, had attended the Mountain-Plains UBEA Convention within the past three years. Two teachers, or 7.3 per cent, had attended the National Business Teachers Association meetings. Only 1 teacher, or 3.84 per cent, had attended a convention of the National Education Association within the past three years.

Table XXXVIII shows the number of professional meetings that had been attended by state college business teachers during the past three years. The meetings under "Other" were written in but not keyed on the questionnaire. Of 25 state college business teachers, 18, or 72 per cent, had attended the Texas State Teachers Association Conventions; 14, or 56 per cent, had attended the Mountain-Plains UBEA Conventions; 5, or 20 per cent, had attended the National Business Teachers Association meetings, and 2, or 8 per cent, had attended the National Education Association Conventions; 3, or 12 per cent, had attended the National Association of Business Teacher-Training Institutions meetings. Comparing the state and district meetings attendance of the Texas State Teachers Association (TBEA), 57.69 per cent of the private college business teachers had attended the district meetings and 26.92 per cent had attended the state meetings of the Texas State Teachers Association, while 72 per cent of the state college business teachers had attended the district meetings of the Texas State Teachers Association and 64 per cent had attended the state meetings of the Texas State Teachers

TABLE XXXVIII

ATTENDANCE OF PROFESSIONAL MEETINGS AS REPORTED
BY 25 STATE COLLEGE BUSINESS TEACHERS
IN TEXAS FROM 1953 TO 1956

Meeting	No. Times Attended			Teachers	
	3	2	1	No.	%
Texas State Teachers Association (TBEA) District Meeting	8	5	5	18	72
Texas State Teachers Association (TBEA) State Convention	5	5	6	16	64
Mountain-Plains UBEA Convention	4	4	5	13	56
National Business Teachers Association	2	1	2	5	20
National Education Association Convention	..	..	2	2	8
Other*					
National Association of Business Teacher-Training Institutions	3	..	..	3	12
Pi Omega Pi Council	..	..	1	1	4
Certified Professional Secretaries Institute	..	1	..	1	4
College Classroom Teachers Association	..	1	..	1	4
Southwestern Social Science Association	1	..	..	1	4
Texas Junior College Association	1	..	..	1	4
Total	24	17	21	62	

*Memberships not keyed on questionnaire.

Association. The foregoing data indicate a lack of professional interest in business education conferences and conventions on the part of both groups of teachers. However, state college business teachers showed more interest than did private college business teachers.

Vaill²⁵ found a lack of professional interest on the part of junior college business teachers. Only 33.33 per cent had attended the Texas State Teachers Association Conventions in a five-year period, and only 41.9 per cent had attended a district meeting of the Texas State Teachers Association. Business teachers in this study showed more professional interest in professional meetings than did junior college teachers as evidenced by their higher percentage of attendance at meetings during a three-year period.

Periodicals Read

Table XXXIX shows the periodicals that were regularly read as reported by 26 private college business teachers and 25 state college business teachers. The periodicals listed under "Other" were written in but not keyed on the questionnaire. It is possible that other business teachers had read some of the periodicals listed under "Other" but did not remember to include them. Therefore, the periodicals appearing in Table XXXIX that were keyed in the questionnaire are considered the more accurate data.

²⁵Ibid., p. 57.

TABLE XXXIX

PERIODICALS READ REGULARLY BY 26 PRIVATE COLLEGE
 BUSINESS TEACHERS AND 25 STATE COLLEGE
 BUSINESS TEACHERS IN COLLEGES
 OFFERING BUSINESS TEACHER
 EDUCATION IN TEXAS, 1956

Name of Periodical	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
American Business Education	15	7	57.69	28.00
Business Education World	19	20	73.07	80.00
Business Teacher	19	24	73.07	96.00
Business Week	13	5	50.00	20.00
Journal of Business Education	15	14	57.69	56.00
National Business Education Quarterly	12	11	46.15	44.00
Nation's Business	7	5	26.92	20.00
UBEA Forum	16	16	51.53	64.00
Other***				
American Associ- ation of Univer- sity Professors Bulletin	1	0	3.84	0.00
American Business Women's Associ- ation Bulletin	1	1	3.84	4.00
Balance Sheet	5	0	19.23	0.00
Ball State Com- merce Journal	0	1	0.00	4.00
Burroughs Clearing House	1	0	3.84	0.00
Catholic Business Education Review	2	0	7.30	0.00
Collegiate News & Views	1	0	3.84	0.00
Direct Mail Reporter	1	0	3.84	0.00

*Privately supported colleges.

**State supported colleges.

***Periodicals not keyed on questionnaire.

TABLE XXXIX--Continued

Name of Periodical	Frequency		Percentage of Teachers	
	PSC	SSC	PSC	SSC
Other				
Fortune	0	2	0.00	8.00
Journal of Accounting	0	1	0.00	4.00
Life Magazine	1	0	3.84	0.00
Management Digest	2	0	7.30	0.00
Office Executive	2	3	7.30	12.00
Office Management	0	1	0.00	4.00
Reader's Digest	1	0	3.84	0.00
Reporter	0	1	0.00	4.00
Sales Management	0	1	0.00	4.00
The Office	0	1	0.00	4.00
The Secretary	1	1	3.84	4.00
Time Magazine	1	2	3.84	8.00
Today's Secretary	14	18	53.84	72.00
U. S. News & World Report	1	1	3.84	4.00
Total	151	136		

The average number of periodicals read by twenty-six private college business teachers was 5.03 periodicals each; the average for twenty-five state college business teachers was 5.4 each. The average number of periodicals read was similar for the two groups of teachers. The three periodicals most often read by private college business teachers were The Business Education World, The Business Teacher, and the UBEA Forum. The three periodicals most often read by state college business teachers were The Business Teacher, The Business Education World, and Today's Secretary. The three

periodicals Vail²⁶ found junior college teachers read most often were the Texas Outlook, Junior College Journal, and The Business Teacher. Business teachers in colleges offering business teacher education showed more interest in professional periodicals in their field of specialization than did junior college business teachers.

Membership in Community, Civic,
and Business Groups

Table XL shows membership in community, civic, and business groups as reported by 10 private college business teachers and 10 state college business teachers. The organizations listed under "Other" were written in and not keyed on the questionnaire. It is possible that some teachers did not remember to list membership in the organizations included under "Other"; therefore, the information from the keyed questions is considered the more accurate data.

The 10 private college business teachers participated in a total of 16 community, civic, and business groups, or an average of 1.6 each. The same finding was noted for the 10 state college business teachers. A significant finding that was made for each group of business teachers was that of 26 private college business teachers reporting, 16, or 61.5 per cent, did not participate in any community, civic, or business group. A similar finding was made for state

²⁶ibid., p. 55.

TABLE XL

MEMBERSHIP IN COMMUNITY, CIVIC, AND BUSINESS GROUPS OF 10
PRIVATE COLLEGE BUSINESS TEACHERS AND 10 STATE COLLEGE
BUSINESS TEACHERS IN TEXAS, 1956

Organization	Frequency		Percentage of Teachers	
	PSC*	SSC**	PSC	SSC
Chamber of Commerce	0	2	0	20
Junior Chamber of Commerce	0	0	0	0
NOMA	3	5	30	50
Service Clubs	5	5	50	50
Other***				
Business and Pro- fessional				
Women's Club	5	3	50	30
Educational Secre- taries Associ- ation	1	0	10	0
Executive Secre- taries Associ- ation	1	0	10	0
National Secre- taries Associ- ation	1	1	10	10
Total	16	16		

*Privately supported colleges.

**State supported colleges.

***Organizations not keyed in questionnaire.

college business teachers; that is, of 25 teachers reporting, 15, or 60 per cent, did not participate in any community, civic, or business group. These findings indicate that business teachers are not active in community and civic affairs.

Other Professional Activities

Table XII lists varied professional activities as reported by 12 private college business teachers and 15 state college business teachers. These activities were written in on the questionnaire; therefore, it is possible that some teachers did not remember to list the activities since they were not keyed.

The total number of other professional activities as reported by 12 private college business teachers was 23, or an average of 1.91 each. The total number of other professional activities for 15 state college business teachers was 37, or an average of 1.46 activities each. There was little difference in the number of activities in which the two groups participated.

Summary

There were fourteen major findings in this chapter on Educational Preparation, Experience, and Professional Activities of the Business Education Faculty in Business Teacher-Training Institutions.

1. Twenty-five, or 96.16 per cent, of the private college business teachers had training at the graduate level. Twenty-four, or 96 per cent, of the state college business teachers had had training at the graduate level. This training satisfied the recommendation of the Southern Association of Colleges and Secondary Schools that business

TABLE XLI

OTHER PROFESSIONAL ACTIVITIES AS REPORTED BY 12 PRIVATE
COLLEGE BUSINESS TEACHERS AND 15 STATE COLLEGE
BUSINESS TEACHERS IN TEXAS, 1956*

Activity	Frequency		Percentage of Teachers	
	PSC**	SSC***	PSC	SSC
Administrative Committee Gregg Award	0	1	0.00	6.66
American Association of University Professors	3	0	25.00	0.00
American Association of University Women	2	2	16.66	13.33
American Business Writers Association	2	2	16.66	13.33
Articles for business education periodicals	0	1	0.00	6.66
Co-author of college typewriting textbook	0	2	0.00	13.33
Co-author of a typing drill book	0	1	0.00	6.66
Consultant for workshop in business education	1	0	8.16	0.00
Contributing editor to <u>Journal of Business Education</u>	0	1	0.00	6.66
College Women's Club	1	0	8.16	0.00
Certified Professional Secretaries Institute, Dean	0	1	0.00	6.66

*Other professional activities were written in and not keyed on the questionnaire.

**Privately supported colleges.

***State supported colleges.

TABLE XLI -- Continued

Activity	Frequency		Percentage of Teachers	
	PSC	SSC	PSC	SSC
CCTA	0	5	0.00	33.33
Delta Kappa Gamma	5	1	41.66	6.66
Delta Pi Epsilon	2	4	16.66	26.66
Editor, <u>National Business Education Quarterly</u> , Spring, 1956	1	0	8.16	0.00
Editorial committee of Texas Business Education, member	1	0	8.16	0.00
Interscholastic League	1	0	8.16	0.00
Kappa Delta Pi	1	0	8.16	0.00
National board of trustees for Future Business Leaders of America	0	1	0.00	6.66
NOMA Testing Center, Sponsor	1	0	8.16	0.00
Pi Omega Pi	0	4	0.00	26.66
Research in teaching business subjects	0	1	0.00	6.66
Program committee of Mountain-Plains UBEA	0	1	0.00	6.66
Sponsor of college clubs	1	1	8.16	6.66
Southwestern Social Science Association	0	2	0.00	13.33
State sponsor, Future Business Leaders of America	0	1	0.00	6.66
Texas Association of University Instructors in Accounting	0	2	0.00	13.33
Texas Handbook for Business Education	1	3	8.16	20.00
Total	23	37		

teachers in colleges hold a minimum of the master's degree.

2. More teachers in state colleges were found to be teaching in their major fields of undergraduate study than business teachers in private colleges as evidenced by 92 per cent of the business teachers in state colleges as compared with 65.4 per cent of the business teachers in private colleges.

3. Seventy-three and one-tenth per cent of the business teachers in private colleges were teaching in their major and minor fields of undergraduate study as compared with 96 per cent of the business teachers in state colleges, or a difference in percentage of 22.9.

4. The majority of business teachers in both private and state colleges satisfied the recommended criterion that business teachers at the college level increasingly devote their graduate study time to areas of specialization within the field of business education. Sixty-four per cent of the business teachers in private colleges had majors in business education at the graduate level; 42 per cent of those teachers had minors in business education at the graduate level. Seventy-five per cent of the business teachers in state colleges had majors in business education at the graduate level, and 56 per cent of those teachers had minors in business education at the graduate level.

5. Business teachers in private colleges had an average of 16.02 years of teaching experience; the average for the state college business teachers was 18 years.

6. Twenty-one, or 80 per cent, of the private college business teachers had had teaching experience at the elementary or high school levels. Nineteen, or 76 per cent, of the state college business teachers had had teaching experience at the elementary or high school levels. The majority of the business teachers in both groups of colleges satisfied the recommendation of the Association that college business teachers have teaching experience at lower levels.

7. The average number of years of teaching experience at the college level for business teachers in private colleges was 9.44 years; for business teachers in state colleges the average number of years of teaching experience at the college level was 11.16.

8. The average number of years of business experience for 24 business teachers in private colleges was 5.69 years each; the average for 23 business teachers in state colleges was 4.3 years each. Of the 24 business teachers in private colleges replying to the question 20, or 83.3 per cent, had had diversified business experience. Fifteen of the 23 business teachers in state colleges, or 65.2 per cent, had had diversified business experience. Eighty-three and three-tenths per cent of the private college business teachers reporting and 65.2 per cent of the state college

business teachers reporting satisfied the recommendation of the Association that business teachers at the college level have diversified business experience. Twenty-three of 24 business teachers in private colleges and 20 of 23 business teachers in state colleges had had business experience related to subjects they were teaching.

9. The average number of professional organizations in which 26 private college business teachers had membership was 2.8. Seventy-nine and one-tenth per cent of these teachers had membership in business education organizations. The average number of professional organizations in which 25 state college business teachers had membership was 2.6 as compared with 2.8 for private college business teachers. The difference was insignificant. Forty-one, or 66.12 per cent, of the memberships held by state college business education teachers, were in business education associations. More state college business teachers than private college business teachers held memberships in state and national teacher education associations.

10. Offices held by private college business teachers in professional organizations were in associations in Texas. Four of 11 professional offices held by state college business teachers were in national business education associations.

11. Eighteen of 25 state college business teachers, or 75.4 per cent, had attended meetings of the Texas State Teachers Association district meetings during the past three

years; 15 of 26 private college business teachers, or 57.69 per cent, had attended the Texas State Teachers Association district meetings during that period. Sixteen of 25 state college business teachers, or 64 per cent, had attended meetings of the Texas State Teachers Association Convention during the past three years; 7 private college business teachers, or 26.92 per cent, had attended meetings during that period.

12. Twenty-six private college business teachers read regularly an average of 5.03 periodicals each. Twenty-five state college business teachers read an average of 5.4 periodicals each. The three periodicals most often read by private college business teachers were The Business Education World, The Business Teacher, and the UEEA Forum. The three periodicals most often read by state college business teachers were The Business Teacher, The Business Education World, and Today's Secretary.

13. The average number of memberships in community, civic, and business groups for private college and state college business teachers was 1.6 each. Of 26 private college business teachers reporting, 16, or 61.5 per cent, did not participate in any community, civic, or business group. Of 25 state college business teachers reporting, 15, or 60 per cent, did not participate in a community, civic, or business group.

14. Many varied professional activities were reported by 27 private and state college business teachers. Six had made written contributions to the business education field in the nature of textbooks and magazine articles. Thirty-three business teachers reported memberships in professional associations and honorary fraternal organizations.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to compare selected factors in undergraduate programs in business teacher education in Texas with criteria recommended for business teacher education. The factors selected were: (1) the business teacher education curriculum; (2) the professional laboratory experiences of prospective business teachers, and (3) the educational preparation, experience, and professional activities of the college business education faculty.

Data were secured by means of a survey of the latest annual catalogs of 33 business teacher-training institutions, a three-page questionnaire mailed to 33 business education department heads, and a two-page questionnaire mailed to 102 college business teachers in the 33 colleges selected for study. Analyses were based on comparisons of the data with recommendations made by the National Association of Business Teacher-Training Institutions and the Southern Association of Colleges and Secondary Schools.

This study was limited to 22 private colleges and 11 state colleges in Texas and 102 business education teachers. Negro colleges were excluded because in a card mailing to find which colleges offered business teacher training, small

returns were received from those colleges. Junior colleges were excluded because they are not concerned with teacher education. Only business teachers who were engaged in instructional classroom activities were selected.

Summary of the Findings

1. Six of the 11 private colleges and 3 of the 8 state colleges operate the business teacher education programs in a business education and education department combination. Five private colleges and 5 state colleges operate the program in a business department which directs all areas of business training.

2. Eleven private colleges graduated 85 business teachers during the year, 1954-55; 8 state colleges graduated 217 business teachers during the period. The average¹ number of teachers graduated by private colleges was 7.72 each; the average for state colleges was 31 each.

3. Self-evaluation was the factor most often effecting curriculum revision in both private and state colleges during the period, 1950-56. One private college and 1 state college had not revised the business teacher education curriculum during the period.

4. Only 2, or 9 per cent, of the private colleges and 2, or 18 per cent, of the state colleges satisfied the recommendation of the National Association of Business

¹The average quoted in the findings refers to the mean average.

Teacher-Training Institutions that 38 to 42 per cent of the total curriculum be devoted to the area of general education. Fourteen private colleges exceeded the recommended percentage by 1 to 20 per cent; 6 private colleges were under the recommended percentage by 1 to 5 per cent. Four state colleges exceeded the recommended percentage by 1 to 10 per cent; 5 were 1 to 5 per cent under the recommended percentage. The highest percentage of the total curriculum devoted to general education by a private college was 62 per cent; by a state college, 52 per cent.

5. Fifteen, or 68 per cent, of the private colleges and 8, or 73 per cent, of the state colleges satisfied the recommendation of the Association that 8 to 12 per cent of the total curriculum be devoted to general professional education. Six private colleges exceeded the recommended percentage by 1 to 5 per cent. One private college and 1 state college were under the recommended percentage by 1 to 5 per cent.

6. Five private colleges, or 23 per cent, and 1 state college, or 16.5 per cent, satisfied the Association's recommendation that 8 to 12 per cent of the total curriculum be devoted to special professional education.

7. Teaching of commercial subjects, a general methods course, was the special professional course most often offered by private and state colleges. Eleven, or 50 per cent, of the private colleges offered the course; 8, or 72.72 per cent of the state colleges offered the course. Eight,

or 24.24 per cent, of the special professional courses offered by private colleges and 6, or 25 per cent, of the courses offered by state colleges were methods of teaching specific subjects. Five was the greatest number of special professional courses offered by any one college in the private college group; 7 was the greatest number offered by a state college. All 11 of the state colleges offered some type of special professional course; 6, or 27.22 per cent, of the private colleges did not offer any special professional course.

8. Only 3, or 14 per cent, of the private colleges and 4, or 36.36 per cent, of the state colleges satisfied the Association's recommendation that 38 to 42 per cent of the total curriculum be devoted to business subjects and related subject matter. Two private colleges exceeded the recommended percentage by 1 to 5 per cent. Seventeen private colleges and 7 state colleges were under the recommended percentage by 1 to 30 per cent.

9. Ten, or 45.45 per cent, of the private colleges and 5, or 45.55 per cent, of the state colleges did not comply with the Association's endorsement that colleges offer differentiated teaching fields in business education. Seven, or 31.36 per cent, of the private colleges offered secretarial science; 6, or 27.27 per cent, of the private colleges offered teaching fields in general or basic business and combination of skills and basic business. Five, or

45.55 per cent, of the state colleges offered secretarial science and general or basic business. Three, or 27.27 per cent, of the state colleges offered a teaching field in combination of skills and basic business.

10. Private colleges permitted the least number of semester hours of electives as evidenced by the fact that 56 per cent of the colleges permitted only 0 to 3 per cent of the total curriculum to be in electives. One private college permitted the greatest number of semester hours of electives--27 per cent of the total curriculum.

11. The majority of the state colleges permitted from 4 to 11 per cent of the total curriculum to be in electives; 46 per cent of the state colleges permitted from 4 to 7 per cent of the total curriculum to be in electives, while 27 per cent of the state colleges permitted 8 to 11 per cent of the total curriculum to be in electives. Four per cent of the total curriculum was the average permitted in electives by privately supported colleges; 8 per cent was the average for state supported schools.

12. The average number of semester hours for the baccalaureate degree required by private colleges was 126.7; for state colleges, 126.2.

13. Only 2 private colleges required business experience at the pre-service level. No state college required business experience at the pre-service level.

14. Three, or 28.18 per cent, of the private colleges provided business education clubs, while 7, or 87.5 per cent, of the state colleges provided co-curricular activities for prospective business teachers.

15. Five of the 10 private colleges reporting and 4 of the 8 state colleges reporting did not have any systematic plan for selection of non-college laboratory schools for student teaching.

16. Six of the 10 private colleges reporting and 4 of the 7 state colleges reporting had no organized plan for selecting supervising teachers of student teaching; or, less than one half of the state and private colleges reporting satisfied the recommended criterion.

17. The conference was the most popular method used for orienting co-operating teachers. Only 4 of the 10 private colleges reporting and only 2 of the 7 state colleges reporting made available to co-operating teachers printed instructions and policies. In this respect the majority of the colleges in both classifications did not satisfy the recommendation of the National Association of Business Teacher-Training Institutions.

18. All of the state colleges reporting satisfied the recommendation of the Association that conferences be held with supervising teachers before student teachers were assigned in order to acquaint them properly with the needs

of the student teachers. Three of the 10 private colleges reporting did not satisfy this recommendation.

19. Three of the 8 private colleges reporting preferred that supervising teachers hold 1 or 2 conferences a week with student teachers, while 4 of the 7 state colleges reporting preferred that supervising teachers hold conferences irregularly, or as needed.

20. Six of the 10 private colleges reporting and 3 of the 8 state colleges reporting placed the responsibility for induction and supervision of the student teacher in either the business education department or a combination of the business education and education departments. Subject matter specialists in private colleges took a greater part in the induction and supervision of student teachers than did subject matter specialists in state colleges.

21. One of the 10 private colleges reporting and 4 of the state colleges reporting employed the block period plan of scheduling student teaching. Seven of the private colleges used the half-day plan of scheduling student teaching. State colleges were more nearly approaching the recommendation of the Association in this respect than were private colleges.

22. Nine of the 10 private colleges reporting kept cumulative records of prospective student teachers, while only 5 of the 8 state colleges reporting kept such records.

In this respect, private colleges more nearly satisfied the recommendation of the Association than did the state colleges.

23. Teacher rating of personality, student rating in practice teaching classes, self-rating of personality, and definite provision in secretarial training courses were the methods most used by private and state colleges in providing for personality and character development of prospective business teachers.

24. The head of the business education department and individual teachers under whom the prospective business teachers had taken most of their work were the main sources of evaluation of students in both private and state colleges.

25. Twenty-five, or 96.16 per cent, of the private college business teachers and 24, or 96 per cent, of the state college business teachers held the master's or doctor's degree. This training satisfied the recommendation of the Southern Association of Colleges and Secondary Schools that business teachers in colleges have at least the equivalent of a master's degree. Since the master's degree is a requirement, it was expected that this finding would be made.

26. More teachers in state colleges were found to be teaching in their major fields of undergraduate study than were business teachers in private colleges. Ninety-two per cent of the business teachers in state colleges were teaching in their major fields, while only 65.4 per cent of the business teachers in private colleges were teaching in their major fields.

27. Seventy-three and one-tenth per cent of the business teachers in private colleges were teaching in their major and minor fields of undergraduate study as compared with 96 per cent of the business teachers in state colleges, a difference of 22.9 per cent.

28. The majority of business teachers in both private and state colleges satisfied the recommended criterion of the National Association of Business Teacher-Training Institutions that business teachers at the college level increasingly devote their graduate training in areas of specialization within the field of business education. Sixty-four per cent of the business teachers in private colleges had majors in business education at the graduate level; 42 per cent of the teachers had minors in business education at the graduate level. Seventy-five per cent of the business teachers in state colleges had majors in business education at the graduate level, and 56 per cent of the teachers had minors in business education at the graduate level.

29. The average number of years of teaching experience for business teachers in private colleges was 16.02 years; the average for state college business teachers was 18 years.

30. Twenty-one, or 80 per cent, of the private college business teachers and 19, or 76 per cent, of the state college business teachers had had teaching experience at the elementary and high school levels. The majority of

business teachers in both groups of colleges satisfied the recommendation that colleges business teachers have teaching experience at lower levels.

31. The average number of years of teaching experience at the college level for business teachers in private colleges was 9.44 years; for business teachers in state colleges the average number of years of teaching experience at the college level was 11.16 years.

32. The average number of years of business experience for 24 business teachers in private colleges was 5.69 years each; the average for 23 business teachers in state colleges was 4.3 years each. Twenty-four business teachers in private colleges, or 83.3 per cent, and 15, or 65.2 per cent, of the business teachers in state colleges had had diversified business experience. Eighty-three and three-tenths per cent of the private college business teachers and 65.2 per cent of the state college business teachers satisfied the recommendation of the Association. Twenty-three, or 95.83 per cent, of the business teachers in private colleges and 20, or 83.34 per cent, of the business teachers in state colleges had had business experience related to subjects they were teaching.

33. The average number of professional organizations in which 26 private college business teachers had membership was 2.8. Seventy-nine and one-tenth per cent of the teachers held memberships in business education organizations.

The average number of professional organizations in which 25 state college business teachers held memberships was 2.6. Forty-one, or 66.12 per cent, of the memberships held by state college business education teachers were in business education associations. More state college business teachers than private college business teachers held memberships in state and national teachers education associations.

34. Offices held by private college business teachers in professional organizations were in associations in Texas. Four of 11 professional offices held by state college business teachers were in national business education associations.

35. Eighteen, or 72 per cent, of the 25 state college business teachers and 15, or 57.69 per cent, of the private college business teachers had attended meetings of the Texas State Teachers Association district meetings during the past three years. Sixteen, or 64 per cent, of the state college business teachers and 7, or 26.92 per cent, of the private college business teachers had attended meetings of the Texas State Teachers Association Conventions during the past three years.

36. Twenty-six private college business teachers read regularly an average of 5.03 periodicals each. Twenty-five state college business teachers read an average of 5.4 periodicals each. The three periodicals most often read by private college business teachers were The Business Education World, The Business Teacher, and the UBEA Forum.

The three periodicals most often read by state college business teachers were The Business Teacher, The Business Education World, and Today's Secretary. It is possible that The Balance Sheet might have been one of the periodical magazines checked as regularly read had it not been inadvertently omitted from the questionnaire.

37. The average number of memberships in community, civic, and business groups for private and state college business teachers was 1.6. Of 26 private college business teachers, 16, or 61.5 per cent, did not participate in any community, civic, or business group. Of 25 state college business teachers, 15, or 60 per cent, did not participate in a community, civic, or business group.

38. Many varied professional activities were reported by 27 private and state college business teachers. Six had made written contributions to the business education field in the nature of textbooks and magazine articles. Twenty-six business teachers reported memberships in professional and honorary fraternal organizations.

Conclusions

The following conclusions drawn from the findings of this study are presented with an understanding of the shortcomings of the questionnaire and college catalog types of data. The code symbol F. followed by a numeral refers to the finding and number of the finding.

1. The state college is the main source of supply of business teachers. F. 2.

2. The majority of the private and state colleges offering programs in business teacher education in Texas have not satisfied the curriculum recommendations of the National Association of Business Teacher-Training Institutions. F. 5, 6, 7, 8, 9.

3. Business experience is a neglected phase of business teacher education. F. 13.

4. The majority of the colleges are not training business teachers who meet the needs of the small high school. F. 9.

5. Student teaching is a phase of business teacher education in which much improvement and study is needed. It appears to be the weakest factor in business teacher education in Texas. F. 15, 16, 17, 21.

6. Subject matter specialists in business education are playing a minor role in the induction and supervision of student teachers. F. 20.

7. The college business education faculty is the factor which most nearly satisfied the recommended criteria in business teacher education in Texas. F. 25, 26, 27, 28, 29, 30, 31, 32.

8. Although college business education faculty members indicate a lack of interest in professional organizations

and meetings, their interest in professional literature is high. F. 33, 34, 35, 36.

9. The majority of college business education faculty members are not active in community, civic, and business groups. F. 37.

Recommendations

1. Business teacher training institutions should re-evaluate their business teacher curriculums, considering balance among the areas of: (1) general education; (2) general professional education; (3) special professional education, and (4) business and related subject matter.

2. The student teaching phase of business teacher education should be evaluated through the use of established criteria for the professional advancement of teachers.

Recommendations for Further Study

1. An intensive study should be made of the student teaching phase of business teacher education in Texas. It is recommended that personal interviews be made with all business teacher education department heads and education department heads at all institutions offering business teacher education in Texas.

2. A study should be made comparing business teacher training in Texas with another group of colleges, such as the business teacher-training institutions in the Mountain-Plains area.

APPENDIX A

Letter Which Accompanied Questionnaire to Business Teachers

April 13, 1956

To determine the nature of the business teacher-training programs in Texas, a study is being made entitled "A Comparison of Selected Factors in Undergraduate Programs in Business Teacher Education in Texas with Criteria Recommended for Business Teacher Education."

I'm sure you will agree that teachers who train students in skills and methods courses play an important part in the training of prospective teachers. In order to gather certain data for this study, a check list has been compiled requesting information concerning educational preparation, experience, and professional activities of teachers in business education.

Dr. Ruth I. Anderson of North Texas State College, Denton, Texas, is supervising this study undertaken for the M. B. E. degree.

Names of individuals participating will not appear in the results; therefore, your name need not appear anywhere on the returned check list.

Your assistance and cooperation in completing this form will be greatly appreciated. An addressed envelope is enclosed for your convenience.

Very truly yours,

(Mrs.) Evelyn Otey
Fellow Teacher
North Texas State College

Enclosures 2

APPENDIX B

A COMPARISON OF SELECTED FACTORS IN UNDERGRADUATE PROGRAMS
IN BUSINESS TEACHER EDUCATION IN TEXAS WITH CRITERIA
RECOMMENDED FOR BUSINESS TEACHER EDUCATION, 1956

Name of college _____ Location _____

Position of person supplying data _____

A. EDUCATIONAL AND PROFESSIONAL EXPERIENCE:

1. Please indicate the degrees you have earned.

Bachelors _____ Masters _____ Doctors _____

2. Major fields in undergraduate study: _____

3. Minor fields in undergraduate study: _____

4. Major fields in graduate study: _____

5. Minor fields in graduate study: _____

6. Please list subjects you are now teaching.

7. Teaching experience:

Total number of years of teaching experience _____

<u>Type of Experience</u>	<u>Years Experience</u>
College teaching	_____
High school teaching	_____
Elementary school teaching	_____
Private business school	_____

8. Business experience:

<u>Type of Experience</u>	<u>Length of Years</u>	<u>Employment Months</u>
Secretarial	_____	_____
Stenographic	_____	_____
Clerical	_____	_____
Bookkeeping	_____	_____
Selling	_____	_____
Others (please specify)	_____	_____
_____	_____	_____
_____	_____	_____

B. PROFESSIONAL ACTIVITIES:

1. Membership in local, state, regional, or national business education groups. Please check.

_____	UBEA	_____	TBEA	Additional (please list)
_____	NBTA	_____	NEA	_____
_____	TSTA	_____		_____

Please indicate any offices you now hold in the foregoing organizations.

2. Please indicate in the space provided the number of times you have attended the following meetings in the past three years.

TSTA (TBEA) State Convention	_____
TSTA (TBEA) District Meetings	_____
Mountain-Plains UBEA Convention	_____
NEA Convention	_____
Others _____	_____

3. What publications do you read regularly that relate particularly to business education or to business? Please check.

- | | |
|--|---|
| <input type="checkbox"/> American Business Education | <input type="checkbox"/> UBEA Forum |
| <input type="checkbox"/> Business Education World | <input type="checkbox"/> The Business Teacher |
| <input type="checkbox"/> Journal of Business Education | <input type="checkbox"/> Today's Secretary |
| <input type="checkbox"/> National Business Education Quarterly | <input type="checkbox"/> Business Week |
| | <input type="checkbox"/> Nation's Business |

Additional (please list):

_____	_____
_____	_____

4. Membership in community, civic, and business groups:

- | | |
|---|--|
| <input type="checkbox"/> Chamber of Commerce | <input type="checkbox"/> Other service clubs |
| <input type="checkbox"/> Junior Chamber of Commerce | <input type="checkbox"/> NOMA |

5. Other professional activities in which you are engaged. Please list.

_____	_____
_____	_____

APPENDIX C

Follow-up Letter Sent to Business Teachers

May 7, 1956

Recently I sent you a check list which provides for data for a thesis I am writing in partial fulfillment of the requirements for the Master of Business Education degree. I am wondering if in the rush of ending a year's school work that the check list might have been overlooked.

In case your reply is not in the mail, won't you please help me by completing and returning the enclosed check list. I do need your reply in order to make a complete and valid study of my problem.

Your cooperation in this matter will be greatly appreciated.

Very truly yours,

(Mrs.) Evelyn Otey
Fellow Teacher
North Texas State College

Enclosure

APPENDIX D

Letter to Heads of Business Education Departments

April 13, 1956

I'm sure that you will agree that the training of business teachers is very important. To determine the nature of the business teacher-training programs in Texas, a study is being made entitled "A Comparison of Selected Factors in Undergraduate Programs in Business Teacher Education in Texas with Criteria Recommended for Business Teacher Education."

In order to gather certain data for this study, two check lists have been compiled; one requests information about the program at your college, and one furnishes data concerning your personal educational preparation, experience, and professional activities.

Dr. Ruth I. Anderson of North Texas State College, Denton, Texas, is supervising this study undertaken for the M. B. E. degree.

Names of individuals participating will not appear in the results; therefore, your name need not appear anywhere on the returned check lists.

Your assistance and cooperation in completing these forms will be greatly appreciated. An addressed envelope is enclosed for your convenience. Should you desire a copy of the results of this study, I shall be glad to send it to you upon your request.

Yours very truly,

(Mrs.) Evelyn Otey
Fellow Teacher
North Texas State College

Enclosures 3

APPENDIX E

A COMPARISON OF SELECTED FACTORS IN UNDERGRADUATE PROGRAMS
IN BUSINESS TEACHER EDUCATION IN TEXAS WITH CRITERIA
RECOMMENDED FOR BUSINESS TEACHER EDUCATION, 1956

Name of college _____ Location _____

Position of person supplying data _____

A. GENERAL INFORMATION:

1. Is the degree program for preparation of business
teacher trainees set up in

a. a business education department? _____

b. the business department (all areas of
business training in one department)? _____

c. the education department? _____

d. a dual relationship with the schools of
business and education? _____

e. other arrangement? _____

2. How many business education graduates did you have in
1954-55? (Fall, spring, and summer terms) _____

3. What special business education clubs do you have on
your campus? Please check.

Pi Omega Pi _____

Future Business Leaders of America _____

Business Club _____

Others (please specify) _____

B. CHARACTERISTICS OF YOUR BUSINESS TEACHER EDUCATION
CURRICULUM:

1. Has your business teacher education curriculum been
revised recently? If so, when? _____

Reason for revision:

- a. Follow-up studies _____ d. AACTE evaluation _____
 b. Social and economic changes _____ e. Self-evaluation _____
 c. Job analyses _____
 f. Others (please specify) _____
-

2. Please indicate the number of semester hours devoted to each of the following portions of the business teacher education curriculum:

Semester Hours

- a. General education (arts and sciences) _____
 b. Business administration, excluding office training _____
 c. Office training _____
 d. Professional education _____
 e. Electives _____

3. Do you have degree programs for differentiated fields in business teaching? If so, please check the programs offered.

- a. General or basic business _____ c. Secretarial Science _____
 b. Combination of skills and basic business _____ d. Others (please specify) _____
-

4. Business experience:

- a. Is business experience required? Yes _____ No _____
 b. Are credits given for business experience? Yes _____
 No _____
 c. What is the minimum length of time required for such experience? _____

d. Do you specify kind of experience (stenographic, bookkeeping, etc.) in field of teacher's specialization? Yes _____ No _____

5. What provision is made for personality and character development? Please check.

a. Self-rating of personality _____

b. Teacher-rating of personality _____

c. Definite provision in secretarial training courses _____

d. Student rating in practice teaching classes _____

e. Other methods _____

C. PROFESSIONAL LABORATORY EXPERIENCES:

1. Indicate the placement of professional laboratory experiences in the business teacher education curriculum by checking under year in which the given experience usually occurs.

	<u>Fresh.</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Group observation of schoolroom activities in business education	_____	_____	_____	_____
Individual observation of schoolroom activities in business education	_____	_____	_____	_____
Participation in schoolroom instructional activities in business education (in methods courses)	_____	_____	_____	_____
Participation in club activities in business education	_____	_____	_____	_____
Student teaching	_____	_____	_____	_____
Participation in community activities	_____	_____	_____	_____

2. Student Teaching:

- a. Please indicate the plan used in providing student teaching experience and the amount of credit received for student teaching.

	<u>Semester Hours</u>
(1) Block period plan	_____
(2) Half-day plan	_____
(3) One period a day plan	_____
(4) Others (please specify) _____	

- b. Do you have a plan whereby schools are selected as centers for student-teaching experiences in business subjects? Yes _____ No _____ If answer is yes, please describe plan.

- c. Do you have a plan whereby supervising teachers in business education are selected? Yes _____ No _____
If answer is yes, please describe plan.

- d. Please indicate method of orienting supervising teachers.

_____ Handbook Other methods (please specify)
_____ Conferences _____

- e. Please indicate method of providing supervising teachers with information concerning prospective student teachers.

_____ Student-teacher application form
_____ Conference with college co-ordinator
_____ Others (please specify) _____

- f. Are conferences encouraged between the student teacher and the supervising teacher? Yes _____ No _____
If answer is yes, how often are conferences held?
Please check.

- One conference a week
 Two conferences a week
 Conferences held irregularly
 Others (please specify) _____

g. By whom is the student teacher supervised?

- (1) Staff members of the business education department _____
 (2) Staff members of the education department _____
 (3) Combination of (1) and (2) _____

3. Final evaluation:

a. Are cumulative records kept on prospective business teachers: Yes _____ No _____

b. What persons customarily make a final evaluation of prospective teachers?

- Head of business education department
 Individual teacher under whom the prospective teacher has taken most of his work in business education
 Others (please specify) _____

D. COMMENTS: Please use other side of this sheet.

APPENDIX F

Follow-up Letter Sent to Business Education Department Heads

May 7, 1956

Recently I sent you two check lists which provide for data for a thesis I am writing in partial fulfillment of the requirements for the Master of Business Education degree. I am wondering if in the rush of ending a year's school work that the check lists might have been overlooked.

In case your reply is not in the mail, won't you please help me by completing and returning the enclosed check lists. I do need your reply in order to make a complete and valid study of my problem.

Your cooperation in this matter will be greatly appreciated.

Very truly yours,

(Mrs.) Evelyn Otey
Fellow Teacher
North Texas State College

Enclosures 2

APPENDIX G

Key to Private College Names as Given in
Tables

- | | |
|--|---|
| 1. Abilene Christian College
Abilene, Texas | 16. St. Mary's University
San Antonio, Texas |
| 2. Hardin-Simmons University
Abilene, Texas | 17. Our Lady of the Lake
College
San Antonio, Texas |
| 3. McMurry College
Abilene, Texas | 18. Incarnate Word College
San Antonio, Texas |
| 4. Mary Hardin-Baylor College
Belton, Texas | 19. Trinity University
San Antonio, Texas |
| 5. Howard Payne College
Brownwood, Texas | 20. Texas Lutheran College
Seguin, Texas |
| 6. University of Corpus Christi
Corpus Christi, Texas | 21. Austin College
Sherman, Texas |
| 7. Southern Methodist University
Dallas, Texas | 22. Baylor University
Waco, Texas |
| 8. Pan American College
Edinburg, Texas | |
| 9. Texas Christian University
Fort Worth, Texas | |
| 10. Texas Wesleyan College
Fort Worth, Texas | |
| 11. Southwestern University
Georgetown, Texas | |
| 12. Sacred Heart Dominican College
Houston, Texas | |
| 13. University of Houston
Houston, Texas | |
| 14. East Texas Baptist College
Marshall, Texas | |
| 15. Wayland College
Plainview, Texas | |

APPENDIX H

Key to State College Names as Given in
Tables

1. Sul Ross State College
Alpine, Texas
2. University of Texas
Austin, Texas
3. West Texas State College
Commerce, Texas
4. East Texas State Teachers College
Commerce, Texas
5. Texas State College for Women
Denton, Texas
6. Sam Houston State Teachers College
Huntsville, Texas
7. Texas College of Arts & Industries
Kingsville, Texas
8. Texas Technological College
Lubbock, Texas
9. Stephen F. Austin State College
Nacogdoches, Texas
10. Southwest Texas State Teachers College
San Marcos, Texas
11. North Texas State College
Denton, Texas

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