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SYNTHESIS OF FUNDAMENTAL IDEAS RELATIVE TO
COLLEGIATE EDUCATION FOR BUSINESS

A DISSERTATION
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BY
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SYNTHESIS OF FUNDAMENTAL IDEAS RELATIVE TO
COLLEGIATE EDUCATION FOR BUSINESS

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FOREWORD

In completing this research investigation the writer followed a different procedure from that normally used in a doctoral study in that Chapters II and III are the result of a joint effort with a colleague, Mr. Howard D. Clark. After consultation with the doctoral study committee, a decision was reached that the Ford Foundation study, Higher Education for Business, published in 1959 by McGraw-Hill Book Company, Incorporated, and the Carnegie Foundation study, The Education of American Businessmen, published in 1959 by the Columbia University Press were worthy of investigation from two aspects: (1) from responses of business educators to the major ideas in the two studies, and (2) from an analysis of vital data taken from college student transcripts as related to certain of the major ideas in the two studies.

The basic procedure involving a thorough analysis of the two research reports was completed by Clark and this writer. The result represents an interwoven synthesis of significant ideas and authoritative viewpoints relative to undergraduate collegiate education for business. The lengthy material jointly prepared constitutes the content of Chapter III of this report.

The evaluation of major ideas drawn from the two studies from the viewpoint of the student is in process by Clark. He is evaluating the major ideas concerning undergraduate collegiate education via analysis of transcripts and student personnel records.

The problem of this study was to relate authoritative expressions of viewpoints regarding education for business to the considered judgments of college teachers actively engaged in education for business. Additional synthesizing of the fundamental ideas relative to collegiate education for business is the basic problem of the study by Clark.

Gene A. Loftis

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SYNTHESIS OF FUNDAMENTAL IDEAS RELATIVE TO
COLLEGIATE EDUCATION FOR BUSINESS

CHAPTER I

INTRODUCTION

Of constant concern to educators is the necessity of reducing the lag between theory and practice. Attention must be focused on maintaining practices in education that are in accord with appropriate educational theory. Educators should utilize currently appropriate objectives and at all times endeavor to use the very best means of education to achieve their goals. It would appear that with the growth in the body of knowledge today there is even greater need for concern about the lag between educational theory and educational practice than there has been in the past.

The choice of proper objectives of education is most difficult; but, even though the task may seem impossible, man in some way must make plans and set goals to be achieved at a future date. A result must be sought in making plans for education just as the end result must be envisioned in any productive effort. Education has its critics as do Broadway plays, operas, and other artistic productions brought about

by human effort. The critics of educational quality, however, may not be so well identified as the critics of art since there are multiple philosophies of what constitutes good education and who is to be exposed to certain educational processes. This diversity of opinion and idea is emphasized by Ulich:

. . . the study of education itself has become so wide in its ramifications and applications that only those who understand little or nothing about it can dare make sweeping judgments about its role and obligations in our modern society.¹

Ulich indicated further that, unfortunately, there are many who even though uninformed are ready to make sweeping statements.

The segments of American education are, for the most part, decentralized, thus making formal critical analysis less authoritative. There is, however, an unwritten idea as to what represents a good educational program, even though the impression may not be concise in any sense of the word. The common impression in America is that education is primarily for the benefit of the individual and that society as a whole derives an indirect benefit. Formal education, in general, in the United States is for a purpose other than the love of knowledge. This is in contrast to the classical tradition as advocated by Aristotle that a liberal education is

¹Robert Ulich, "Higher Education and the Future of Mankind," Sixteenth Annual National Conference on Higher Education (Washington, D. C.: National Education Association of the United States, 1961), pp. 39-40.

associated with leisure and the faculty of knowing for its own sake, excluding any education designed to prepare one for a special calling, especially if money making or if manual manipulation and dexterity are involved. In commenting relative to the classical approach to education, Brubacher states that:

If Aristotle was right--and St. Thomas Aquinas tended to agree with him--then the pursuit of intellectual excellence and its by-product knowledge for its own sake can lay just claim to being the ultimate aim of education.¹

Strong advocates of the classical approach to education in the United States are Adler and Hutchins who believe in a hierarchy of works, each work possessing an inherently objective character of its own.

The traditional or classical mode of education has not been adaptable to the society of the United States. Society in the United States does not consist of a "free" and a "servile" class. Each person is awarded the rights of citizenship; yet, the professional and occupational skills performed by the people of the United States are similar to those of caste societies. Today, it appears entirely justifiable to provide vocational instruction for those occupations in society which were formerly either free or servile. This does not in any way, however, make the instruction in the liberal arts less desirable. It does lead one to

¹John S. Brubacher, Modern Philosophies of Education (New York: McGraw-Hill Book Company, Inc., 1950), p. 108.

recognize the absolute necessity of a type of professional or vocational instruction at a high level. As Dewey's statement reveals, in some instances those who most severely criticize vocational education are themselves vocationally educated.

. . . many a teacher and author writes and argues in behalf of cultural and humane education against the encroachments of a specialized practical education, without recognizing that his own education, which he calls liberal, has been mainly training for his own particular calling.¹

Dewey, in this instance, refers to a vocation as a form of continuous activity. As an activity, it renders service to others and engages personal powers in behalf of the accomplishment of results. Neither narrow technical trade education for specialized callings nor a cultural education for those economically able to enjoy it is advocated.

Occupational education in the United States today must be more than a replacement for the apprenticeship system. The education for today must meet the needs of a participating and productive citizenry. The student must be instructed in the operation of government, including the relationship of the citizen to the democratic state. He must be encouraged to become a productive member of society with responsibility for his own economic actions.

It is distinctly proved that these two forces, education and public opinion, when they are both of them brought fairly into play and made to act in

¹John Dewey, Democracy and Education (New York: The Macmillan Company, 1916), p. 365.

harmony with one another, are capable of producing high moral excellence.¹

Recent studies financed by the Ford Foundation and the Carnegie Foundation contain severe criticisms leveled at college and university business programs. Is such criticism justified? Are the business education programs of our colleges and universities meeting the objectives that they should fulfill? A general answer to these questions can hardly be valid in view of the fact that university business schools and college departments may be different. The schools of business in universities specify different qualifications for their faculties. They differ in the aims and aspirations of their student bodies and the curriculum requirements for degrees. Research is encouraged and supported as a vital part of the function of the school at some universities. Other universities make only a meager effort toward promoting research and provide neither the funds nor the faculty for an effective program. A number of schools are quite lax in their matriculation requirements, while others are much more selective and accept only students of proven ability.

Greater contrasts may be apparent when one compares the practices of universities with those of community and liberal arts colleges. The students in colleges will possibly have a different cultural and intellectual background from

¹John Stuart Mill, Autobiography (London: Oxford University Press, 1924), p. 293.

those attending universities. The preparation of the faculty is likely to be oriented more toward teaching than toward research. Occupational preparation is often the strongest incentive for college attendance. The typical student in a small college may be employed in business and desires additional instruction which may aid him in his advance to a more responsible position. The difference between departments within a college may be as great as the differences between colleges and universities. Padgett advocates that "There is a legitimate place for a variety of levels and approaches to education among the schools of business."¹

Institutions which adhere to a policy of flexibility may organize the instructional program around the needs of the students. The students' requests for occupational preparation are honored. To meet the immediate needs of students, the school may aid in obtaining part-time employment. The question is whether the student knows what he needs. There are differences of opinion among educators as to how much freedom a student should have to choose his course of study. There is also the question of whether current instruction should be directed at known current needs or possible future needs.

¹Richard M. Paget, "Education for Business Management," Views on Business Education, Published for the American Association of Collegiate Schools of Business by the School of Business Administration, University of North Carolina (Durham, North Carolina: Christian Printing Company, 1960), p. 29.

Considerable time, money, and energy were expended in the preparation of the Ford Foundation Report and the Carnegie Foundation Report; consequently, the findings, conclusions, and recommendations deserve careful analysis. The criticisms are, perhaps, unduly severe in some cases; but in other instances they may point the way to real improvement. Differences in programs of instruction make it imperative that each institution be studied separately.

Statement of the Problem

The problem of this study was to synthesize authoritative expressions of viewpoints regarding education for business and to analyze those expressions in relation to the considered judgments of college teachers actively engaged in education for business.

The assumption on which this problem was based was that a carefully organized research study in which authoritative ideas and considered judgments were isolated, defined, and correlated would result in the development of significant ideas that could be used to advantage in the improvement of education for business at the collegiate level.

Delimitation

This study was accomplished with the aid of faculty members at Central State College of Edmond, Oklahoma, thus the implications may have specific application only in education for business at that institution. The considered

judgments established in this study reflect the thinking of a departmentalized state college faculty. Because of similarities in existing circumstances, the findings should be of value to many other college faculties engaged in curriculum evaluation.

Sources of Data

The information for this study was obtained from a variety of sources. The principal references included are the Carnegie Foundation Report entitled The Education of American Businessmen, a study of university-college programs in business administration by Frank C. Pierson and Others; the Ford Foundation Report entitled Higher Education for Business, by Robert Aaron Gordon and James Edwin Howell; the Collegiate News and Views, a magazine dealing with problems and issues of business education at the college level and published by the South-Western Publishing Company, and other nationally recognized research reports, books, and periodicals (see bibliography). Another important source of information was the Business Department Faculty of Central State College. Extensive faculty interviews and group conferences provided information and data concerning individual and composite views of education for business.

Procedure

The first step in making this study was the selection of an appropriate method of research. An extensive analysis

of techniques of research was made and the opinionnaire and follow-up conference techniques were tentatively chosen for gathering the basic research data. Before a final decision could be made, however, it was necessary to solicit the cooperation of respondents. The faculty of the Department of Business at Central State College were tentatively chosen as the respondents. Since the research plan required considerable time and cooperation from each respondent, a personal interview was held with each faculty member during which the study was explained in detail. Each faculty member agreed to give of his time and energy to make the study a success. A definite decision was then made to use the opinionnaire and follow-up conference techniques for collecting basic data and the faculty members of Central State College as respondents.

The second step was to make a survey of related literature. A list was prepared of the articles written since 1957 about the study financed by the Ford Foundation and the study financed by the Carnegie Foundation. The articles examined were written by leading educators, prominent businessmen, and other scholars interested or concerned about business education at the collegiate level. The information regarding the two studies was found, for the most part, in professional business education publications and business-related periodicals. Copious notes were made on each article and the basic ideas were written in summary form. The opinions expressed in these articles ranged from near complete

agreement to near complete disagreement. The more controversial elements of both studies were emphasized in these articles.

The third step was to make a careful examination of Education of American Businessmen, a Carnegie Foundation Report, and Higher Education for Business, a Ford Foundation Report and to prepare detailed notes on each book. The information collected from both studies was then combined and arranged into major categories of ideas pertinent to higher education for business. A synthesis of the significant ideas presented in the report sponsored by the Ford Foundation and the report sponsored by the Carnegie Foundation relative to undergraduate business education was included in each of the major categories.

The fourth step was to prepare an opinionnaire from the information developed in step three. Ideas developed in step three were arranged into nine major sections. Guidelines from step three were included in each section and organized in a manner that would invoke a reaction from the business teachers. A business professor, an education professor, and an English professor were asked to read a preliminary draft of the opinionnaire. The final draft of the opinionnaire was then prepared incorporating the suggestions offered by the professors.

The fifth step was to administer the opinionnaire. To insure that all respondents understood the instructions

for completing the opinionnaire, a group meeting was called to prescribe the manner for marking the opinionnaires. The teachers were assured that individual responses would be kept confidential. Each respondent was urged to add explanatory remarks for clarification.

Following the group meeting, each teacher was given a copy of the opinionnaire and requested to return it to the researcher within 16 days. When the completed opinionnaires were returned, the reactions to the items were tabulated and summarized. Each completed opinionnaire was studied carefully and questions were formulated to be asked during a follow-up conference.

In order to check the reliability and validity of the information obtained from the opinionnaire, a private conference was held with each respondent. The respondent was asked questions regarding his reactions to the items on the opinionnaire. He was questioned in a manner that would assure the researcher that the respondent understood the items to which he had reacted. Each respondent was given an opportunity, also, to make additional comments and ask further questions regarding the opinionnaire.

Copious notes were taken on the reactions to the questions asked during the conferences. Immediately following the conferences, the reactions and statements made by the respondents were recorded.

The sixth step was to analyze and summarize the reactions of the business teachers to basic ideas in business education. Major and minor elements provided by the Ford and Carnegie studies were compared with points of view held by the business faculty of Central State College.

CHAPTER II

BASES FOR CONTROVERSY IN BUSINESS EDUCATION

Since 1957 a great deal has been said and written about the curriculum of the undergraduate business school. The comments have been from people schooled in a variety of disciplines. Most of the statements have not been verified by acceptable research techniques. The statements represented opinions voiced by people who had spoken from their experiences. The greater part of the writing has not been of a style that could be designated as research. Much of the writing has been done by people in specialized subject-matter areas of business; consequently, considerable thinking has been directed toward curriculum improvement in the more highly specialized segments of business education.

This study deals primarily with two major works: The Education of American Businessmen, a Carnegie Foundation Report, and Higher Education for Business, a Ford Foundation Report. Although very controversial in the degree of acceptance by business educators, these works have become criteria for measuring business programs. The discussion of related literature will, therefore, center around these two reports. There are no comprehensive studies available that deal with

the reception these studies have had with state college faculties, but most of the writing reflects the reception of leaders in the field of business education and leaders in the field of business. Perhaps the most detailed analysis has been made by Clark and Oplente¹ of St. John's University and published as a monograph in 1963. The study reflects the changes which have taken place in the business education curriculums of colleges and universities since the foundation reports were published. The study consisted of a questionnaire being sent to 270 business college deans, of whom 152 responded. As indicated by the survey, 70 per cent of the college deans responding stated that a curriculum revision had been inaugurated subsequent to 1959. Only 50 per cent, however, believed that the changes constituted a major overhaul. To give an adequate consideration of the related literature, one must analyze the articles written in favor of and in opposition to the curriculum revision recommended by the foundation reports.

Critics Favorable to Changes Recommended by
the Ford and Carnegie Studies

The proponents for immediate revision and complete reorganization appear to come, for the most part, from those critics outside the area of business education. This includes

¹ John J. Clark and Blaise J. Oplent, The Impact of the Foundation Reports on Business Education (Jamaica, New York: St. John's University Press), 1963.

those scholars within the colleges and universities who are students in the traditional liberal arts fields. A number of practicing businessmen are also vocal in their approbation of the plan. The clamor for a change began back in the early 1950's when executive training or retraining courses became the vogue. Some of the larger corporations were spending great sums of money to send their executives to colleges and universities for the purpose of taking short courses in English and other subjects of an aesthetic nature. An article appearing in Business Week entitled "Are B-Schools on Right Track?"¹ sets forth the argument that the very existence of management programs indicates that something is wrong with pre-career training.

Wallis² writes that there is something wrong with the present program of business education in colleges and universities and proceeds to relate what is wrong. He advocates that the objectives of the business education program should be to equip the student with knowledge and skills which businessmen will be using in the distant future. As a logical basis for this thesis, he exclaims that in 1914 automobiles were rare, airplanes were virtually unknown, labor unions were negligible, and the government debt was of little

¹"Are B-Schools on Right Track?" Business Week (April, 1957), p. 50.

²W. Allen Wallis, "Seasoning B-Schools With a Dash of Liberal Arts," Business Week (July, 1959), p. 113.

importance. It is his contention that a comparable change can be expected in the next fifty years.

Comments that may add strength to what Wallis contends were made by Winn in the same article appearing in Business Week.¹ In this article, Winn explains that we live in a business society but that we have been emphasizing business at the expense of society. The idea is that the businessman must be more socially responsible. In the same article, Raiffa states that there should be schools specializing in the different areas of business. He also emphasizes, however, that the primary objective of each business school should be to develop a person who "thinks like a man of action, and acts like a man of thought."

Robinson compares the professional training of the business administrator with that of the doctor and lawyer. He maintains that the new areas of knowledge in business foster a family of narrowly specialized programs of study. He believes that this specialization has imposed ceilings on the individual's capacity for leadership but that the capacity for leadership can be broadened with a change of instructional emphasis. The emphasis should be on analytical or methodological relevance which would entail the teaching of organization theory rather than office management and the teaching of the psychology and sociology of buyer behavior

¹Ibid., p. 118.

rather than advertising. In Robinson's comments on the foundation reports, he says: "Their important contribution was to challenge the business schools to take a comprehensive look at what they are doing."¹

Benton criticizes the programs in business education by saying that they are often a waste of time. The opportunity for preparing for a successful career is lost by wasting time preparing for the first job. Benton infers that many schools are preparing for the first job when they should equip the student with "navigation instruments" for the process or voyage of self-education. He further states that it is absurd to believe that an eighteen-year-old boy can be prepared in a classroom for the responsibilities of business management.²

Aycock³ spoke out against business programs in higher education which were engaged in the practice of training for a conglomeration of narrow vocational specialties. He believes that this renders a disservice to the business profession and to the nation. He believes that education for business leadership is essentially the same as education for

¹Marshall A. Robinson, "The Academic Content of Business Education," Journal of Higher Education (March, 1962), pp. 131-133.

²William Benton, "The Failure of the Business Schools," Saturday Evening Post (February, 1961), p. 26.

³"A Businessman Looks at Business Education," Views on Business Education (St. Louis: American Association of Collegiate Schools of Business, 1960), p. 58-62.

other professions. He maintains that a program for the training of receptionists has no place in a higher institution of learning.

Foy¹ appears to summarize adequately the consensus of opinion of those writers and speakers favoring the recommendations set forth by the Ford and Carnegie Foundation Reports. He is convinced that there is too much specialization in business training. Too little time is now being given to developing the analytical and communicative ability of the business student. It is his opinion that the undergraduate school should concentrate its efforts toward developing a foundation for the study of business techniques and that specialized techniques be a part of on-the-job training.

Probably all will agree that improvement can be made in the present methods being used in the education of businessmen in the United States. There is wide difference of opinion, however, as to what these improvements should be. Many leaders in the field of business cannot agree that the findings of the Ford Foundation and Carnegie Foundation reports are significant. Other business leaders who regard the studies as being helpful are not ready to place the recommendations of these studies into effect. The opinion ranges from skepticism to complete rejection.

¹Ibid., p. 18.

Critics Unfavorable to Changes Recommended by
the Ford and Carnegie Studies

Brown,¹ in his comments on business education, asks some thought provoking questions: Is it not possible that collegiate business education at the undergraduate level may aim too high as well as too low in its objectives? Is it not possible that the major criticism of business education is brought about by the lack of well defined objectives? He believes that the problems of business education are caused by the business faculties trying to do too many things for too many people. Because the body of tested knowledge in the field of management is "painfully small," Brown cannot subscribe to a purely management approach.

Bowen² recognizes that higher education for business ranges from typewriting to top management. He recognizes that the area is widely diversified and differs from school to school. Bowen also expresses the doubt that a general education and a professional education can be obtained in four years.

Few writers in the field of business concur without reservations with the recommendations of the Ford Foundation and Carnegie Foundation reports. As has been mentioned

¹C. Brown, L. Hazard, "Are We Really Educating Our Business Leaders?" Saturday Review, XLII (November, 1959), pp. 16-19.

²"A Businessman Looks at Business Education," Views on Business Education (St. Louis: American Association of Collegiate Schools of Business, 1960), pp. 39-44.

earlier, with the exception of a few business school deans, apparently the majority of those advocating revolutionary changes in the curriculum patterns are those commonly designated as "behavioral scientists." Vaughan describes the short-course programs which gave rise to the foundation studies as having a curriculum heavy with readings in literature, trips to concerts and museums, and seminars conducted by experts usually from academic institutions. When these young men were college students they regarded this subject matter as "fringe and long-haired stuff, purveyed by men who couldn't earn a living in practical affairs."¹ In commenting further about the proponents of the liberal arts curriculum as preparation for businessmen, Vaughan writes, "So far as I have been able to observe, the men writing about the desirability of the liberal arts are a small group in their middle fifties or above who have achieved enough financial security to be in a mellow mood."² He states that the same businessmen who advocate a liberal arts program of study pay the attractive beginning salaries to specialists in electronics, mathematics, and business.

Guthrie asserts that ". . . some of the most positive and outspoken critics indicate the lack of even a passing

¹J. L. Vaughan, "The Executive and the Liberal Arts: Another Fad or the Real Thing?" Collegiate News and Views, XV, No. 3 (March, 1962), p. 13.

²Ibid.

knowledge of some of the areas criticized."¹ Wingate² explains that the insistence of Gordon and Howell that a broad business base is superior to specialization is simply a matter of opinion rather than a fact. Gallagher³ questions the procedures used in the collection of the data for the foundation reports. He indicates that the reports were comparing institutions to each other and all schools of business to higher education in general. He also contends that the statistical data in both reports are not contemporary. Conclusions are applicable to some institutions but not to others. The data include thousands of students who took a wide variety of business courses in a number of different schools. It is not surprising that the reports describe the business student in "mean" terms. Gallagher also points out that no national body should establish a single curriculum. He believes that there is nothing wrong with making preparation for the first job, since the first job can and is the key to promotion. If the employee goes from failure to failure for the first ten years, he will have little likelihood of winding up

¹Mearl Guthrie, "The Place of Secretarial Administration in the Schools of Business," Collegiate News and Views, XV, No. 3 (March, 1962), p. 10.

²John W. Wingate, "The Question of Business Specialization in Colleges and Universities," Collegiate News and Views, XIII, No. 4 (May, 1960), p. 13.

³Buell G. Gallagher, "One President's Views on Schools of Business," Collegiate News and Views, XVI, No. 3 (March, 1963), p. 3.

in that top managerial position for which he was erroneously trained in the business school. Considerable emphasis should be placed on good instruction. The recommendation by the Carnegie report is that the student be limited to a professional specialization of 15 credits. The Ford report recommends a maximum of between one tenth and one sixth of the undergraduate work be in the area of professional specialization. Gallagher states that both these recommendations are value judgments and tend to underestimate the necessity of success on the first job.

Wingate¹ criticizes the recommendations made by the Ford report and Carnegie report by stating that the proposed curriculum is too theoretical. The program recommended is more for the economist or theoretical student who is likely to be a high-level staff worker. In answer to the proposal that the business school is too specialized, he states that the liberal arts base in the business school is frequently as broad as that in the liberal arts college. The liberal arts college provides specialization in a natural science, social science, a language or literature. The base for these specialties is often no broader than that taken by the business student. Wingate compares business education with medical education by pointing out that the doctor must concentrate on the routine functions of the body so as to be able to diagnose failures. He cannot afford to spend the major portion

¹Wingate, loc. cit., p. 4.

of his training philosophizing about the origin, history, and nature of man. The doctor learns to remove warts, bandage wounds, and perform other routine skills necessary within the field of medicine. The businessman must also know the routine techniques of business. The executive may spend a great deal of his time on the selling floor directing the traffic. A student with a background simply of high-level analytical courses about the principles of business would probably be ill-prepared to illuminate the routine which represents most of the work of the business world. Wingate also mentions that most top administrators started out as specialists.

Czarnecki¹ strongly advocates keeping specialization at the undergraduate level for many of the same reasons as those offered by Wingate. He explains that most male students must serve from six months to four years in the military service. The retirement age in business continues to be lowered while the cost of education continues to rise. The age at which students take on family responsibility is becoming younger. Czarnecki is also concerned about the difficulty of obtaining the necessary faculty to offer an adequate professional program beyond the undergraduate school. It is difficult to obtain qualified faculty under present conditions, and the problem would be compounded by adding an additional one to two years to the educational requirement.

¹Richard E. Czarnecki, "The Four-Year College and Education for Accounting," Collegiate News and Views, XVI, No. 2 (December, 1962), pp. 1-2.

Sylvester¹ questions the desirability of requiring the male student to stay in school an additional one or two years. He cites, in addition to this, the need for specialists and managers below top management that may readily be prepared in the undergraduate school. In answer to the comment that "what we now know will be obsolete," he states that without a knowledge of the past, the present will likely be incomprehensible and the future inscrutable. According to Townsend² the study of business contains no inherent properties which prevent the bachelors of business administration degree from being a truly liberal undergraduate education. A study of business provides the student with special understanding of the nature, role, and operation of one of the most important social products. A study of business may be approached as the ornithologist approaches the bird, the psychologist approaches abnormal personality, the sociologist approaches the family, and the economist approaches the market.

Frederick³ describes the probable disappointment if caution is not exercised in efforts to revise the business

¹Harold F. Sylvester, "The Future Role and Function of the Undergraduate Business School," Collegiate News and Views, XIV, No. 1 (October, 1960), p. 6.

²David Townsend, "The Premises of Higher Education in Business Administration," Collegiate News and Views, XVI, No. 2 (December, 1962), p. 23.

³William C. Frederick, "The Coming Showdown in the Business School," Collegiate News and Views, XIV, No. 2 (December, 1960), p. 4.

curriculum. He states that educational institutions are likely to turn out the graduate who is literally "intoxicated" with humanism and liberalism--glib sophisticate well versed in the classics, able to keep up a superficial conversation on topics ranging from modern art to beatnik poetry--a graduate convinced of the superiority of his "well rounded" education aspiring to advance rapidly to the dizzying heights of board chairman and executive vice president but unable to perform the ordinary functions of business. "The phrase liberal 'business education' will become as distasteful in the public mind as the phrase 'progressive education' has become in recent years." Frederick further indicates that what is really needed in business education is an integrative philosophy and an operational methodology.

CHAPTER III

MAJOR IDEAS ASSOCIATED WITH COLLEGIATE EDUCATION FOR BUSINESS

The two studies completed in 1959 for the Carnegie Foundation and the Ford Foundation, respectively, climaxed extensive re-evaluation of collegiate education for business that began around 1954. The two reports--The Education of American Businessmen, financed by the Carnegie Foundation and directed by Frank Pierson and others, and Higher Education for Business, financed by the Ford Foundation and directed by Robert A. Gordon and James E. Howell--are both monumental and controversial studies. The purpose of this chapter is to synthesize the significant findings and recommendations of the two studies as they relate to undergraduate collegiate business education.

Although the authors of the two reports exchanged information, they emphasized that their conclusions were reached independently. Both reports are considered to be sharp indictments of the general state of business education in the United States. They have provoked much anxious discussion in academic circles on the campuses of universities and colleges. Many people have questioned the validity of the reports,

saying that the studies are biased in their approach to the problems, in their findings, and in their recommendations; yet, even with this feeling existing among business educators, the studies have commanded considerable respect and attention since they are products of extensive investigations and were promoted and financed by two of the chief philanthropic foundations of the nation, the Carnegie Foundation and the Ford Foundation, which have considerable and enviable records for research in education. The ideas relative to undergraduate business education presented in this chapter are those of the authors of the two studies. They were compiled and arranged into a usable form for evaluation purposes by the writer of this dissertation. The ideas and viewpoints do not necessarily reflect this investigator's attitude toward the subject.

Current Issues in Collegiate Education for Business

The Carnegie study indicates that the central problem today confronting business education in institutions of higher education is that academic standards are too low and need to undergo material improvement. There is also a compelling need to provide adequate educational facilities for the great number of students of diverse abilities who are preparing for a variety of business careers. The Carnegie study further indicates that if more business schools began concentrating efforts on students who are capable of serious academic study,

many less gifted students would not be able to compete with other students and complete the specified curriculum. It would be unthinkable in a society like ours to deny educational opportunity to such students. An obvious question, then, is how may their needs best be met?

The debate over how best to educate future businessmen resolves itself into a formidable array of issues. For the major part, the issues have to do with objectives and the best means of implementing them. This has many facets. This problem centers around such questions as "What should be the relative emphasis on general education?" and "What should be the specific training?" for a business career; further, "Should education for business have a general, management-oriented emphasis?" or "Should stress be placed on one or another of the special fields of business?" or "What emphasis, if any, should be placed on preparation for the first job?" Further, "Should all students planning a business career be educated in the same way, regardless of mental ability or aptitude for business, or should business schools limit themselves to educating only the most able?"

Another part of the problem is concerned with defining the relative roles of experience and formal education in developing the knowledge, skills, and aptitudes required for successful business careers. There is also need for clarification of how business educators should combine the teaching

of underlying principles and the development of the kinds of skills which the practitioner needs.

There are other issues. As a part of the university or a college, a business school or department of business can perform some combination of the following functions: educate future practitioners, engage in research, prepare future teachers and research workers, and perform a variety of service activities for the general public. Questions arise as to whether business schools should attempt to perform all four functions, and, if not, which of the four functions.

The Carnegie study indicates that under existing conditions business schools do many things which other institutions are quite capable of doing themselves. Some part of the work now being done at business schools ought to be transferred to other institutions, i. e., junior colleges, trade schools, extension divisions, etc. The investigators found offerings in secretarial science, elementary bookkeeping, and other routine office procedures which, they maintain, have no legitimate place in a four-year program of a college of business.

Both studies were concerned with the changing character of American business. The Ford study reported several important trends that have been "professionalizing" the practice of business. There is indication that further consideration of these developments may suggest some of the kinds of education college students contemplating careers in business

are likely to need. The trends the investigators of the Ford study discovered include:

1. As business firms have grown in size, increasing emphasis is being placed on organizational problems. The process of decision making has been diffused, greatly increasing the need for co-ordination and planning within the enterprise.

2. With the separation of ownership and management in the large firm, business leadership has largely been taken over by salaried executives. A college degree has become important for success in large-scale business.

3. The accelerating tempo of scientific and technological change is having a profound effect upon the practice of management. Businessmen increasingly need some technical background so that they can communicate with scientists and engineers. Related to developments in engineering and the physical sciences is a growing scientific attitude toward management problems.

4. While the "other-directed world" of today may be increasing the pressure for group conformity, it is also true that there has been a growing emphasis on the role of the individual in organizations.

5. Specialization, which is essential in the large complex organizations of today, is coming to rest on an increasingly technical and rapidly changing body of knowledge that derives from the physical and social sciences and from mathematics and statistics. The need for a broad kind of administrative abilities, particularly in the upper levels of management, is also more urgent. There is a growing recognition that the solution to this dilemma is to be found in training which emphasizes both the fundamental disciplines and the development of problem solving ability and flexibility of mind.

6. The increasing complexity of the firm's external environment has steadily added to the difficulties of the businessman's tasks, i. e., the increase in the power of organized labor and the steady upward pressure of wages, etc.¹

¹Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (New York City: Columbia University Press, 1959), pp. 13-15.

The position developed by the Ford study is that education for business rests on a stronger base at the graduate than at the undergraduate level but that, at least for the immediate future, undergraduate business programs can play a highly constructive role if certain conditions of academic performance are met. In developing this view, it is necessary to consider what ends undergraduate education should serve, what means exist for attaining these ends, and what implications follow for existing programs; moreover, the schools face difficult decisions in determining what subjects should be considered the heart of the business studies, what areas of specialization should be provided, and where the balance should be struck between the business and nonbusiness or liberal art studies.

Another cluster of questions is brought to the fore when one considers the work of business schools from the viewpoint of the students enrolled in their programs. A critical issue to be faced in this area involves the kinds of admission policies which these schools should follow. A rather different issue is posed by the assertion that most undergraduate business students are chiefly interested in preparing for some specific line of work and that a broad program of academic studies would have little meaning for them. The Carnegie study advocates that whether the academic interests of business students are limited to vocational objectives largely depends on how the latter term is defined

and the nature of alternative academic programs. The study further indicates that an underlying difficulty confronting business schools which seek to develop serious programs is that job duties which are most worthy of academic attention frequently cannot be taught, while those that are teachable frequently do not deserve a place in a college or university curriculum. The investigators who completed the Carnegie study reported that they were prompted to believe this way because in so much of its actual conduct business is an art, and not a science.

These are some of the questions which the Ford Foundation and the Carnegie Foundation studies have tried to answer concerning the education of businessmen. They are questions of enormous importance to the students and their families, to America's colleges and universities, to business and other organizations, and to the nation as a whole. Decisions concerning the means of business education must be made in light of what are acceptable objectives.

Ideas from the two studies are analyzed carefully and then summarized in the various sections of this chapter. Throughout each section major guidelines are presented which reflect the thinking and recommendations of the authors of the two studies. At the end of the chapter, all of the guidelines are presented in outline form with the significant guidepoints from the studies arranged in approximate sequence.

The guidelines and guidepoints constitute significant ideas and recommendations for undergraduate business education.

To avoid having needless footnotes from the two studies, which are the only published references used in this chapter, the following method will be used: (a) The Ford study shall be referred to as "1," and the Carnegie study will be referred to as "2" in the quotes. (b) The reference numbers will be placed in parenthesis followed by the page number, thus (1, p. 2) would refer to material on the second page of the Ford study, and (2, p. 4) would refer to material on the fourth page of the Carnegie study.

The remainder of this chapter and the selected guidelines constitute a synthesis of the significant ideas of the Ford and Carnegie studies relative to undergraduate business education. The first area for operational guidelines deals with business as an occupation.

Requirements in Business Occupations

Guideline: Business needs substantial numbers of management people who are competent either to direct some aspect of a firm's activities or to procure and analyze the information on which such direction must depend. (1, p. 52)

Both the Ford and Carnegie studies set forth abilities essential at all levels of business activity. They emphasize that business workers must possess background knowledge and general purpose tools for dealing with significant business problems. Workers must possess facility in writing and

speaking. Each worker must be aware of his external environment. He must be sensitive to the nature of the goals of all those groups which are affected by the activities of his firm. Society requires him to have a broad knowledge and sensitive perception, with a well-developed philosophy and set of ethical values. He must have the ungrudging willingness to accept the responsibilities inevitably associated with the possession of power.

It is reported that no single set of personal traits essential to the performance of managerial jobs has yet been established to the general satisfaction of psychologist and personnel experts. Clearcut criteria of successful performance to which to relate personal attributes are not available. Different combinations of qualities may carry different men equally far. The qualities needed depend to some extent on the nature of the job and of the organizational environment in which the job is placed. In so far as general intellectual qualities are concerned, administrative personnel of companies appear to look for much the same attributes in a front-line supervisor as in a top-management man. Administrators make a distinction between the traits needed for employment in business at the lower level management positions and the upper level management positions.

Guideline: At the lower levels of business management, ability to fit into an organization and to get along well with associates, willingness to take orders and follow instructions, and qualities of

thoroughness and dependability are particularly needed. (1, p. 92)

It is especially important at the lower levels of management that the manager have rapport with his fellow employees. The ability to establish a proper relationship with fellow workers may require an understanding of the business as a whole, sensitiveness to individual needs, awareness of group loyalties, understanding of status systems, and insight into conflict relationships.

The manager at the lower levels must be able to take orders and follow the instructions of his superiors. Too often business school graduates begin to act like vice presidents while they are still little more than glorified clerks. As revealed by the company interviews reported by the Ford study, human relations and general management skills are in the shortest supply. Before a manager can become effective, he must be motivated toward the importance of thoroughness in the completion of goals and projects outlined by firm management. He must also be one who can be depended upon to carry out firm policy.

Another quality that is important at the lower levels of business management is strong personal motivation to succeed. This involves the willingness on the part of the business manager to continue his studies. Continued study may take the form of formal courses offered by colleges and universities, or individual study and on-the-job training. The

continued study should be generalized in accordance with the intellectual capacities of each trainee rather than specialized for a specific job. The amount of technical competence required of business managers tends to diminish as the degree of administrative responsibility increases.

Guideline: At higher management levels, qualities of personal leadership, the general administrative skills, the ability to make decisions and accept responsibility in the face of uncertainty, and strong personal motivation become particularly important. (1, p. 92)

In the higher management positions, just as in the lower management positions, there is a great need for human relations and general management skills. These skills, of course, require a background in the social sciences, in the natural sciences, and in the analytical tools of mathematics and statistics. The business executive in a top management position therefore, must have more formal education than does the lower level supervisor in the management position. Important managerial and related jobs in large concerns are today frequently held by college educated persons. A college education will be increasingly expected of those aspiring to such positions in the future. The Ford study reveals that 39 per cent of the older business executives in 1900 had attended college as compared with 80 per cent of the younger executives in 1950. Today, it appears that an individual needs four years of liberal arts study and two years of graduate study in business as a basis for training in the higher

management levels. There is a need for variety of educational backgrounds at all levels of a company organization, especially at upper management levels.

The top management executive is almost always a leader in his community by virtue of his position. As a matter of public relations, he must take an interest in civic affairs. He must have a sense of social responsibility since problems of the community often become problems of a business within the community. Since the business system is looked upon as the principal source of material progress, the businessman and those working with him have the responsibility for maintaining economic expansion in this country. Civic leadership will help to provide the strong personal leadership necessary for a top executive position.

Industry is in great need of persons who have developed an ability for searching, wide-ranging analysis. The need is for persons who have the ability to apply imaginative, analytical methods of reasoning to the physical sciences, statistics, and the social studies, enabling the executive to communicate with the specialists in these areas. He will then have an appreciation of what he can and cannot expect of the specialists in these areas. How far business students should be expected to go in the direction of scientific and mathematical preparation is an open question, but there is no doubt that this will be an essential part of their preparation in the future.

The Nature of Business Competence

Guideline: Preparation for careers in business has a legitimate place in undergraduate education when it is maintained at a high analytical level. (2, p. 149)

Career needs are certainly an integral part of the individual's growth just as are his responsibilities as a citizen and his potentialities as a person. Career preparation presents no problem in the undergraduate curriculum so long as it is conceived in broad terms, is related closely to the student's general studies, and contains considerable analytical content. Difficulties arise, it is purported by the Carnegie study, when education is offered for careers which do not require extended academic study or which entail knowledge of a highly detailed, technical nature.

There appears to be no simple method for determining what should be included at the undergraduate stage of the student's preparation for a career, but three elements are apparently common to all highly developed professions. First, the tendency to lose sight of the general background and pre-professional subjects poses a serious danger at every stage of the student's preparation. Second, education is largely self-education and if it is to have any enduring meaning for the individual, must be continued throughout life. Third, emphasis should not be placed on mastering the detailed aspects of a given subject but on developing the abilities and methods needed for meeting problems in later life.

For career preparation to have a legitimate place in undergraduate education, it should never be carried to the point where it warps the student's growth as a citizen and as an individual. If career preparation becomes an end in itself, the most precious element in the college or university experience is likely to be lost--the achievement by the individual student of the highest intellectual and personal development of which he is capable.

Guideline: Career preparation through work in a number of underlying or related fields of study should strengthen the individual's intellectual powers. (2, p. 151)

Students should be challenged to undertake the most broadening and demanding programs of which they are capable. The educational experience in business should be as much as possible a venture for the individual, opening up areas of knowledge and ways of knowing that which otherwise may be closed to him. There should be no room in a college or university program for pedestrian, trivial, or frivolous subject matter. Programs which concentrate on preparing for specific business careers, and especially on the less-demanding aspects of such careers, become overlaid with specialized courses that are hardly above the high school level.

Sufficient familiarity with the fields of mathematics and science is considered necessary in order to understand the languages of these fields and to use at least some of their more important methods in tackling business problems.

Still another important area of career preparation of the student should make the student aware of the relevance of the various social sciences to business affairs and to enable him to draw upon these subjects in whatever manner may be indicated in specific business situations. Finally, there is need in most careers in business administration to master the underlying principles of at least one broad area of business policy (accounting, finance, marketing, etc.) and to gain an appreciation of the contribution which a given specialty can make to managerial policy making.

Guideline: Competence, in business or any other field, depends not only on education and experience but also on the possession of certain personal traits. (1, p. 103)

Put in the briefest terms competence in any field is the product of some combination of education, experience, and personal traits. This is true of any kind of professional competence, including competence in business. The personal traits thought necessary for success in business can be considered to be of three types: those concerned with mental ability, those concerned with physical well being, and those concerned with personality. These qualities not only contribute directly to the development of competence, but also interact with education and experience. They help to determine the individual's ability to learn from education and experience. These personal traits may be influenced by education and experience. Thus, education can sharpen analytical

ability or help to develop or inhibit particular personality traits.

When one speaks of business competence, what is meant in effect is a bundle of skills. The Ford study isolates these in terms of skill in recognizing, anticipating, and solving problems, including the ability to make decisions; skill in developing and maintaining effective organizational relationships; skill in interpersonal relations; and skill in communication.

To the aforementioned skills, the Ford study adds a set of attitudes which can be summed up as a concern for more than personal gain and a philosophy with which to make this concern effective. Further, another and narrower set of attitudes has to do with the individual's over-all viewpoint toward his work and his career. In this category are personal motivation, organizational loyalty, and similar abstract qualities.

The Ford study advocates that all education is the acquisition of the art of utilizing knowledge. It is a process of self-development, in which the student develops the capacity to see the relevance of what is being learned. Professional education and business education must rest on this idea. Education for business should seek to develop in the student a capacity for dealing with the kinds of problems he will face in later life. This implies a set of basic skills. The development of these skills requires that the business

schools not merely transmit knowledge but give the student practice in utilizing this knowledge in the kinds of situations he will encounter in his business career. To understand better the role of education in the development of business competence, one must take into account the objectives of collegiate education for business.

Objectives of Collegiate Education for Business

Guideline: Collegiate business education should have as its primary objective the preparation of students for personally fruitful and socially useful careers in business and related types of activities. (1, p. 47)

The foundations' studies indicate that business education should equip the student with knowledge and skills to meet demanding problems at levels of instruction of increasing difficulty. The student should be helped to achieve the highest intellectual and personal development of which he is capable. A student's work should be focused on a central core of subject matter which, to the greatest possible extent, unifies his studies in various fields. The subject matter taken should help him build a broad background of knowledge and give him every opportunity to utilize such knowledge in his area of special interest. The work done by the student should be on a challenging intellectual basis in an atmosphere of scientific inquiry. A substantial portion of the resources of the school should direct the student toward providing a leadership of new ideas for the business field. The

purpose of his collegiate business instruction is to prepare the student for business, industrial, and civic leadership. The more specific preparation for professional competence in the field of accounting, finance, marketing, and management is only secondary.

More specifically the objectives should relate to development of capacities in students, including:

1. An orderly, rational, problem solving ability.
 2. The ability to use basic analytical tools and the comprehensions of their effective use in handling problems.
 3. The ability to learn from experience and to grow in understanding a changing world.
 4. The ability to deal effectively with others, both in person and through written communication.
 5. An understanding of the role of business in the entire environment and of sensitivity to the processes of social change.
 6. A personal philosophy or ethical foundation for business life and for making decisions in it.
- (2, p. 324)

Possessing these capacities, the individual should be able to function effectively in his socio-economic environment.

Guideline: Collegiate education for business at the undergraduate level may include preparation for a career provided it does not crowd out what is broadening and ennobling in the student's academic experience. (2, p. 18)

A prime objective of the business school is to develop qualities of mind which are needed in times of rapid change. Business schools need to help students develop transferential capacities which can be used in many situations and jobs, and also to develop capacities which foster qualities

of clear analysis, imaginative reasoning, and balanced judgment. Facility in the use of analytical tools should be developed through repeated application in business-type situations.

The preparation of the student for his first job is not a legitimate objective of business education at the collegiate level. Educating the student for his first job should enter only as an incidental by-product of preparation for his entire career. The reports indicate that those institutions which have as an objective the preparation of students for their first jobs usually cater to the student of inferior native ability or those with a poor educational culture background. A primary concern for vocational preparation by an institution of higher learning leads to an overemphasis on a narrow range of factual knowledge and the development of largely routine skills. Where job preparation is emphasized, there is a neglect of more fundamental knowledge that will aid the businessman in the solving of business problems. Vocational preparation of this type is believed to hinder the beginning worker's capacity to learn from experience and to cope with the inevitable changes which occur in business practices. Emphasis on the initial job will serve to hinder the development of the student for the job of leadership which he may be called to perform 20 to 30 years after being graduated.

The undergraduate program should be one that will equip the student for continued study throughout his occupational life. He should be equipped to meet the inevitable changes which are certain to occur in business. The qualities sought should not be tied down to procedures and methods that will soon become obsolete or outmoded in a few years.

Guideline: Collegiate business education should strive for balance between the pursuit of knowledge for its own sake and the pursuit of knowledge as preparation for a particular career. (2, pp. 16-18)

The Carnegie study derives its position on higher education for business by tracing the development of two philosophies: that knowledge should be pursued for its own sake and the capacity to think is developed as an end in itself; that preparation for a career, as opposed to preparation for a first job, should be a worthy objective of higher education for business. The first philosophy--that education should be pursued for its own sake--places with colleges and universities the responsibility of preserving man's intellectual heritage and passing society's story of knowledge to future generations. Colleges and universities should push back the boundaries of the known world through research. Enrichment of the individual's life is considered to be the prime objective, whereas utilitarian purposes are believed to be relatively unimportant. This plan makes no attempt to relate the materials studied to the prospective career of the student. Knowledges and skills attained may become useful only after

the student has been employed for many years and has been promoted to an executive position.

Proponents of the system of education which advocates the pursuit of knowledge for its own sake believe that this approach to education develops qualities of mind that are necessary for critical and creative endeavor. Such a system supposedly develops the student physically, aesthetically, intellectually, and morally, thus preparing him to distinguish the first rate from the inferior.

The second tradition permits preparation for a career as a worthy objective of higher education. A search for truth under this theory is not attacked simply because it becomes useful to the individual in a practical way. As a matter of fact, education which cannot be used immediately is considered to be unproductive and undesirable.

The Carnegie study recommends that the present system of American higher education should continue to strive for a balance between these two traditions. The suggestion is made that they complement each other. Preparation for a career should be permitted as long as it does not crowd out the opportunity to achieve intellectual excellence in a more or less traditional sense. Advocates of professional preparation at the undergraduate level stress that the study of English literature or European history can be just as "vocational" as the study of accounting principles.

Mastery of the technical material is still considered an important objective by the Carnegie study, but there is a distinction between different types of technical training. A high order of technical preparation can be an extremely demanding intellectual experience adding immeasurably to a student's analytical powers; but other technical work can be repetitive, obvious, and stultifying. Each specialized field should be left to determine the technical preparation which is good and acceptable.

Students preparing for professions or related careers will have to deal with a wide variety of concrete situations in the course of their work. Whether their prior academic preparation proves valuable in career terms will largely depend on whether the preparation has continuing relevance for these action situations. The principal elements of professional education in a single field like medicine or law cannot be applied directly or mechanically to education for business, as business activities range from the simplest duties to the most complex.

It may be concluded that the principal objective of business education is to prepare persons for positions of leadership in both staff and line positions in business and to prepare teachers and research workers. This embraces the development of the capacity for applying imaginative analytical methods of reasoning to the solution of business problems. It includes instilling in the student the importance of civic

pride and social responsibility. In all instances at the undergraduate level, a broad foundation for knowledge must be given primacy over specialization. In any event, the emphasis seems to imply the preparation of people for positions of leadership is vastly important. The information which follows concerns the needs of business students and may help to clarify the recommendations set forth by the Ford and Carnegie studies.

Meeting the Needs of Business Students

Guideline: Most students now attending business schools would derive great benefit from broader, more demanding programs of study. (2, p. 55)

Business schools can improve the content and quality of their programs substantially and still meet the needs of the bulk of their students, according to the Carnegie study. There is nothing to prevent business schools and departments from raising standards considerably. The great majority of students will still find programs of study available and suitable to their abilities, though some of the least academically gifted would be excluded from regular collegiate business programs.

Guideline: The interest of the less academically gifted students should not be allowed to outweigh the needs of those who are not now being pushed to the limits of their abilities. (2, p. 57)

In striving to meet the needs of all the students, the needs of the better students may tend to be neglected.

There is some tendency in the academic world to write off large numbers of students as forever childish, incapable, and unimaginative. "Average" and "below average" students need to be treated like adults quite as much as their more favored peers. Further beliefs exist that the actual subject matter should not be materially different for the slower student from that given superior students. The pace perhaps should be slower and the level of the difficulty of the work reduced for slower students.

As disclosed by the Ford study, it is frequently argued that significant reform in undergraduate business education would be difficult because of the inferior mental quality of many students. The Ford study found, that, while it was clear freshmen in business are much weaker than those in most other fields, some of the gap is closed by the senior year. Those graduating from the business schools differ only slightly, in terms of mental ability, from the average of all college graduates.

From other data analyzed by the Ford study, it was found that the business schools, at least at the undergraduate level, are attracting considerably more than their proportionate share of poor students and a less than proportionate share of the good ones. The average ability of students being graduated from business schools is slightly below the average of all other fields. The researchers found that business students were as good as those in liberal arts, but they

found no evidence or heard no claims that business undergraduates were on a par with those in engineering or physical sciences. Most schools which maintain reasonably high standards at the undergraduate level were two-year schools. Schools with low standards were generally four-year schools that admitted freshmen and then discouraged the large numbers of weak freshmen and sophomores from continuing their education. The Ford report recommends that four-year schools either adopt more realistic admission standards that would exclude more of those students who do not have a reasonable chance of being graduated, or else shift to an administrative arrangement (one-three, or two-two) under which standards are easier to maintain. For those students who would be unable to continue in such a plan, it is suggested that these students should avail themselves of training in the service offerings throughout the entire college, if they remain in the four-year school, or take business courses available in the terminal programs of the junior and community colleges.

Guideline: To meet the needs of business students, a more careful selection of students on the basis of mental ability and motivation, and greater insistence on adequate academic preparation is necessary. (1, p. 339)

The effects of prevailing admission practices among undergraduate business schools are reflected in the quality of their students as measured by comparative intelligence-test score results. The Carnegie study noted that the most

authoritative general investigation, The Report of the Commission on Human Resources and Advanced Training, prepared by Dael Wolfle, found that among twenty undergraduate fields, graduates in business administration on the average ranked sixth from the bottom. From the data it was concluded that business schools have come to be rather generally identified with students of limited academic ability. The Carnegie study maintains that the only defensible course of action is to redouble the efforts to reverse the natural course of events and raise standards all along the way.

The program of studies proposed by the Ford study requires a more carefully selected student body than can be found in most business schools today. To achieve this higher standard, it is suggested that change be brought about by a more selective admissions policy rather than through higher attrition rates alone. The proposed program implies also a student body with a reasonably high level of positive motivation toward careers in business or other forms of "economic management." Those students who could not meet these requirements are better off, the Ford study submits, in a general arts program. As regards to "nonmental qualities," which presupposes certain innate qualities, schools should either guide their admissions policies in part by a consideration of what innate qualities are considered to be desirable, or else they should develop a program under which students with the intellectual but not the other necessary qualities are

eventually identified and given the opportunity to change their educational goals.

Guideline: The economic and social backgrounds of students have an important bearing on the approach they take to college work. (2, p. 74)

An important influence on a business school's program is the background, interests, and motivations of its students. A widely held view is that most students studying business subjects have a rather strong vocational orientation and that, to a greater or lesser extent and because of the needs of business students, business programs will inevitably be shaped by this fact. The Ford study found the impression was widely held that relatively few undergraduates concentrate in business administration because they are intellectually attracted to the subject. Often they major in business because they feel they will wind up in business and that it is therefore only reasonable to take a business degree. On the other hand, interestingly, some students were quite positively wanting and seeking what they consider to be a career in business.

The Ford study accumulated some evidence that business students, more than either engineering students or students in general, engage in a significant amount of extracurricular activity. Since very few schools attempt to select undergraduate students on the basis of other than intellectual qualities, it was recommended that the undergraduate

business schools should give some consideration to nonintellectual attributes in its matriculation requirements.

The Carnegie study reviewed data which supported the view that college programs, such as those offered by large public institutions in business, play a very important part in promoting social mobility for students "from the lower position in the social heap." The data helped explain also why business schools are tempted to offer a variety of courses of an immediate job-getting value and why it is so difficult to induce students to take work outside the business area. The Ford study advocates, without minimizing the difficulties that would be involved, any school which puts more analytical content into its program and raises standards should not lack favorable student response.

Prior to a discussion of an improved business administration curriculum, it would be well to examine general education requirements for all students of business. What general education best prepares the business student for his professional studies?

General Education for Business

Guideline: The total program of a college or university should reveal the educated community's conception of what knowledge is most worth transmitting to its youth, and what kind of mind and character an education is expected to produce.
(1, p. 148)

The curriculum is a barometer by which one may measure the cultural pressures that operate upon the school.

Undergraduate preparation for business necessarily rests on a number of subjects in the liberal arts area. The work in these subjects should be pursued beyond the first-year introductory level and should be taken by the business student as a foundation to his professional preparation. In both the Ford and Carnegie studies it is axiomatic that the principal goal of the undergraduate years is the acquisition of a general education. It is advocated that the general education must take precedent over professional and business education. The program recommended by both the Ford and Carnegie studies is essentially the same. They both recommend approximately fifty per cent of the undergraduate studies be taken in the area of general education.

Guideline: Ability in the communication skills is vitally important to business students, and the business faculty should assume explicit responsibility for the development of skill in communication once the period of formal instruction by the English faculty is over. (1, pp. 154-157.

Both studies explain the inadequacy of business graduates in the communication skills. To alleviate this problem, it is recommended that the undergraduate student take twelve to fifteen semester units of language arts. These courses would include a year of English literature, a year of English composition, and a half-year of speech. The course work should stress the appreciation of the beauties of the best in prose and poetry, development of the critical abilities that come from intensive study of creative writing, and an

awareness of the vision of man's aspirations as voiced by the leading literary figures of different lands and epochs.

In addition to English literature, the Ford study suggests that the students should take other courses in the area of humanities and fine arts. A specific requirement, however, is not suggested, but four semester courses or eight to nine semester hours is recommended as a minimum. Local preferences and student choices should determine the particular courses.

The responsibility for teaching effective communication skills rests with the whole institution and not the English department only. Courses in business English and letter writing are thought to have no place in the university or college curriculum. Skill in written communication can be developed in undergraduates only if students are continuously required by the business faculty to use the knowledge attained. Students should be directed to write, and perhaps to speak, on issues of both personal and general significance and should be assigned outside readings on selected topics.

Guideline: Business students need a framework for conceptualizing mathematically for grasping quantitative statistical relationships. (1, p. 187)

Next to their weakness in written expression, employers appear more critical of college students' preparation in mathematics and statistics than in any other area. Preparation of the college student in mathematics is inadequate for

the kind of world in which he will live in the years ahead. There is need for courses in mathematical analysis; the Ford Foundation study divulges that the traditional program of mathematics does not meet the needs of business students and recommends a mathematics course which provides a means of dealing with problems. The mathematical analysis course recommended would require a prerequisite of two years of algebra and one year of geometry in high school. The Carnegie Foundation study simply states that the student should have mathematics up through the first semester of calculus.

Guideline: Business students should have an introduction to each of the main branches of both physical and biological science. (1, p. 165)

The future businessman should have preparation in the natural and biological sciences. An appreciation of the scientific method and the spirit of inquiry should be developed. The businessman should have an introduction to each of the main branches of both physical and biological science. The cost of such a program is believed to be too high and, as an alternative, it is recommended that the high school courses of physics, biology, and chemistry be considered to satisfy the requirement. College students, therefore, would take only those sciences in which they have not had previous training. A minimum of one science course in each area, physical and biological, should be completed in college. The requirement should call for some laboratory work and for a

modest amount of study in depth. The regular science requirement would be two years, except that the requirement should be reduced by one semester for each year of high school science completed.

Guideline: Considerable familiarity with the work of social scientists seems essential to anyone who is engaged in the serious study of business problems. (2, p. 192)

The Ford study indicates that business administration is the enlightened application of the behavioral sciences. Eighteen semester hours in the social sciences is recommended: twelve in history and political science, and six in the behavioral sciences. The Ford study defines the behavioral sciences as psychology, sociology, and (cultural) anthropology, or subjects which deal with the scientific study of human behavior. The subjects should be taught by people who have specialized in their respective fields. The work should not be by-products of selected courses in business administration.

Guideline: The needs of business students in the foreign language area are essentially no different from those of students in other fields. (2, p. 184)

Ability to read the literature of at least one foreign language with proficiency should be required as a condition for graduation. If this standard cannot be established, then the institution should completely eliminate the language requirement. The underlying purpose of the language

study is to acquaint the student with the foreign culture of one nation. Consequently, courses in foreign language, history and geography should be offered where at all possible.

The preceding discussion deals with the elements of general knowledge on which business as an academic discipline must rest. It is in order at this point to examine that part of the curriculum which is designed to serve as an introduction to the major functional aspects of business. This part of the curriculum is commonly called the professional core.

Professional Core of Education for Business

Guideline: The professional part of the undergraduate business curriculum should consist primarily of a large core of required courses that will provide an introduction to each of the main aspects of the structure and functioning of business.
(1, p. 134)

The Carnegie and Ford studies emphatically state that there has been too much specialization in the business area. A strong suggestion is made that the departments of business and business schools take steps to limit the number of subjects required in the major fields, thus enabling the student to take more work in the liberal arts. The suggested base or "core" for undergraduate business students should be from twelve to fifteen courses consisting of from 36 to 48 total semester hours. The core program should maintain as close ties as possible with a number of disciplines outside business. It was concluded by the Carnegie study that business as an academic discipline rests on the following broad

foundations: humanities, social values (literature and the other humanities), quantitative-scientific methods and principles (mathematics-sciences), and human-social behavior (history, political science, psychology, and sociology). The core program should relate each student's studies in each of the preceding areas to types of situations he will face in business. The core program should possess enough internal cohesion for the student to see the major functions of business enterprises and the business system in the round. It should give students a variety of opportunities to put their general knowledge and abilities to concrete use, and should challenge the individual student to the highest level of his intellectual capacity. The student should be made familiar with the tools necessary for interpreting research and be given an opportunity to use such tools. The core program should be on a par with the most demanding work offered anywhere in the university.

An economics requirement of from twelve to fifteen hours is recommended by both the Carnegie study and the Ford study. The authors of the Ford study choose to classify the elementary economic principles as general education, whereas the Carnegie Foundation study considers this course as part of the professional core. The aggregate number of hours completed as a requirement is approximately the same, except that the Carnegie study recommends three additional hours of macroanalysis. The two advanced courses recommended by the

Ford study are aggregative economics and managerial economics. The aggregative economics course would somewhat correspond to courses taught under the title of business cycles and forecasting or business fluctuations. The latter course would stress the use of the tools of economic analysis in the solving and formulating management problems.

From three to six semester hours should be required in the area of organization theory and management principles. Included in this course or courses would be both the theoretical and pragmatic aspects of administration. The theoretical aspect would emphasize the origination of authority and the interactions between individuals and their organizational environment. It seeks to develop testable generalizations about certain aspects of human behavior. Unlike an applied field, it is less concerned with problems from a normative point of view. Organizational theory draws heavily on the behavioral sciences and also can draw on such divisions as mathematics, statistics, and biology.

The pragmatic aspect of administration is described by the Ford study as management analysis. It has its roots in microeconomics, mathematics, statistics, and accounting. It represents a distillation of the best current management practices, which have been expressed in generalizations called principles. A considerable body of literature has been developed on the principles of management and has been synthesized in some widely used texts. Since a discipline in the theory

of organization is not fully established, the possibility of an integrated course of organization theory and management principles may be feasible. If six hours are offered, three of the six could possibly be a case approach.

Guideline: The information-control devices in business are accounting and statistics. These disciplines are recognized by businessmen and business educators as being significant in the preparation of businessmen. (1, pp. 194-199)

The managerial accounting and statistics part of the core program are designated by the Ford study as the information and control systems. Although it has been generally accepted by businessmen and business educators that "accounting is the language of business," there appears to be some doubt that the present programs of accounting instruction are meeting the needs of business. There is a conflict as to what should be included in the beginning courses. The foundation studies recommend that the introductory course of accounting should be taught in such a way as to emphasize the basic theory and principles in the use of accounting as a managerial tool. As a part of his training in the informational and control uses of accounting, the student should be exposed to some of the subject matter now included in cost accounting, budgeting, and analysis of financial statements. A requirement of six hours or two semesters is the maximum accounting to be taken by nonmajors. The question of whether all business majors should take the same accounting principles course is yet unresolved.

The appropriate course in statistics for nonmajors is one which stresses the interpretation or use of the tool rather than the procedural and analytical aspects. The students should have at least one semester of statistics out of the three or four semesters allocated to quantitative control systems.

Guideline: Firms operate in commodity, labor, and financial markets, and have problems of economic management which can be considered under the headings of marketing, production, employee relations, and finance. The traditional functional fields of the business curriculum therefore have both an internal-management and an external-market aspect.
(1, p. 186)

With reference to the requirements in the functional areas, the Carnegie study appears to take more of a managerial approach than does the Ford study. The Carnegie study lists as requirements: personnel management, production management, finance management, and marketing management, plus business policy and social responsibilities. The Ford study names as requirements finance, marketing, industrial relations, human relations, and production or operations management. Business policy is listed by the Ford study under a separate head as an integration of the "management viewpoint." The Ford study cautions that a management approach to finance, marketing, and industrial relations too early in the student's training may not be desirable, and recommends an offering of the conventional courses. The course Money and Banking is not considered an adequate substitute for the basic course in

finance. It is argued, however, that the descriptive detail associated with these courses should be cut to a minimum with more emphasis on analysis and managerial problem-solving.

A course in human relations is recommended by the Ford study rather than personnel management. The instruction in the course should emphasize both significant generalizations that can be drawn from psychology and sociology as well as the kind of human-relations problem-solving that has been made familiar by such courses as Harvard's "Administrative Practices." In fact, doubt is expressed as to the advisability of offering a course in personnel management where a proper course is conducted in human relations.

The conventional course in production management should be revised. It should be so organized as to meet the basic need of giving the student some understanding of the place of production in the totality of business operations. The student should have an opportunity to become familiar with the kinds of problems which arise in production and the tools which are available for meeting these problems.

Guideline: A course on the legal framework of business should be substituted for the present conventional course in business law required of business students. (1, p. 205)

Such a study is to make the student aware that all business must be conducted within a framework of law and that knowledge of the rules of conduct are essential for one who is to formulate business policy. The appreciation of law as

a system of social thought and social action should be instilled in the student. Topics which would be included in such a course would possibly be the background, importance, and role of law in society; the legal system of the United States and its workings; private property and contract as basic concepts of a free enterprise system, and the changing relations between business and government. It is stressed that each institution design this particular course in light of its needs.

Guideline: The capstone of the professional core should be a course in "business policy" which would give students an opportunity to pull together what they have learned in the separate business fields and utilize this knowledge in the analysis of complex business problems. (1, p. 206)

The Carnegie study recommends a six hour integrated course in business policy and the Ford study recommends a three hour integrated course in business policy. Considerable attention should be given in the course to social responsibilities and key policy issues of business enterprise. Case materials and report writing would be a desirable part of this course. Cases that are not prejudged as being marketing problems, finance problems, etc., are studied to develop skill in identifying, analyzing, and solving problems in a situation one might likely encounter in practice. Questions of social responsibility and personal attitude can be made a regular part of this course. Where possible, "live cases" could be used where businessmen come and present

different problems. In a policy course at the undergraduate level, however, emphasis must be placed on background preparation and analytical tools. No implication is made that the course prepares the student for a career in top management.

Areas of Concentration in Education for Business

Guideline: If undergraduate four-year programs in business are to give priority to the general education base and the professional business core, the time now being devoted to specialization in business must be reduced. (1, p. 212)

Although the research reports consistently recommended that the business school divest itself of certain programs of study and hold specialization to a minimum, a limited amount of concentration is permitted. Concentration, however, should be limited to a few selected areas.

The first recommendation concerning specialization which appears to stand out in the foundation studies is that there are too many areas in business where majors are offered. The Ford study indicates that five or six major areas in business are considered to be sufficient, and two or three courses beyond the basic core requirements are all that should be offered in any one of these areas. The study also advocates that the business school move progressively toward the discontinuance of major fields, i. e., marketing, management, accounting, etc., of specialization altogether. It is believed that at the undergraduate level, business itself is enough specialization for most students. The authors of the Ford

study, however, state that it is not feasible to discontinue specialization at this time although it is highly desirable.

Consequently, an alternative would be to discontinue specialization at the undergraduate level in the business school by taking immediate steps to forbid the selection of more than twelve semester units of business subjects beyond the professional core. The second stage of adjustment would forbid the taking of more than six units in a concentrated field, or better, no major field be specified. The Carnegie study is somewhat more conservative in recommending a change in the practice of specialization. It proposes that there be no more than six or seven areas of specialization and students not be permitted to take more than four or five courses in any one area. The Carnegie study indicates that specialization areas which are narrow, lack challenging analytical issues, and do not lead logically to a high level of study--in short, give no opportunity for the student to develop his thinking powers--have no place in a four-year college program. Majors specifically mentioned which would be excluded are hotel and restaurant administration, secretarial science, and other programs which are allegedly vocationally oriented. A major in management is excluded by the Carnegie study because of the large management emphasis prescribed in the professional core. Although it intimated that a number of other majors should not be included, no specific recommendations are made by the Carnegie study.

A special provision is made with respect to the accounting majors. For the time being the study advocates that students are to be permitted to enroll in twelve semester hours in accounting, but in no circumstance should the student be permitted to enroll for more than twelve hours above the elementary course. The Carnegie study suggests that accounting students may take fifteen hours of accounting. This exception is made in accounting because of the requirements of the American Institute of Certified Public Accountants. Ultimately, the accounting program should be five years of study and the specialized training should be given the fifth year.

The recommendations of the foundation studies with reference to specialization are in keeping with the thesis throughout the studies, namely that general education must take precedent over specialized studies at the undergraduate level. Major fields involving specialization of problems in particular industries should not be a part of the business curriculum. By reducing the number of courses which students take in a given specialty, the work outside business can be correspondingly increased. The argument is not that the specialized courses in some cases are not necessary but that they must be deferred to the graduate school. Business education programs which have the objective of preparing business teachers for the public schools, it is believed, should be transferred to colleges of education and are not to be

offered in the business school or business department. More specialized courses such as secretarial training, hotel and restaurant management, and other specifically named areas should be taught in community colleges or junior colleges. Generally, the premise is that society is changing at such a rapid pace that the specialized training will not meet the need in the long run.

There are four specialized areas identified by the Ford and Carnegie studies as recommended areas of concentration in an undergraduate business program. These areas include finance, production, marketing, and personnel management and industrial relations. A fifth, accounting, is recognized because of its importance as a current managerial tool offering in schools and departments of business. The major part of the information concerning each of these areas as presented in subsequent sections was taken from the Carnegie Foundation study. The Ford study permits a similar concentration at the undergraduate level but suggests that ultimately concentration in a particular area be delayed until the student is in graduate school.

Finance

Guideline: The undergraduate finance curriculum should rest on a two-year liberal arts base, with business work to begin in the junior year. (2, p. 409)

Following two years of general education, the courses in business for an undergraduate finance curriculum should

begin in the junior year with four basic courses. Two of the four business courses, accounting and statistics, would presumably be required for any business major. The student emphasizing finance would take also one finance course entitled Financial Institutions and one economics course entitled Economics of the Firm. The remainder of the junior-year schedule would be chosen from work in advanced mathematics, behavioral studies, political science, and economics.

The course Economics of the Firm would cover the character of a business enterprise, including such topics as the nature of demand for products, problems of costs and productions, competition and markets, the relation of size and efficiency, and simple problems in finance. The purpose of offering the course Financial Institutions is to provide the student, whether a finance major or not, with an understanding and appreciation of the process of capital formation and the dynamic nature of our financial system.

Guideline: The student concentrating in finance should study the advanced courses of the finance curriculum, namely, corporation finance, money and banking, and a finance seminar during his senior year.
(2, p. 412)

As planned by the Carnegie study, the total hours offered in finance would total twelve semester hours. The number of hours required for a concentration in finance for the undergraduate student would total nine semester hours.

Preparatory to the student's enrolling in a course in corporation finance, he should have learned the basic information concerning the nature of the corporation through his course in accounting and through his course Economics of the Firm. Additional information can be gained through prescribed readings outside the regular class discussion. The Corporation Finance course should be devoted mainly to examining the corporation as a functioning unit under such topics as cash-flow, short-term financing, capital expenditures, and sources of funds.

The course in money and banking could include descriptive material now given in survey courses, provided it did not duplicate that presented in the course Financial Institutions. Money and Banking, the Carnegie study advocates, should mainly, however, develop principles of banking and credit and fiscal policy, demonstrating their influences on both the national economy and the financing of the individual business.

The Carnegie study suggests that the final course in the finance concentration should be a seminar in finance which should be reserved for the best students who are interested in and capable of some independent work. The study indicates that at the undergraduate level, one seminar in finance in which participants would report on and discuss a variety of topics should be sufficient.

Production

Guideline: If a rigorous concentration can be designed in such a way as to contribute heavily to the student's education, then, given a real or even fancied interest in production on the part of students, it would seem that such a production concentration should be offered. (2, p. 481)

The justification given by the Carnegie report for offering a nine- to twelve-hour concentration in production is that of providing a course of study which will exploit the talents and interests of the student. It is advocated that if the student is genuinely interested in the studies he undertakes, he will come closer to acquiring a sound education. It is also stated that the typical business student is desirous of learning a great deal about business during his four years of undergraduate work. It might be quite true that a four year program of general education may be the best preparation for the business student, but the professor most successfully motivating the business-oriented students will be the one who draws most of his illustrative examples from the business world. If production courses can contribute heavily to the student's education, it is suggested that little harm would befall the student if subsequent to his being graduated his interests changed. A production concentration should consist of component parts which expose the student to rigorous analysis thus enhancing his capacity for rigorous thinking.

In addition to the basic core course in production, the following courses should be included in the production concentration. Advanced mathematics and statistics, offered for three semester hours credit, should be studied during the junior year. During the student's senior year, he should have a course in selected problems in production for three semester hours credit and a course in production volume control for three semester hours credit. From elective courses available, but not from required, and for no more than three hours credit, the student may choose either selected reading in production or motion and time study. This suggestion would give the student a nine to twelve hour concentration in production.

Regardless of the courses taken, attention must be given to two types of decision making in a study of production management. One, the formal process, involves the application of the scientific method. The second type, judgment, cannot be taught but possibly may be improved through experience. In some situations, there is insufficient data to apply formal methods of decision making and the manager is compelled to rely on his judgment. The Carnegie report seems to indicate that wherever possible, the manager should use the formal method of determining how decisions are to be made. It seems that businessmen who come back to the business school, for the most part, prefer an "ivory tower" approach to the solution of business problems. The business school

will more effectively show the businessman the way, not by confining the program of study to teaching present practices either through the text-lecture method or the case method, but by stressing the development of better decision making processes.

Marketing

Guideline: The marketing curriculum can be oriented toward management or toward public policy, but logic dictates that the undergraduate program in marketing follow a management perspective. (2, p. 436)

A look at the end product indicates that the marketing program follows a management perspective. The business student is preparing himself professionally for business management, his goal may be a line assignment, but many students will end up in staff positions. In either case, the goal is business management or operations. Each student is expected to perform as a responsible citizen of his business community; therefore, public policy issues are important and should be given careful consideration. The Carnegie study points out that this can be done within a management-oriented, decision-making framework.

The management-oriented marketing concentration recommended by the Carnegie study would be built around the following courses and semester hours:

<u>Course Name</u>	<u>Semester Hours</u>
Consumer and Markets	3
Channels and the Business Structure of Marketing	2-3
Products and Promotions	2-3
Competition and Price	2
Integrating Seminar on Marketing Management	2
	<hr/>
	11 - 13

Orientation of the work may be slanted somewhat more toward social considerations and a bit less toward the straight professional, firm-oriented point of view.

The course Consumers and Markets would be concerned with the discovery of consumer wants, consumer behavior, and consumer motivation and market planning. The course Channels and the Business Structure of Marketing would be concerned with the evolution of business structures, reasons for change, and the business patterns projected for the future. The course Products and Promotion would center around the index that the thing a marketer has to sell is not a material physical object, but rather a bundle of services incorporated into a so-called product, which in itself may be an intangible.

In the course Competition and Price, the prospective marketing executive must learn to comprehend the central role of price in our economy. Preparation in economics and especially in micro theory is essential for careful work in this area. A study of government-business relations should prove

helpful as a basis for understanding public policy issues of competition and price. In the course, Integration Seminar on Marketing Management, attempts should be made to relate the parts to the whole marketing program. The study of the integrated parts--product considerations, promotion, channels, and pricing--must follow a study of the several parts. In addition to the suggested concentration, a student may choose as an elective one of the traditional courses, such as retail management, or sales management.

In conclusion, recognition must be given to the fact that marketing cannot be studied as an isolated area. Its problems include considerations of finance, personnel, control, and all other aspects of business. Some ideas about marketing are self-contained, but others must come through contact with philosophy, mathematics, behavioral sciences and other intellectual sources that might have something to contribute.

Management

Guideline: The dual role of "personnel" as a specialized function and a universal responsibility, suggests an emphasis in the curriculum away from technical knowledge and toward broader and more general problem areas. (2, p. 458)

Among the variables affecting the curriculum design for personnel and industrial relations must be the objectives and reasonable career expectations of the students involved. While most students who take the basic courses will have

their primary functions in other fields of business, they must all assume some general responsibility for personnel management. They will profit from general exposure to the basic ideas and sweep of problems in this field and from some knowledge about what may be expected from the specialist in personnel management. Those who do seek careers in personnel management must build any specialized knowledge they acquire on a general understanding of the field.

The essence of personnel management and industrial relations lies in the vast experience and extensive practical knowledge of the subject. The issues involved have been and remain controversial ones, so that rich and varied material is easily accessible. It is necessary to distinguish between highly vocationalized specialization and intense and specialized work on a broad subject of relevance to the general subject matter. Detailed knowledge in a few areas is certainly as necessary to general understanding as are abstract, though useful, principles. If this detailed work can be made useful in a vocational sense, so much the better; but its rewards will probably be greater if its primary objectives are broad in nature.

A part of the problem of curriculum design is to present material in such a way as to capture student enthusiasm and stimulate student effort. Well-selected and well-presented case material will almost always do this. The instructor must be careful to develop points of general value

out of the case materials, but this material, if properly used, can enliven and enrich the course offerings in personnel management and industrial relations.

In deciding what possible subjects should be covered in personnel management, the Carnegie study presented a set of objectives and priorities. First, the student should see how his earlier work in the social sciences may help him understand problems in this field. He should also be exposed to the historical development of these problems. Finally, the student should come to grips with the reality of this field by tackling a few simple problems, perhaps in the form of case material, and by exposure to the many sources of data in this area.

The program for students concentrating in personnel management and industrial relations, as outlined by the Carnegie study, would have at its disposal three to four courses. The subject matter would include that presented in the terminal course but presented in greater depth. The Carnegie study recommends that those who intend to concentrate in this field skip the terminal course, using the time saved for development of work in their area of emphasis.

The Carnegie study, in its recommendations for the personnel management and public relations program, urges that the orientation of the curriculum be toward a general understanding of the problems, institutions, ideas, and data in the field of personnel management and industrial relations,

rather than orientation toward training for job skills. This viewpoint is presented because those who seek careers in such an area, if they aspire to more than a technical role in industry, must build any specialized knowledge they acquire on a sound and broad base of understanding. In addition, specific skills are thought to be best acquired on the job in the context of each firm's somewhat unique requirements, thus the firm may teach most specific skills more readily than the university.

Accounting

Guideline: To provide management and other groups with financial data from which intelligent decisions may be made, more emphasis must be placed upon the reasons behind accounting procedures and upon established accounting standards. (2, p. 364)

If accounting is to provide management and other groups with financial data from which intelligent decisions may be made, it must be based upon a sound foundation. As a result of the impact of tax legislation upon accounting, the expression "generally accepted accounting principles" is more often than not a fine-sounding but meaningless phrase. The term "generally accepted accounting principles" should refer to a body of cohesive principles, but too often it refers to contradictory concepts of widely differing procedures. To many C. P. A.'s "principles of accounting" often mean solutions to the pressing problems of the moment. Teachers frequently hear from many of their acquaintances in public

accounting such expressions as "It may be good theory, but it won't work in practice." Such statements, the Carnegie study purports, are based on false reasoning, for the theory and practice of accounting are part of the same body of knowledge. Accountants must recognize that what is good accounting for tax purposes may be very bad accounting for internal management of a firm and for reporting to shareholders and other interested groups.

Guideline: The man going into public practice must be equipped to recognize and solve problems of reorganization, valuation, forecasting, fixed- and variable-cost analyses, and other perplexing issues of the business world; consequently, to deal with such problems the accountant must be capable of making business decisions or providing data which are needed for such decisions. (2, p. 378)

A program designed for business schools which desire to provide the broad type of training deemed necessary for the practice of accounting in tomorrow's business world is presented in the Carnegie study. The program included three semester hours of accounting fundamentals, two semester hours of applications of accounting data to the administrative process, and six semester hours of concepts and procedures of financial accounting, followed by four semester hours of administrative controls and analyses. Recommended as a related course would be taxation and business policy which carries three hours credit. The Carnegie study stated that those schools which wish to prepare undergraduate students for

immediate careers in public accounting will find it necessary to provide four or five elective courses and allow the student to select no more than two of these courses. The recommended program is purported to envision a fresh approach to accounting. Although existing accounting materials can be used, reorganization of traditional sequences of elementary, intermediate, and advanced principles would seem desirable.

The objective of the accounting fundamentals course would be to introduce the student to the basic concepts and procedures essential to an understanding of the accounting functions of collecting, summarizing, and presenting financial information of the business organization. Record keeping procedures should be minimized but not eliminated, since an adequate knowledge of how transactions originate and are recorded is necessary to an understanding of the uses and limitations of accounting. Problem assignments and short reports should be used; however, lengthy repetitive practice sets should be replaced by shorter cases designed to emphasize principles and their applications to accounting situations.

The second foundation course, Application of Accounting Data to the Administrative Process, would emphasize the uses of accounting, reports, and analytical tools. It is designed to acquaint students, whether they plan to continue accounting studies or not, with the contributions that accounting makes to the operation and management of the

business. Elementary analysis of financial statements, break-even analysis, evaluation of inventory methods, depreciation procedures, budgetary control, fund statements, and similar subjects should be presented in this course.

The succeeding course, Concepts and Procedures of Financial Accounting, is designed to cover two semesters, and would continue with the examination of concepts and procedures introduced in the foundation courses. Theory and practice of financial accounting would be combined so that they each supplement the other. Emphasis should be directed toward the determination of income and financial position of the business organization. Cases and problems may be included as an important part of the course, but should not be emphasized to the exclusion of written reports and analyses.

The course Administrative Controls and Analyses would deal with the role of accounting in the internal management of the firm. The staff function of providing information for the use of line executives would be emphasized. Content of the course would deal largely, but not exclusively, with manufacturing companies. Technical details of cost calculations should be minimized, and cases should be used extensively in preference to practice sets.

A course entitled Taxation and Business Policy is recommended as an advanced course available to all students, but is especially designed for those taking the accounting program. It could be taught by members of the finance

department, by members of the accounting department, or on an integrated basis by members of several departments. It is not intended to be a course in income tax accounting, but rather a broad examination of the major taxes imposed by Federal and state governments, the impact of these taxes upon business decisions, and economic reasons for the ways in which taxes are imposed, calculated, and assessed.

The program described in the prior paragraphs is designed for business schools which desire to provide the student with a broad type of training in accounting. This program, the Carnegie study advocates, will help the student develop the proper attitude toward the functions of accounting regardless of the student's intent to be a public accountant or an industrial accountant or to follow another career in which knowledge of accounting is considered vital.

Preparation of a Business Faculty

Guideline: The business faculties should be neither wholly business-oriented nor wholly nonbusiness-oriented, but both. (2, p. 269)

Business school faculties should be made up of broadly educated scholars who are applying general knowledge and scientific methods to important issues in decision making. Functional-area specialists and cross-area generalists both have a place on the business faculty. A business faculty needs to have facility in the broad background subjects and in a number of tools of the major disciplines of the

humanities, sciences, and social sciences, since the field of business stands athwart a number of important areas. A business faculty should include at least one person thoroughly informed in each of the foundation areas of English literature or philosophy, mathematics, engineering or science, law or political science, and psychology or sociology. The faculties should also include people who have a thorough grounding in the basic business subjects of accounting, statistics, and economics. The persons should be actively engaged in using one or more of these subjects in analyzing significant questions of managerial policy. Next, there is a need for people with a special competence in the four broad functional areas of finance, marketing, personnel, and production who have sufficient familiarity with business practice to be able to identify central problems and enough academic background to put such problems into an analytical framework. The members of a business faculty should be versed in managerial decision making and engaged in relating the different areas to the decision process.

Most faculty members should have a significant amount of responsible business experience, whether obtained through an interlude or full-time business practice or through consulting activity. First hand familiarity is important combined with large doses of scholarship and teaching ability. Irrespective of the faculty preparation and interests, additions to the teaching staff should not be allowed to skew

course offerings along unduly narrow lines. The specialized interests of the faculty should largely be reflected in a school's research activities and perhaps in certain advanced seminars, not, for the most part, in the regular course offerings.

Guideline: In the face of the mounting enrollments, the quality of business faculty takes on greater significance than the quantity. (1, p. 341)

The Ford and Carnegie studies recognize that many colleges and universities comply with the requirements of the American Association of Collegiate Schools of Business and other accrediting associations. They note that schools of business often are required to seek faculty members who can fit the terminal qualifications of the respective agencies.

The AACSB in judging a teaching staff, gives consideration to the percentage of teaching credit hours taught by those having the doctorate or other terminal degrees appropriate to their teaching field or fields, and to research or professional experience and evidence of scholarly productivity. The master's degree in economics or business together with the CPA Certificate would be considered terminal for the teaching of accounting. The professional degree of LL.B. is considered the terminal qualification for those teaching business law. The terminal qualification for teaching business communications and secretarial science is the doctoral degree.

It is recognized by the Association that no one terminal designation is appropriate for all faculty members.

The AACSB stipulates that at least fifty per cent of the teaching credit hours on either the junior-senior level or on an over-all basis shall be taught by full-time faculty members having terminal degrees. Only a minor part of the teaching credit hours in the professional areas may be taught by part-time teachers.

The AACBS specifies that there shall be at least five faculty members exclusive of those in general economics of professional rank (assistant, associate, or full professors) giving full time to instruction in business administration. The majority of members of the teaching staff are to give the greater part of their time to instruction and research. No instructor shall, at any one time, offer instruction in more than two of the core fields.

With reference to staff load, the AACBS states that members of the instructional staff should not teach courses in excess of twelve credit hours per week. In general, no faculty member shall have preparation in more than three different courses per week.

In terms of doctor's degrees held according to the Carnegie study, business education ranks above the fields of engineering, social service, and home economics, but below forestry, agriculture, and pharmacy. It is advocated by the Carnegie study that when the study of business is put on a

more solid academic footing, more first-rate scholars are bound to be attracted to the field. Other suggestions are to develop or improve existing business administration programs at the doctoral level, for some scholars are hesitant to do graduate work in an area which lacks a well-developed doctoral program.

Further, it is argued that more scholars in fields other than business and economics should be encouraged to become a part of the business faculty. It is believed that this arrangement would not only help to increase the number of business faculty holding the doctorate, but a fusing of these disciplines with business would improve the program.

More specific proposals offered by the Ford study concerning the requirements for faculty in schools of business are that a law degree by itself is inadequate as preparation for the teacher of business education, and that the degree should be combined with either the masters of business administration degree or an advanced degree in one of the social sciences. It is also recommended that advanced teaching in accounting should be reserved for those who have the doctorate rather than the masters of business administration plus the certified public accountant certificate. Terminal qualifications, it is suggested, probably should be raised in other fields. Advanced engineering degrees, for example, should not be considered terminal for the purpose of teaching industrial

management unless supplemented by evidence of advanced work in business administration or economics.

Not the least of the problems created by mounting enrollments is the problem of finding adequate qualified members. In some instances, an expedient way of attempting to solve the shortage of qualified faculty members has been to employ part-time teachers. A survey by the Carnegie Corporation reveals that 10,000 persons were engaged in 1956 in teaching one or more business courses in a college or university. Out of this 10,000 about 60 per cent were regular, full-time faculty members of schools and departments of business. A great number of teachers, then, are only part-time and have a major interest in an area other than teaching. When 10 per cent or more of the faculty are part-time teachers, it is maintained by the Carnegie Foundation study that the program of instruction is sure to suffer. It is proclaimed by the Ford study that serious problems arise when part-time instructors are used extensively in the regular degree offerings of a school. Such instructors may appear on the campus only for the hours needed to teach classes, and they are not available to students for consultation. These part-time instructors usually take no part in faculty discussions and school planning, and their teaching is not easily coordinated with that of the rest of the faculty.

There is general agreement that the use of businessmen as part-time teachers is an expedient to avoid as much as

possible. The use of former businessmen on a full-time basis is more debatable. The principal objection to hiring businessmen as teachers in courses offered for credit is that, with some exceptions, businessmen are not scholars and do little in the way of research. There are, of course, some exceptions to the rule that businessmen do not make satisfactory faculty members, and any policy relative to this must be flexible. The hiring of ex-businessmen as full-time faculty is quite another problem; but the best schools of business have learned, after much experimentation, that their faculties should be composed mainly of teacher-scholars, not ex-businessmen. The fact that a person qualified as an outstanding businessman does not mean that he will be a good teacher, but to be a successful teacher he must have the necessary traits for teaching. Those retired businessmen in the late sixties or seventies are the least desirable of all and will have little more to offer the students other than anecdotes and reminiscences.

Another prevailing expedient for solving the problem of adequate faculty is the practice of inbreeding, or the hiring of an institution's own graduates. Although this practice is not confined to the schools of business, it is a method used by some institutions for obtaining faculty members far easier and more cheaply. Several problems can arise as a result of inbreeding. First of all, advances in learning are spread out among all schools and new and fresh

viewpoints developed elsewhere are kept out or are introduced into the school very slowly. Curriculum, teaching methods, and attitudes toward research tend to become frozen if considerable new blood is not introduced from the outside. In addition, there is danger of personal favoritism since senior professors are likely to push their own proteges into favored positions, thus injuring faculty morale and preventing the advancement of the best qualified people.

Guideline: A better trained and more scholarly faculty, who have a sound grasp of analytical tools and who are well informed regarding recent developments in the relevant scientific literature and business practice, will produce more scientific research. (1, p. 439)

The solution prescribed for solving the problem of the lack of strong research in business education is for the administration, faculty, and business to work together. The administration must be willing to make free time and resources available to qualified faculty who are interested in research in lieu of payment for summer teaching and grants to younger faculty to facilitate the completion of doctoral theses. Those faculty members desiring to submit to further study in the tools of research should be given leaves with pay to pursue this end. It is reported deans say the primary need is funds to permit faculty to take off for full-time research activities, i. e., rotating research professorships, etc.

The Ford and Carnegie reports tend somewhat to imply that business firms blaze the way more in business

administration than the business schools. It is averred that business organizations and institutions of higher learning should cooperate in research activity. Contacts by the faculty with business may take a variety of forms such as consulting activities, participation in meetings of trade groups and professional societies, preparation of business cases, and the like, and other activities of a similar sort. A better trained and more scholarly inclined faculty will certainly be reflected in a higher quality of research and service activities.

Instructional Methods and Research in Business

Guideline: Of significant importance to reform in business education are the "scholarly inclined subject matter specialists" and the "managerially oriented" group of business educators. These groups must ally with the applied social scientists (and statisticians and mathematicians) interested in business problems to effect the needed reforms in business education at the collegiate level. (1, p. 349)

The business faculty, although, for the most part, they are specialists in their respective areas, are not a homogeneous group. There are several subgroups among which are included scholarly inclined specialists who do considerable research and writing. These specialists place considerable emphasis on subject matter rather than skill development in their teaching and maintain some connection with the underlying disciplines of business. These scholars are usually trained in economics or some other branch of social studies.

A second subgroup are those who emphasize the managerial aspects of business, and place less importance on problem-solving. The teaching of this group will probably utilize the case method with little emphasis on research. Consulting and other contacts with the business world is characteristic of this group.

Another group consists of those teachers who are often called the textbook teachers. For the most part, they follow the descriptive method of teaching and do no research. Most of their teaching is based on the latest textbook. The textbook teacher does little consulting but seeks out opportunities for extra teaching to supplement his income. This teacher is usually poorly trained and fails in most instances to keep up with the latest developments in the field.

The last subgroup is the vocationalists who tend to attract the poorer students wanting a "practical" training. These teachers usually are quick to defend the inviolability of specialties. The subgroup does no research and are unable to visualize the field of business administration as a whole. They are usually occupied in teaching a low level of skill training and detailed description of current practice, whether it be in typing and shorthand, bookkeeping, office procedures, advertising copywriting, personal selling, insurance claims, restaurant management, etc.

Good teaching requires an adequate educational philosophy and an appropriate selection of teaching methods and

teaching materials. The studies being considered in this thesis advise that business schools need to emphasize both "principles" and clinical teaching. The aim is to make the student participate actively in the learning process and to help him develop for himself the problem-solving, organizational, and communication skills that he will need all his life. It is maintained that the over-all quality of teaching in the schools and departments of business is not high. The specific reasons offered for poor teaching are as follows:

1. Most undergraduate schools do not hold to sufficiently high standards which results in poor quality of students and student performance.
2. Many faculty members have poor training and background.
3. There is a tendency toward overspecialization, and, in some schools, toward vocationalism.
4. There is a small body of significant and verified generalizations on which teaching can be based.
5. Teaching materials of poor quality are generally used.
6. Many teachers are overworked.
7. There is a failure on the part of business teachers to make effective use of available teaching methods.
8. A satisfactory educational philosophy related to proper objectives of business education has not been developed.

Although there are some excellent teachers in the area of business and poor teaching in higher education is not confined to the business area, the general quality of teaching in business leaves much to be desired.

Guideline: The emphasis in business school teaching is now weighted too heavily toward the description of existing institutions, procedures, and practices. What is needed is a greater emphasis on analytical and on the managerial-clinical aspect of the various business fields. (1, p. 360)

To emphasize the analytical approach means giving the students a command of useful analytical tools, seeking out significant generalizations, and, in general, developing in students the kind of sophisticated understanding of the underlying relationships which will enable them to cope with concrete problem-solving situations. Many of these problems which will need to be solved will arise as a result of the businessman's role of manager. Consequently, there is need for managerial and clinical emphasis at which time the problems are presented from the viewpoint of a manager from within the business. A managerial-clinical emphasis implies the case study approach, but other types of materials and teaching methods can also be used in courses which have this kind of orientation. The recommendations of the Ford and Carnegie studies seem to indicate that the beginning courses should stress principles more than a clinical approach to problem solving and the later courses stress the managerial-clinical side more. Courses in marketing and management would make more use of a case study approach than such courses as accounting, statistics, marketing research, etc. Of the courses in the undergraduate core, probably only the

course in business policy should rely almost exclusively on long cases of the Harvard type.

The emphasis that a school deems important will be a determinate of the type of teaching materials to be used. The Ford study indicates that one safe generalization can be made immediately about the teaching materials currently being used in undergraduate business schools and that is that there is too much reliance on textbooks. Many of the textbooks used are not of acceptable quality. The library as a source of teaching material, in many instances, is neglected and the student's work is confined to the covers of the textbook. Case materials currently being used and library assignments are most effective in the graduate program of many business schools, but are utilized hardly at all at the undergraduate level at the same school. A large volume of more challenging reading material, more written work, and more good problems and cases for class discussion are among the major needs of undergraduate teaching.

Another source of materials to be considered is audio-visual aids. Instructors need to keep an open mind about the usefulness of such aids and be willing to adopt those which seem to be useful. The instructor must also be alert to "gimmicks" which do not contribute to the student's understanding or contribute to the skills that need to be developed. Care must be taken to avoid techniques and materials which leave the student merely as a passive observer.

Television as a teaching aid has definite possibilities. Favorable reports have been given concerning the use of television in accounting principles where properly supervised laboratories are available. The chief advantages of television lie in the fact that students can hear able lecturers, and a variety of teaching aids and materials can be used more effectively than in the classroom. A disadvantage is that television teaching does not provide for active participation on the part of the student.

Sources outside the classroom added to the regularly scheduled academic activity represent another possible source of teaching materials. These sources include part-time employment, formal and informal social groups, family life, and extracurricular activities. Students are personally involved in these activities; and effective learning takes place when opportunity is presented to relate the school work to sources outside the classroom.

Excluding laboratory work, college classes are generally conducted in one of three ways: the straight lecture, the discussion method, and a combination of lecture and class discussion. The straight lecture method with emphasis on an adopted textbook usually exists in schools which are primarily concerned with preparation of students for particular jobs. The tendency to stress expositions by the instructor without active participation on the part of the student seems to be prevalent with the lecture method. The order of

procedure is to have extensive lectures followed by a testing where the student is asked to recite information contained in the lecture and the textbook. Little, if any, time is devoted to reports or essay writing. Except for classes in accounting, students do little laboratory work or other types of independent analysis at schools where the lecture method predominates. The reason often given for the exclusive use of the lecture method is that classes are too large, but it was found that many instructors in classes small enough for extensive student participation do little but lecture with discussion largely confined to an occasional question from the class. If the students are able, mature, and strongly motivated, if a great deal of written work is required, if there is adequate provision for preparing teaching materials and grading papers, and if cases and problems are used that stimulate group discussion outside the classroom, then teaching can be effective even in relatively large classes using methods other than the lecture. The basic courses in all undergraduate programs, however, tend to be handled using a lecture approach with considerable emphasis on systematic exposition and textbook recitation.

A less prevalent mode of instruction is the discussion method, which is used at times in small classes. There is little point in seeking to stimulate discussion in small classes if the students' reading is confined to a textbook that raises few challenging questions. In addition, the

students must have intellectual curiosity, an adequate background, and the capacity for logical thinking or oral discussion. The teacher must be able to present significant and challenging questions and then help his students reason their way to as much of an intellectually satisfying answer as is possible under the circumstances. This technique for leading class discussion is an art which some teachers never acquire.

A technique which has been used effectively in a discussion approach is role-playing. In role-playing the students act out in class various types of situations that illustrate principles that are being learned in the course. Organizational problems can be dramatized through role-playing to give the student a simulated experience of selecting alternative solutions. Other examples of role-playing are the oral report and the "business game." The oral report is presented by students under conditions similar to that in business. The content, manner of presentation, and the organization of the report are emphasized. The business game seeks to simulate some of the demand, cost, and other conditions facing a group of hypothetical firms. Students are divided into teams and manage the simulated firms, and after making as thorough analysis as possible with the data available, they will make their business decisions. An electronic computer may then be used to determine the results of the decisions in accordance with the rules of the game. Games can give students experience in making decisions under pressure

and also make students aware of the multiple variables that determine the results of business decisions.

The case study method can exert more widespread influence than any other teaching method in the field of business. Teaching by the case method may range from the "non-directive" kind of discussion characteristic of classes at the Harvard Business School to closely supervised discussion centering around specific questions which the class is asked to consider. The case method is the logical counterpart of the managerial approach to business education. By the use of cases, either actual or simulated, the varied elements in different decisions can be brought into sharp focus. A diversified array of facts and considerations are weighed resulting in the alternative decisions that are possible. In each case, the student is required to exercise his own judgment in arriving at a defensible course of action. Widely applicable conclusions can be reached by those skilled in case analysis, even though the method of reaching the decisions may be quite laborious and time consuming.

It is almost universally agreed that case analysis can accomplish a good deal in personnel management, human relations, and business policy making, but there are courses where case analysis is much less effective. The case method has not worked too satisfactorily in some accounting and statistics courses and in basic undergraduate courses composed of immature students. The nature of the subject matter and

when the course is offered seem to be the factors determining the successfulness of the case method. The case method seems to be more effective with graduate and advanced undergraduate courses. The teacher using the case method approach must have a broad perspective of business and be well informed concerning the solution of business problems. He must be a person who has the ability to lead a class discussion in such a manner that the ultimate value may be realized from the cases and valuable time will not be wasted on irrelevant issues or unimportant details.

Guideline: The formal professional instruction of the business student is given greater meaning when it is combined with suitable business experience. (1; p. 372)

The value of work-experience activities is recognized by many business educators but effective programs of this type are most difficult to achieve. Administratively, cooperative programs are extremely difficult to maintain. The tendency is to find employment for the student in positions of most benefit to the employer. The jobs which are often available for students are at too low a level to give him worthwhile experiences. Firms are often hesitant to employ students where the primary objective is the educational benefits to the student; consequently, it is important that there be a careful screening of those firms which may participate in work-experience programs. The cost and faculty time involved casts some doubt on whether or not many cooperative

programs can be justified. The Ford study tends to favor as an expediency that students obtain work experiences during the summer months and be required to submit a report of some aspect of the experience to the business school. The Carnegie study advocates that although some difficulty will be experienced in the administering of work experience programs, the idea of cooperative plans should not be abandoned for particularly qualified students.

Guideline: If the business schools are to continue to operate on the principle of mass education, it becomes imperative that the most promising candidates for future positions of leadership be identified and that their training be patterned to bring about the maximum possible development of their talents. (1, p. 374)

Undergraduate business schools almost without exception fail to challenge the more promising students. A number of suggestions are offered as possible solutions to helping the superior students. Among these suggestions are the strengthening of the advising system to enable the student to enter areas commensurate with his abilities; the waiving of requirements for students of special ability, where the subjects may tend to be repetitious of work taken in the secondary school and giving individual study in the form of individual investigation and report writing assignments.

A somewhat more organized manner of taking care of individual differences among students has been the establishment of honors programs. Such honors programs can take a

variety of forms such as a special senior seminar limited to the most able students or the program may involve senior theses and special tutorial arrangements permitting the substitution of reading and library research for some formal course requirements. A fairly strong argument can be made for some rough segregation of students by ability. The brighter students can be assigned to special sections and thus offered a more challenging intellectual experience. Such honors sections can cover more ground, deal with more difficult problems, and utilize case materials more effectively than when the class must be geared to the pace of the average student.

The honors program in business administration should differ from that of the liberal arts in that it should not be a means of specialization. Business administration itself is already enough specialization, according to the foundations' studies. The exceptional student in an honors program should have extra work in the nonbusiness areas, including physical science, mathematics, statistics, advanced economics, and psychology. The knowledge acquired in the honors program can be applied to business problems in an honors seminar or thesis.

Guideline: Professional education can only be satisfactorily accomplished where research and teaching are effectively combined. (1, p. 377)

As a part of the university, the business school must create as well as transmit knowledge. It is through research that man advances his understandings of the world in which he lives, and this research--or at least scholarship--contributes to stimulating and imaginative teaching. It is contended by the Ford and Carnegie studies that the effectiveness of a college faculty can often be judged by the quality and quantity of its research. Research, or the lack thereof, sets the whole tone and direction of a field of study. It is a generation's contribution to the storehouse of knowledge and provides a base on which succeeding generations may build. The direction, then, which any field will take is the sum of successive groups of investigators.

The record of the business schools is particularly poor as regards their endeavors in research. It is believed that university administrations offer little support to significant improvement of the research activities of the business school. The foundations' studies advocate that even schools with limited resources should have a modest program of research publication, but they should insist that they have something worth publishing. The schools, of course, more heavily endowed with resources and capable faculty, particularly those having graduate programs, should put greater stress on research and on the publication of significant results of research.

Irrespective of the resources of business schools, all schools should insist that their faculty members be scholars as well as teachers. This requirement, of course, implies that the faculty be research-oriented. If not a publisher of research, the faculty member must at least be a consumer of research results. A major criticism of business administration faculty members is that too many of them are suffering from creeping intellectual obsolescence. This obsolescence is thought to exist in varying degrees in nearly all schools and is not confined to the poorer undergraduate schools. In some schools considerable attention is given to curriculum planning, case preparation, and consulting, thus resulting in a lack of time and energy for research. What is needed is the desire and ability on the part of each faculty member to probe deeply, to ask searching questions in the area of his interest, and to become informed of the latest developments in the underlying disciplines.

Guideline: The business schools need to develop both more pure or fundamental research and, using the best tools now available, more applied research at a high analytical level. (1, p. 382)

It is maintained by the Ford Foundation report that a substantial amount of the publications now emanating from the business schools represent activities that scarcely qualify as research. Publications mentioned as not qualifying are textbooks, semi-popular articles in trade journals, and journalistic reports on current developments in the field of

business. The impression is that most of the work merely describes current practice or normative rules summarizing what is considered the best prevailing practice. More attention, it is believed, must be placed on developing analytical findings which can be fitted into a general system of principles and tested in a scientific manner. Pure research implies going back to the foundation disciplines on which the study of business must rest and seeking to develop theories and concepts which may become useful in the study of business behavior and the solution of business problems. An attempt should be made to increase the fund of scientific knowledge about the operations of the individual firm. The construction of useful theories and analytical concepts up to the present time has been left in good part to those underlying disciplines of business who have only a limited interest in business problems. It is advocated that business scholars should work in conjunction with scholars of the underlying disciplines in order to bring about more improved, pure business research.

It appears that there has been a flood of applied research published by business administration faculties but the bulk has been observational, descriptive, or at a low analytical level. The reports indicated that applied research is needed which seeks to formulate challenging hypotheses, develop and use sophisticated analytical tools, including more utilization of concepts and findings from the various social

sciences and greater reliance on mathematics and statistics. Information collected thus far concerning organizational behavior in varied types and sizes of businesses should be subjected to the rigorous scrutiny of the scientific method of research. Much of what is believed about organizations is distilled from common sense and from the practical experience of executives. The point most emphasized by the Ford and Carnegie studies relative to applied research is that more sophisticated methods of analysis must be utilized and less importance be placed on the immediate use of research results. Finding out how businessmen behave under various circumstances and what practices exist is an important step but cannot be considered research. Not until the data are embodied in principles or generalizations which can be said to "explain the facts" can research attain general significance.

Summary

The major ideas associated with collegiate education for business have been presented in this chapter. Attention has been given to isolating proposed objectives of education for business and proposed procedures for realizing those objectives as recommended by two studies, Higher Education for Business and The Education of American Businessmen. Included in this chapter are comments relative to the general education preparation of the student, together with selected areas of concentration which may be feasible at the undergraduate

level. Among the topics discussed are faculty teaching methods, faculty preparation, and faculty research. The major elements presented in this chapter are also presented in Appendix B in a more concentrated form as a part of an interview guide.

CHAPTER IV

REACTION OF COLLEGE BUSINESS TEACHERS TO
BASIC IDEAS IN BUSINESS EDUCATION

From the outset, the development of this study was based on the assumption that major ideas about collegiate education for business should be considered in depth on individual campuses throughout the United States. It was assumed that college teachers actively engaged in education for business could provide valuable insight essential to the interpretation and amplification of current research applicable to collegiate business education. The opinions and fundamental understandings of teachers should be of value wherever attempts are made to modify collegiate business education. To follow through on these basic ideas, a business education faculty of 18 members functioning in a four-year college was selected as a source of data and of assistance in the completion of this study.

Circumstances in Which Faculty Reactions
Were Obtained

Central State College, the institution employing the respondents involved in this study, is located at Edmond, Oklahoma, a short distance north of metropolitan Oklahoma

City. It is the oldest state educational institution in Oklahoma, having been established as a Territorial Normal School by the Territorial Legislature on December 24, 1890. The enrollment of Central Normal in 1891 was 23 students. The enrollment of Central State College for 1965-66 was 8,066 students.

The graduates of Central State College are employed throughout the United States. In recent years, many students from other nations have attended the college. During the 1963-64 school year there were 693 students enrolled from 43 states other than Oklahoma and 79 students were attending from 23 foreign countries.

Many of the students enrolled at Central State College are employed in off-campus jobs. A study of students in attendance during the spring semester of 1964 indicates that in excess of 58 per cent of the student body was performing remunerative work. Approximately 41 per cent of those employed students were holding full-time jobs.

The college has experienced phenomenal growth during the past ten years. In the fall of 1954, there were 1,390 students enrolled; and by 1959, the enrollment was 3,028, an increase of 117.8 per cent. Five years later, in the fall of 1964, the enrollment was 6,966, or a 130.0 per cent increase over the 1959 enrollment. There were more than five times as many students enrolled in 1965 as were enrolled in 1954.

The rate of growth each year of the Department of Business has equaled or exceeded the rate of growth of the college as a whole. Business majors constitute 30.26 per cent of the undergraduate enrollment. The accelerated increase in enrollment has created many new problems for the college. The faculty of the Department of Business, like other faculties of the college, is concerned with the solution of these problems.

Admission Policies

The enrollment increases at Central State College have necessitated changes in admission policies. Until recently an "open door" policy of admissions was in effect. The only requirement for admission was that a student be a graduate of an accredited high school. In September of 1963, new requirements were established. These requirements specify that all residents of Oklahoma who have been graduated from accredited high schools and have taken the ACT Tests are eligible to enroll as beginning freshmen at Central State College, provided they can meet at least one of the following requirements: (1) they have maintained a "C" average or better in their four years of high school study, (2) they have ranked scholastically among the upper three-fourths of their graduating class, or (3) they have attained a composite standard score on the ACT Test based on twelfth-grade national norms, placing them among the upper

three-fourths of high school seniors. An individual who cannot meet one of the preceding requirements may be admitted "on probation" the second semester of the academic year following high school graduation or any term thereafter, provided he has been graduated from an accredited high school.

Admission requirements for out-of-state students provide that in order to be admitted a student must have been graduated from an accredited high school. He must have ranked scholastically among the upper one-half of the members of his graduating class or have attained composite scores on the ACT or similar batteries of tests, placing him among the upper one-half of high school seniors based on twelfth-grade national norms. Special admission provisions are made for foreign students, students being graduated from unaccredited high schools, veterans who are not high school graduates, adults who are not high school graduates, special students not candidates for degrees, and transfer students.

The Business Faculty

The business faculty participating in this study consisted of 17 teachers and a department chairman.¹ Sixteen of the faculty members had full-time teaching duties. One faculty member served as alumni secretary and had three-fourths time teaching duties, and the department chairman had

¹See Appendix A for detailed information about the business faculty.

one-fifth time teaching duties. The participants were experienced teachers. The years of teaching experience ranged from 2 to 38, with the mean being 13.8 years. One faculty member had 2 years of experience, 14 had from 5 to 20 years of experience, and 3 had more than 20 years of experience.

In addition to the experience in teaching, all but one of the participants had had business experience. That experience extended through the broad range of executive, sales, clerical, secretarial, and accounting work. The extent of work experience ranged from 6 months to 12 years, with a mean of 3.91 years. Of the 17 teachers with business experience, 15 had worked 2 years or more. Each of two of the 15 had business experience of 12 years.

The academic ranks of the participants were as follows: professors, 2; assistant professors, 13; and instructors, 3. The number of assistant professors is large because it is the policy of Central State College to promote to associate professor only those who have completed a doctorate degree. In this group of 18 business teachers, there are 2 who hold doctorate degrees, and 2 who have completed the coursework for doctorate degrees and are doing research for their dissertations. Eleven others are, also, working toward doctorate degrees during the summer months and in evening school programs.

The ages of the business teachers ranged from 28 to 60 years. One teacher was 28 years of age, 9 teachers were

between 30 and 39 years of age, 3 teachers were between 40 and 49 years of age, 4 teachers were between 50 and 59 years of age, and 1 teacher was 60 years of age.

Business Department Organization

The Department of Business at Central State College offers programs whereby students may earn bachelor of science degrees with majors in accounting, business administration, secretarial preparation and business teacher preparation. The business administration program offered by the Department of Business is divided into three emphases: business administration-marketing, business administration-management, and business administration-general business.

In January, 1965, the faculty members were specifically assigned to subject-matter areas for academic advisement purposes. Working committees were established, one for each of the areas of accounting, business administration-marketing, business administration-management, business administration-general business, and business teacher and secretarial preparation. The secretarial program was combined with the business teacher program because of the relatively small number of students majoring in secretarial preparation.

The function of each working committee is to make recommendations to the department chairman with regard to course requirements for the particular area, what equipment should be purchased for instructional purposes, what textbooks

should be adopted, and what subjects should be scheduled each semester. In addition to making such recommendations, the committees provide other pertinent information necessary for the effective administration of the entire department. Each faculty member, with the exception of the department chairman, is assigned to one of the committees. The number of faculty members on each committee are as follows: accounting, five; business teaching and secretarial, four; general business, five; management, two; and marketing, two.

The Chairman of the Department of Business coordinates the work of all faculty members and the departmental committees. He is responsible to the Dean of the College in matters pertaining to faculty assignments, faculty preparation, instructional load, class schedules, academic irregularities, curriculum, course patterns, and degree requirements. The individual faculty members communicate directly with the President of the College in requests for sabbatical leave, salary adjustments, and other matters of a personal nature.

Procedures in Obtaining Faculty Reactions

A number of procedures were followed in obtaining ideas and opinions from respondents. Prior to initiating this investigation, a conference was held with each faculty member in the Department of Business to discuss the need for study of the business curriculum. Each person expressed a

willingness to cooperate in the study, to complete an opinionnaire, and to participate in a follow-up conference. The Chairman of the Department of Business indicated that he would give his full support to the study.

Development of the Opinionnaire

A 25-page opinionnaire¹ was constructed by utilizing the information developed in Chapter III. The content of that chapter is a collection of major ideas and recommendations associated with collegiate education for business. These ideas and recommendations were summarized and developed into opinionnaire statements to which faculty members could respond.

The opinionnaire was divided into nine major sections, one of which had five subsections. The sections were designed to cover the principal educational aspects of undergraduate preparation for business occupations. The following arbitrary arrangement of the opinionnaire was made after considerable study of alternative methods of presenting the material.

1. Requirements in Business Occupations
2. Nature of Business Occupations
3. Objectives of Collegiate Education for Business
4. Meeting the Needs of Business Students
5. General Education for Business
6. Professional Core of Education for Business
7. Areas of Concentration in Education for Business
 - a. Finance
 - b. Production
 - c. Marketing

¹See Appendix B.

- d. Management
- e. Accounting
- 8. Preparation of a Business Faculty
- 9. Instructional Methods and Research in Business

Each major section of the opinionnaire dealt with one or more basic ideas concerning business education practice or theory, followed by two or more related statements concerning the same topic. The basic ideas were presented so that the respondent might react either positively or negatively in varying degrees. Page 1 of the opinionnaire contained instructions to the respondent as to how he should register his opinion relative to each idea. Responses to the individual items in the opinionnaire were given in terms of the following scale:

- | | |
|---------------------------|---|
| 1. Agree | --in agreement with the statement with few, if any, reservations. |
| 2. Tend to Agree | --tend to agree with the statement but have doubts as to its feasibility. |
| 3. Tend to Disagree | --tend to disagree with the statement but feel that it may have possibilities in the near future. |
| 4. Disagree | --disagree with the statement and believe that it is unsound or impractical. |
| 5. No Definite Conviction | --no definite belief or conviction concerning the statement. |

The opinionnaire was designed to reveal points of agreement and disagreement which were later considered with each respondent in a follow-up conference. The opinionnaire

was evaluated for understanding and correctness by people competent in the areas of English, business usage, and education in an effort to produce a reliable and valid instrument. The opinionnaire was revamped and reworded four times before it was finally used to secure the needed data.

Administration of the Opinionnaire

The administration of the opinionnaire required several carefully defined steps. First, a meeting was held with the 18 members of the faculty who were to respond to the opinionnaire. At that meeting, a copy of the opinionnaire was given to each member, together with instructions for its completion. Members of the faculty were then asked not to consult with others while responding to the 217 items on the instrument, but to contact the researcher if further interpretation of items was needed. Attached to each opinionnaire was a letter directing the respondent to give serious thought to each item in view of the educational needs at Central State College.

A completed opinionnaire was subsequently procured from each of the 18 respondents. The responses to the 217 items on the opinionnaire were tabulated to obtain generalized quantitative data. The tabulated results are revealed in Appendix B, where the entire opinionnaire is presented.

Faculty Conferences

A thorough study was made of the reactions of each faculty member to the items included in the 9 major sections of the opinionnaire. From 50 to 75 questions were developed by the researcher from the responses of each faculty member. These were questions to be considered with the faculty member in a conference with him.

After the responses to the opinionnaire were tabulated and questions were prepared, a conference was held with each respondent. The length of conferences ranged from 1.0 to 1.75 hours. The average amount of time spent in each conference was 1.33 hours. The conferences were held at appointed times within a period of six months. Each conferee was urged to express his opinion without restraint, and was assured that discussion during the conference would be kept confidential. Copious notes were taken on the reactions to the questions presented; then the results of the conference were immediately dictated by the researcher to a tape recorder. Each of the transcripts of these dictations resulted in from 4 to 7 pages of typewritten information.

Analysis and Interpretation of Data

Opinionnaire responses and correlated conference responses were grouped for analysis and interpretation under the 9 major categories already indicated. Under each category discussed here, major ideas that were developed in

Chapter III are presented together with statements of the findings which resulted from study of the opinionnaire results and the conference responses. Although major ideas of current significance in collegiate education for business were especially chosen for discussion, a number of minor ideas of importance are included. The reader may desire to refer to Appendix B from time to time to obtain a more comprehensive understanding of material presented in this Chapter.

Requirements in Business Occupations

Business needs substantial numbers of management people who have a high standard of ethical values.

Seventeen members of the business faculty at Central State College indicated positive agreement with the preceding statement of the need for management people, while one faculty member tended to agree with the statement but had some doubts as to its importance. The faculty members indicated that managers should have a well-developed philosophy and sound ethical values. A majority of respondents recommended that the acquisition of a well-developed philosophy and acceptable ethical values should be encouraged in an incidental manner through instruction in existing subject matter. A formal course in ethics was not recommended. Seventeen of the 18 teachers agreed that to make ethics meaningful students must be made sensitive to the nature of the goals of all groups affecting activities of a business firm. Follow-up conferences

with each of the respondents confirmed the reactions to the items on the opinionnaire relative to the need for ethical values.

Ability to fit into an organization and to get along well with associates, willingness to take orders and follow instructions, and qualities of thoroughness and dependability are particularly needed at the lower levels of business management.

Fourteen of the faculty strongly agreed and four tended to agree that the lower-level supervisor must be one who can readily take orders and follow instructions. They indicated that, if the supervisor is to be effective, he must be able to maintain proper rapport with his fellow employees. Proper rapport, respondents indicated, is dependent upon skill in human relations. Human relations traits such as humility, integrity, and creative ability were considered of prime importance by 13 of the conferees. All of the respondents indicated the belief that lower management positions require character traits which help to create a climate of goodwill.

Thirteen of the respondents were convinced that the same traits were needed for success at both the lower levels and upper levels of business management. They indicated that success at the top level depends on a high degree of trait development rather than the possession of specific traits. Four respondents, however, emphasized a conviction that different traits were needed for each level, and one person indicated that he had no opinion concerning the matter.

In general, opinion was heavily weighted in favor of the idea that specific traits are basic to success in all management positions. Respondents further indicated, however, that although specific traits are basic to success, few such traits can be isolated and identified as being absolutely essential.

At the higher management levels, qualities of personal leadership, the general administrative skills, the ability to make decisions and accept responsibility in the face of uncertainty, and strong personal motivation become particularly important.

The tabulated responses to the opinionnaire revealed that 18 of the respondents reacted positively to the preceding idea. Follow-up conferences confirmed the reactions to this item on the opinionnaire. The complex traits necessary for human relations skills were given first place by 16 people as prerequisites to success at all levels of management, but especially for top management positions. One person, though, maintained that lower-level managers need skills in human relations superior to those needed by top managers since such managers come in contact with more people than do upper-level managers. One respondent had no conviction concerning this matter. In answer to the question, "What is required for personal leadership?" 17 respondents indicated that personal leadership requires extraordinary skill in human relations. One person had no conviction concerning the need for human relations, and indicated that at times

attempts are made to substitute human relations for ability. Qualities specifically mentioned by the respondents during the conferences that may make one adequate for top management were: personal leadership, ambition, persistence, loyalty, integrity, broad perspective, and a sense of fair play.

The business executive in a top-management position must have more formal education than the lower-level supervisor.

There appeared to be differences of opinion as to the effect formal education has on qualities essential to effective management. The opinion was about equally divided as to whether the executives employed at higher-management levels should have more formal education than executives employed at lower-management levels. Six members of the faculty strongly agreed and four tended to agree with the statement that a higher-management level executive should have more formal education of a type which will give him broad perspective. They indicated that an executive needs a strong academic background and broad perspective which will help him fulfill the social roles inherent with a top-management position.

In the opinion of the conferees, technical ability as an administrative quality appears to have limited significance at the higher-management levels of business management. Fourteen of the 18 respondents agreed that the need for technical competence diminishes as administrative responsibility increases and, therefore, the upper-level manager should need less technical education than the lower-level supervisor.

The respondents indicated that the upper-level manager must have general technical knowledge, whereas the lower-level supervisor must have detailed technical knowledge which he can demonstrate to the people he supervises. All respondents, however, agreed that managers should have some technical background.

Thirteen of the 18 faculty members agreed that a manager should have a background in the social sciences, the natural sciences, and the analytical tools of mathematics and statistics. Five teachers disagreed with this point of view, and maintained during the follow-up conferences that a manager cannot be prepared in all subjects and that he should have staff specialists to assist him in major problems involving the use of mathematics and statistics. They indicated the belief that survey courses in science and mathematics should enable a manager to obtain needed general knowledge. Special circumstances in which people pursue management careers in computer programming, quality control, etc. would, of course, require a modification of the general program. To take care of these special circumstances, conferees recommended that a student who plans to enter a specialized area should take additional science, mathematics, and statistics to meet his particular requirements.

The Nature of Business Competence

Preparation for careers in business has a legitimate place in undergraduate education. The preparation should be such that it will strengthen the individual's intellectual powers through work in a number of underlying or related fields of study.

The 18 respondents agreed that preparation for careers in business has a legitimate place in undergraduate preparation for business occupations. Thirteen teachers emphasized that this preparation should be broad and should be closely related to the general studies of students. A problem of semantics arises, however, when one attempts to define a broad preparation. Should skills be included as a part of the instruction? The conferees indicated that a broad preparation is desirable, and should include preparation in a marketable skill. The respondents implied that ability in a specific skill is today a necessary part of undergraduate education because specialization is a characteristic of business endeavor.

Four of the respondents specified that undergraduate preparation for business should not be broad in nature, and suggested that preparation of a student should be concentrated in one area of study. These four respondents favored specialization in depth directed toward initial employment. They maintained that personnel managers hire on the basis of specialized skills. Personnel men seek people who can become productive with a minimum of on-the-job training. One individual had no conviction concerning the matter and was

noncommittal in his reactions to questions concerning the specialization of undergraduates.

Eleven of the respondents indicated that business career preparation should strengthen the individual's intellectual powers and should establish a foundation for continuing self-education. They indicated that skill development is an essential ingredient in this preparation. Another view was expressed by six teachers who maintained that preparation should be directed toward mastering the detailed aspects of a given subject and not toward establishing a foundation for continuing self-education. One teacher had no definite conviction concerning this matter.

All respondents indicated the need for mastery of the underlying principles of at least one broad area of business policy as career preparation. They specified that each student should develop excellence in the communicative skills. Less need, however, was indicated for study in mathematics, the natural sciences, and the physical sciences. A majority of the respondents expressed the view that many of the basic mathematics courses should be taken in high school and only mathematics through college algebra should be required in college. Although there appeared to be some reticence to require advanced mathematics, 17 of the 18 respondents recommended considerable work outside the field of business to make distinct the relevance between business affairs and society.

All of the teachers indicated that business competence requires that business education attempt to develop a sense of social responsibility. It was argued in the conferences that current problems involving social implications should be introduced into college preparation in an incidental manner and freely discussed by students and professors. The responsibility of the professor in such a discussion should be to explain the probable effects of decisions reached.

Objectives of Collegiate Education for Business

It should be the primary objective of undergraduate collegiate business education to prepare students for personally fruitful and socially useful careers in business and related types of activities.

There was unanimous agreement among the members of the business faculty that students should be prepared for personally fruitful and socially useful careers in business. They indicated that the preparation should be focused on a foundation core of subject matter which possesses enough internal cohesion to present the major functions of business enterprises and the business system in the round. Ten of the respondents, however, disagreed with the idea that specialized study is only a secondary objective to the more general preparation for leadership competence for business, industrial, and civic life. The views expressed in the conferences supported the idea that the importance of an occupation makes specialization as essential as general preparation. The amount of knowledge available today in the field of business

and general education is so vast that specialization becomes a necessity for adequate occupational preparation. Two of the respondents indicated that specialization at the college level is important because high school preparation, for the most part, is general education. Most of the 18 participants in this study believed that specialization at the undergraduate level complements general education preparation.

Collegiate business education should strive for balance between the pursuit of knowledge for its own sake and the pursuit of knowledge as preparation for a particular career.

Although a number of the respondents agreed that there are certain esthetic values to be gained from higher education, several were of the opinion that knowledge pursued for its own sake is of little value. One respondent maintained that there is no distinction between knowledge pursued for its own sake and knowledge pursued for career purposes. He stated that all knowledge has value for career preparation and all knowledge is of some personal value to an individual. Although 12 of the 18 teachers agreed with the statement that "there should be a balance between the knowledge pursued for its own sake and the knowledge pursued for career purposes," the conferences revealed that almost all respondents believed that knowledge should be associated with some anticipated use. There is a problem of semantics, however, when one attempts to define "use." For example, closely related to the question of whether courses are taken for career purposes or for

the pursuit of knowledge for its own sake is whether English literature can be as valuable vocationally as accounting principles. A majority of the respondents indicated that English literature is less valuable since it does not provide a marketable skill that can be used directly, whereas study of accounting provides knowledge useful for immediate employment.

Career specialization at a truly professional level belongs in the graduate school and should not be a part of the undergraduate program.

Not a single respondent strongly agreed with the idea of delaying career preparation until the graduate school. The major reasons given for not believing that career preparation should be delayed were: (1) that most students are not able to finance graduate study, and (2) that delaying entrance into the work force until after graduate school would result in a tremendous loss of services to society. Another objection offered was that many courses are not conducive to completion in one or two years. Among such courses is accounting which should be taken in a proper sequence over a period of three to four years.

Meeting the Needs of Business Students

Most students now attending business schools would derive great benefit from broader, more demanding programs of study.

Twelve respondents agreed that students could derive great benefit from more demanding programs of study. They did not believe, however, that a demanding program of study

was the principal factor that determined the particular field of concentration a student would choose to study. A factor which the respondents did think greatly influences a choice of concentration is the social significance society places on an area or discipline. The social significance of a particular field of study may take the form of favorable publicity and high monetary returns. The conferees maintained that in a society in which material success is equated with success in life, the gifted students are naturally attracted to areas of study that lead to lucrative occupations.

The reaction to the statement that students would derive great benefit from broad programs of undergraduate studies was mostly negative. Seventeen of the respondents expressed an opinion against this idea on the grounds that businessmen want specialization and that students want specialization. The respondents believed that students want specialized knowledge and skills in order that they may be employed upon graduation. They indicated further that students who major in business are not all the "monetary elite" and may seek specialized knowledge and skills in a school of business with a motive of obtaining sufficient occupational proficiency to earn a living. In many instances, a student of business must acquire occupational knowledge and skills before he is employable since businessmen often are unable or unwilling to provide the necessary preparation for occupational proficiency on the job. A businessman may encounter

economic problems when he endeavors to prepare his new employees in the skills and technical knowledge that will make them valuable to his business.

The respondents indicated that there is neither time nor resources for four years of general education followed by one or more years of specialization in career preparation. They maintained that the vast number of business techniques and the vast amount of knowledge to be acquired for occupational proficiency make specialization imperative at the undergraduate level. Knowledge and skills in business continue to expand and only students who specialize can hope to cope with the many changes.

Pursuing its responsibility for improved preparation, a collegiate school of business should refuse admission to students whose academic ability is below appropriate established limit levels.

The question to be considered here is whether or not limiting enrollment to a prescribed group will best meet the needs of students. Although the respondents were about equally divided on the desirability of a limited admissions policy, the follow-up conferences revealed that most of them tended to look with disfavor on limited admissions for a state-supported institution. Fifteen conferees indicated that all students who have completed a high school program should be accepted at state-supported colleges. The opinion is based on the assumption that the school program itself will serve to screen out the undesirable students and that,

in keeping with the American philosophy of education, all students should have a chance at higher education. A majority of respondents indicated that a student should be permitted to take courses in his major field during his freshman year of college. Three respondents, however, favor admission to the business area only after two years of successful general education, thus admitting students to courses in their major field in the junior year.

A number of questions were asked of those respondents who favored more stringent admissions policies for institutions of higher learning. The answers to these questions revealed that academic excellence was the only factor a majority of respondents believed was worth considering in schools which might elect to have a policy of limited admissions. A majority of the respondents strongly opposed the use of subjective estimates of motivation and records of participation in extracurricular activities in determining who should be admitted to institutions of higher education. The eleven who opposed including extracurricular activities and motivation among the criteria for admission maintained that motivation is hardly measurable, and that opportunities for extracurricular activities vary widely. Nonparticipation in such extracurricular activity, therefore, may not reveal a lack of potential for success.

Improvement in the quality of the student body requires not only more careful selection on the basis of mental ability and motivation, but also greater

insistence on an adequate academic preparation both in secondary and in the first year of college.

Eighteen of the respondents indicated that they agreed that the interests of the less academically-minded students should not be given preference over the interests of the gifted students. When the statement of no preference was interpreted in terms of what was meant by the Gordon and Howell, and Pierson studies, however, there was considerable disagreement. For example, seven of the respondents maintained that students who had been graduated from vocational high schools should be admitted to four-year state colleges. They indicated that deficiencies in certain general education courses would naturally have to be made up in some cases, but that admission to college should not be denied. The conferees maintained that a stringent general admissions policy for all schools would not be in order since all students are different, all vocational high schools are different, and all state colleges are different.

Under present conditions, the student body of business schools will rather generally be identified with students of limited academic ability.

In response to the statement that "business students are only mediocre and that the quality of students in the business school is somewhat low," the opinions of the respondents were about equally divided. Five positively agreed and four tended to agree that the statement has validity, whereas nine expressed the belief that there was no truth in the

statement. Those who agreed with the statement indicated in the conferences that publicity and monetary rewards in science and mathematics had caused many gifted students with superior academic ability to choose those fields of study rather than business. Furthermore, the conferees indicated that high school counselors also are discouraging the study of business education in favor of mathematics and science.

Those who disagree with the suggestion that business students are identified with students of mediocre ability maintained that many business students are working their way through school and may only appear to have less academic ability. The specialized nature of business makes the business student appear less intellectual, when in reality he may be superior in mental ability. The student of business spends time studying accounting and statistics and other technical courses while the history or English major is studying more academic subjects which may enable him to put on an intellectual appearance. The business student in many instances is more a man of action than a man of words.

Designers of undergraduate programs in business administration have the responsibility of making the subject intellectually attractive, as such a situation is not acknowledged to exist.

A matter related to the intellectual ability of the business student is the intellectual challenge of subjects offered by schools and departments of business. Are the business subjects intellectually challenging? Eleven of the 18

respondents indicated that business courses are intellectually challenging in proportion to the intellectual ability of the instructors. Further, many students of disciplines other than business indicate that elective courses taken with the department of business are the most worthwhile courses which they have taken in college. A number of colleges, also, readily accept courses offered by departments of business for general education credit.

The members of the faculty who agreed with the idea that courses in business are not intellectually challenging indicated that poor teaching methods and outmoded equipment being used in schools and departments of business tend to cause this mediocrity. One respondent argued that business courses are meant to be vocational, but not necessarily intellectual.

Fifteen of the 18 people contacted believed that programs in schools of business will continue to be shaped by the influence of students who are strongly oriented toward occupational preparation. Furthermore, the business schools will offer the courses which businessmen want students to have for employment purposes. The respondents inferred that each student is different, each college is different, and that no pattern or program of courses will be satisfactory for everyone. They indicated that universities, technical institutes, colleges, and professional schools, both public and private, may each have different objectives, standards,

procedures, and curricula. By virtue of the fact that educational institutions are different, the respondents maintained that there is no reason for uniformity in offerings or operations. Sixteen of the 18 respondents positively agreed, however, that although student preferences and employer interests should be considered in structuring course offerings, the general direction and character of the program must rest with the faculty and administrative leaders.

General Education for Business

General education, as the principal goal of higher education during the undergraduate years, should take precedent over professional education.

The predominant opinion among the respondents was that a business student should take at least 50 per cent of his undergraduate preparation in general education. Four respondents disagreed and indicated that a general education requirement of 40 per cent is sufficient. One respondent had no definite conviction as to how many hours should be required in general education. When asked, "Should general education courses take precedence over professional education courses?" 13 of the 18 teachers gave negative responses. Questioning during the follow-up conferences revealed that the respondents were strongly in favor of a substantial general education requirement but believed, for the most part, that the function of general education should be to complement professional education.

Ability in the communication skills is vitally important to business students, and the business faculty should assume explicit responsibility for the development of skill in communication once the period of formal instruction by the English faculty is over.

All respondents agreed that responsibility for developing effective communication skills rests with the whole institution, and not just with the English department faculty. It was further indicated by respondents that the business department should assume its proportional share of responsibility for developing communicative skills of students. The language arts requirement recommended by most conferees was from 9 to 12 hours, including at least 3 hours of speech. A majority of conferees indicated that a student should take 6 hours of English composition, 3 hours of literature, and 3 hours of speech. Another suggestion offered by two respondents was to administer diagnostic examinations and then prescribe language arts requirements for each individual on the basis of his performance. In no case did the respondents indicate that business English or business communication should be replaced by conventional English courses. There was unanimous agreement among the respondents that business communication should be required of all students. The respondents disagreed with the statement that "Businessmen speak and write the same language as other members of society." First of all, the respondents maintained that business communication taught by departments of business and English composition taught by a typical English department are significantly different

courses. A business communication course stresses special terms used by businessmen and unique methods of expression used in business transactions to communicate ideas clearly and economically. Clarity and conciseness are of the utmost importance in business communication, whereas the instruction in conventional English courses often may be directed toward emotional tone in writing. This does not mean that the emotional aspect in business writing and speaking is unimportant, but it does mean that the purpose for business communication is somewhat different from the purpose of a standard English course.

Business students need a framework for conceptualizing mathematically for grasping quantitative statistical relationships.

A majority of the respondents indicated that the extensive use of computers and electronic data processing equipment make it increasingly important that a student of business be well prepared in the field of mathematics. Although there was general agreement that a student of business should be better prepared in mathematics than in former years, there was a difference of opinion as to how much mathematics should be required at the undergraduate level. A mathematics requirement through college algebra was recommended by a majority of the conferees. Eight of the respondents, however, indicated that to require mathematics through the first course in calculus was desirable for students who plan to do work in linear programming or electronic data processing.

From the reactions to the items on the opinionnaire and the statements made in the conferences, all respondents appear to recognize that general knowledge of mathematics is important to a business executive. Too, the respondents suggested that any acceleration of mathematics requirements for the undergraduate business student must be accompanied by a comparable acceleration of pre-college instruction in mathematics.

Business students should have an introduction to each of the main branches of both physical and biological science.

Seventeen of the 18 respondents indicated that business majors should be required to complete work in biological science and physical science as a part of their general education background. Furthermore, 14 respondents maintained that the science studies should include laboratory work with a modest amount of study in depth. The number of hours of science recommended in the follow-up conferences was from 8 to 9 semester hours, which would include at least one course in biological science and at least one course in physical science. Two respondents, however, apparently believed that the requirement should be established by testing each student to determine his science deficiency. There were two teachers who did not choose to express an opinion as to what science courses should be required of business students.

Considerable familiarity with the work of social scientists is essential to anyone who is engaged in the serious study of business problems.

Business problems are closely related to the social sciences as evidenced by the reactions of 17 of the 18 respondents. They indicated that there was need for social science as a part of the general education requirement for an undergraduate student of business. All respondents indicated that at least 9 hours of social studies should be required. Four respondents indicated that a student of business should take 12 to 15 hours of social studies, and four other respondents maintained that the social studies requirement should be at least 18 hours. The reactions of these business teachers make it clear that they place considerable importance on the value of social studies for students pursuing careers in business occupations.

The needs of business students in the foreign language area are essentially no different from those of students in other fields.

A majority of the teachers who participated in this study indicated that foreign language and a study of foreign culture should not be required of students pursuing business careers. Thirteen strongly disagreed and two tended to disagree with the idea that ability to read the literature of at least one foreign language should be required as a condition for graduation. The follow-up conferences confirmed that only three faculty members recommended that foreign language be required, and one of these indicated that the requirement should be only conversational ability. The principal arguments offered against requiring foreign language were that

the time which must be taken away from other studies to attain proficiency in a language cannot be justified, that the number of translations available today make a foreign language requirement unnecessary, and that ability in a foreign language is not important or useful to the average American businessman. A majority of the conferees indicated that foreign language should be required only in special programs designed for students who are definitely planning careers in foreign service. A number of the respondents mentioned that they had taken foreign language as high school students and as undergraduate college students, but did not believe that the study had been of value to them as preparation for their careers in business and in business teaching.

A suggestion that students of business should be exposed to the literature of at least one foreign culture was received with little more enthusiasm than the suggestion that a foreign language be required. The respondents indicated that courses in foreign history, foreign geography, and foreign literature would be of little value to the average businessman. A majority of respondents maintained that courses in other areas were far more important to careers in business and that limited time makes it difficult to justify offering courses in the literature of other nations. Of the 18 teachers responding to the opinionnaire, however, six agreed that work in the literature of foreign nations should be required of students concentrating in business.

Professional Core of Education for Business

The professional part of the undergraduate curriculum should consist primarily of a large core of required courses that will provide an introduction to each of the main aspects of the structure and functioning of business.

An examination of the tabulated responses to the opinionnaire revealed that 15 of the 18 business teachers favored the requiring of a professional core. The respondents were in favor of familiarizing students with the whole realm of business activity. They indicated that the undergraduate program of preparation for business occupations should provide an introduction to each of the main aspects of the structure and functioning of business. The teacher maintained that the professional core should contain materials which would aid each student in his selection of an area of business concentration. All of the 18 respondents agreed that the nature of the core courses should be such that study of them would enable students to comprehend the major functions of business enterprise and the role of the business system in society.

The respondents participating in this study were quick to recognize that an increase in the core program could be accomplished at Central State College only by reducing the number of hours required in the major. Seventeen of the teachers indicated that the number of semester hours required in the core and the liberal arts should not be increased if such increase would necessitate a comparable reduction in the number of hours required for the major field. The follow-up

conferences revealed that two of the respondents had some doubts that as much as 30 semester hours should be required in a business major. One teacher expressed the belief that the requirement for the major should be reduced to 18 or 20 semester hours. He argued that major requirements should be reduced to enable business students to pursue a broad program which would provide a more versatile preparation.

Those respondents who opposed reducing course requirement of major programs in business indicated that specialization for occupational preparation is more important today than ever before. A concentration of 30 to 35 semester hours of course work was considered adequate for a major area by a majority of the respondents.

Twelve of the 18 respondents indicated that a vital part of a core program should be to familiarize students with tools necessary for interpreting research. They suggested that such course work should enable students to utilize results of research in business activities at a level of limited sophistication. The teachers indicated during the follow-up conferences that intensive preparation in techniques of interpreting research should be delayed until graduate school.

The information-control devices of accounting and statistics are significant in the preparation of businessmen. Courses in these disciplines should be required of all business students.

Seventeen respondents indicated that accounting and business statistics should be required as part of the professional core. At least one semester of statistics and two semesters of accounting were recommended by a majority of respondents. They believed that a procedural or analytical approach to accounting and statistics is not desirable for undergraduate business students, but that the use of these disciplines as managerial tools should be emphasized. The respondents indicated the belief that these managerial tools or information-control courses should enable students of business to communicate more effectively with staff specialists in the areas of accounting and statistics. Moreover, the courses should provide the basic work for students desiring to concentrate or major in accounting and statistics.

From three to six semester hours of the professional core should be required in the area of organization theory and management principles.

The respondents agreed that work in organization theory and management principles should be required as part of the core offering. They indicated that organizational theory should emphasize the organization of authority, and that management principles should represent a distillation of the best current management practices.

From 12 to 15 semester hours of the core program should be devoted to the study of economics, composed of the basic principles course and advanced courses in aggregative economics and managerial economics.

There was sharp disagreement with the foregoing statement concerning the amount of economics which should be included in the professional core. Twelve teachers indicated that only 6 hours of principles of economics should be required in the core and that an undergraduate requirement of 12 to 15 semester hours of economics would be excessive. There were four respondents, however, who indicated the belief that economic theory is so fundamental to study of business that a core requirement of at least 12 to 15 semester hours is desirable. Two respondents were noncommittal in their attitudes toward the amount of economics which should be required. Although most of the respondents indicated in the follow-up conferences that students of business should be exposed to economic theory, they confirmed their responses to the opinionnaire that a 12 to 15 semester hour requirement is excessive.

Students pursuing business careers should be made aware through a business law course, that business must be conducted within a framework of law and that knowledge of the rules of conduct are essential for one who will formulate business policy.

All of the 18 respondents agreed that a course in business law should be offered which would make students aware that business transactions must be conducted within a framework of law. The conferees maintained that an appreciation of our legal system should evolve as a natural consequence of effective instruction in the legal principles on which law is based. Although the respondents indicated that

a primary objective of courses in business law is to foster an appreciation of our legal system, they indicated unwillingness to discontinue instruction in certain detailed aspects of the law. The respondents indicated that there are a number of rules of law which cannot be classified as principles, but are most important to the businessman.

Only those courses with general applicability to business should be included in the core program. Work in typewriting, shorthand, etc., should not be included in the core.

The predominant opinion of the respondents was that typewriting is an important business skill. They indicated that typewriting proficiency should be a requisite for graduation. Approximately one half of the respondents recommended that a formal course in typewriting be required of all students who do not acquire typewriting proficiency before coming to college. There was one respondent who indicated that proficiency in typewriting was not important since a business executive should have the services of a secretary.

A majority of the teachers agreed that proficiency in shorthand skills or a formal course of shorthand instruction should not be required of all business students. They favored requiring shorthand instruction as a part of the major for secretarial preparation and business teacher preparation, but were not for making the skill a part of the professional core requirement.

Areas of Concentration in Education for Business

The areas of business policy (finance, production, personnel and industrial relations, marketing, and accounting) are a sufficient number of areas for concentration beyond the core program for the undergraduate business student.

The basic question to be considered here is: What areas of concentration should be available for business students to pursue? Considerable discussion in preceding sections of this study has dealt with the question of whether or not specialization should be permitted in undergraduate business education. Most respondents to the opinionnaire indicated the belief that there should be specialization in undergraduate business programs. A minority of the teacher respondents believed that current programs of undergraduate business education are too specialized. They believed that colleges should offer major programs in only a limited number of business areas. Most of the respondents opposed the idea that the undergraduate business program should be confined to the areas of business policy and accounting. They believed that areas of specialization should be determined by the needs of the community in which each college is situated and the needs of the students who attend the institution.

In addition to the areas of business policy and the areas of accounting, a number of respondents believed business teacher preparation should be offered in schools of business. Sixteen of the 18 respondents did not agree that

teacher preparation programs now supervised by schools of business should be transferred to colleges of education or to departments of education. They indicated that many schools of business are well qualified to administer programs of teacher preparation. They maintained that many business professors, especially those serving in state colleges, are familiar with the problems of teachers in the secondary schools. The respondents indicated, also, that business professors often have had experiences in business practice that can be shared with the prospective teachers. The conferees indicated that regardless of where the teacher education preparation is located, the supervisors of such programs should be well grounded in a knowledge of the psychology of learning and have had teaching experience in a secondary school. The respondents, in general, believed that the preparation of the business teachers for the secondary school should be a cooperative effort, but that the supervision of business teacher preparation should be with the business school.

Fourteen respondents indicated that secretarial, clerical, or accounting programs which are occupationally oriented should be offered at four-year colleges to meet the needs of the business community. The respondents did not believe that all such preparation should be left to junior and community colleges. They believed that programs which are highly specialized and may appear too occupational in nature

often require courses that are available only at colleges and universities. Further, they indicated that in many instances whether a program was considered occupational or professional was a matter of conjecture.

Finance

The undergraduate finance curriculum should rest on a two-year liberal arts base, with business work to begin in the junior year.

This recommendation as developed from data taken from the Ford and Carnegie reports was based on the idea that the two years of liberal arts should consist of 60 to 75 hours of arts and science kinds of courses. The nature of the courses recommended would involve expression, mathematical tools, economic theory, and behavioral studies. The respondents were about equally divided in their opinion as to this kind of background for finance students. Seven of the respondents believed that the finance major should have general education requirements comparable to other business majors and the first two years should not be restricted to liberal arts courses. A majority of teachers favored including beginning accounting and basic statistics as a background for work in finance. Four respondents indicated that they had no conviction as to what should be required as a background for a finance concentration.

The student concentrating in finance should study during his senior year the advanced courses in the finance curriculum, namely, corporation finance, money and banking, and finance seminar.

During the senior year a course in money and banking, emphasizing finance, and a course in corporation finance, examining the corporation as a functioning unit, were recommended by respondents. The respondents agreed that a special seminar in finance should be conducted for selected students on an elective basis. The seminar should be organized in a manner to give finance students valuable experience in independent investigation and provide an opportunity for them to begin integration of knowledge toward a specific research project.

Although the conferences with each respondent revealed little additional information which was different from that obtained from the responses to the opinionnaire, a majority of conferees agreed that the finance major should be more than 9 semester hours. They recommended from 20 to 30 semester hours of finance for a major. They indicated that concentration in depth is most important. There appeared to be general agreement among the respondents that extensive study in the areas of mathematics and accounting is desirable for majors in finance.

Production

If a rigorous production concentration can be designed in such a way as to contribute heavily to the student's education, then, given a real or even fancied interest in production on the part of students, it would seem that such a production concentration should be offered.

A majority of the respondents indicated that a production major should be offered at the undergraduate level. The production major recommended would expose the student to rigorous analysis designed to enhance his capacity for rigorous thinking. The activities of a production major should include study of current research literature in production as well as study of practices and procedures for implementing the findings of research. Ten of the 18 respondents indicated that the undergraduate production program should emphasize the development of better decision making processes in management, and not emphasize a study of present practices in production management. Three respondents indicated that current management practices are important and that skill in making decisions can only be developed through a knowledge of current practices and recognized principles of management.

The responses were divided as to what courses the student of production should take. Eight of the teachers recommended a concentration of 9 to 12 hours, composed of accounting 3 hours, statistics 3 hours, problems in production 3 hours, and production volume control 3 hours. The follow-up conferences did not reveal a pattern of courses the respondents could agree was necessary for a major in production.

Marketing

The marketing curriculum can be oriented toward management or toward public policy, but logic dictates that the undergraduate program in marketing follow a management perspective.

The tabulated responses from the opinionnaire revealed that most respondents believed that marketing should not be studied as an isolated area since it encompasses problems in finance, personal relations, personnel, control, and other aspects of business. The respondents indicated the belief that only moderate specialization in marketing courses is necessary. The respondents believed that students should study diversified courses relating to the marketing process. In such courses there should be study which makes a student of marketing aware of his responsibility as a citizen of his community. This required study should give attention to all public policy issues which are affected by marketing activities.

There appeared to be little consensus as to what objectives a marketing program should follow but a majority of the respondents favored the objective of social service. They indicated the belief that instruction in marketing should be directed more toward the social implications and considerations of the marketing process and less toward the straight professional, firm-oriented point of view. Such an emphasis should make marketing students aware of the social constraints in which marketing activity must be performed. The conferees were careful to note, however, that although social service is a worthy objective of marketing activity, the profit motive should not be overlooked. The assumption made by a majority of conferees is that if proper social

service is rendered then profits will be a natural consequence.

Thirteen of the 18 respondents agreed that marketing instruction at the undergraduate level should follow a management perspective. The implication is that one successful in marketing must, of necessity, perform management functions.

The respondents recommended that from 11 to 13 semester hours of marketing courses should be required for an undergraduate concentration in marketing. They maintained that these courses should be concerned with consumers and markets, channels and business structure of marketing, products and promotion, and competition and price. The respondents, also, recommended that additional courses in retail management and sales management be made available to students on an elective basis.

Management

Because of the dual role of "personnel" as a specialized function and a universal responsibility, emphasis in a management curriculum must be toward more broad and more general problem areas and less toward technical knowledge.

The predominant opinion of the business teachers was that an undergraduate management curriculum should be a broad program of specialization. They maintained that the orientation of a management curriculum should be directed toward a general understanding of the art and science of management processes rather than toward job skills. The respondents did

not minimize the importance of technical skills but believed that primary emphasis in college should be on management theory.

A majority of the respondents indicated that job skills should be a part of management courses for several reasons. First of all, a number of problem situations calling for important business decisions that require the use of job skills can be concentrated into small "capsules" of time. A study of these problem situations and instruction in the application of supervisory techniques may help the manager avoid serious mistakes in business practice. The respondents indicated that supervisory techniques can be taught in the classroom that could be acquired only after years of on-the-job experience. Another reason indicated by the respondents for teaching job skills in management courses is that a number of graduates are assigned executive positions soon after they have been graduated. Included in this number are graduates who become partners or sole proprietors immediately upon graduation. These graduates, the respondents contend, have little opportunity to acquire management skills through experience. Moreover, the demand for business managers often will not permit an extended period of on-the-job preparation. Many employers, also, cannot afford extended training periods for junior executives. The predominant opinion of all respondents appeared to be that job skills for managers should

be studied and developed in the classroom and then further refined on the job.

Although the respondents indicated that management courses should be diversified, they strongly supported a specialized major in management. Fifteen of the 18 respondents indicated that those students who have an interest in management should be permitted to pursue management study in depth. Several respondents believed that management theory is approaching enough refinement to be classified as a discipline. The respondents indicated that management is rapidly becoming a profession in its own right, and that techniques of management, like techniques of accounting, can best be acquired through concentrated study of accumulated knowledge of management theory and techniques.

A majority of respondents agreed that a broad approach to management instruction makes it desirable to utilize case materials in the instruction of management courses. They believed that all management students should be exposed to the basic idea and sweep of problems in the field of personnel management. They were of the opinion that management involves the supervision of individuals and that cases containing typical management problems are valuable teaching aids.

Accounting

To provide management and other groups with financial data from which intelligent decisions can be

made, more emphasis must be placed upon the reasons behind accounting procedures and upon established accounting standards.

The respondents agreed that the primary function of the accountant is to provide information necessary for effective management decisions. They also indicated that the preparation for accountants should emphasize theory of accounting rather than detailed procedures of accounting. The follow-up conferences, however, revealed that the conferees were not willing to reduce extensively the teaching of procedures and practices in courses of elementary accounting.

Those business teachers who indicated that they favored continued instruction in recordkeeping procedures in the first course of accounting gave a number of reasons for their belief. They indicated that accounting theory can best be understood by those persons who have had experience in its application. Furthermore, they maintained that accounting by its very nature is akin to a skill and that it involves specialized techniques and procedures which must be presented in a detailed manner.

The respondents agreed that the gap between the theory and the practice of accounting should not exist since both are part of the same body of knowledge. The practice of accounting should be an expression of the best accounting theory. The teachers indicated the belief that persons entering public accounting practice as a career should be equipped to recognize and solve business problems. The business problems

accountants must solve are often those of reorganization, valuation, forecasting, fixed-cost analysis, and variable-cost analysis.

A program in accounting should provide a broad type of training which would thwart the tendency of the accounting curriculum to become increasingly more technical with excessive emphasis upon a narrow concept of public accounting.

A majority of respondents favored a moderately specialized concentration in accounting in contrast to a broad approach with little emphasis on specialization. Approximately one half of the respondents, however, indicated the belief that current programs now offered in undergraduate accounting are too specialized. They indicated that students could take 10 to 15 hours less accounting than is presently being required and still meet the minimal requirements for an undergraduate major in accounting. A majority believed that the present sequence in accounting courses should be continued.

The teachers strongly favored including a course in managerial accounting in the accounting curriculum. They believed that managerial accounting should be offered during the second semester of the sophomore year or during the first semester of the junior year. There appeared to be no agitation whatsoever for changing the number of semester hours of credit offered for the different accounting courses. Most respondents indicated that they were well pleased with the arrangement of allowing 3 hours of credit for each accounting course.

The idea of offering a course in taxation and business policy was recommended by the respondents for all students including accounting majors. The course should not be a conventional income tax accounting course but should involve a broad examination of the major taxes imposed by Federal and state governments and the implications of these taxes for business decisions. A minority of respondents maintained that this course was not necessary and that it would be repetitious of the course in business policy which was proposed as a part of the business core.

Preparation of Business Faculty

The business faculties should be neither wholly business oriented nor wholly nonbusiness oriented but both.

The respondents indicated that business faculty members should have a specialized preparation but also should have enough work outside their specialties to enable them to see business activities in perspective. They believed that members of the business faculty need facility in broad background subjects. These subjects include the humanities, sciences, and social sciences. A majority of respondents, also, indicated that members of a business faculty should have a significant amount of responsible business experience. To be most effective, they believed the professor must have firsthand familiarity with his area of study and his business experience should be combined with scholarship and teaching ability.

The respondents indicated that a business faculty should include people who have a thorough grounding in the basic business subjects of accounting, statistics, and economics. The faculty should, also, include people competent in the foundation areas of finance, marketing, personnel, and production. A composite of expressions of the respondents indicated that they were not in favor of a faculty composed of narrow specialists, but that they favored a community of business scholars working together. They agreed that a teaching staff should not be allowed to skew course offerings along unduly narrow lines.

The business teachers disagreed with the suggestion that the specialized interests of the faculty should largely be reflected in the school's research activities and seminars and not in the regular course offerings. They were of the opinion that the interests of the faculty should be reflected also in the course instruction. The respondents indicated that the course offering should be determined by the needs of the business community and the student needs, and should be staffed by specialists in the subjects offered. Thirteen of the 18 faculty members disagreed with the statement that the business faculty should include at least one person thoroughly informed in the foundation areas of English literature or philosophy, mathematics, engineering or science, law or political science, and psychology or sociology. The three principal reasons offered for opposing the inclusion of such people on

the business department staff were that faculty members of business schools need to have some knowledge of business and industry, that the expense of employing such people in addition to the regular staff would be prohibitive, and that teachers prepared in disciplines other than business would be unable to communicate effectively with the business teachers.

In the face of the mounting enrollments, the quality of business faculty takes on greater significance than the quantity.

There appeared to be no doubt that the business teachers considered the quality of a business faculty significant. Seventeen of the faculty indicated that they agreed with the statement that quality of a business faculty is more important than quantity. Furthermore, they indicated that business education should be put on a more solid academic footing in order to attract more first-rate scholars as students and teachers. They did not in any way imply, however, that business instruction is not now academically sound.

The respondents maintained that a law degree is not adequate preparation for quality instructors in schools and departments of business. Neither did they believe that the law degree plus a masters degree in business administration nor a masters degree in social science was sufficient preparation. They indicated that practice teaching or an internship in teaching, studies in the psychology of learning, studies in tests and measurements, and studies in methods of

teaching should be added to the law degree to constitute adequate preparation for teaching in the business school.

Other practices affecting quality instruction in which the respondents agreed with the recommendations presented in the Pierson study and the Gordon and Howell study have to do with the selection of teachers. They agreed that undergraduate business schools should avoid the hiring of part-time teachers since they believed part-time teachers are often narrow in their approach to business preparation. This narrow approach causes the quality of teaching and class standards to be lowered. They indicated that part-time teachers are often difficult to coordinate and supervise since they are on campus for only a limited time. The respondents agreed that the business faculty should, for the most part, be made up of teacher-scholars and not exbusinessmen. They indicated, also, that the practice of "inbreeding" or the practice of hiring a school's own graduates should be avoided as much as possible.

The respondents did not believe that quality of accounting instruction was lowered when advanced accounting courses were taught by those professors having only the M. B. A. and the C. P. A. rather than the doctorate. The preparation most recommended by the respondents was a major in accounting of at least 30 semester hours and a masters degree. The C. P. A. with the masters degree was considered adequate terminal preparation for accounting professors.

A better trained and more scholarly faculty who have a sound grasp of analytical tools and who are well informed regarding recent developments in the relevant scientific literature and business practice will produce more scientific research.

Fourteen of the 18 respondents indicated the belief that a better trained and more scholarly faculty will be more productive of scientific research. The quality and quantity of research, they believed, is dependent upon a number of factors other than the ability of the faculty. One important factor is the encouragement to perform research that an institution gives its faculty in the form of time off from teaching duties. Most of the respondents agreed that it would be desirable for summer grants to be made in lieu of pay for summer teaching to faculty members who were interested in pursuing research projects. They believed, also, that colleges should make it possible for business department faculties to secure additional training in statistics, mathematics, and the social sciences to improve their ability to do research. They indicated that faculties of business departments and schools of business should show more initiative in establishing close working relations in research activities with disciplines outside the department of business. There was general agreement among the respondents that interaction between the business faculty and various business firms could, also, contribute to teaching and research activities.

Instructional Methods and Research in Business

Of significant importance to reform in business education are the "scholarly inclined subject matter specialists" and the "managerially oriented" group of business educators.

Twelve of the respondents agreed that there was a need for improvement of instruction in the business school. They agreed that the subject matter specialists and the managerially oriented professors would probably need to take the lead in this improvement. Regardless of those educators who are designated to lead in the improvement, all of the 18 respondents maintained that the requirements for good teaching are sound educational philosophy, appropriate teaching methods, and adequate teaching materials. The 18 respondents, also, agreed that students should be made active participants in the educational process. The educational process should develop within a student the organizational and communicative skills that he will need throughout life.

A majority of respondents disagreed with the proposition that the over-all quality of teaching in schools and departments of business is not high. The respondents indicated in the follow-up conferences that the instruction offered in business schools was at least equal to that offered by other departments on college campuses.

Furthermore, a majority of the respondents disagreed that improvement of instruction in business education would attract more able students to the field of business. They

indicated that quality of instruction does not necessarily determine the quality of students, but the hope of rewards for concentrating in a particular area are the primary determinants. These rewards are often in the form of high monetary returns and social prestige.

The emphasis in business school teaching is now weighted too heavily toward the description of existing institutions, procedures and practices. What is needed is a greater emphasis on the analytical and on the managerial-clinical aspect of the various fields.

All of the 18 respondents indicated that a combination of teaching methods should be used by business educators. The teaching methods should include the straight lecture, the discussion, and a combination of lecture and discussion. The predominant opinion among the respondents emphasized that there is too much descriptive teaching used in business instruction today. Too much time is spent in describing existing institutions and business practices. The respondents, however, indicated that basic courses in business must describe principles and practices of business. This preliminary instruction is believed by the respondents to be necessary for other more sophisticated study in advanced courses. The respondents indicated that students must have a knowledge of basic principles and basic vocabulary as a frame of reference in which to study business.

There appeared to be considerable apprehension toward the use of a case approach to teaching at the undergraduate level of business instruction. Only one half of the

respondents agreed with the statement on the opinionnaire that the case study method of instruction is effective. A number of respondents indicated that most undergraduate students have an inadequate background of knowledge to profit from case studies. They indicated that often classes are too large for more than a small number of students to participate in the recitation, thus making a case study approach ineffective. Additional comments by the respondents indicated that some teachers are unable to direct an effective discussion necessary to utilize a case approach to teaching.

Most respondents agreed that efforts should be made to get students to utilize library facilities. This utilization, it is believed, should take the form of extensive library assignments. There were three respondents, however, who disagreed and indicated that extensive library assignments are not conducive to instruction of business subjects. They indicated that there is ample material in textbooks and class lectures without using the resources of the library. All library work, they believed, should be voluntary.

The formal professional instruction of the business student is given greater meaning when it is combined with suitable business experience.

The predominant opinion of the respondents was that work-experience programs are desirable for business majors. They agreed that schools which find "bread and butter" jobs for students could, with comparable effort, find jobs for students in cooperative work-experience program. A careful

screening, it was believed, should be made of all employers who participate in work-experience programs to determine if positions offered to students have educational value or are simply for the sole benefit of the employer.

The idea of substituting summer work experience when a formal work-experience program is not feasible appeared to have some attraction to the respondents. The follow-up conferences revealed, however, that most respondents believed that faculty supervision was essential to an effective work-experience program even though the program was operative during the summer months. The respondents indicated, also, that if the work experience was to be required that college credit should be given to those students who participated in the program.

If business departments and business schools are to continue to operate on the principle of mass education, it becomes imperative that the more promising student candidates for future positions of leadership be identified and that their training be patterned to bring about the maximum possible development of their talents.

Most of the respondents indicated that an effort should be made to give special instruction to students of outstanding ability. A majority of respondents agreed that an honors program should be organized. They agreed that an honors program should be only for juniors and seniors who are academically talented.

Only six respondents indicated the belief that an honors program should be of a general nature with little

concentration in depth. Nine respondents maintained that honors programs should be specialized. They believed that the talented student enrolled in an honors program should be able to pursue subject matter in depth. Three respondents declined to express an opinion concerning the need for special programs for gifted students.

Although the respondents indicated that honors programs might be desirable for providing special instruction for the academically talented students, they were dubious as to the advisability of attempting an honors program unless there are adequate financial resources. The predominant opinion appeared to be that an honors program is not financially feasible for many undergraduate schools. The respondents did not propose an honors program at the expense of the regular undergraduate program.

The business schools need to develop both more pure or fundamental research and, using the best tools now available, more applied research at a high analytical level.

A majority of the respondents indicated that research should be performed in all schools and departments of business. They maintained that research and teaching must be combined for effective professional education in business. The respondents believed that faculty members should be scholars as well as teachers. The follow-up conferences revealed that a number of respondents believed research does complement teaching. The research completed by teachers,

however, does not necessarily have to be published, but 11 of the 18 respondents indicated that even schools of limited financial means should have a modest program of research publication.

A majority of the business teachers indicated during the follow-up conferences that a greater part of the research in business should be applied research. They further indicated that the applied research should entail the use of sophisticated quantitative tools including the utilization of concepts and findings in the various social sciences.

Summary

Chapter III of this study dealt with major ideas associated with collegiate education for business. The ideas discussed were those contained in two studies about the education of businessmen, one sponsored by the Ford Foundation and one sponsored by the Carnegie Foundation. The information was developed in the form of guidelines for the preparation of undergraduate business students.

In this chapter a brief description is given of the circumstances under which this study was completed, the procedures used in obtaining the faculty reactions, and the reactions of the respondents to the recommendations made by the foundation studies. The procedures used to obtain faculty reactions involved the development of an opinionnaire, the administration of that opinionnaire, and an analysis and

interpretation of the reactions to the items on the opinionnaire. The opinionnaire was constructed by using guidelines developed in Chapter III. All of the respondents completed the opinionnaire and supplied additional information concerning business education through a follow-up conference.

In this chapter are emphasized the points of agreement and disagreement between the business teachers and the Gordon and Howell and Pierson studies relative to the nine major sections of the opinionnaire. For example, in contrast to the recommendations of the Pierson and the Gordon and Howell reports, the respondents maintained that the same basic traits are needed for success at all levels of business management. The differences in the requisite traits for top management positions and the lower levels of management are in the degrees of specific trait development required.

The respondents agreed with the researchers that the need for technical competence diminishes as administrative responsibility increases. They believed that preparation for a career has a legitimate place in undergraduate education for business. Furthermore, they maintained that career preparation should include an area of specialization.

A majority of the respondents did not agree with the researchers that business courses and business students are intellectually inferior. They indicated that courses offered by departments and schools of business are academically challenging in proportion to the ability of the instructors

assigned to teach the classes. Students of business, they believe, are as capable as those enrolled in any other department on the campus.

The respondents agreed that at least 50 per cent of the undergraduate preparation of students should be general education. Foreign languages, however, are not to be required in the general education pattern. The respondents did not believe that conventional English courses offered in a general education pattern should replace courses now required in business communication and business English. They agreed with the researchers that work in natural science, biological science, and social science should be included in the general education requirement.

Chapter V, which follows, constitutes a melding together or a summarizing of the data and information revealed at length in this and the preceding chapters. Clearly shown in it are the contrasts in major ideas developed in the Ford and Carnegie studies and the data obtained from the opinionnaire and the follow-up conferences.

CHAPTER V

SUMMATION

The purpose of this study was to consider in depth certain of the major ideas which might be used in efforts to improve education for business at the collegiate level. The material developed may be helpful to deans of schools of business and chairmen of departments of business in evaluating their present programs and planning future changes in their curriculums.

The specific problem of this study was to synthesize authoritative expressions of viewpoints regarding education for business and to analyze these expressions in relation to the considered judgments of college teachers actively engaged in education for business. The respondent business teachers who participated in this study candidly expressed their opinions relative to basic ideas in nine major areas of business.

The data for this study were obtained primarily from an analysis of two recent research studies in higher education for business, The Education of American Businessmen by Pierson and Higher Education for Business by Gordon and Howell, and from the opinionnaire and the conference responses of the 18 faculty members of the Department of Business at Central

State College. Other sources of supplementary data were periodicals dealing with problems and issues of business education at the college level and the statements of the requirements and the standards for collegiate schools of business as promulgated by the American Association of Collegiate Schools of Business.

Four major steps were necessary in order to complete this study. The first step was to isolate the fundamental ideas in the Ford and Carnegie research reports relative to education for business in higher institutions of learning. These research reports were analyzed thoroughly and basic assumptions, recommendations, and conclusions were recorded. In conjunction with a study of the foundation reports, a search of literature was made in which criticism of the reports both pro and con was carefully noted.

The second step in the study was the preparation and administration of the opinionnaire. The major ideas and recommendations developed in step one were used to prepare the opinionnaire. The information was categorized into principal and supporting statements that would stimulate faculty reaction. To facilitate the administration of the opinionnaire, a group meeting was held with the respondents and instructions for completing the opinionnaire were explained. The opinionnaires were distributed to each of the 18 respondents for completion.

The third step in the study was the analysis of the opinionnaire. As the completed opinionnaires were returned to this researcher, the responses to the items were tabulated. Questions were then prepared for each business teacher relative to his reactions to the items on the opinionnaire and a follow-up conference with each respondent. Checks for reliability and validity of responses were made during the individual conferences by noting the consistency of reactions by the respondents. Each respondent was asked to give reasons for his reactions to specific items on the opinionnaire.

The final step included a summarization of the reactions of the business teachers to major ideas relative to higher education for business and the preparation of this report.

Areas Wherein There Is Substantial Agreement
About Collegiate Education for Business

Requirements in Business Occupations

The business faculty agreed with the Ford and Carnegie Reports that a primary need of business is for college graduates who are capable of learning to direct the activities of others. There is need for people with ability to do the quantitative analysis basic to the utilization of management techniques. The need for competent leadership becomes increasingly important at the higher levels of management. There was also agreement with the research reports that

leadership ability involves special applications of skills in human relations. The leadership qualities most essential to good business management are: aggressiveness, ambition, persistence, loyalty, integrity, broad perspective, and a sense of fair play.

The Nature of Business Competence

The business faculty agreed with the Ford and Carnegie studies that the nature of business competence requires broad preparation. To become competent, a student of business should complete work outside the business school to develop skills in problem solving, skills in human relations, skills in organizing, and skills in communication. Such competence implies a sense of social responsibility. The teachers agreed with the foundation studies that a business faculty should energetically promote the growth and the development of ethical business practices. Ethical issues should be a regular part of classroom discussion in every business school.

Professional Core of Education for Business

The respondents in this study agreed with the researchers that the undergraduate business student should be required to take a core of business courses. The core program they recommended was from 36 to 48 semester hours of business subjects. The teachers agreed with the research studies that the core should relate courses in areas other than business with situations that workers face in the practice of business.

Students, however, should not be required to take work in the functional areas of management as part of a core program. The business teachers proposed that the business school continue to teach business law and introduction to business courses in contrast to the recommendations of the foundation studies that these courses be dropped from the core. They also were opposed to any changes in the curriculum that would require a decrease in the major below 30 semester hours.

Preparation of a Business Faculty

The respondents agreed with a majority of the suggestions offered by the Gordon and Howell and the Pierson studies for the preparation of a business faculty. They indicated that a business faculty should be a community of scholars complementing each other in teaching and research. A business faculty should consist of full-time teachers with responsible business experience. Teachers of collegiate business subjects should be prepared in the psychology of learning and testing and the techniques of instruction. The preparation should include either supervised teaching, or experiences in intern or student teaching.

The teachers agreed with the researchers that the preparation of a business faculty should transcend a number of different disciplines. People should be included on the faculty who are thoroughly grounded in the disciplines of accounting, statistics, and economics. Members of the business

faculty also should be familiar with techniques of research and should use such research in their teaching. The preparation of the faculty should enable a department of business to combine teaching, community services, and research.

Instructional Methods and Research in Business

Most of the suggestions made by the foundation studies relative to instructional methods and research were readily acceptable to the business teachers. They agreed with the researchers that a professor of business subjects should have an adequate educational philosophy and should be thoroughly grounded in his area of teaching. He should be familiar with the teaching techniques that will stimulate students to become active participants in the educational process.

More analytical and managerial-clinical types of instruction should be used in the classroom and less purely descriptive teaching. Students should develop communicative and verbal skills through extensive reading and writing assignments. They should be taught how to use a library by requiring them to utilize library resources in the solution of business problems. Further instructional improvement should be implemented through a work experience program for juniors and seniors.

The business faculty agreed with the researchers that students with extraordinary intellectual abilities should be

given special instruction. An honors program should be provided for junior and senior students. In contrast to the recommendations of the researchers, however, the business teachers maintained that honors programs in business should emphasize depth rather than breadth.

The respondents agreed with the researchers that professional education could be satisfactorily accomplished only when research and teaching are effectively combined. Effective teaching should be superseded by research even though the research is not written for publication. The teachers, also, agreed with the recommendation that a college should create as well as transmit knowledge.

Areas Wherein There Is Substantial Disagreement About Collegiate Education for Business

Objectives of Collegiate Education for Business

Although the faculty members agreed with many of the suggestions set forth by the foundation studies, they disagreed with the recommended objectives for undergraduate business preparation. They did not subscribe to broad business preparation for undergraduate students. Business skills should not be dropped from the undergraduate curriculum. Specialization is more than a secondary objective to general preparation to leadership competence. The objectives of undergraduate business education should be to provide students with a well-rounded career preparation that will enable them

to obtain immediate employment upon graduation. The business teachers recommended that students complete a program emphasizing versatility of preparation rather than a program of narrow technical occupational training.

Meeting the Needs of Business Students

In contrast to the recommendations of the Ford and Carnegie studies, the business teachers maintained that students of business need specialization at the undergraduate level. Furthermore, one general pattern of courses, as advocated by the researchers, does not meet the needs of all students of business. The program of courses offered should be determined by the capabilities of the students, the facilities of the institution, and the needs of the business community. The Pierson and Gordon and Howell studies maintained that a more rigorous program of studies for all students would raise the quality of students enrolling with the department of business. The business teachers disagreed with this recommendation and maintained that a challenging program of studies is only one factor in meeting the needs of superior students.

The teachers did not believe in a selective admissions policy to limit enrollment as was recommended by the researchers. They indicated that all students who had completed high school, including technical high schools, should be admitted to state supported colleges. The needs of one group of

students should not be sacrificed to serve the needs of another group, but optimum attention should be given to all students who can demonstrate the ability and interest to succeed.

General Education for Business

The business teachers agreed with the researchers that general education should include work in the arts and sciences, but they did not agree with regard to the number of hours to be required in each area or discipline. Furthermore, in contrast to the researchers views, a majority of the business teachers did not think that courses in foreign language and fine arts should be required. They argued that such courses are of little value to a business administrator. General education should consist of work other than exclusively liberal arts kinds of courses. A majority of the business teachers opposed the recommendation of the researchers that conventional English courses should replace business communication courses now offered by departments of business. The business communication course provides information that is a vital part of the preparation of the undergraduate business student.

Areas of Concentration in Education for Business

The business teachers were opposed to the recommendation by the Pierson and the Gordon and Howell studies that the number of hours required for a concentration in education

for business should be reduced. They maintained that business itself is not enough specialization, but that students should concentrate in a major subject matter area. The teachers disagreed with the research studies that occupationally oriented and teacher education programs should be transferred from the business school. They maintained that specialized programs that are occupationally oriented, as well as teacher preparation programs, are often administered quite effectively in schools of business. They indicated that the areas of concentration offered by a school of business should be determined by available financial resources and faculty resources of the college, and the needs of the community in which the college is located.

The areas of concentration or majors offered in departments and schools of business should be at least 30 semester hours. The accounting program recommended by the researchers was not considered adequate by the business teachers. They did not concur with the researchers that a 30 semester hour concentration in accounting would result in narrow specialization.

The researchers had serious doubts that a major should be offered in management or that job skills directed toward management preparation should be taught. Although the teachers conceded that managers could not be completely prepared in a college program, they did believe that proper instruction in management techniques should shorten the

on-the-job training period. They maintained that a major should be offered in management and that specific management skills should be a part of that concentration.

Current Major Concerns in Collegiate Education for Business

The nature of this study was such that the kinds of conclusions that ordinarily are found in doctoral research reports could not be formulated. However, the generalization process used throughout this study did lend itself to the isolation and definition of major issues, problems, trends, and even the more argumentative elements in collegiate education for business. The ideas which are presented here were identified by this writer as some of the current major concerns of college faculties working in education for business.

1. General education consisting of about 50 per cent of the total undergraduate business preparation should be individually tailored for each student to include adequate amounts of social science, natural science, mathematics, and statistics. For example, students who are pursuing special careers in electronic data processing and business statistics should be required to study mathematics in depth. Foreign language courses should be required of students who are planning careers in foreign countries or who are planning to transact business with foreign countries. Moreover, students should take considerable general education work outside the field of business to make distinct the relevance between

business affairs and society. General education preparation should also aid students of business to attain a sense of social responsibility.

2. Students of business should be made more familiar with the whole realm of business activity. This can best be accomplished by requiring a block of business courses or a professional core. The coursework should consist of 36 to 48 semester hours collateral to the area of specialization of the student. An important function of the professional core of courses is to aid each student in the selection of his particular area of business concentration.

3. Colleges and universities should continue to provide programs of business instruction that enable students of business to concentrate in areas of specialization. The areas of specialization that an institution offers should be determined by the resources of the institution, the needs of the business community, and the needs of students.

In general, an area of specialization should be offered in marketing directed toward the objective of social service. An area of specialization should be offered in management acquainting students with supervisory techniques that are necessary for effective management. An area of specialization should be offered in accounting that prepares people for staff accounting positions and public accounting practice. Areas of specialization or majors should be added as the need arises and as the college procures sufficient resources. The

knowledge and skills presented in the areas of specialization should constitute occupational preparation that could otherwise be acquired only through many years of on-the-job experience.

4. Faculty members should be hired to teach business who have completed work in the psychology of learning, tests and measurements, and methods of teaching. Prior to being employed the faculty members should have had an internship in teaching under the direction of an experienced instructor. In-service seminars should be conducted periodically for college faculty members for the purpose of exploring new teaching techniques. Outstanding scholars from prominent colleges and universities should be invited to conduct these seminars.

5. Faculty members from each discipline should give special attention to library facilities. A systematic procedure should be designed for ordering publications to insure that students have access to classical and contemporary reference materials in the field of business.

Faculty members should establish working relations in research and teaching activities with disciplines other than business. In addition they should perform research and service activities in conjunction with the business community.

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APPENDIX A

Central State College Business Faculty Educational Preparation and Rank

CENTRAL STATE COLLEGE BUSINESS FACULTY
EDUCATIONAL PREPARATION AND RANK

Re- spond- ent	Rank	Degree Held	Graduate Study			Teach- ing Experi- ence (Years)
			Mas- ters	Post Mas- ters	Total Gradu- ate Hours	
1	Professor	Ed.D.	32	74	106	38
2	Professor	Ed.D.	32	90	122	21
3	Assist. Professor	M.Ed.	32	50	82	12
4	Assist. Professor	M.Com. Ed.	32	33	65	34
5	Assist. Professor	M.S.	33	58	91	8
6	Assist. Professor	M.B.A.	35	25	60	6
7	Assist. Professor	M.Ed.	32	29	61	14
8	Instructor	M.S.	32	40	72	5
9	Instructor	M.B.E.	38	18	56	13
10	Assist. Professor	M.B.E.	37	36	73	9
11	Assist. Professor	M.S.	34	33	67	8
12	Assist. Professor	M.T.	32	60	92	7
13	Assist. Professor	M.S.	33	60	93	20
14	Instructor	B.A.	32	23	55	2
15	Assist. Professor	M.Ed.	32	31	63	7
16	Assist. Professor	M.Ed.	32	43	75	13
17	Assist. Professor	M.S.	38	56	94	15½
18	Assist. Professor	M.A.	38	52	90	16

APPENDIX B

Opinionnaire Submitted to College Teachers

OPINIONNAIRE OF COLLEGIATE EDUCATION FOR BUSINESS

Instructions: Space is provided at the right of each statement for your reaction to the particular statement being presented. Please select the response which more nearly represents your professional opinion concerning the statement and place it in the space provided at the right.

Rating Scale

- 1 -- Agree. In agreement with the statement
with few, if any, reservations
- 2 -- Tend to Agree. Tend to agree with the statement
but have doubts as to its
feasibility
- 3 -- Tend to Disagree Tend to disagree with the statement
but feel that it may have possi-
bilities in the near future
- 4 -- Disagree Disagree with the statement and
believed that it is unsound or
impractical
- 5 -- No Definite Conviction . . . No definite belief or conviction
concerning the statement

It may be that you desire to make additional comments or qualifying statements concerning your response. Feel free to write these comments at the end of the sections, on the back of the sheets, or on an attached sheet.

Your reaction to the major idea designated by letters A, B, C, etc., should not of necessity be the same as your reaction to the subsidiary ideas in items 1, 2, 3, etc. You may agree with the major guideline and disagree with all or part of the guidepoints, or you may agree with all or part of the guidepoints and disagree with the major guideline.

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
	Agree	Tend to Agree	Tend to Disagree	Disagree	No Definite Conviction

Requirements in Business Occupations

A. Business needs substantial numbers of management people who are competent either to direct some aspect of the activities of a firm or to secure and analyze the information on which such direction must depend

17 1 0 0 0

1. The Central State College Business Faculty should concentrate on helping students apply background knowledge (language and literature, numerical relations, accepted standards of behavior) and general purpose tools (accounting and statistics, etc.) to significant business problems.

9 5 2 1 1

2. The Central State College Business Faculty has an obligation to make the student aware of the need for a well developed philosophy and a set of ethical values. He should be made sensitive to the nature of the goals of all the groups who are affected by the firm's activities

15 2 1 0 0

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
B. Ability to fit into an organization and to get along well with associates, willingness to take orders and follow instructions, and qualities of thoroughness and dependability are particularly needed at the lower levels of business management.	15	3	0	0	0
1. At lower management levels a <u>different set</u> of traits is needed for employment in business than is needed for upper level management positions. .	1	3	1	12	1
2. It is especially important at the lower levels of management that the manager have rapport with his fellow employees; also, he must be able to take orders and follow the instructions of his superiors	14	4	0	0	0
C. At the higher management levels, qualities of personal leadership, the general administrative skills, the ability to make decisions and accept responsibility in the face of uncertainty, and strong personal motivation become particularly important . . .	15	3	0	0	0
1. The business executive in a top management position <u>must have more formal education</u> than the lower level supervisor.	6	4	1	7	0
2. The amount of technical competence required for upper level business managers tends to diminish as the degree of administrative responsibility increases	7	7	1	2	1

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
3. There is a great need for human relations and general management skills in higher management positions	16	1	0	0	1
4. Preparation for higher management requires a background in the social sciences, the natural sciences, and the analytical tools of mathematics and statistics	4	9	2	3	0
<u>The Nature of Business Competence</u>					
A. Preparation for careers in business has a legitimate place in undergraduate education.	18	0	0	0	0
1. Business career needs are an integral part of the individual's growth just as are his responsibilities as a citizen and his potentialities as a person	14	3	1	0	0
2. Business career preparation should be conceived in broad terms, be closely related to the student's general studies, and contain considerable analytical content	2	11	3	1	1
3. Preparation for a career in business should establish foundation for a lifetime of self-education. (Emphasis should not be placed on mastering the detailed aspects of a given subject but on developing the ability and methods needed for meeting problems in later life). . . .	6	5	4	2	1

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
B. Business career preparation should be such that it will strengthen the individual's intellectual powers through work in a number of underlying or related fields of study.	14	3	1	0	0
1. Related fields of study outside the department of business should develop the student's capacity to use basic communication skills--written, oral, and numerical--in solving business problems.	17	1	0	0	0
2. Areas of study should be pursued by the business student which will enable him to use the methods of the humanist in approaching business problems, especially by developing sensitivity to human aspirations and an imaginative awareness of the value elements in business situations	10	4	0	0	4
3. Courses pursued by the business student should include those that would develop sufficient familiarity with the work of mathematicians and scientists and thus enable him to understand their language and to use at least some of their more important methods in tackling business problems.	7	6	5	0	0
4. Work should be completed by the business student that will develop the capacity <u>to see</u> the relevance of the various social sciences to business					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
affairs and <u>to draw</u> upon these subjects in whatever manner may be indicated in specific business situations	11	5	2	0	0
5. Courses should be taken by the business student which will help him to master the underlying principles of at least one broad area of business policy (accounting, finance, marketing, etc.) and to gain an appreciation of the contributions which a given specialty can make to managerial policy making.	13	5	0	0	0
C. Competence, in business or any other field, depends not only on education and experience, but also on the possession of certain personal traits.	16	0	0	2	0
1. Business competence implies that one possesses a bundle of skills--problem-solving ability, organizational skill, skill in human relations, and skill in communication.	14	3	1	0	0
2. Business schools have an obligation to do what they can to develop a "sense of social responsibility"	11	7	0	0	0
3. Business schools should give somewhat explicit consideration to ethical issues and introduce problems having strong ethical overtones into various business courses.	10	4	2	2	0

Major Ideas Subjected to Faculty Opinion		Number of Responses				
		1	2	3	4	5
<u>Objectives of Collegiate Education for Business</u>						
A. It should be the <u>primary objective</u> of undergraduate collegiate business education to prepare students for personally fruitful and socially useful careers in business and related types of activities.	16	2	0	0	0	
1. A business student's work should be focused on a foundation core of subject matter possessing enough internal cohesion to present the major functions of business enterprises and the business system in the round.	12	4	0	0	2	194
2. A business student's study in a specialized field <u>is only a secondary objective</u> to the more general preparation for leadership competence for business, industrial, and civic life.	2	5	6	4	1	
3. The business student's requirements to be taken as a part of the foundation core program should help him transfer what he has learned in disciplines outside the fields of business to his business career interests and ultimately to his daily work.	12	5	0	0	1	
B. Career preparation is a vital ingredient in the individual's total education as long as it is not allowed to crowd out what is broadening and ennobling in his academic experience	7	7	2	0	2	

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
1. Business preparation for a career should develop in the student qualities of mind which will enable him to adjust to periods of rapid change ahead, and it should equip the student for continued study throughout his occupational life . .	15	3	0	0	0
2. Preparation for a career which is tied down to procedures which will soon become obsolete cannot be sanctioned; therefore, teaching students facts and techniques which will soon become obsolete, but which may have a salable value at the moment, <u>cannot</u> be considered a legitimate objective of business education	6	5	5	2	0
C. Collegiate business education should strive for balance between the pursuit of knowledge for its own sake and the pursuit of knowledge as preparation for a particular career	8	4	2	4	0
1. Collegiate business education has responsibility for preserving man's intellectual heritage and passing the store of knowledge of society to future generations	12	3	0	2	1
2. Collegiate business education has responsibility for developing knowledges and abilities that are useful to the individual in a practical way; that can be used immediately in a productive manner	13	5	0	0	0

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
3. In collegiate business preparation, the study of English literature can be just as important <u>in the vocational sense</u> as is the study of accounting principles	1	2	5	10	0
4. Career specialization at a truly professional level belongs in the graduate school and should not be a part of the undergraduate program. . . .	0	4	3	11	0
<u>Meeting the Needs of Business Students</u>					
A. Most students now attending business schools would derive great benefit from broader, more demanding programs of study.	6	6	3	2	1
1. Business schools offering a broad, demanding program of study will attract students who can profit more from such work than from a narrower specialized program	5	6	2	2	3
2. Possession of specialized knowledge and technical skills by the business graduate is of only moderate or minor importance.	0	1	5	12	0
3. Pursuing its responsibility for improved preparation, a collegiate school of business should refuse admission to students whose academic ability is below appropriate established limit levels.	4	7	2	5	0

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
B. The interest of the less academically gifted students should not be allowed to outweigh the needs of those who <u>are not</u> now being pushed to the limits of their abilities.	10	4	3	0	1
1. The needs of the better students, who constitute the minority, cannot be neglected to meet the needs of the majority who are average and below	11	6	1	0	0
2. The actual subject matter given to "average" and "below average" students should not be materially different from that given to superior students, but the pace perhaps should be slower and the level of the difficulty of the work reduced for such students.	6	6	2	3	1
3. A method screening students should be devised to determine who should be admitted to the Central State College Business Department, or the school should shift to an administrative arrangement whereby freshmen and sophomores who lack academic ability would be prevented from enrolling in the business department	2	8	3	5	0
C. Improvement in the quality of the student body requires not only more careful selection on the basis of mental ability and motivation, but also greater insistence on an adequate academic					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
preparation both in secondary school and in the first years of college	11	7	0	0	0
1. A commercial, technical-vocational, or non-descript high school diploma is not adequate preparation for a collegiate business program of respectable caliber.	6	6	2	4	0
2. The student body of business schools should be selected from people who have a reasonably high level of positive motivation toward careers in business or other forms of economic management.	3	7	5	3	0
3. Schools should either guide their admissions policies in part by a consideration of what innate qualities are considered to be desirable for a career in business, or else they should develop a program under which students with the intellectual but not the other necessary qualities are eventually identified and given the opportunity to change their educational goals.	5	10	1	2	0
4. Under present conditions, the student body of business schools will rather generally be identified with students of limited academic ability	5	4	4	5	0

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
D. The economic and social backgrounds of students have an important bearing on the approach they take to college work	12	3	0	1	2
1. Programs in business schools will inevitably be shaped by the fact that students studying business subjects are strongly oriented toward vocational preparation	8	7	2	1	0
2. Designers of undergraduate programs in business administration have the responsibility of making the subject intellectually attractive, as such a situation is not acknowledged to exist now.	1	5	6	5	1
3. Extracurricular attributes are a factor which should be considered in the selection of students for admission	2	4	3	8	1
4. The social mobility of students in general can be promoted by programs such as those offered by large public institutions.	5	6	4	0	3
5. Student preferences and interests will naturally be reflected in the emphasis given certain parts of a school's program, but responsibility for its general direction and character must rest with the faculty and administrative leaders.	14	2	1	0	1

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
<u>General Education for Business</u>					
A. The total program of a college or university should reveal the educated community's conception of what knowledge is most worth transmitting to its youth, and what kind of mind and character an education is expected to produce. . . .	10	6	2	0	0
1. General education, as the principal goal of higher education during the undergraduate years, should take precedent over professional education in the preparation of the business student.	2	3	4	9	0
2. Undergraduate preparation in business rests on those subjects in the liberal arts area. . . .	0	1	5	9	3
3. Approximately 50 per cent of the undergraduate studies of business students should be taken in the area of general education.	6	7	1	3	1
B. Ability in the communication skills is vitally important to business students, and the business faculty should assume explicit responsibility for the development of skill in communication once the period of formal instruction by the English faculty is over.	10	5	1	1	1

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
1. Undergraduate business students should take from 12 to 15 semester hours of language arts . .	3	7	2	6	0
2. The language arts requirement should include a year of English literature, a year of English composition, and a half-year of speech. .	2	4	9	2	1
3. The business student should take four semester courses or 8 to 9 semester hours in the area of the humanities and fine arts	5	3	7	3	0
4. Responsibility for really effective teaching of communication skills rests with the whole institution and not the English department only .	15	3	0	0	0
5. Skill in written communication can be developed in undergraduate business students if they are continuously required to display use of the knowledge attained in the language arts course. .	13	5	0	0	0
6. Courses in business English and letter writing have no place in the undergraduate curriculum. Businessmen speak and write the same language as other members of society	0	0	2	16	0
C. Business students need a framework for conceptualizing mathematically for grasping quantitative statistical relationships.	13	2	0	0	3

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
1. As a minimum a business student's high school preparation in mathematics should include two years of algebra and one year of geometry	5	4	6	3	0
2. As a minimum requirement undergraduate business students should have mathematics through the first course in calculus.	2	6	4	6	0
D. Business students should have an introduction to each of the main branches of both physical and biological science	17	0	0	1	0
1. A minimum of one science course in each area, physical and biological, should be completed in college, except that the requirement would be reduced by one semester for each year of high school science completed	5	4	1	8	0
2. College science courses taken should require some laboratory work and a modest amount of study in depth.	11	3	0	3	1
E. Considerable familiarity with the work of social scientists is essential to anyone who is engaged in the serious study of business problems.	16	1	1	0	0
1. Business students at Central State College should be required to take 18 hours of work in the social sciences, composed of 12 hours in history and political science and 6 in the behavioral sciences	2	4	4	7	1

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
2. Social science subjects required of business students should be taught by people who have specialized in their respective fields and the work should not be byproducts of selected courses in business administration.	9	6	2	1	0
F. The needs of business students in the foreign language area are essentially no different from those of students in other fields.	7	2	2	6	1
1. Ability to read the literature of at least one foreign language should be required as a condition for graduation for business students at Central State College.	1	2	2	13	0
2. The Central State College business major should be exposed to literature of at least one foreign culture by requiring him to take courses to be selected from the language, literature, history, or geography of a particular foreign country	4	2	2	10	0
<u>Professional Core of Education for Business</u>					
A. The professional part of the undergraduate curriculum should consist primarily of a large core of required courses that will provide an introduction to each of the main aspects of the structure and functioning of business	9	6	2	1	0

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
1. A vital part of the core program should be to familiarize the business student with the tools necessary for interpreting research	8	4	2	4	0
2. Only those courses with general applicability to business should be included in the core program. Work in typewriting, shorthand, etc., should not be included in the core.	6	3	2	6	1
3. The number of required courses in the major fields now offered in the area of business should be reduced in order that business students may take more work in the liberal arts and the professional core	0	1	6	11	0
4. The base or "core" for undergraduate business students at Central State College should be from twelve to fifteen courses consisting of from 36 to 48 total semester hours.	5	5	2	5	1
5. The "core" program should relate the student's studies in literature and the humanities, mathematics, and sciences, and history, political science, psychology, and sociology to types of situations he will face in business	4	9	4	0	1
6. The "core" program should possess enough internal cohesion for the student to see the major functions of business enterprise and the business system as a whole.	16	2	0	0	0

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
7. From 12 to 15 semester hours of the "core" program should be devoted to the study of economics, composed of the basic principles course and advanced courses in aggregative economics and managerial economics	2	2	5	7	2
8. From 3 to 6 semester hours of the "core" should be required in the area of organization theory and management principles.	13	4	0	0	1
9. <u>Organizational theory</u> should emphasize the organization of authority and the interaction of individuals in their organizational environment.	12	5	0	0	1
10. <u>Management principles</u> , offered as a part of the "core" should represent a distillation of the best current management practices.	13	4	0	0	1
B. The information-control devices of accounting and statistics are significant in the preparation of businessmen and courses in these disciplines should be required of the business student	15	2	0	0	1
1. The accounting requirement for business students at Central State College who are not aspiring to be accountants should not be more than 6 semester hours	5	4	3	6	0

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
2. As a part of his training in the informational and control uses of accounting, the student should be exposed to some of the subject matter now included in cost accounting, budgeting, and analysis of financial statements.	10	7	1	0	0
3. The business student at Central State College should be required to take at least one semester of statistics which emphasizes statistics as a tool in contrast to a procedural or analytical approach	13	3	0	2	0
C. Firms operate in commodity, labor, and financial markets, and have problems of economic management which can be considered under the headings of marketing, production, employee relations, and finance. The traditional functional fields of the business curriculum, therefore, have both an internal-management and an external-market aspect	11	4	3	0	0
1. A course in each of the functional areas of business, i. e., personnel management and industrial relations, production management, finance management, and marketing management should be required of all business students . . .	2	3	4	9	0
2. The management approach to finance, marketing, personnel, and industrial relations should not be undertaken before the junior year in the student's training.	11	5	1	0	1

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
3. The descriptive detail associated with the traditional basic courses in the functional areas of business should be cut to a minimum and emphasis should be placed on analysis and managerial problem solving techniques	2	5	8	2	1
4. The traditional course in money and banking is not an adequate substitute for the core course in finance	9	3	0	1	5
5. Courses such as Introduction to Business, American Industry, Commercial Areas, and the like, which freshmen and sophomore students are sometimes required to take, amost without exception are thin and superficial and should not be a part of the professional core.	3	3	3	9	0
D. A course on the legal framework of business should be substituted for the present conventional course in business law required of business students at Central State	1	4	4	6	3
1. The business law as it is now taught at Central State College should be discontinued since the content will be of little value to the businessman who will operate in the closing decades of the twentieth century.	0	2	1	13	2
2. Students pursuing business careers should be made aware, through the business law course,					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
that business must be conducted within a framework of law and that knowledge of the rules of conduct are essential for one who will formulate business policy.	14	4	0	0	0
3. The basic objective of a course in the legal framework of business should be to instill in the student an appreciation of the law as a system of social thought and social action. . . .	9	2	4	0	3
E. The capstone of the core curriculum should be a course in "business policy" which would give students an opportunity to pull together what they have learned in the separate business fields and utilize this knowledge in the analysis of complex business problems.	5	7	4	0	2
1. The course in Business Policy should range over the entire business curriculum and beyond, and provide an integration of the management viewpoint	9	4	3	0	2
2. The Business Policy course should be offered to students at Central State College during the senior year	9	3	3	0	3
3. The policy course should be presented by the "case" approach. Cases must not be prejudiced toward any one area of business policy (marketing, accounting, finance, etc.) but they					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
should be constructed in a manner which would require the student to draw from all of his prior training in order to solve them	8	5	1	2	2
4. The course in business policy should be offered for 3 to 6 hours of credit.	8	4	3	0	3
<u>Areas of Concentration in Education for Business</u>					
A. In order to give priority to the general education base and the professional business core, the time now being devoted to specialization in business must be reduced.	2	1	4	10	1
1. The business department at Central State College should move progressively toward the discontinuance of present major fields of specialization for business itself is enough specialization for most business students.	0	0	3	15	0
2. The areas of business policy (finance, production, personnel management and industrial relations, marketing, and accounting) are a sufficient number of areas for concentration beyond the core program for the undergraduate business student	2	5	5	6	0
3. Two or three courses (not more than 12 semester hours) in one of the business policy areas					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
provides sufficient undergraduate business concentration	1	4	4	9	0
4. To meet the requirements of the American Institute of Certified Public Accountants, students interested in concentrating in accounting may be permitted to enroll in 12 hours of accounting beyond elementary accounting.	8	3	0	6	1
5. Major fields involving specialization of problems in a particular industry should not be a part of the business curriculum.	5	3	5	5	0
6. Present specialized programs such as hotel and restaurant management, and other programs which are <u>vocationally oriented</u> , should be transferred to community colleges or junior colleges.	2	2	5	9	0
7. Business education programs which have the objective of preparing business teachers for public schools should be transferred to colleges of education or departments of education.	1	1	3	13	0

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
Finance					
A. The undergraduate finance curriculum should rest on a two-year liberal arts base, with business courses to begin in the junior year.	5	2	3	4	4
1. Two of the four basic courses which should be included in an undergraduate finance curriculum are beginning accounting and basic statistics. These courses would presumably be required of any business major.	12	3	1	0	2
2. Two courses which should be taken during the finance student's junior year are Financial Institutions and Economics of the Firm. The former would provide the student with an understanding and appreciation of the process of capital formation and the dynamic nature of our financial system. The latter would teach the characteristics of a business enterprise. . .	3	4	4	2	5
3. In addition to the preceding basic courses, the remainder of the junior year schedule should be chosen from work in advanced mathematics, behavioral studies, political science, and economics	3	2	2	7	4
B. The student concentrating in finance should study during his senior year the advanced courses of					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
the finance curriculum, namely, corporation finance, money and banking, and finance seminar. . .	8	5	2	0	3
1. The total required hours for an undergraduate concentration in finance should total 9 semester hours.	3	2	1	8	4
2. The corporation finance course should be a required course and should be devoted to examining the corporation as a functioning unit under such topics as cash-flow and source of funds	6	6	1	2	3
3. The course in money and banking should be a required course during the senior year for the student emphasizing finance and the course should mainly develop principles of banking and credit and fiscal policy, demonstrating their influences on both the national economy and the financing of the individual business	9	4	1	1	3
4. The Seminar in Finance should be an elective course and should be reserved for the best students who are interested and capable of some independent work. The course should give the student experience in independent research and provide an opportunity for the student to begin integration of his knowledge toward a specific project	8	5	0	1	4

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
5. The student's remaining work for the senior year should be taken from the areas of advanced mathematics, areas of business other than finance, behavioral studies, political science, and economics.	4	4	1	5	4
Production					
A. If a rigorous production concentration can be designed in such a way as to contribute heavily to the student's education, then, given a real or even fancied interest in production on the part of students, it would seem that such a production concentration should be offered.	5	7	2	2	2
1. A production emphasis should consist of component parts which expose the student to rigorous analysis and thus will enhance his capacity for rigorous thinking.	6	8	0	1	3
2. The undergraduate production concentration courses should include exposure to some of the current research literature in production as well as practice in analysis which will implement the findings of research	9	5	1	0	3
3. The business school will more effectively show the businessman the way, not be confining the program of study in production to					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
teaching present practices, either through the text-lecture method or the case method, but by stressing the development of better decision processes.	7	3	2	1	5
4. The undergraduate concentration in production should consist of 9 to 12 hours of work composed of 3 hours of accounting and statistics taken during the junior year, and 3 hours of problems in production and 3 hours in production volume control	4	4	1	3	6
5. Selected readings in production or motion and time study not to exceed 3 hours should be offered on an elective basis as a part of the production concentration.	7	3	1	1	6
Marketing					
A. The marketing curriculum can be oriented toward management or toward public policy, but logic dictates that the undergraduate program in marketing follow a management perspective	6	7	2	1	2
1. The goal of the curriculum including courses offered in marketing, should be the preparation of the student for business management or operations	4	8	3	3	0

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Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
2. The marketing curriculum at Central State College should give careful consideration to public policy issues since each student is expected to perform as a responsible citizen of his business community	11	6	1	0	0
3. The core of marketing courses required of all undergraduates in the marketing concentration should be from 11 to 13 semester hours of work built around those elements that lie at the heart of marketing--the consumer and markets, channels and business structure of marketing, products and promotion, and competition and price--topped off with an integrating seminar on marketing management	6	8	2	1	1
4. The work in marketing should be oriented somewhat more toward the social implications and considerations and less toward the straight professional, firm-oriented point of view	2	8	5	2	1
5. In addition to the suggested concentration of 11 to 13 hours of specific marketing courses, retail management and sales management should be made available to the student on an elective basis.	12	2	2	0	2
6. Marketing cannot be studied as an isolated area. Its problems include considerations of					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
finance, personal relations, personnel, control, and all other aspects of business	13	4	0	1	0
Management					
A. Because of the dual role of "personnel" as a specialized function and a universal responsibility, emphasis in curriculum must be toward more broad and more general problem areas and less toward technical knowledge.	5	7	2	2	2
1. The design of the curriculum for personnel management and industrial relations programs should be influenced by the objectives and reasonable career expectations of students involved.	9	5	2	1	1
2. General exposure to the basic ideas and sweep of problems in the field of personnel management should be experienced by all business students, even though they do not plan to become specialists in personnel management.	7	7	2	1	1
3. If students are to come to grips with problems in the "real world," then case materials should be utilized throughout the curriculum to enrich the student's understanding and provoke his interest.	9	6	2	0	1

Major Ideas Subjected to Faculty Opinion	Number of Responses					
	1	2	3	4	5	
4. The orientation of the curriculum should be toward general understanding of the problems in the field of personnel management and industrial relations, rather than toward orientation training for job skills.	8	5	2	1	2	
5. The program for undergraduate students concentrating in personnel management should be three or four courses; the subject matter would include that presented in the terminal course available to all business students, but should be presented in greater depth.	5	3	2	3	5	217
6. Specific management skills should not be offered as a part of the college or university program since these skills can best be acquired on the job	3	4	3	7	1	
7. In spite of its increasing popularity as a field of concentration, management should not be treated as a major in its own right.	2	1	2	13	0	
Accounting						
A. To provide management and other groups with financial data from which intelligent decisions can be made, more emphasis must be placed upon the reasons behind accounting procedures and upon established accounting standards	15	3	0	0	0	

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
1. A gap between theory and practice of accounting should not exist since both are part of the same body of knowledge.	15	3	0	0	0
2. Accountants and accounting teachers should recognize that what is good accounting for tax purposes may be very bad accounting for internal management of a firm and for reporting to shareholders and other interested groups.	7	7	1	2	1
B. The man going into public practice of accounting must be equipped to recognize and solve problems of reorganization, valuation, forecasting, fixed and variable-cost analyses, and other perplexing issues of the business world; consequently, to deal with such problems the accountant must be capable of making business decisions or providing data which are needed for such decisions	18	0	0	0	0
1. The program in accounting at Central State College should provide a broad type of training which would thwart the tendency of the present accounting curriculum to become increasingly more technical with excessive emphasis upon a narrow concept of public accounting	4	5	1	6	2
2. A program designed for orientation in accounting which would provide a broad type of					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
training can be constructed within a limitation of 15 semester credit hours.	4	5	1	7	1
3. Those schools which wish to prepare undergraduate students for immediate careers in public accounting will find it necessary to provide four or five elective courses beyond the recommended 15 hours, but students should not be allowed to select more than two of these elective courses.	1	4	4	8	1
4. Although existing accounting materials can be used, reorganization of the traditional sequences of elementary, intermediate and advanced principles of accounting would be desirable	3	2	4	5	4
5. The objective of the first fundamentals course in accounting should be the introduction of the student to the basic concepts and procedures essential to an understanding of the accounting functions of collecting, summarizing, and presenting financial information.	15	2	0	0	1
6. Record keeping procedures should be minimized in the first course in accounting but not eliminated.	7	4	4	3	0
7. The second fundamental course in accounting should be designed to acquaint students,					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
whether they plan to continue accounting studies or not, with the contributions accounting makes to the operation and management of the business	10	5	0	2	1
8. The second fundamentals course in accounting should be offered for 2 hours credit	0	1	1	16	0
9. The first required <u>advanced course</u> in accounting should be offered for 6 semester hours credit and should continue with the examination of concepts and procedures introduced in the foundation course.	7	3	0	6	2
10. <u>Theory and procedures</u> introduced in the foundation course should be supplemented by <u>theory and practice of financial accounting</u> in the first advanced accounting course; these two should be combined so that they would supplement each other, and emphasis should be directed toward the determination of income and financial position of the business organization.	7	6	1	1	3
11. The last required advanced accounting course should be offered for 4 semester hours of credit and should deal with the role of accounting in the internal management of the firm	4	2	4	5	3

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5

12. A course in taxation and business policy is recommended for all students, and is a course beyond what is required for orientation in accounting for the business student. (This course should not be a course in income tax accounting, but rather would be a broad examination of the major taxes imposed by Federal and state governments, the impact of these taxes upon business decisions, and economic reasons for the ways in which taxes are imposed, calculated, and assessed.)

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Preparation of a Business Faculty

- A. The business faculties should be neither wholly business-oriented nor wholly nonbusiness-oriented, but both

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1. The business faculty needs to have facility in the broad background subjects and in a number of tools of the major disciplines of the humanities, sciences, and social sciences, since the field of business stands athwart a number of important areas

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2. Business faculty members should have a significant amount of responsible business experience, whether obtained through an interlude of full-time business practice or

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
through consulting activity. First hand familiarity is important, combined with large doses of scholarship and teaching ability	15	1	2	0	0
3. The specialized interests of the faculty at Central State College should largely be reflected in the school's research activities and perhaps in certain advanced seminars, not for the most part in the regular course offerings	4	2	7	5	0
4. A business faculty should include at least one person thoroughly informed in each of the foundation areas: English literature or philosophy, mathematics, engineering, or science, law or political science, and psychology or sociology.	1	4	7	6	0
5. The business faculty at Central State College should include people who have a thorough grounding in the basic business subjects of accounting, statistics, and economics	16	1	1	0	0
6. There is a need for faculty at Central State College with a special competence in the four broad functional areas of finance, marketing, personnel, and production who have sufficient familiarity with business practice to be able					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
to identify central problems and enough academic background to put such problems in an analytical framework.	9	6	0	3	0
7. Irrespective of the faculty preparation and interests, additions to a teaching staff should not be allowed to skew course offerings along unduly narrow lines.	13	3	1	0	1
B. In the face of the mounting enrollments, the quality of business faculty takes on greater significance than the quantity	15	1	0	2	0
1. Business education at Central State College should be put on a more serious academic footing in order to attract more first-rate scholars as students and teachers in the field	10	3	1	3	1
2. The law degree alone is insufficient preparation for teaching business education.	13	2	0	2	1
3. The law degree should be combined with a masters in business administration or a degree in the social sciences to constitute adequate preparation for teaching in business education.	5	1	2	10	0

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
4. Advanced accounting should be taught by those having the doctorate rather than those having only the M.B.A. and the C.P.A. . . .	0	1	3	14	0
5. Schools should avoid hiring too many part-time teachers. This practice becomes excessive when ten per cent or more of the business faculty are employed on a part-time basis.	9	4	2	1	2
6. The use of businessmen as part-time teachers is an expedient to avoid as much as possible.	9	2	1	4	2
7. The full-time faculty at Central State College, for the most part, should be composed of teacher-scholars, not exbusinessmen.	15	1	0	1	1
8. Business schools and departments should avoid the expedient of inbreeding--the hiring of one's own graduates as instructors	8	5	1	3	1
C. A better trained and more scholarly faculty who have a sound grasp of analytical tools and who are well informed regarding recent developments in the relevant scientific literature and business practice will produce more scientific research	10	4	2	1	1

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
1. Summer grants should be made to those faculty members who are willing to devote their summers to research rather than extra teaching and other income-producing work	13	4	0	0	1
2. Institutions such as Central State College should make it possible for members of business department faculties to secure additional training in statistics, mathematics, and the various social sciences	12	5	0	1	0
3. The Central State College business department should take more initiative in establishing closer working relations with other departments--psychology, sociology, economics, mathematics, statistics, engineering, etc. . . .	11	4	1	0	2
4. Interaction between the business faculty and various business firms contributes to teaching and research activity	13	3	0	0	2
5. A better trained and more scholarly faculty will certainly be reflected in a higher quality of research and service activities. . . .	9	4	3	0	2
<u>Instructional Methods and Research in Business</u>					

A. Of significant importance to reform in business education are the "scholarly inclined subject

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
matter specialists" and the "managerially oriented" group of business educators. These groups must ally with the applied social scientists (and statisticians and mathematicians) interested in business problems to effect the needed reforms in business education at the collegiate level.	4	8	2	1	3
1. Good teaching requires an adequate educational philosophy and an appropriate selection of teaching methods and teaching materials	15	3	0	0	0
2. The aim of instruction in the business program should be to make the student participate actively in the learning process and to help him develop for himself the problem-solving, organizational, and communication skills that he will need all his life	16	2	0	0	0
3. The over-all quality of teaching in the schools and departments of business is not high and must be improved to attract top-rate scholars to the field.	3	3	7	4	1
B. The emphasis in business school teaching is now weighted too heavily toward the description of existing institutions, procedures, and practices. What is needed is a greater emphasis on the					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
analytical and on the managerial-clinical aspect of the various fields	4	3	6	3	2
1. There is need in programs of business for managerial and clinical emphasis at which time the problems are presented from the viewpoint of a manager from within the business.	10	6	2	0	0
2. The instruction in the basic courses in the field of business should be concentrated more toward emphasizing principles in contrast to a clinical approach to problem solving	8	5	4	1	0
3. A larger volume of more challenging reading material, more written work, and more good problems and cases for class discussion are among the major needs of undergraduate teaching.	9	7	1	1	0
4. The library should be used extensively as a source of information in an undergraduate program of business administration. This means that the undergraduate business student should be given extensive library assignments . .	6	9	2	1	0
5. A combination of teaching methods (the straight lecture, the discussion, and a					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
combination of lecture and class discussion) should be used in the business administration classroom. No single method is adaptable to all types of courses and students	17	1	0	0	0
6. The method of instruction should be one which will enable the student to participate actively in the class recitation instead of being a passive observer	13	5	0	0	0
7. Business games, a form of role playing, should be used as a way by which organizational problems can be determined and dramatized to give the student a simulated experience of selecting alternative solutions	6	5	5	0	2
8. The case method of teaching is most effective and should be utilized at the undergraduate level	3	6	4	5	0
9. The case method of teaching develops within the student the ability to think in the presence of new situations.	8	7	1	2	0
10. The teacher who uses a case approach to teaching must be well informed in his subject matter area and have the ability to direct the discussion to bring out the salient points to be learned	15	3	0	0	0

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
C. The formal professional instruction of the business student is given greater meaning when it is combined with suitable business experience	14	4	0	0	0
1. A careful screening should be made of firms who participate in work-experience programs to determine if the position offered to students has educational value to the student or is for the sole benefit of the employer	12	5	1	0	0
2. An institution which is able to find "bread and butter" jobs for its students could by exerting comparable energy obtain jobs for the better students in cooperative work-experience programs	10	6	0	0	2
3. Schools which do not have cooperative work programs should consider the feasibility of having students work during the summer vacations and submit a report of some aspect of the experience to the faculty	5	8	1	3	1
D. If the Business Department of Central State College is to continue to operate on the principle of mass education, it becomes imperative that the more promising student candidates for future positions of leadership be identified and that their training be patterned to bring about the maximum possible development of their talents. . . .	12	4	1	0	1

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
1. An honors program should be implemented in the Business Department of Central State College.	10	4	1	1	2
2. An honors program in business should admit only the academically talented who are either juniors or seniors.	8	4	1	3	2
3. The honors program in business should not be specialization in a particular business subject. The major of business itself is enough specialization.	6	0	3	6	3
E. Professional education can only be satisfactorily accomplished where research and teaching are effectively combined	7	4	4	2	1
1. The business school or department of a university or college must create as well as transmit knowledge	9	8	1	0	0
2. Schools with limited resources should have a modest program of research publication, but their administrators should insist that research personnel have something worth publishing	6	5	3	2	2
3. All schools should insist that their faculty members be scholars as well as teachers.					

Major Ideas Subjected to Faculty Opinion	Number of Responses				
	1	2	3	4	5
This does not mean, however, that all professors should be expected to publish the results of their scholarship.	5	10	0	2	1
F. The business schools need to develop both more pure or fundamental research and, using the best tools now available, more applied research at a high analytical level	3	8	7	0	0
1. The person engaged in pure research should go back to the foundation disciplines on which the study of business must rest and seek to develop theories and concepts which may ultimately be useful in the study of business behavior and business problems.	6	5	3	1	3
2. Applied research done in business should constitute the formulation of challenging hypotheses, the development and use of sophisticated analytical tools, including more utilization of concepts and findings from the various social sciences and greater reliance on mathematics and statistics.	5	7	3	2	1