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FOR BUSINESS, WITH GUIDELINES
FOR IMPLEMENTATION

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1968

A PHILOSOPHY OF UNDERGRADUATE COLLEGIATE EDUCATION
FOR BUSINESS, WITH GUIDELINES
FOR IMPLEMENTATION

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DEDICATION

This research report is gratefully dedicated to my husband, Malcolm James Dean, in appreciation of the inspiration and the encouragement that he has always provided in my educational endeavors.

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A PHILOSOPHY OF UNDERGRADUATE COLLEGIATE EDUCATION
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CHAPTER I

THE PROBLEM

Competent businessmen are vital to the preservation and the improvement of the American economy. High levels of preparation for business careers have become almost mandatory because of new and improved methods of production, the development of scientific management, the existence of a close relationship between business and government, and the manifold problems of labor and management. Businessmen of tomorrow must be educated to meet the challenges and conditions that cannot be accurately predicted today.

Most education for business in the United States is provided in institutions on the collegiate level. Patterson states that undergraduate education for business accounts for ninety per cent of all students enrolled in programs of collegiate education for business.¹ Therefore, undergraduate

¹Robert F. Patterson, "Cooperation Required in Planning for the Education of Tomorrow's Business Leaders," Collegiate News and Views, XIX (October, 1965), 3.

collegiate education for business was chosen as the pivotal point for this study.

Need for the Study

There exists a definite need for a viable philosophy of collegiate education for business. This need is especially apparent in the light of the existing confusion and uncertainty over how the businessman of tomorrow should be educated today.

The mere development of a philosophy is not enough, however. Dewey wrote, "Unless a philosophy is to remain symbolic--or verbal--or a sentimental indulgence for a few, or else mere arbitrary dogma, its auditing of past experiences and its program of values must take effect in conduct."¹ A philosophy needs to be accompanied by comprehensive guidelines to facilitate the evaluation of programs of education and to bring about needed changes.

If the objectives of undergraduate education for business are to be clearly understood, if the various phases of education for business are to be coordinated effectively, and if direction for the future development of collegiate education for business is to be provided, there is a definite need for a philosophy and for guidelines with which to implement that philosophy.

¹John Dewey, Democracy and Education (New York: The Macmillan Company, 1916), p. 383.

Statement of the Problem

The problem of this study was to develop a philosophy of undergraduate collegiate education for business, based upon a critical analysis and interpretation of pertinent information. The study constituted an attempt to (1) delineate the fundamental elements of education for business at the undergraduate level and (2) formulate comprehensive guidelines for the selection and the organization of content and experiences for the education of businessmen and business women.

The rationale for the guidelines was based upon implications from selected literature by recognized authorities in the field of collegiate education for business. The guidelines in this research report should provide administrators of undergraduate education for business with useful criteria for evaluating the effectiveness of existing programs and for initiating new programs.

Definition of Terms

Philosophy is defined as that careful, critical, and systematic work of the intellect in the formulation of beliefs, with the aim of making them represent the highest degree of probability, in the face of the fact that adequate data are not obtainable for strictly demonstrable conclusions.¹

¹Ross H. Finney, A Sociological Philosophy of Education (New York: The Macmillan Company, 1928), p. 3.

Two concepts of the term philosophy of education are used in this study:

1. A careful, critical, and systematic intellectual endeavor to see education as a whole and as an integral part of man's culture.

2. Any philosophy dealing with or applied to the process of public and private education and used as a basis for the general determination, interpretation, and evaluation of educational problems having to do with objectives, practices, outcomes, child and social needs, materials of study, and all other aspects of the field.¹

Collegiate education for business refers to those programs of business instruction in collegiate schools, divisions, and departments of business that are designed for the education of future businessmen and business women. Not included are the offerings of proprietary business schools, teachers colleges that prepare secondary-school business teachers, and special institutes and schools that limit most of their offerings to secretarial, accounting, and particular industry and trade courses.

Philosophy of collegiate education for business is the application of educational philosophy to the area of collegiate education for business. Inherent in this philosophy is a group of basic principles that underlie the organization, interpretation, and evaluation of collegiate education for business at the undergraduate level.

¹Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 395.

Delimitations

The guidelines that were formulated in this study are applicable only to undergraduate programs of education for business. Furthermore, no attempt was made to use these guidelines as criteria in evaluating any particular program of undergraduate education for business.

In an effort to give the greatest possible degree of validity and authenticity to the guidelines, nationally recognized research reports, books, periodicals, and other literature were analyzed for major ideas relevant to collegiate education for business at the undergraduate level. In addition, the proposed guidelines were submitted for approval and suggestions to a panel of jurors comprised of faculty members of the College of Business Administration at the University of Oklahoma, Norman, Oklahoma. Therefore, the guidelines may be limited in their applicability to the business program at the University of Oklahoma but may also be of value to other colleges and universities offering undergraduate programs of education for business.

Sources of Data

The information and the data vital to this study were obtained from the numerous books, periodicals, research reports, and other materials that constituted the literature applicable to collegiate education for business at the undergraduate level. Reference was made to historical information and data relative to the status of collegiate education for

business. Special attention was given to items that reflected the controversy regarding the objectives and the content of undergraduate programs of business administration.

Review of Related Studies

The recognition of the need for adequate professional preparation for business careers is not a recent innovation. Research studies relating to collegiate education for business cover a span of approximately forty years, the first studies of this kind appearing in the literature at the close of the first quarter of the twentieth century.

From this beginning until 1959, the number of studies reported was small. Perhaps the reason for this scarcity was that during the period of economic depression and war-time concerns from the early 1930's to the middle 1950's, the interests of business educators and businessmen lay along other lines. From 1959 on, though, calls for reappraisal and re-evaluation of collegiate education for business began to gather momentum. During the past nine years there have been numerous symposiums, papers, and studies on the various phases of education for business in institutions of higher learning; and much discussion has been generated on convention floors and in current periodical literature.

The many variables existing within the broad area of collegiate education for business, such as objectives, the subject-matter content of the curriculum, the quality of the faculty, the quality of the students, and other influential

factors, have resulted in a great variety of approaches to the problems confronting education for business. Because this research report is concerned with guidelines for the initiation and development of effective collegiate programs of business administration, the writer reviewed only those limited studies that analyzed and evaluated the fundamental elements of undergraduate programs of business and that recommended methods for improvement. The studies included seven special studies, reports, and books; one independent study; and two doctoral dissertations.

One of the earliest books concerned with collegiate education for business was edited by Marshall¹ in 1928. This book gives an account of the status of collegiate education for business at the end of the first quarter of the twentieth century. Marshall indicated that most undergraduate programs of business administration were characterized by ill-defined objectives, weak instructional staffs, mediocre instructional materials, and inadequate student participation in formal instruction and practice or clinical work.² His recommendations included specific methods of strengthening these areas.

Three years later, under the auspices of the faculty of the Wharton School of Finance and Commerce, Bossard and

¹Leon C. Marshall, The Collegiate School of Business (Chicago: The University of Chicago Press, 1928).

²Ibid., pp. 17-36.

Dewhurst¹ published a comprehensive fact-finding report dealing with the demands of modern business and the facilities developed by representative American universities to meet these demands. The study included an analysis of collegiate education for business as an organized educational movement, the various types of schools, the organization of the curricula of the business schools, the various subjects included, the problems of faculty and student personnel, teaching methods, and trends in curricula. The authors' chief criticisms were that collegiate schools of business had no clear-cut objectives, they offered no introductory survey course in business, they had not delineated the business fundamentals, and their teachers had neither interest in nor knowledge of the art of teaching.²

The reevaluation of collegiate education for business was startlingly brought into focus again by a provocative study completed in 1959 for the Carnegie Corporation.³ The purpose of this study was to assess different approaches to academic preparation for business careers. The study deals with the principles underlying collegiate education for business, the application of these principles to

¹James H. S. Bossard and J. Frederick Dewhurst, University Education for Business (Philadelphia: University of Pennsylvania Press, 1931).

²Ibid., pp. 268-69, 297-98, 533-35.

³Frank C. Pierson et al., The Education of American Businessmen (New York: McGraw-Hill Book Company, Inc., 1959).

existing programs of undergraduate and graduate schools of business administration, and selected areas of the collegiate business curriculum. The authors recommended raising academic and admission requirements and providing adequate educational facilities for the variety of business careers for which students are being prepared. They also felt that the school should limit its offerings in the various specialized areas and that no more subject specialization should be encouraged, particularly at the undergraduate level, than is necessary to secure a start in industry.

A similar study of collegiate education for business was commissioned by the Ford Foundation¹ in 1959, also. The purpose of the Ford study was to provide the basis for a careful reappraisal of the status of business education in the United States. The authors discussed the broad issues that confront American colleges and universities in providing professional preparation for business careers. In addition, an analysis was made of the types of institutions offering programs of business administration, the nature of business competence, existing curricula, students, faculty, instruction, and research. The authors formulated a set of benchmarks by which collegiate business programs may be evaluated. They offered criticisms concerning inadequate backgrounds of business students, superficial teaching,

¹Robert A. Gordon and James E. Howell, Higher Education for Business (New York: Columbia University Press, 1959).

unplanned curricula, specialization, and inadequate training of faculties. The recommendations dealt with methods of improving these areas.

The purpose of an independent study by West¹ in 1960 was to determine an appropriate philosophy and content of collegiate education for business and business teaching in the light of the post-graduation occupational history of graduates over a ten-year period. West indicated that there is a small but perceptible shift over a ten-year period away from "unrelated" and "directly related" occupations toward occupations "somewhat related" to undergraduate fields of specialization. One of his major findings was that retaining and advancing in a business occupation (except for accounting and teaching) appear to depend quite largely on actual occupational experience rather than on specific collegiate instruction.

In 1963, the first yearbook² of the National Business Education Association was devoted to an evaluation of the rapidly changing nature of business life and a delineation of the areas of major concern of education for business at all levels. Of particular value to a study dealing with a

¹Leonard J. West, "A School of Business Surveys Its Alumni--1949-1958" (independent study, Southern Illinois University, 1960).

²Doris H. Crank and Floyd L. Crank (eds.), New Perspectives in Education for Business, First Yearbook of the National Business Education Association (Washington: National Business Education Association, 1963).

philosophy of and guidelines for the education of future businessmen and business women was the discussion on the desired outcomes of education for business in four-year colleges and universities. Reference was made to a number of research studies that contained pertinent information on the aims of collegiate education for business, the future role and function of the undergraduate business program, and the curriculum. Several curricula were suggested for use in accordance with the desired outcomes or aims of a particular institution.

The function of a 1964 pilot study¹ of education and preparation for business leadership was to learn the views held by sixty-six executives who occupied strategic positions in American corporations. The study constituted an attempt to trace the basic career patterns of the respondents, indicate the factors that they felt were required for top-management leadership, summarize their views on formal educational requirements for future chief executive officers, and identify the factors that will most affect the top executive's position by 1980. The study also contained a discussion of the overall educational opportunities available and the roles to be played by both industry and the school of business.

¹Floyd A. Bond, Dick A. Leabo, and Alfred W. Swinyard, Preparation for Business Leadership, Michigan Business Reports No. 43 (Ann Arbor, Michigan: The University of Michigan, 1964).

Whereas the foundation studies were concerned with nearly all aspects of higher education for business, Watson¹ conducted a study that was directed solely at the undergraduate school where general studies represent forty to sixty per cent of the required academic effort for a degree. Watson reviewed the problems of collegiate education for business and the business curriculum from the standpoint of a businessman rather than that of a business educator. He gave special emphasis to the basic areas of business competence, teaching methods, teachers, research, the general curriculum, and areas of concentration. Watson recommended that the history of western civilization should be added to the existing set of general-studies requirements and that very early in the college program there should be one course giving an overview of the business world. The latter recommendation is in harmony with the report by Bossard and Dewhurst that was published over thirty-seven years ago.

Loftis² in 1966 and Clark³ in 1967 reported studies that involved a unique, two-way application of the major

¹Frank Watson, An Analysis of the Business Curriculum, Monograph No. C-14 (Cincinnati: South-Western Publishing Company, 1966).

²Gene Austin Loftis, "Synthesis of Fundamental Ideas Relative to Collegiate Education for Business" (unpublished Ed.D. dissertation, College of Education, University of Oklahoma, 1966).

³Howard D. Clark, "Synthesis of Fundamental Ideas Relative to Collegiate Education for Business" (unpublished Ed.D. dissertation, College of Education, University of Oklahoma, 1967).

ideas and recommendations presented in the Ford and Carnegie reports. The problem of Loftis' study was to synthesize these authoritative expressions of viewpoints regarding education for business and to analyze them in relation to the considered judgments of college teachers actively engaged in education for business. Operational guidelines reflecting the ideas and the recommendations of the authors of the two foundation reports were then prepared. The guidelines dealt with the requirements in business occupations, the nature of business competence, the objectives of collegiate education for business, the needs of business students, general education for business, the professional core of education for business, the areas of concentration in education for business, the preparation of the business faculty, and the instructional methods and research. An opinionnaire containing the guidelines was presented to the teachers on the faculty of Central State College, Edmond, Oklahoma; and the teachers were later questioned with respect to their reactions to the items on the opinionnaire. The study concluded with a summation of areas wherein the college teachers either agreed or disagreed with the foundation reports.

Clark's problem was to assay the validity of selected authoritatively expressed criteria for collegiate programs in business education through an analysis and interpretation of programs completed by students and an analysis of data provided on their transcripts. He combined and arranged the

information collected from the foundation reports into a synthesis of the same major ideas included in Loftis's guidelines. However, Clark added another area: current issues in collegiate education for business. Data from the various sources were tabulated in the areas of selection, admission, and retention of business students; general education for business; the business core; and business specialization. Implications resulting from the comparison of the data with the major ideas taken from the foundation studies were then made. The study concluded with a summation of findings that enumerated the major divergences in the undergraduate program in business at Central State College from the suggested program in business contained in the reports.

The studies by Loftis and Clark did not result in the formulation of any definite conclusions. The generalization process used, however, did lend itself to the identification of certain major concerns for undergraduate education for business.

The purpose of this section was to review research studies that were directly related to collegiate education for business at the undergraduate level. All except one of the studies were written by business educators. There was a striking similarity among the studies, for they indicated the same areas of weakness in collegiate programs of business and recommended similar methods for improvement. These studies contained vital information that was most helpful in the

formulation of the guidelines in Chapter IV. The noticeable scarcity of studies dealing with guidelines for the organization and administration of undergraduate programs of business emphasizes the urgent need for research in this area.

Procedure

The first step in this study was to locate and to read carefully materials dealing with the methodology of developing a philosophy of education and of formulating guidelines for any program of education.

The second step consisted of the location and analysis of the sources of data that were utilized in this study.

The third step was to develop a philosophy of collegiate education for business, based on an analysis and interpretation of the data gathered in the second step of this study.

The fourth step was to establish the format with which to build the comprehensive guidelines that were formulated through this study. The researcher anticipated that each guideline would be developed at least in terms of "What," "Why," and "How."

The fifth step, utilizing analytical techniques, was to formulate the specific guidelines that constituted the outcome of this study. While the actual pattern grew out of the study, the original plan was that the guidelines would give attention to such elements as general education, the business administration core, business specialization, and

overall institutional responsibilities. Other pertinent elements became apparent as the investigation progressed.

The sixth step involved an appraisal and an evaluation of the guidelines by faculty members of the University of Oklahoma, Norman, Oklahoma. This step required the careful consideration of the proposed guidelines by at least one member from each department in the College of Business Administration. On the basis of the judgments expressed by these faculty members, the guidelines were revised to reflect the composite thinking of the evaluation panel.

The final step consisted of the formal preparation and presentation of the research report.

CHAPTER II

COLLEGIATE EDUCATION FOR BUSINESS IN AMERICA

A procedure essential to the growth and the success of any educational program is the development of a philosophical and operational framework within which individuals and programs can function effectively. The framework should be based on an analysis and interpretation of a wide array of facts and knowledges concerning the field or area being considered. This chapter, therefore, is devoted to a discussion of pertinent factors in the growth and development of collegiate education for business in the United States. Also, an examination is made of the important issues and problems confronting education for business at the undergraduate level.

Historical Perspective

American collegiate education for business is a natural outgrowth of our economic development. During the Colonial Period, the apprenticeship system was relied upon to prepare individuals for the technological aspects of business and for effective citizenship. The colleges in existence during that period were for the select few who desired to become doctors, lawyers, and ministers.

After the War of 1812, the American economy changed from one that was primarily agricultural to one that was largely industrial, thus making the apprenticeship system of education no longer adequate. The major emphasis was upon the development of productive capacity. Education for the money-market aspects of business was mostly confined to the private business schools and the secondary schools.

During the period 1870 to 1890, the second phase of the Industrial Revolution was ushered in. Large segments of the population began to move westward and to develop the frontier. With this movement and development, the number of domestic markets for business and industry began to multiply. Business organization changed rapidly with the development of these markets. Individual proprietorships began to decrease, while partnerships and corporations began to increase and control a major portion of business activities. These changes brought about a need for effective business leadership. The management positions required a broader type of education for business than that offered in the private business schools and the high schools. Education for business at the collegiate level became increasingly necessary for the effective administration of business affairs. Consequently, American higher education expanded its curriculum to include the academic preparation of future businessmen and business women.

The First Collegiate School of Business

In 1869, General Robert E. Lee made the earliest known proposal for the establishment of a collegiate school of business in the United States. This proposal is found in a report by Lee to the trustees of the institution that is now known as Washington and Lee University. Lee died the following year, however; and the proposal was not carried out. Similar attempts were made at several other institutions during the next few years but proved unfruitful.

The first formal collegiate school of business in America was the Wharton School of Finance and Economy, subsequently renamed the Wharton School of Finance and Commerce. This school, financed by Joseph Wharton, a wealthy Philadelphia merchant and manufacturer, was established at the University of Pennsylvania in 1881 as a department in the liberal arts college. Wharton specified that the institution provide facilities for education in the principles of successful civil government and training suitable for those who intended either to engage in business or to undertake the management of property.¹

Although not very successful during its formative years, the Wharton School ultimately became the largest department of the University of Pennsylvania. The program in business preparation was an adjunct to the Department of

¹Leverett S. Lyon, Education for Business (Chicago: The University of Chicago Press, 1931), pp. 327-28.

Economics. The faculty was composed of men taken from the liberal arts college to teach subjects about which they knew little. Because of their classics-oriented education, these teachers were opposed to the idea of a practical college education. In the fall of 1883, however, the school was reorganized; and the faculty consisted of professors and instructors who were versed in the subjects that they taught. Needless to say, this much-needed reorganization did not automatically solve all the problems of the new school.

The following statement provides some insight into the difficulties that were encountered by the administrator in working out the curriculum and establishing the school's position in the University:

There were no models which we could follow. There was no experience from which we could profit. The funds themselves were very inadequate for the purpose in hand. The other departments in the University and most of the other members of the faculty were bitterly opposed to the whole project. And even if they did not actually interfere to prevent the progress of the work, they stood with watchful, jealous eyes to see that no concession of any sort should be made to these new subjects which, in their opinion, might in any way lower the level of scholarship as the ideal had been accepted by the upholders of the traditional course.¹

Thus, many factors hampered the establishment and progress of the first collegiate school of business.

¹Frances Ruml, "The Formative Period of Higher Commercial Education in American Universities," The Collegiate School of Business, ed. L. C. Marshall (Chicago: The University of Chicago Press, 1928), Part I, 2, quoting E. J. James, "Origin and Progress of Business Education in the United States" (address at conference at University of Illinois, 1913).

The Growth of Collegiate Education for Business

One indication of the growth of collegiate education for business is the increase in the number of new schools, divisions, departments, and courses in business during the period after 1881. For seventeen years, the Wharton School was the only institution offering education for business at the collegiate level. Then, in 1898, the second and third collegiate schools of business were founded; namely, the University of Chicago's College of Commerce and Politics and the College of Commerce at the University of California, respectively. In 1900, provision for education for business was made at four other institutions: the University of Vermont, the University of Wisconsin, New York University, and Dartmouth College.

While the growth of collegiate education for business as a whole has been phenomenal, progress during the early years was slow and halting. One author depicts the growth pattern of higher education for business as follows:

The new century thus began with collegiate education for business announced at 7 institutions. The next decade saw some 12 more institutions added to the list; the next five years, some 21; and during the next nine years such a veritable craze for business education swept over the country that some 143 more were added; so that at the opening of the year 1925, 183 (probably more) American colleges and universities had "departments" or "schools" or "courses" or "divisions" or some other formally organized unit of instruction in "business" or "commerce" or "business administration" or other appropriate title.¹

¹Marshall, op. cit., p. 4.

These statistics clearly indicate that collegiate education for business is largely a product of the twentieth century.

Between 1914 and 1940 almost every important public university in the United States established a school of business.¹ Enrollments rose spectacularly immediately after World War II and, following a leveling off in the 1950's, have continued to increase at a phenomenal rate.

In 1959, the authors of the Ford Foundation report on collegiate education for business presented the following statistics concerning the growth and the magnitude of this field of professional preparation:

Business programs leading to the bachelor's or master's degree are today available in about 600 four-year colleges and universities. About 160 of them have separately organized schools or colleges of business, and these award about three-fourths of all business degrees. In addition, there are more than 400 departments or divisions of business administration (frequently combined with the department of economics), accounting for a bit more than a quarter of all business degrees.²

Thus, collegiate education for business has become a significant area of American higher education.

The unique position held by education for business in the United States is described as follows:

. . . academic business education has been more extensively and highly developed in the United States than anywhere else. The United States, it is fair to say, is the first country in the world to prepare young people formally and on a large scale for careers in business. The American business school has

¹Pierson, op. cit., pp. 42-43.

²Gordon and Howell, op. cit., p. 26.

become an object of study for a stream of visitors from all parts of the free world, and some of its features are now being fitted into the educational systems of many other countries, not only in the industrial countries of Western Europe but also in the less developed areas.¹

Without a doubt, the United States is the leader in this educational field.

Student-enrollment figures in the middle 1960's show that preparation for business is one of the most popular fields of study for American college students and that collegiate education for business has grown more rapidly than higher education as a whole. Professional preparation for business careers is now an integral part of higher education.

Types of Business Schools

Basically, institutions offering collegiate education for business have been formally organized into four distinct types as follows:

1. Graduate schools, such as those at Harvard or Stanford, requiring a baccalaureate for admission.
2. Graduate schools, usually with two-year curricula, admitting some seniors and carrying work on to the graduate level.
3. Colleges offering two-year undergraduate business curricula in the junior and senior years.
4. Colleges offering a four-year business curriculum but requiring the inclusion of the rough equivalent of two years of liberal arts work.²

The main concern of this study is education for business as offered in two-year and four-year undergraduate schools.

¹Ibid., pp. 19-20.

²Richard Hofstadter and C. DeWitt Hardy, The Development and Scope of Higher Education in the United States (New York: Columbia University Press, 1952), p. 90.

Organization of Collegiate Schools of Business

In harmony with the usual practice of professional schools, a movement for organization soon began among collegiate schools offering education for business. In June, 1916, the American Association of Collegiate Schools of Business (AACSB) was formed for the purpose of promoting and improving higher education for business in America. On November 13, 1919, the AACSB held its first program meeting at Harvard University.¹ Standards of admission were established as one means of stimulating improvement in the quality of the work of collegiate schools of business. Those standards set up specifications regarding admission requirements of the school of business; the minimum qualitative requirement of semester hours for the undergraduate degrees; the instructional staff, regarding rank, training, salary, and teaching load; the number of fields of work offered and requirements within specific fields; and the library facilities.²

The following statement provides additional information concerning the AACSB:

In higher education, the American Association of Collegiate Schools of Business is the major accrediting body for business programs. Most universities stressing strong programs in business are members of AACSB. To qualify for membership, colleges and universities must meet rigid curriculum and faculty requirements. For example, more than one-half of the

¹Lyon, op. cit., p. 332.

²Ruml, loc. cit.

undergraduate courses in business must be taught by full-time faculty with terminal degrees in their teaching fields.¹

These rigid curricular and faculty requirements have contributed much to the professionalization of collegiate education for business. The full significance of the AACSB lies perhaps in the fact that it represents a serious, concerted attempt to improve the quality of instruction in this field.

This section on the growth and organization of collegiate education for business has been presented with the purpose of providing a basis for a deeper understanding of the problems confronting higher education for business. The status of collegiate programs of business at the undergraduate level is further clarified in the following section, which consists of an examination of current issues in this area.

Issues in Collegiate Education for Business

The past nine years have been the most challenging period in the history of collegiate preparation for business, especially at the undergraduate level. The question of how future businessmen and business women should be educated is of grave concern not only to collegiate schools of business but also to the business world itself. Although education

¹William C. Himstreet, "The Administration and Supervision of Business Education on the University Level," Administration and Supervision in Business Education, ed. Kenneth J. Hanson and Parker Liles (Washington: National Business Education Association, 1965), Part II, 30.

for business is firmly entrenched on college and university campuses, an enormous array of controversial issues exists in this area of higher education.

The challenges confronting collegiate education for business are basically the same as those facing professional education as a whole. Below is a list of some of the complaints filed against education for the professions, usually accompanied by calls for reappraisals of curricula.

1. Excessive vocationalism at the expense of liberal education
2. Too much concern with subject matter and not enough with processes of thought
3. Narrow specialization and compartmentalization.
4. Isolation from surrounding and underlying disciplines
5. Too much application, not enough principles
6. Superficiality in the interest of broad coverage rather than depth for real insight.¹

These complaints against undergraduate education for business are far from new. The principal issues in this field have been present since the formative phase of higher education for business.

Each major review of education for business at the collegiate level has arrived at similar conclusions about objectives, methods, and results and has admonished against vocationalism in course work. In response to these calls, faculties have engaged in a reexamination of their objectives,

¹Lawrence D. Collidge, "Challenges to Business Education in a Time of Reappraisal," New Images for Business Education, Proceedings of Delta Pi Epsilon Silver Anniversary Program (Evanston, Illinois, 1961).

educational standards, and curricula. As a result, many institutions either have made or are making substantial changes in their business curricula.

The main issues of the debate are as follows:

The debate over how best to educate future businessmen resolves itself into a formidable array of issues. In considerable part these have to do with objectives and the best means of implementing them. . . . There are other issues. As a part of a university, a business school can perform some combination of the following functions: educate future practitioners, engage in research, train future teachers and research workers, and perform a variety of service activities (such as educational programs for persons already in business and consulting for business firms and government agencies). Should all schools try to perform all four functions?¹

An even more detailed analysis of these issues indicated the following areas of concern: the curriculum, admission policies, student abilities and interests, and career requirements.²

An understanding of the issues in collegiate education for business is dependent in part upon an understanding of the bases for the controversy and the numerous factors and forces that have shaped higher education for business. In an attempt to clarify rather than to justify the status of education for business at the collegiate level, three important areas of the controversy have been selected for discussion: (1) objectives, (2) curricula, and (3) educational standards.

¹Gordon and Howell, op. cit., pp. 8-9.

²Pierson, op. cit., pp. 14-15.

Objectives

One of the first essentials in the organization of a collegiate program of business should be the setting up of its objectives. Before any progress can be made, a decision must be reached concerning exactly what should be done.

During the period of the hectic growth of collegiate schools of business, time was not always taken to formulate specific objectives. Also, the fact that the business program is typically an offspring of the liberal arts college has tended toward a certain vagueness of objectives. The following statement illuminates some of the reasons why objectives were so hazy during the formative period of higher education for business:

In not a few cases, schools or curricula or courses were started as ventures in financial opportunism rather than as educational ventures. In some of these instances, the business school was desired because of its ability to make a net financial contribution to the general university budget. . . .¹

As late as 1966, the goals of some collegiate schools of business were still not precisely defined.²

The question of what the objectives of collegiate education for business should be is a difficult one. Three distinct aspects of this subject are:

1. Objectives from the standpoint of the general public

¹Marshall, op. cit., pp. 17-18.

²Ernest M. Fisher, "The Study and Teaching of Business," Part I, The Journal of Business Education, XLI (March, 1966), 241-42.

2. Objectives from the standpoint of our own students
3. Objectives from the standpoint of the entire system of higher education in America, of which we are a part.¹

As business conditions and operations have changed, so have the objectives of academic preparation for business. The original purpose of the collegiate schools of business was to complement at the higher education level the clerical office skills program of the private business colleges and secondary schools. Opportunities were provided for individuals to prepare for careers in the functional areas of business. In the evolution of collegiate education for business, especially after 1960, the trend has been toward emphasis upon preparation for managerial careers.²

Because of the current management-oriented objective, many business educators feel that a void is developing in collegiate education for business. Eyster voices his concern in the following manner:

The collegiate school of business is the logical educational agency to fill the void that is growing in education for business careers. It is hard to conceive of collegiate schools of business ignoring the unprecedented demand for the education of qualified personnel at the semiadministrative and technological levels, therefore, leaving education to

¹Bossard and Dewhurst, op. cit., p. 269, quoting R. E. Heilman, "A Reevaluation of the Objectives of Business Education," Proceedings of the tenth annual meeting of the American Association of Collegiate Schools of Business, 1928.

²Elvin S. Eyster, "A Growing Void in Education for Business," The Journal of Business Education, XLII (March, 1967), 228-29.

support and undergird top management to schools of less than higher education level.¹

The following statement shows that Tonne is in agreement with Eyster on the matter of objectives:

For this reason, collegiate schools often object to clerical training, which they feel should be given by private vocational or public high schools. Graduates of collegiate business schools usually must go through the channels of clerical service before they can become managerial workers. Therefore, to the extent to which the collegiate school fails to train for an initial position, it fails in one phase of its duty.²

Thus, one objective of collegiate schools and departments of business administration should be to prepare individuals for their first jobs.

As can be gleaned from the preceding discussion, there is little agreement in the area of objectives of collegiate education for business. All programs of collegiate preparation for business careers should not necessarily have the same objectives. Consequently, programs organized to achieve varied objectives should not be identical. A standard pattern should not be imposed on collegiate programs of business. Each school should take into account its own peculiar environment. However, carefully formulated objectives should be a part of every program of higher education for business; and these objectives should be reflected in the curricula.

¹Ibid.

²Herbert A. Tonne, Principles of Business Education (2d ed.; New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1954), p. 423.

Curricula

The curricula of collegiate schools of business represent the response of higher education to the demands of the business world. Curriculum problems, however, have always been serious ones for the field of business. Even during the 1960's, these problems have not been fully solved, as is evidenced by the countless symposiums, articles, and studies dealing with this subject.

Diversity has always been the chief characteristic of the business curriculum at the collegiate level. An explanation of this diversity is given by Lyon, who wrote that certain schools developed peculiar curricula because the schools were "fathered by the suggestions and endowments of businessmen but . . . mothered and given definite form chiefly by the departments of economics."¹ Some of the early schools of business offered three years of general education and one year of business; others divided the program about equally; still others limited general education to one year and offered three years of specialized preparation.² These institutional differences are in large measure a result of the rapid development of the collegiate school of business movement, the lack of tested models, the varied influences of educational and business forces, and the different environments from which the schools sprang.

¹Lyon, op. cit., p. 340.

²Tonne, op. cit., pp. 422-23.

The heart of the controversy in the business curriculum is concerned with the issue of specialized education versus general or liberal education. Just how far should collegiate education for business go toward the teaching of first-job skills? The first collegiate school of business gave major attention to vocational subjects. Three major developments that furthered the vocational aspects of the business curriculum were the multiplication of business subjects as business schools opened and enrollments increased, the wide adoption of the case method, and the need for technicians during World War II.¹

Vocationalism is being decried by many educators, the most prominent of whom are the authors of the Ford and the Carnegie reports. They and other critics point to examples of course proliferation as evidence of overconcentration in highly specialized areas of first-level skills. "Rather than developing into educational and intellectual leaders in the business world, business schools have in too many cases evolved into recruiting and training arms of big business," accuses one educator.²

Ironically, even business leaders do not always look with favor upon the collegiate school of business. Tonne explains this negative attitude as follows:

They /business leaders/ confuse the business schools of fifty years ago which overdid techniques and underdid culture with the school of business of today.

¹Fisher, loc. cit.

²Ibid.

Therefore, they tend to favor the liberal arts college at the expense of the school of business. Businessmen often give preference to graduates of the liberal arts rather than to graduates from the school of business.¹

This heavy emphasis upon and preference for liberal arts education pose a problem to some educators. Tonne recently voiced his fear that the collegiate school of business might develop into a kind of liberal arts school if existing trends continue.²

Much confusion exists about the subject matter of collegiate education for business, especially as far as general education and specialized education are concerned. A statement that seems to put a cap on the discussion of curricula in collegiate schools of business is as follows:

Neither exceptional breadth nor profound depth assures liberalizing result. No subject matter is inherently and assuredly liberalizing. Any subject matter, from Arabic to zoology and from pharmacy to business administration may, when properly presented, have liberalizing effect.³

The matter of subject-matter presentation focuses on the instructional staff, which will be discussed in the following section.

Educational Standards

Quality of the instructional staff. Curriculum problems are of obvious importance in developing a program for

¹Herbert A. Tonne, "Business and the University," The Journal of Business Education, XLII (March, 1967), 231.

²Tonne, Principles of Business Education, p. 436.

³Collidge, op. cit., p. 25.

collegiate education for business. Equally obvious is the fact that, regardless of the content of the curriculum, effective teaching is impossible without qualified teachers. Hence, a discussion of the business curriculum cannot have very much meaning without some consideration of the teachers involved.

Curricula and teaching methods are nothing more than the tools of education; their effective use depends upon the skill of the teachers who utilize them. The following statement expresses this philosophy succinctly:

Men, rather than measures, determine the effectiveness of teaching. There is no substitute for men in the process of education--for earnest, enthusiastic, capable men in the faculty and in the student body. It is men, not methods or measures, that determine whether a college shall be first-rate or second class. Or, to put it more accurately, first find the men, and the methods will take care of themselves.¹

Finding the right men to teach the subjects offered in the early collegiate schools of business was not an easy job. Staffs were drawn largely from the department of economics (in the case of those schools that emphasized intellectual understanding) and from business (in the case of those schools that emphasized technical training). However, as the schools of business began to produce graduates, more of the business teachers were drawn from this group.² While the

¹Bossard and Dewhurst, op. cit., p. 481, quoting William Bennett Munroe, "Quack Doctoring in the Colleges," Harper's Monthly Magazine (April, 1928).

²Tonne, Principles of Business Education, p. 432.

businessman is still given much recognition in collegiate schools of business, he usually serves in an advisory rather than in an instructional capacity.

Many critics maintain that most business teachers, despite their much-improved academic qualifications, exhibit little knowledge of or interest in the art of teaching. In fact, one of the chief issues in the controversy pertains to methodology. One author says, "The suggestion of some educators that how a course is taught can be even more significant in the learning process than what is being taught seems plausible."¹

As far as specific techniques of teaching business subjects are concerned, much of the discussion in current literature deals with the merits of two widely used methods: the case method, pioneered by Harvard, and the analytical approach emphasized at the University of Chicago. Most authorities recommend a combination of the two methods. Receiving the least amount of praise is the descriptive method of teaching. Watson, however, maintains that this method seems essential to get started in the area; for all areas of knowledge require some application of organized description.² Thus, there appears to be a place for all three of these older methods of teaching. Role-playing and games emphasizing

¹Watson, op. cit., p. 30.

²Pierson, op. cit., p. 286.

³Watson, loc. cit.

business practices are cited as two of the newer teaching methods in the field of business.

Besides criticizing the quality of business teachers and teaching methods, many writers have accused the collegiate schools of business of not being sufficiently research-oriented. The argument is advanced that more research activity is necessary in order to improve the scholarly climate of the business faculty. Admittedly, research effort does tend to keep the researcher more closely in touch with a changing field. However, Watson feels that keeping up to date in business also involves the continual reading of the literature in the field and contact with practitioners in business.¹

Quality of students. Aside from voicing their disapproval of the objectives, curricula, and teachers in collegiate schools of business, critics have questioned the quality of students enrolled in these institutions. The main issues involve admissions; academic standards; and students' backgrounds, academic interests, and career goals. "There is only a bare handful of four-year schools located at universities which carefully screen beginning students," declares Pierson.² He also states that there is a comparatively small number of outstanding students studying in the field of business administration.³ Echoing a similar opinion, Gordon

¹Ibid., pp. 35-36.

²Pierson, op. cit., p. 62.

³Ibid., p. 69.

and Howell allege that "many who are admitted to business schools do not have the . . . mental ability to acquire the analytical tools that are increasingly necessary."¹

Other critics have made references to the poor quality of the average business student. Some say that many of these students do not belong in college and that they should seek to further their education in junior colleges, vocational schools, and other post-high-school institutions. The rejection of poor students is advocated by Gordon and Howell, who recommend that the average quality of business students "needs to be raised, more by eliminating students at the lower end of the scale than by increasing the number in the top few percentiles."²

By way of explanation, mention should be made of the fact that for a long time education for business was looked upon as a "dumping ground" for academically inept students. Because of this stigma, the early collegiate schools of business faced violent opposition and fought a bitter battle to win academic respectability. As late as 1944, the war for acceptance was still not over, as is evidenced by the following statement:

Formal education for business is still considered in many countries as training for a dishonorable or unworthy activity. I do not know a college campus in this country today where the collegiate school of business is completely "accepted." It is, however,

¹Gordon and Howell, op. cit., p. 101.

²Ibid., p. 338.

my seasoned belief that through good management and outstanding service rendered, these schools in due time will dominate the collegiate educational effort.¹

This stigma, to a certain extent, still hovers over business instruction. Some of the criticisms concerning the quality of business students are based on objective, empirical evidence and are justified in some instances. Other criticisms may possibly stem from preconceived ideas or unconscious prejudices toward business students.

Being cognizant of the probable validity of the criticisms concerning the quality of business students, Tonne suggests that careful and impersonal examinations be administered to all students and that students be assigned to preliminary or advanced courses according to their needs and abilities.² This plan will solve many articulation problems.

Summary

The issues discussed in the last section of this chapter clearly mirror the widespread confusion and dissatisfaction that presently exist in collegiate education for business at the undergraduate level. These same issues have been present from the very beginning, as the historical account at the beginning of the chapter indicates. Widespread reform has been called for in such areas as the business

¹A. L. Prickett, The Collegiate Schools of Business in American Education, Third Annual Delta Pi Epsilon Lecture, Chicago, Illinois, December 28, 1944, p. 15.

²Tonne, Principles of Business Education, p. 437.

curriculum, teachers, teaching methods, course content, admission, and standards. Obviously, none of these reforms can be made independently of a consideration of the objectives of a particular collegiate program of education for business.

Therefore, the loudest cry is for a distinct definition and delineation of objectives. A clarification of objectives will provide the foundation upon which to build the curricular and extracurricular experiences deemed necessary for the preparation of future businessmen and business women. The next chapter deals with an analysis of the fundamental elements in programs of undergraduate collegiate education for business.

CHAPTER III

FUNDAMENTAL ELEMENTS IN PROGRAMS OF UNDERGRADUATE COLLEGIATE EDUCATION FOR BUSINESS

The institutions in which collegiate education for business may be obtained consist of separately organized schools or colleges (graduate and undergraduate), divisions or departments of business, liberal arts or engineering programs that lead to careers in business, junior or community colleges, evening or extension courses, university programs for executive development, or company-sponsored management training courses. Hicks states that more than 1400 institutions of higher learning in the United States offer courses in business administration.¹ Statistics indicate that undergraduate schools, divisions, and departments of business represent the largest sector of this branch of education; therefore, undergraduate education for business has been selected as the main concern of this research report.

Although much diversity exists in undergraduate programs of education for business at the collegiate level,

¹Herbert G. Hicks, "Some Survey Data and Estimates on Business Schools," Collegiate News and Views, XXI (March, 1968), 7-8.

there are certain fundamental elements or areas of concern that are common to all programs of educational preparation. These elements, some of which were referred to briefly in the discussion of issues in collegiate education for business in Chapter II, are (1) the administration, (2) the faculty, (3) the students, (4) the curriculum, (5) the facilities, and (6) the community. This chapter contains an analysis of these six elements as they relate to undergraduate preparation of students desirous of pursuing business careers.

The Administration

When one thinks of administrators of programs of undergraduate education for business, he usually thinks of deans of separately organized schools or colleges of business and chairmen or heads of divisions of business in colleges and universities. The schools and the divisions are comprised of one or more departments of business administration, with their own teaching personnel and physical facilities. However, this administrative structure has not always been characteristic of collegiate education for business. Pierson states that the first collegiate school of business did not secure its own dean and faculty until 1912.¹ Originally, the administration of collegiate education for business was centered in the liberal arts college.² Most of the

¹Pierson, op. cit., p. 38.

²William M. Kephart, James E. McNulty, and Earl J. McGrath, Liberal Education and Business (New York: Teachers College, Columbia University, 1963), pp. 32-33.

academic leadership in the founding of business schools can be traced to members of economics departments.¹

The initial administrative efforts in higher education for business could hardly be labeled successful. In 1881, Edmund J. James, the first administrator of an American collegiate school of business, was brought to the campus of the Wharton School to develop the new program. James' account of his new administrative experiences indicated that there were no models for him to follow, there was no experience from which he could profit, funds were inadequate, and other departments in the University were bitterly opposed to the whole project.²

The following quotation presents a bleak picture of some of the problems that confronted the administrators of early programs of collegiate education for business:

By and large, liberal arts teachers had little experience--and even less interest--in the business areas. . . . From the very beginning, economics departments were prone to take a somewhat jaundiced view toward the business newcomers. . . . At any rate, from the view of liberal arts integration, the launching of the collegiate business school took place in turbulent waters.³

The turbulent waters in which the collegiate school of business was launched have not subsided altogether even in the 1960's. The deans of collegiate schools of business and the

¹Pierson, op. cit., p. 35.

²Kephart, McNulty, and McGrath, loc. cit.

³Ibid.

heads of business divisions and departments still face many problems involving the faculty, students, curricula, budget, and other areas of administration.

As could be expected, the general functions of administrators of programs of collegiate education for business vary from school to school. The following functions delineated by Toll, however, seem to be carried out by most deans and chairmen of collegiate schools and departments of business administration:

1. Determining the major objectives of the business department
2. Employing faculty members
3. Providing for the building, the equipment, and the supplies
4. Planning the curriculum
5. Providing extraclass activities
6. Supervising the faculty
7. Guiding students
8. Conducting and supervising research
9. Maintaining good public relations
10. Helping to improve all types of business education.¹

Similar functions are reflected in a job description prepared by the Faculty Advisory Committee of the College of Business Administration at the University of Oklahoma. The job description outlined the dean's duties and responsibilities as they related to the business faculty, the President of the University, the Dean of the Graduate College, other deans and the heads of other administrative units at the University,

¹Lewis R. Toll, "Administrative Problems of Business Education on the Collegiate Level," Administration and Supervision in Business Education, ed. Kenneth J. Hanson and Parker Liles (Washington: National Business Education Association, 1965), Part II, 29.

the students, and the business, professional, and industrial community.¹

What qualities must an administrator possess to carry out effectively the functions listed above? In 1931, Bossard and Dewhurst delineated as follows the areas of competence with which deans should be equipped:

The deanship of a college of commerce calls for men of ability who combine varied experience and interests. Obviously, they need to know business, they need to know the field of education, and they need to be interested in both and in their effective integration.²

Efficient leadership of the business faculty is just as important in 1968 as it was in 1931. In fact, the very rapid development of education for business at the collegiate level and the problems created thereby make the present need for top-notch leadership more intense than at any other period in history.

In emphasizing the need for top administrators, Patterson makes the following observation:

An accelerated rate of change has been the most distinctive mark of our time, and there is no evidence that the pace of this phenomenon will slacken in the foreseeable future. The implications of this social and scientific revolution for both the business community and higher education will require the

¹"Job Description, Dean of the College of Business Administration, University of Oklahoma," Prepared by the Faculty Advisory Committee. (Permission to refer to this document was given by personal communication from Professor William H. Keown, dated April 5, 1968.)

²Bossard and Dewhurst, op. cit., pp. 551-52.

highest calibre of business and educational leadership and statesmanship.¹

The "ideal" department chairman is spoken of by Browning as being "familiar with the causes of professional happiness among his staff members, of scholarly achievement among his students, and managerial success with his superiors."² Perhaps the "ideal" dean or department chairman does not actually exist; nor will there likely be complete harmony among all the elements in the program. However, the administrator can attempt to bring out the full potential of each element and combine the elements to produce a program that becomes progressively better with the passage of time.

The Faculty

The following statement emphasizes the important role played by the teacher in collegiate education for business:

No program of business education has significance apart from the instruction that is offered in it and the co-curricular activities which are associated with it. It is the business teacher who offers the instruction and motivates students to acquire the business knowledges and abilities essential to them. It is the business teacher who initiates the co-curricular activities that are most appropriate for business students and who provides the enthusiasm and energetic leadership required to keep them going. Thus, it is the business teacher who constitutes the key factor

¹Robert F. Patterson, "Schools of Business Today," The Atlanta Economic Review, XVI (April, 1966), 6.

²Elmer R. Browning, "The Ideal Department Chairman," Administration and Supervision in Business Education, ed. Kenneth J. Hanson and Parker Liles (Washington: National Business Education Association, 1965), Part II, 41.

in the success or failure of any program of education for business.¹

The major function of the dean or chairman should be the recruitment, the development, and the maintenance of a capable faculty. Pierson declares that the most precious resource that any business school can possess is a highly qualified and highly motivated faculty.²

In the early days of collegiate education for business, the faculty of many of the schools consisted of businessmen and professional practitioners whose real interests lay along other lines. Even the full-time faculty members did not give total dedication to the teaching of business subjects. First of all, they were liberal-arts oriented and took a dim view of a practical collegiate education for business. Also, as could be expected, they knew very little about the subjects they taught. Hence, these instructors could be called neither "highly qualified" nor "highly motivated"; but they were the only instructors available. However, as pointed out in Chapter II, the faculty was recruited from the graduates of the business schools as sufficient numbers were produced. The businessmen were released from instructional duties and began serving in an advisory capacity. As a result of this change in the business faculty, the

¹Gerald A. Porter, "Competencies Needed by a Business Teacher," Administration and Supervision in Business Education, ed. Kenneth J. Hanson and Parker Liles (Washington: National Business Education Association, 1965), Part I, 18.

²Pierson, op. cit., p. 268.

business program began to grow and to gain a measure of respect in the field of higher education.

Recruiting competent faculty members constitutes an area of grave concern to administrators. The competition for highly qualified teaching personnel is great. Ideally, the business teacher is expected to have the doctoral degree. However, teachers are needed so desperately that the majority of the vacancies may have to be filled with persons who do not have the terminal degree. This urgent need has caused many administrators of collegiate business programs to seek persons either who have completed the course requirements for the doctor's degree or who have had at least a year of work on the doctoral level.

Other characteristics that successful business-teacher candidates should possess are identified by Toll as follows:

. . . ability to get along well with all types of persons, pleasantness and enthusiasm, dedication to the teaching profession, a strong desire to excel, and a scholarly background and interest in at least one subject matter area as well as the ability to teach effectively in several fields.¹

Needless to say, finding business teachers who possess all these characteristics is a difficult undertaking.

Recruiting quality teachers is only half the task; retaining them is the other half. Government and industry are competing quite favorably for their services, and many

¹Toll, loc. cit.

teachers leave their classrooms for more lucrative positions. For those who choose to remain in the teaching profession, there loom the problems of self-improvement and of improvement of instructional procedures.

One monumental study of higher education for business points out that "one of the most important issues facing the business schools is how . . . they can not only maintain but improve the quality of their faculties."¹ Many other authoritative studies and articles have been devoted to a discussion of the quality of teachers in collegiate schools of business. The criticisms and the recommendations directed toward the faculty in separately organized schools of business are also applicable to teachers in collegiate divisions and departments of business.

What constitutes "quality" in a business faculty? To a considerable degree, the qualities that a top-flight business teacher should possess are the same as in any other field of professional preparation. Some of the more important characteristics are personal and professional integrity, a sense of community responsibility, intellectual imagination, genuine interest in students, capacity to communicate ideas effectively in oral and/or written form, thorough grounding in at least one broad area of learning, understanding of background subjects most relevant to the individual's area of special competence, and close familiarity with and

¹Gordon and Howell, op. cit., p. 341.

active participation in current research developments. Above all, the business faculty should be one that is still learning and still growing.¹

Weiss, an accounting professor at Seton Hall University in South Orange, New Jersey, offers the following questions that might be considered when attempting to determine the quality or worth of a faculty member:

1. Is he (or she) an effective classroom instructor?
2. Has he contributed to the literature?
3. Has he participated in extracurricular activities at the college?
4. Is he active in professional organizations?
5. Does he speak on his subject matter discipline outside of the classroom?
6. Does he work in his chosen field?
7. Given tenure and a full professorship, will the individual promoted avoid the tendency to rest on his laurels and will he strive to continuously improve the other six points of evaluation?²

These questions provide an excellent array of the elements to be considered in the improvement of the business faculty. The remaining discussion in this section constitutes an analysis of these elements and their relationship to business teachers in undergraduate programs of education for business.

Teaching Effectiveness

For many years, academic concentration on research and publications has overshadowed the desire to improve

¹Pierson, op. cit., p. 269.

²Charles J. Weiss, "To Promote or Not to Promote," Collegiate News and Views, XXI (March, 1968), 13-15.

teaching techniques.¹ There apparently was a time when the professor made his greatest contribution in the field of research. His mission in life was to contribute to the sum total of human knowledge. Students were taught as a sideline and as a source of income. Within the last century, the two tasks of teaching and of contributing to human knowledge have taken on a more equal value.²

Much of the discussion and controversy concerning the improvement of instruction in collegiate education for business pertains to methodology. The three methods most commonly used are the case method, the analytical approach, and the descriptive method. Experience has proved that no single method is adaptable to all types of subject matter. A method that works in one course may not work in another; hence, a combination of methods is recommended by many business educators. Although teachers place greater emphasis on the case method and the analytical approach, there is a definite place in methodology for the descriptive approach. Watson maintains that all areas of knowledge require some application of organized description and that the many aspects of business are no exception.³

Many technological advancements in communications show great potential for future education in business. Among

¹Daniel A. Wren, "Televising a Basic Management Course," Collegiate News and Views, XX (December, 1966), 7.

²Watson, op. cit., p. 34.

³Ibid., p. 30.

these innovations are business simulation, teaching machines, overhead projection techniques, and educational television. Recently, a programmed text for teaching basic management has been published.¹ One must remember, though, that teaching methods and media are mere tools in the hands of educators. How effectively these methods are used depends upon the degree of skill possessed by their users. Bossard and Dewhurst assert that if, "earnest, enthusiastic, capable" individuals are secured for the business faculty, "the methods will take care of themselves."²

Research

The authors of many studies and articles have indicated a great need for academic research in the field of business administration. They feel that increased research activities will help to develop the scholastic capabilities of the business faculty. Fries admits that one of the functions of the faculty should be research; however, he feels that some faculty members should be teachers, some should be researchers, and perhaps some should be both.³ Similarly, Watson is of the opinion that "the complete separation of those teachers who teach from those who research cannot be far away."⁴

¹Wren, loc. cit.

²Bossard and Dewhurst, op. cit., p. 481.

³Fries, op. cit., p. 410. ⁴Watson, op. cit., p. 34.

One might ask, "What is the function of faculty research?" Two specific functions are cited in the following statement:

Research by a university serves two purposes, and this is as true in a professional field as in the arts and sciences. First of all, it is through research that man advances his understanding of the world in which he lives. . . . Secondly, research--or least scholarship--contributes to stimulating and imaginative teaching.¹

Because of heavy teaching loads, large classes, lack of adequate clerical assistance, and committee assignments many business instructors find little or no time for research. The administrator, therefore, should make the necessary adjustments in the teaching schedule and other assignments of faculty members who desire to engage in significant research activities. He should be familiar with modern research techniques and should lead the way in initiating meaningful research projects. The business faculty should be encouraged to experiment freely.

Accomplishing the dual objective of improving teaching and engaging in more research is a difficult task. However, Gordon and Howell maintain that this can be done by planning the curriculum carefully and by teaching fewer and better students.²

¹Gordon and Howell, op. cit., p. 377.

²Ibid., p. 353.

Extracurricular Activities

The influence of the business faculty extends far beyond the realm of the classroom. Every instructor has a definite responsibility to the school, the students, and the business community. Admittedly, heavy classroom duties and advisory responsibilities leave a minimum amount of time for extracurricular activities. The dedicated faculty member, nevertheless, will arrange to carry out most of his obligations.

Members of the business faculty should accept their responsibility to work with the administration in the development and the improvement of curricular, instructional, research, and public service programs. They should make meaningful contributions to faculty committees and academic activities. They should participate in the various student clubs and organizations and should encourage eligible students to take an active part. Close liaison should be maintained with the business community to facilitate research, the collection of instructional materials, the securing of financial and other support for the business program, and the favorable placement of business graduates. Consultative services should be rendered as often as feasible. These extracurricular activities will contribute much to the enrichment and the growth of the business program, as well as to the personal and the professional growth of the individual business teacher.

Professional Organizations and Activities

An atmosphere that permits the professional growth of the business faculty should be continuously provided by the dean and the chairman. Participation in professional organizations and activities is just one method by which teachers may grow professionally. All business instructors should be active members of their local, state, regional, and national professional associations.

Aside from attending and participating in meetings of professional organizations, the business teacher must be an avid reader of professional and other materials to keep aware of the rapid changes in the economy, business, and education. His wide reading may put him in a position to grow even more by contributing to the literature in his field.

The experiences derived from participating in professional organizations and other related activities will increase the teacher's total worth to the business department, the school, his fellow faculty members, the students, and the business community. Most important, these activities stimulate the personal and professional growth of the business teacher in a way that cannot be duplicated by any other type of endeavor.

Business Experience

Members of the business faculty should engage in occupational experiences to make their instructional materials more meaningful. Many faculty members were deprived of

supervised practical experience while receiving their academic preparation. Gordon and Howell present the following reasons why this deficiency exists:

Ideally, students should have supervised practical experience to go with their formal training on the campus. In practice, this is difficult to achieve for a number of reasons. The jobs likely to be available to students are at too low a level to add significantly to what is learned in the classroom. Much emphasis on working while going to school is likely to interfere with the process of formal education. It is difficult to induce business firms to take on students chiefly for the educational benefit to the student, particularly if the period of employment is short and involves much supervision.¹

One way in which business instructors may acquire experience in their fields and remove this deficiency is by performing consultative services for businessmen. While serving as a consultant, the business teacher can test the theories that he has learned and has taught his students. Weiss declares that "the marriage of theory and practice comes to life in the classroom when professors draw on contacts with business problems to illustrate their discussions."² Other business experience can be gained by such activities as participating in business internships and fellowship programs. Participation in these types of programs serves a dual function: it gives the teacher beneficial business experience, while it serves some of the needs of the business community.

In summary, effective teaching, significant research, participation in extracurricular and professional activities,

¹Ibid., pp. 372-73. ²Weiss, loc. cit.

and meaningful business experience will combine to produce a business faculty of which any school might be proud. Indeed, the business program moves forward on the strength of its faculty; consequently, a strong faculty usually means a strong program of educational preparation.

The Students

The one element around which all other elements in the business program revolve is the student body. However, students pursuing collegiate courses in business administration have never quite completely enjoyed the prestige accorded students in the older professions, such as law, medicine, and engineering. A common practice of teachers in some colleges in the early days of higher education for business was to guide the slower learners into the field of business administration. As a result, business programs soon gained the reputation of being the academic "dumping ground," designed for students who were incapable of pursuing more rigid courses of study. With the improvement of instructional materials and the upgrading of the quality of the faculty, collegiate education for business is gradually taking its place among the other professions.

A survey conducted by the Business Management research staff revealed that business administration graduates are generally held in high regard. Of the more than 100 top executives questioned, 54 per cent indicated that business students were well prepared in college; 45 per cent said that

holders of business administration degrees are at least as well prepared as holders of liberal arts degrees. Of those executives whose companies actively recruit college graduates, nearly one-third reported that they recruited exclusively among business students.¹ Aside from being in great demand, business administration graduates earn more in their careers than practically any other class of undergraduate degree holders.²

A successful business graduate is the desired product of the school or the division of business. The competent dean or chairman, like any other efficient manufacturer, will strive continuously to improve his product. Therefore, the rest of this section deals with fundamental areas in which student improvement can be emphasized. These areas include recruitment and admission, academic standards, student activities, guidance, placement, follow-up, and alumni relations.

Recruitment and Admission

Recognizing the fact that there are many academically deficient students in programs of undergraduate education for business, business deans and chairmen have sought to improve the quality of students by instituting more rigid procedures governing recruitment and admission. They know that the curriculum level cannot be raised without first elevating the intellectual level of the students.

¹Hicks, op. cit., p. 9. ²Ibid.

An active program for recruiting business students is imperative. The business school and department can attract scholastically adept students by developing an intellectually challenging program, by establishing a close relationship with guidance counselors in the high schools, and by making available to selected students appropriate, up-to-date information about the business field and about the work of the school or department of business. These are just a few of the ways in which competent students may be encouraged to choose business as a career.

Through the years, the admission policies of collegiate schools of business have been subjected to considerable criticism. As early as 1931, Bossard and Dewhurst alleged that "there has been too indiscriminate an admission to the colleges of commerce" and that the business schools "have set too much store in a mere growth of numbers, . . . without determining whether many of the students . . . were fitted . . . for business careers."¹ Twenty-eight years later, Pierson wrote that "hardly any undergraduate business schools, especially those with four-year programs, follow selective admissions policies."² Gordon and Howell reported that the data gathered in 1954 by the Commission on Human Resources and Advanced Training indicated that students in some fields were more highly selected in terms of intelligence scores than

¹Bossard and Dewhurst, op. cit., p. 557.

²Pierson, op. cit., p. 55.

were students in other fields and that business students as a group were below average.¹

Because of the ever-present criticism and the increase in enrollment and heterogeneity of business students, more and more attention has been given to methods of selecting the students to be admitted to the business program. When making admission decisions, many schools and departments consider such factors as the student's overall high school record, his inherent ability as indicated by admission tests, and his personal qualifications and characteristics.

No single criterion or group of criteria can predict accurately which students will be successful in business and which ones will not. However, some method of selective screening is necessary to secure the highest number of prospective businessmen who possess well-balanced personalities, keen intellectual abilities, and the ability to grow. If the students are carefully selected, the chances for producing graduates of a higher calibre are greatly enhanced.

Academic Standards

Generally speaking, academic standards are influenced by the level of ability possessed by the students admitted to the business program. Neither should low-ability students be expected to perform on a high academic plane nor should the performance standards be lowered to correspond to the

¹Gordon and Howell, op. cit., pp. 324-25.

ability of the students. Admission, therefore, should be granted only to those who have shown some evidence of their ability to meet the prescribed standards of either the school or the department of business.

Academic standards in undergraduate education for business have been subjected to criticism for many years. Gordon and Howell, whose study gave a considerable amount of attention to the matter of academic standards, made the following observation:

Admission standards are too low, with the result that too many students are accepted who do not have either the background or the innate ability to survive a rigorous college program. On top of this, most schools do not attempt to offer a rigorous program, in part because of the high attrition rate that would result, in part because the faculty is not motivated to insist on high standards.¹

Pierson, in reporting the findings of a three-company study, wrote that "not only do the courses in business apparently draw less able students . . . , but . . . they give them higher grades as well."² Reports such as this add to the erroneous suggestion that if a student cannot do well in other fields, he should study business administration.

Needless to say, students in the business program should be required to meet standards that are no lower than those in other programs of study. The level of competence and the standards of performance required in business are just as high as those required in the other professions.

¹Ibid., p. 136.

²Pierson, op. cit., p. 137.

Ideally, all students should be expected to maintain the same standards. Because of the heterogeneity of the student body, however, some variation in standards is inevitable. Standards should be realistic in light of the kinds of students the school attempts to serve and the kinds of graduates it hopes to produce. The upper and the middle levels of management call for a high degree of competence, while the order of competence at the lower level is not quite so high. However, there should be a minimum level of performance that is required of all business students. Academic standards should be high enough to provide a real challenge to the students and to develop their intellectual capacities to their fullest extent.

Student Activities

The modern program in collegiate education for business makes a special effort to provide opportunities for students to participate in extracurricular activities and organizations. Many colleges and departments of business make honors courses, awards, grants, internships, special seminars, and department projects available to their students. Chapters of national scholastic business fraternities, along with departmental honorary fraternities, are installed on the campuses of a large number of schools. Also, departmental business clubs and activities are open to all business students, regardless of the level of their academic performance. Many schools conduct special programs, such as conferences, guest

lectures, and equipment demonstrations, that are considered as extracurricular activities for the students who are invited. Participation in these and related activities provides the students with opportunities to gain valuable experience in planning, organizing, and implementing programs and in discharging the duties of the organization officers and committees. Gordon and Howell suggest that student activities outside the classroom can be used as teaching material in that these experiences may be analyzed to show their relationship to important generalizations being developed in the course.¹

Although there are numerous benefits to be derived from these activities, two major factors prevent some students from participating; namely, the fairly heavy study assignments and the large number of working students. Therefore, special attention should be given to planning and to promoting these extracurricular activities in an effort to attract the largest possible percentage of students for whom the experiences are designed.

Guidance

While the business educator is concerned about effective recruitment and admission policies, academic standards, and extracurricular activities, he should be equally concerned about the guidance of business students. Guiding

¹Gordon and Howell, op. cit., p. 364.

students is a joint responsibility shared by the business faculty and the general administration of the college or university. The business school or department has an important role to play in helping to maintain an adequate personnel program that provides continuous guidance for each student as he faces educational, vocational, social, physical, and financial problems.

Endicott points up the importance of the guidance process as follows:

It will be discovered that the ultimate purpose of most of the things which teachers do can best be stated in terms of guidance; namely, the understanding of each student, and helping him to prepare more adequately to meet the situations which he will face on a job and in other relationships of modern life.¹

Thus, teaching and guidance are two functions that cannot be separated; they represent the heart of the educational process.

Aside from the central guidance services provided by the college or university, special guidance services should be offered by the business school or department for its own students. Toll suggests that a simple plan for setting the departmental guidance program into motion is to assign a large group of business majors to selected staff members, who will serve as counselors to the students and who will

¹Frank S. Endicott, The Guidance and Counseling of Business Education Students, Fifth Annual Delta Pi Epsilon Lecture, Chicago, Illinois, December 27, 1946. (Cincinnati: South-Western Publishing Company).

approve the students' programs each semester.¹ In addition to the appointment of advisors, the school or department could offer a broad course to business freshmen that includes such phases as orientation to school, orientation to business, testing of students, self-evaluation by students, occupational and educational planning, and other general, useful information. The data gathered from this course could assist in the assignment of remedial work and the guidance of students into occupational areas in line with their aptitudes, abilities, and interests. Classroom instruction could be supplemented with the use of consultants in the various areas in the field of business, who would familiarize the students with the various opportunities in the business world. These and other guidance activities should help the students to plan their occupational goals realistically.

Placement

A good measure of a program in education for business is the ability of the school or department to place its graduates successfully in positions for which they have been prepared. As the student nears the end of his senior year, the business faculty should cooperate with the college in the registration and the placement of graduates. While the school or department of business cannot be expected to accept the full responsibility for the job placement of all its

¹Toll, loc. cit.

graduates, every effort should be made to help students obtain challenging and responsible positions in business, industry, and government.

Along with its special guidance services, the business school or department should provide placement services for its students. Opportunities should be afforded the students to obtain information about the various local, state, and national organizations and the vacancies existing therein; to learn about interview and job placement procedures; and to meet the requirements of examinations for the many branches of the federal, state, and international civil services.

One of the main benefits to be derived from first-hand placement experience is that business educators will become more cognizant of either the adequacy or the inadequacy of the business program and will feel some responsibility for their students' successes and failures. A functional placement program, whether conducted wholly or partially by the school or department of business, provides personal benefit to the student and establishes closer relationships between the school and the business community.

Follow-up

After successful placement of students, whether dropouts or graduates, the collegiate school of business should conduct periodic follow-up studies. The school or department needs to know how effectively its curriculum is meeting the needs of its graduates; follow-up studies are one method of

obtaining the answer. Based on the findings of these studies, the curriculum can be modified to reflect more clearly the needs of the students, the philosophy of the school, and the needs of the business community. Also, follow-up activities help assure that programs of business administration will have realistic standards and that the content will be up to date. Thorough follow-up studies will reveal such helpful information as the occupations that are most frequently entered by graduates, the preparation required for these jobs, the type of instruction that is most meaningful, the equipment used on the job, and the operations that should be learned in college and the ones that should be learned on the job. The business faculty, through contacts with the graduates after placement, will be better able to discover ways in which subsequent business instruction may be strengthened.

Alumni

No discussion of business students would seem complete without some mention of the alumni and their role in collegiate education for business. Constant liaison should be maintained among the business faculty, the current students, and the alumni. The school or department should invite alumni to participate in various activities, such as serving as consultants at career conferences and workshops, being guest speakers at lectures and seminars, and supplying instructional case materials. Furthermore, alumni should be encouraged to utilize the business placement services.

Guidance is a continuous process. The school, therefore, should make its guidance services available to the student while he is in school, as well as whenever he needs counsel after he either leaves or graduates.

The following statement by Watson provides a fitting summary to this section on students:

This then is the raw material of the business school or of the business division in the liberal arts college: Students who feel that they can hold their place in life and who envision business as a satisfying form of activity at any level their ability will give them. Students who have ambition to move to the top and confidence in their ability to make it. And, finally, students who have yet to find their place in the scheme of things but who regard some business training as worthwhile in any prospective field.¹

The task of the school is to convert these "raw materials" into products that meet the needs of the business world.

The Curriculum

The process involved in the education of tomorrow's businessmen has been a matter of vital concern to business educators even before the founding of the first collegiate school of business. During 1968, the curriculum constitutes the heart of the still-raging controversy in higher education for business. Innumerable studies have been conducted, and countless articles have been published as a result of the nation-wide interest in this vital element of the business program.

¹Watson, op. cit., p. 11.

Because of the wealth of available information on the many facets of the business curriculum, one faces a dilemma in trying to decide just where to begin a discussion of the courses and the experiences that make up the curriculum. Ideally, the business curriculum is organized around the objectives of the school or department of business. Hence, a look at objectives or goals of collegiate education for business seems to be a logical beginning point.

A recent examination of over fifty college catalogs revealed that, on the whole, the main objective of the undergraduate program of education for business is to produce graduates who are culturally educated and professionally competent to pursue graduate study and/or careers in business and government. This objective is emphasized by a noted educator as follows:

. . . now as never before people need not only specialized competence that serves vocational ends but also education that provides help in discovering and living a life worthy and rewarding both as a man and as a citizen. . . .¹

Education for earning a living should be coupled with education for living a life.

Elements of the Business Curriculum

After reviewing the two-fold objective of education for business at the collegiate level, the next step is to

¹Hollis L. Caswell, "The Influence of Developments in Higher Education on Teacher Preparation," The Journal of Teacher Education, XIV (June, 1963), 207.

identify the fundamental elements of the business curriculum. The author of the following quotation suggests three elements that shape the business curriculum:

What then are the peculiar functions of an undergraduate school of business? Three major purposes should shape its principal features. They are first, to provide the general, nonprofessional education essential to business competence, informed citizenship, and an effective personal life; second, to lay down the foundation of general, professional education commonly referred to as "the core," essential for an understanding of the business and industrial enterprise as a whole and for flexible movement within the range of occupations it affords; and third, to initiate the specialized education which enables a graduate immediately to enter an occupation of his own choosing.¹

From the quotation above one can see that collegiate education for business at the undergraduate level is comprised of the same elements that are found in other undergraduate programs of professional preparation: (1) the general education base, (2) the professional core, and (3) a field of concentration.

There seems to be no argument concerning the identification of the curricular elements. The main issue deals with how these elements should be combined to meet the main objective of the business program. A look at each of these vital elements is now in order.

General education. What is "general education"? This term has no single meaning to all persons. Most of the current users, however, see general education as the cultural

¹Kephart, McNulty, and McGrath, op. cit., pp. 77-78.

preparation needed to enable effective living in the world of today.¹ General education courses are designed to help the students understand themselves and the world in which they live so that they may participate effectively in the changing social order. This broad, constructive meaning of general education applies to the term as used in this research report.

Stemming from a background formerly referred to as "liberal arts," the general education base usually includes a series of one-year courses, such as composition, English literature, speech, physical science, social science, fine arts, psychology, and American history. The work in general education in most schools accounts for the greater portion of the freshman and sophomore years and constitutes nearly half of the total course of study.

The scheduling of the required courses in general education should be planned very carefully. All of the courses need not be taken in the first two years of college work. Those courses that will prove of greatest value in other college work should be taken first. These include such subjects as English composition, speech, general psychology, and the introductory courses in the natural sciences and the social sciences. Other subjects, such as literature, philosophy, and art, may be taken in the junior and senior years.²

¹Marshall, op. cit., pp. 12-13.

²Watson, op. cit., p. 39.

Scheduling general education courses in this manner assures a more meaningful distribution.

Since 1924, the American Association of Collegiate Schools of Business has required that forty per cent of the student's hours be in nonbusiness subjects.¹ A study of the general education requirements in over fifty undergraduate college bulletins showed that almost all of the colleges, divisions, and departments of business require that from forty to fifty per cent of the student's work be taken in general education.

The business core. The second element in the business curriculum is the business core, which consists of courses designed to acquaint the student--regardless of his area of concentration--with a systematic body of knowledge about general business functions. Callarman delineates the pervasive functions of business as follows:

A required core of basic business understanding must be developed to impart insight into the discipline of such areas as the organizing and the financing of a business enterprise; the producing and the distributing of a commodity or a service; the record-keeping involved in the operation of the concern; the procedures involved in the lateral, vertical, and operational communication; the legal aspects, both protective and operational; the constant research; and the never-ending analysis of the "why" of action.²

The undergraduate business core courses most commonly offered include economics, management theory, accounting, finance,

¹Kephart, McNulty, and McGrath, op. cit., p. 69.

²C. C. Callarman, "Philosophy of a School of Business," Collegiate News and Views, XX (May, 1967), 19.

marketing, business communications, business law, business mathematics, and business statistics. The business core in the average collegiate program makes up from twenty to twenty-five per cent of the business curriculum and accounts for about three-fourths of the student's work in the junior year.

Area of concentration. This third element in the business curriculum is offered to prepare the student for education beyond the baccalaureate degree and to give him technical competence in at least one significant area of business. The area of concentration, or major, generally encompasses applied or operational areas of business activity, such as marketing, management, accounting, finance, and economics. The general practice in collegiate schools, divisions, and departments of business is to offer a program in which twenty to twenty-five per cent of the student's course work is done in his area of concentration.

How much specialization should be included in the business curriculum? Seeking the answer to this question has been a problem to business educators for as long as collegiate education for business has been in existence. Many business teachers have advocated a liberal arts education at the undergraduate level, with very broad, general business courses and no specialization. The most prominent educators holding this view are Gordon and Howell, authors of the study sponsored by the Ford Foundation, and Pierson, who conducted the study for the Carnegie Corporation. Other educators put

maximum stress on specialization and technical competence, with little emphasis on liberal education. A third group of educators advocates a "middle-ground" position, which Nicolson describes as follows:

Even the deepest understanding of the laws of bouyancy and hydrodynamics has never taught anyone how to swim. Likewise, the deepest understanding of the abstract tools in business has never taught anyone how to manage all aspects of a business operation. A new "report card" might concentrate on how to find the best "middle ground" between preparing to do a vocational specialty well and on developing an understanding of the theories that open the doors for the full creative abilities of all students of business at the various levels of education.¹

Inasmuch as the collegiate program of undergraduate education for business attempts to produce graduates who are culturally educated and professionally competent, a well-balanced "mix" of the three curricular elements--the general education base, the business core, and the area of concentration--is vitally necessary.

Elective Courses

One of the duties of the administrator of the business program is to determine the elective courses of study that make up the business administration phase of the program. A common complaint of most business students is that the business program does not permit them to take enough elective courses. Pierson's proposed curriculum suggested a range of from 0-6 hours in electives, with no more than one elective

¹Miklos Szucs Nicolson, "Report Cards on Business Schools," Collegiate News and Views, XX (October, 1966), 11.

taken in the major field.¹ He feels that "too wide latitude can lead to abuse, especially where there are large numbers of students and many courses of varying quality from which to choose."²

Within the range of the electives permitted in the program of business, students should be encouraged to elect suitable courses in other divisions of the college or university. Naturally, these electives should take into consideration the requirements of the school or division of business and the prerequisites of the divisions in which the electives are taken. Usually, approval of elective courses outside the business administration curriculum is given if the courses fit logically into the business program. Recommended electives generally include philosophy, political science, and foreign languages.

Occupational Experience

Where possible, a carefully planned, supervised program of occupational experience should supplement the course work included in the professional core and the area of concentration. This exposure to work-oriented experiences will serve to show the students the relationship between theory and current business practice. Also, the students will have the opportunity to experiment and, thus, build a more realistic foundation upon which to base their career choices.

¹Pierson, op. cit., p. 227.

²Ibid., p. 228.

In 1962, Vincent reported a faculty study of how small business executives evaluated business education. Sixteen executives said that the business schools should give the student a better concept of what business is really like. They suggested that this could be done by having businessmen serve as guest lecturers and by having the student obtain business experience on a part-time basis while attending college. A few interviewees were of the opinion that some faculty members were not aware of the realities of the business world because they had had little or no business experience prior to teaching.¹

Gordon and Howell also stressed the importance of business experience. They maintained that the collegiate schools of business have probably done less than they could to integrate formal teaching with relevant experience outside the classroom.²

Businessmen are dependent upon the schools to supply the corps of workers needed to carry on the countless activities in the business world. The business community and the school, therefore, should work together to provide up-to-date, effective preparation for business through a sound program of cooperative work experience for as many students as the business community can properly support. Because the business

¹Clarence E. Vincent, "Personnel Executives Examine the College Graduate," Collegiate News and Views, XIX (March, 1966), 14.

²Gordon and Howell, op. cit., p. 108.

community cannot always support a work program for every business student enrolled in a program, the school should provide other work-oriented experiences in a simulated business environment.

As the graduate enters the world of work, these occupational experiences will facilitate his adjustment on his first job. Also, a reduction could possibly be made in the number of graduates who change jobs the first year after graduation because they know more definitely what they want to do. The main justification for a program of work experience in undergraduate education for business is that a graduate with experience in some type of real or simulated work situation assumedly will be more effective in either an entry or a promotional position than a person without such experience.

Requirements for Graduation

A brief statement should be made concerning requirements for graduation. Most undergraduate collegiate programs of business offer a curriculum leading to the Bachelor of Business Administration degree. Students usually complete 128 semester hours or 180 quarter hours of acceptable work. Credits include the specific requirements for the general education base, the professional core, the major, and the electives. Usually, the student must earn a grade of "C" or higher on all work attempted after being admitted to the business program.

In summary, the business curriculum represents the blending of courses in general education, the business core, and the area of concentration, supplemented with some type of work-oriented experiences. How skillfully the blending is done will govern the extent to which the objectives of the school or department of business will be met.

Facilities and Equipment

Excellence in the business curriculum should be coupled with excellent facilities and equipment. A high degree of quality in any program is difficult to attain without adequate classrooms, laboratories, offices, and equipment.

The rapidly rising enrollment in collegiate education for business, along with the resultant large classes and increased faculty personnel, has pushed existing facilities in most colleges and divisions of business far beyond the limits of their capacity. Providing additional space for offices for administrative and faculty personnel and their clerical assistants, classroom space for the students, and space for additional equipment is just one of the many problems confronting administrators of business programs.

What are some of the facilities that are found in a well-equipped school or division of business? Again, reference is made to the writer's analysis of over fifty college bulletins that indicated that the following facilities are provided for in most of the schools involved: classrooms for regular classes, seminars, and case discussion; offices for

the faculty; laboratories for accounting, statistics, management, and office administration; quarters for research personnel; facilities for student activities; offices for placement interviews; and a library.

All facilities in the business program should be designed to meet current and future requirements. Toll suggests that planning for a new building or for remodeling should be preceded by a prediction of the future objectives of the school or department, the projected increase in student enrollments, and the nature of the equipment and methods to be used by the business faculty.¹ In addition to adequate buildings, provision should be made for proper heating, air circulation, and air conditioning, if at all possible. Effective utilization of floor space and facilities should be the desired goal in all building plans.

Special emphasis is given to the role of the library in collegiate education for business. The principal aim of the business library is to provide a working laboratory of published materials that shed light on the multi-faceted administrative process and on the subject-matter fields around which classroom instruction and research revolve. This facility--whether a self-contained library or only a section of the college or university library--should be an integral part of the school or department of business. Active faculty participation in library acquisitions in the field of business

¹Toll, lcc. cit.

is highly desirable. Each business instructor should make a survey of the library holdings and then recommend the purchase of library materials and references to supplement the texts that he uses in his classes and includes on his reading lists.

The business library should maintain a constantly growing collection of selected books, pamphlets, periodicals, documents, and reports dealing with all phases of business activity. In addition, the library should subscribe to the various investment, insurance, tax, and labor relations services. If the library is separate from the main library, provision should be made for adequate reading room study space, typing rooms, individual study carrels, conference rooms, microfilm readers, and a Xeroxing service, if possible.

Students need expert assistance in the solution of research problems, and they have a right to expect guidance as they prepare reports and engage in independent research. Therefore, the library should be staffed with personnel who are professionally competent in rendering library services.

To summarize, the intellectual development of the student constitutes the primary task of the school or department of business. Adequate, comfortable classrooms; modern, well-equipped laboratories; and an inviting, up-to-date library can do much to stimulate the intellectualities of the students and to elevate the morale and level of scholarship of the business faculty.

The Business Community

The final element in the program of collegiate education for business is the business community. Businessmen are just as interested as business educators in the quantity and the quality of business graduates. This interest has been manifested by the many articles written by leading businessmen across the nation. After all, the business community expects the schools to supply the men and the women needed to perform the multitude of activities peculiar to the business world. On the other hand, the business schools and departments look to the business community as a reference source in curriculum planning and, in many cases, as a source of financial assistance. Thus, the business community and the institutions preparing students for business careers need each other. The extent of this mutual need is summarized by Russell as follows:

We need contact with the business community in five areas. First, we need to know what is going on in business, what the new techniques and ideas are so that we can keep the content of our courses up to date. . . .

Second, we need to work with the business community on the matter of continuing education for businessmen. . . .

Third, where does business in the various economic regions need research or consulting? There are colleges of business in all regions that have faculty who can make a vital contribution.

Fourth, we need your financial support. . . .

The last area . . . is the most important. It concerns . . . attracting our brightest young people into the business field.¹

¹Charles H. Russell, "Businessmen and Colleges of Business," Collegiate News and Views, XX (December, 1966), 4-5.

Gordon and Howell expressed essentially the same sentiments concerning the need for constant contacts between the school and the business community.¹

In view of the affinity of interests and objectives between the business community and institutions offering collegiate education for business, a greater degree of cooperation is called for. Patterson feels that now, more than ever before, the business community and the business schools and departments should join hands in mutual respect and understanding.²

How can institutions offering programs of business at the collegiate level cooperate with the business community? Experience has shown that contacts with business may be made in numerous ways, which are limited only by one's imagination. A survey of some of the literature dealing with relationships between the business school and the business community indicated that the schools may cooperate with the business community by engaging in off-campus instruction in business, by offering short courses and lectures on subjects of interest to businessmen, and by inviting leading businessmen to the campus to speak to classes and meetings of student organizations. The business faculty may also serve as consultants to businessmen and may conduct business research involving studies of business problems.

¹Gordon and Howell, op. cit., p. 394.

²Patterson, "Schools of Business . . . ," 7-8.

The following quotation by Russell offers a fitting summary to this section on the business community:

It is time for those in business to recognize the worth of business activity and the special training it requires. Business is the only calling requiring great competence comparable to that in the major professions of law, medicine, and religion where those in practice have been too little involved with the colleges. It is time, therefore, for the business colleges and businessmen to go forward together and to convey to our young people the truth that life in business partakes of the highest order of merit and human accomplishment.¹

Through unified action, the collegiate school or department of business and the business community can produce greater numbers of business graduates who are culturally educated and professionally competent.

Summary

Qualified, forward-looking administrators; dedicated, professionally equipped teachers; industrious, well-motivated students; a balanced, up-to-date curriculum; adequate, modern facilities; and a close working relationship with the business community are the fundamental elements of an effective program of collegiate education for business at the undergraduate level. Each element represents a link in a chain, which is the business program as a whole. No chain is any stronger than its weakest link; hence, if one of the elements is weak, the strength of the entire business program is diminished. The never-ending task of the administrators and

¹Russell, op. cit., p. 6.

the business faculty should be to make sure that all links are kept strong.

One propitious outcome of the recent criticism and the calls for reappraisal in higher education for business is that many institutions offering collegiate education for business made a close examination of their "chains" and attempted to strengthen many of the "links." Patterson states that "out of the reappraisals have come stronger and better qualified faculties, enriched and rigorous curricula, upgraded admission policies, and academic standards that have commanded the respect of our colleagues."¹ He further adds, "We will always have unfinished business, . . . We can never be perfect, but we can always be better than we are."²

The primary purpose of this chapter was not to present a picture of the "perfect" program of undergraduate collegiate education for business but to analyze the fundamental elements in the program and to present information that will help to lay the foundation upon which to build a better program. This information also provides a frame of reference for the philosophy and the guidelines that appear in the next chapter.

¹Patterson, "Schools of Business . . . ," 7.

²Ibid.

CHAPTER IV

SUMMARY

The information and data presented in the first three chapters of this study indicate that undergraduate collegiate education for business has become an integral part of higher education. Traditionally, though, colleges have accorded more recognition and respect to the older professions, such as law, medicine, and engineering, than they have to education for business. Collegiate preparation for business careers, especially at the undergraduate level, is not always looked upon with favor even by some business educators and business leaders.

Because undergraduate education for business does have a highly justifiable place in the college curriculum and because the business world has a growing need for culturally educated, professionally competent businessmen and business women, undergraduate preparation for business careers should be offered by most colleges and universities. On the basis of this assumption, the remainder of this chapter deals with a philosophy of and comprehensive guidelines for the undergraduate preparation of individuals for careers in business.

Restatement of the Problem

The problem of this study was to develop a philosophy of undergraduate collegiate education for business, based upon a critical analysis and interpretation of pertinent information. The study constituted an attempt to (1) delineate the fundamental elements of education for business at the undergraduate level and (2) formulate comprehensive guidelines for the selection and organization of content and experiences for the education of businessmen and business women.

This study consisted of four major phases: (1) the location and analysis of materials dealing with the methodology of developing a philosophy of education and of formulating guidelines for programs of education; (2) a comprehensive study of materials dealing with the nature and the content of undergraduate collegiate education for business; (3) the presentation of pertinent authoritative ideas of business educators and business leaders regarding the fundamental elements of undergraduate collegiate education for business, and (4) the development of a philosophy of and guidelines for the preparation of prospective businessmen and business women.

The study deals directly with the fundamental elements of undergraduate education for business: the administration, the faculty, the students, the curriculum, the facilities and equipment, and the business community. A study of the literature showed that business educators and business

leaders are not always in agreement on how the prospective businessman or business woman should be educated. However, substantial agreement exists relative to certain essential competencies that should be acquired by all undergraduate business students.

Using the generalization process, the researcher synthesized the major ideas of business educators and business leaders as expressed in current literature. A philosophical statement was then prepared relative to undergraduate collegiate education for business. The statement should serve as the philosophical frame of reference for the guidelines that are presented later in this research report.

A Philosophy of Undergraduate Collegiate Education for Business

Undergraduate collegiate education for business constitutes one of many channels from which flow the highly diversified corps of workers necessary to the effective operation of that system of economic organization called "business." Because of the growing complexity of the business world, persons desirous of following professional careers must have high levels of both cultural and professional business preparation.

The function of the undergraduate collegiate school or department of business is to provide subject-matter content designed to equip the student with competencies necessary to live an effective life and to earn an adequate living. To

accomplish this function, the business program should be characterized by a balanced combination of courses in general education, the business core, the area of concentration, and appropriate electives. Actual or simulated work experience, meaningful extracurricular activities, and special guidance services also play important roles in expediting the function of undergraduate education for business.

A functional type of occupational specialization is justifiable in undergraduate schools and departments of business because many business students terminate their formal preparation at the undergraduate level. Therefore, their collegiate education should include the development of abilities and understandings needed to secure their first jobs. The business instruction and the related experiences provided at undergraduate institutions give students an opportunity to acquire kinds of knowledges and experiences that might otherwise be acquired only after numerous years of on-the-job training.

Administrators of undergraduate collegiate programs of business should be individuals whose professional backgrounds include scholarly academic preparation, successful teaching experiences in the field of business, and demonstrated administrative abilities. Because every phase of school administration involves human relationships, the administrator must also know how to effect and maintain a harmonious relationship among the general administration of the

college or university, the faculty, the students, and the business community.

The college or university should seek to employ only business teachers who are scholastically capable, professionally competent, and thoroughly dedicated to the teaching profession. Many of the experiences that contribute to the total development of the business faculty lie beyond the walls of the classroom. Therefore, participation in nonclassroom activities, especially those in connection with curricular, instructional, research, and public service programs, is to be regarded as a professional obligation.

No school can exist apart from the community. Therefore, a high degree of cooperation must exist between the institution offering undergraduate business instruction and the business community. Each needs the other; the success or failure of one is inevitably reflected in the other. The school depends upon the business community to supply the content for business courses and to provide financial assistance, while the business community relies upon the school to provide continuing education for businessmen and business women and to lend professional assistance in the solution of business problems.

Through the cooperation of the administrator and the business faculty, provision should be made for up-to-date facilities that allow ample space for classrooms, offices, laboratories, student activities, and a library. Additionally,

there should be cooperative planning, selection, and utilization of equipment in the school or department of business.

There is a continuing demand for competent graduates of collegiate schools and departments of business. This demand will remain strong if institutions offering collegiate education for business will continue to evaluate and improve their programs in light of the needs and the demands of the business world.

Guidelines for the Development of Effective Programs
of Undergraduate Education for Business

The following pages are devoted to the presentation of suggested guidelines for the development and the improvement of programs of undergraduate collegiate education for business. Guideline 1 deals with the administration; Guidelines 2-5, the faculty; Guidelines 6-11, the students; Guidelines 12-17; the curriculum; and Guideline 18, facilities. The guidelines are not discrete in that they cover closely related areas; hence, some overlapping is apparent.

Guideline 1 - Administration

What

The administration of undergraduate collegiate education for business should use all available resources to maximize the degree of attainment of the objectives of the program.

Why

The problems of administration in collegiate education for business usually fall into four categories: faculty, students, curricula, and budget. The task of developing and improving the quality and reputation of a collegiate school or department of business depends largely upon the administrator's ability to promote high instructional standards, encourage curriculum evaluation and improvement, maintain adequate physical facilities, and ensure the economic efficiency of the business program.

How

1. By engaging and maintaining a competent faculty, with continued emphasis upon their commitment to the instructional program.
2. By helping to create an environment in which faculty members can exercise their scholarship and academic abilities.
3. By allowing enough flexibility in the program to encourage experimental teaching and learning situations.
4. By providing ample time for faculty members to engage in research activities and to write about new ideas, processes, and techniques.
5. By maintaining a student guidance program that provides needed educational, occupational, and personal services.
6. By encouraging professionalism among the faculty and the students.
7. By developing a close working relationship with the business community.
8. By striving to ensure adequate financial support for the business program and adequate physical facilities for the students and the faculty.

Guideline 2 - Quality of the Faculty

What

The business faculty should consist of scholastically capable, professionally competent, dedicated teachers who possess essential personal traits and demonstrate interest in the welfare of the business program, the students, and the business community.

Why

No program of instruction can be any better than its teachers. If a school or department of business is to make a contribution to the total knowledge known about the economics of business, competent, dedicated faculty is vitally necessary. Business is changing so rapidly that the business instructor can keep abreast of current information and data only through the consistent exercise of his scholastic capabilities. The business faculty must have an expanding experience where they have opportunities to practice the use of various teaching methods and media. They must constantly engage in activities of the inquiry sort to check whether the content of their courses is accurate and complete, their pedagogy is effective, and their students are responding favorably.

How

1. By the recruitment and the hiring of faculty personnel on the basis of evidence of scholastic capability and a background of study in the professional realms of teaching and research.
2. By the balancing of the business faculty through the hiring of experienced instructors as well as those who have had no teaching experience.
3. By the provision of sabbatical leaves and other leave arrangements for the upgrading and advancement of business teachers in their profession.
4. By the participation of business teachers in extracurricular activities designed to benefit the school, the students, and the business community.
5. By recruiting scholarly faculty members from other fields that are pertinent to the study of business problems, such as social sciences and mathematics.

Guideline 3 - Faculty Research

What

The collegiate school of business should have a broad, future-oriented program of basic research, conducted by a competent faculty.

Why

Collegiate schools and departments of business have the responsibility for preserving man's intellectual heritage and adding to the store of knowledge about the business world and its operations. The quality of the research program of the collegiate school of business has a tremendously important influence on the quality and effectiveness of the business faculty and the students. Research, conducted by competent instructors using carefully developed procedures and techniques, serves to maintain a proper relationship between theory and practice in education for business and provides a better basis for planning the future course of institutional programs.

How

1. By releasing more faculty time for formal research and scholarly activities.
2. By making arrangements for faculty members to attend special research seminars and courses.
3. By establishing, where possible, research bureaus that perform a service function to the business community and that facilitate faculty research.
4. By engaging in research designed to provide a better understanding of prevailing business and managerial behavior.
5. By conducting applied, analytical research on the development of guides to managerial decision-making in the functional fields.
6. By maintaining close cooperation between members of the business faculty and those working in underlying disciplines, such as the behavioral sciences, mathematics, and statistics.
7. By engaging in field investigations and detailed case studies to provide material for research analysis.

Guideline 4 - Extracurricular Activities of Faculty

What

The business faculty should accept its professional responsibility to participate in meaningful extracurricular activities.

Why

The influence of the business faculty extends far beyond the walls of the classroom. Each instructor has a responsibility to render extra services of a noninstructional nature for the school, the students, and the business community. Various extracurricular activities need to be performed if the school or department is to improve the business program, prepare the students to cope with the uncertainties of the future, and fill the varied needs of the business world.

How

1. By cooperating with the administration in the development and improvement of the curriculum, course offerings, and instructional methods.
2. By advising degree candidates majoring within their areas of interest and to prescribe the requirements for the curricula of such majors.
3. By developing and supervising basic research in their subject areas.
4. By sponsoring student activities and organizations.
5. By serving the business community in a consultative capacity.

Guideline 5 - Instructional Methods

What

The business instructor should choose teaching methods that are designed to accomplish within the student the ability to think independently and to express himself clearly.

Why

There is no one method or technique by which all business subjects must be taught. A method that is effective for one kind of subject matter may be totally inadequate for another. Good teaching requires an appropriate selection of teaching methods and materials. Effective teaching will motivate the student to participate actively in the learning process and will help him develop for himself the problem-solving, organizational, and communicative skills that he will need all his life.

How

1. By using the lecture method when the subject matter is theoretical in nature and when presenting material to large groups, especially in upper-division courses in economics, finance, business management, business law, and marketing.
2. By using teacher demonstration and conducting laboratory sessions when presenting information involving the use of business skills in the production of office material, such as in accounting and statistics courses.
3. By using the case method in such courses as business law, business communications, finance, personnel management, human relations, and business policy-making.
4. By requiring term papers or special projects to promote the development of written communicative skills.
5. By using practicum courses in appropriate classes.
6. By having the student engage in business-oriented, independent study that is designed to challenge him to work beyond the limits of the classroom and laboratory instruction.

Guideline 6 - Recruitment of Students

What

The undergraduate school or department of business should have a consistent, well-formulated policy for recruiting larger numbers of capable students for the business program.

Why

The business program is known by the kinds of students it teaches and the graduates it produces. In order to have a strong educational program, the business unit must have a strong student body upon which to build. The quality of the total program has a tendency to improve in proportion to the quality of the students.

How

1. By planning and conducting high school campus visiting days for interested high school students.
2. By establishing close relationships with high school guidance counselors.
3. By making appropriate and accurate information about business available to the students.
4. By personal contacts of departmental advisors with selected groups of capable students in an attempt to interest them in business careers.
5. By promoting the organization of high school business clubs, such as the Future Business Leaders of America.
6. By developing an intellectually challenging program that will encourage competent high school and college students to select business as a career.
7. By installing active chapters of collegiate business clubs and fraternities to make the other faculty members and students more aware of the business program and its objectives.

Guideline 7 - Admission of Students

What

The administrator of the undergraduate program of business should institute selective admission policies that are subjected to continuous review.

Why

Improvement of collegiate programs of business can be facilitated through a more careful selection of students on the basis of academic performance at the secondary and lower-level collegiate stage. Selective admission of students is necessary to realize the standards of academic performance required in the study of business subjects.

How

1. By admitting to the business program students whose high school and collegiate records show evidence of positive motivation, acceptable scholastic ability, adequate mental aptitude, and the necessary oral and written communicative skills.
2. By establishing departmental admission standards that are equivalent to those in other departments of professional preparation.
3. By the careful screening of students at the end of the freshman or sophomore years in four-year business schools and departments where admission standards are predetermined by the college or university.
4. By letting continuance in the business program be contingent upon the student's satisfactory academic performance.

Guideline 8 - Student Organizations

What

The program in collegiate education for business should provide opportunities for students to participate in business-oriented extracurricular activities and organizations.

Why

Participation in professional organizational activities and other nonclassroom activities aids the student in his educational growth and development. The student receives preparation that enables him to handle more adequately future situations involving organizational and human relationships. The work of student organizations gives students valuable experiences in the cooperative planning, organization, and implementation of programs, in discharging the duties of organization officers, in carrying out the work of committees, and in performing other related activities. Also, organizations of an honorary nature facilitate recognition of outstanding performance of students.

How

1. By installing chapters of honorary fraternities, such as Beta Gamma Sigma.
2. By making honors courses, awards, grants, internships, special seminars, and departmental projects available to outstanding students.
3. By having a departmental club to which all business students may belong regardless of their academic performance to provide the average student an opportunity to participate in departmental activities.
4. By seeking other ways to provide special opportunities and channels for students to exercise their leadership potential and gain experience in group work.

Guideline 9 - Guidance of Students

What

The collegiate school of business should have a functional guidance program designed to meet the educational, occupational, social, physical, and financial needs of the students.

Why

Personal guidance of the student is a continuous process. Without proper guidance, business students may prepare for positions for which they are not capable. What is known about the student's growth, goals, concerns, and background experiences, together with the competence of the counselor, determines the nature of the guidance he receives through teaching. This counseling is designed to help the student grow in self-understanding and realistic goal-setting in long-range program planning.

How

1. By appointing faculty advisors who counsel students relative to their major course objectives and assist them in seeking answers to questions concerning course offerings, career opportunities, and graduate studies.
2. By having a broad course, either non-credit or full-credit, offered to business freshmen that includes orientation to school and to business, testing of students, self-evaluation by students, techniques for improvement of reading, a study of job analysis, and vocational and educational planning.
3. By gathering evidence from this course with which to build comprehensive case histories that will assist counselors in assigning students for remedial work and guiding students into the vocational area that is in line with their aptitudes, abilities, and interests.
4. By supplementing classroom instruction with the use of consultants in the various areas of business, who will familiarize the students with the opportunities in the field.
5. By providing each student with the opportunity to receive educational, occupational, social, physical, and financial guidance from a person qualified to give such assistance.

Guideline 10 - Placement of Students

What

The collegiate school or department of business should assume, or at least share, the responsibility of placing as many students as possible in responsible positions in business, industry, and government.

Why

A good measure of a program in education for business is the school's ability to place its graduates successfully in positions for which they have been prepared. First-hand placement experience will serve to point up the need for enrolling capable students in business programs and establishes closer relationships between the school and the business community. The business educator will become more cognizant of the adequacy or inadequacy of the business program and will feel some responsibility for his students' successes and failures.

How

1. By having access to cumulative records showing the students' grades, attendance, extracurricular activities, work habits, personality traits, aptitudes, ambitions, and work experiences, which will be helpful when considering placement of students.
2. By being cognizant of national and local occupational opportunities and job requirements through a study of materials published by the Bureau of Labor Statistics, by the United States Employment Service, and by other agencies that disseminate occupational information.
3. By obtaining information about employers, including such areas as working conditions, employee benefits offered, stability of the firm, personnel policies, and work history of and opportunities for advancement given former students.
4. By providing opportunities for students to practice taking pre-employment tests, writing letters of application, filling in application blanks for employment, and participating in interviews.

Guideline 11 - Follow-up of Graduates

What

The business school or department of business should conduct thorough periodic follow-up studies of its graduates.

Why

The administrator and the faculty need to know how effectively the business curriculum is meeting the needs of the graduates. Follow-up studies of business graduates can provide the answer. Based upon the findings of these studies, the curriculum can be modified and improved to reflect more clearly the needs of the students, the philosophy of the school, and the needs of the business community. Also, follow-up activities help assure that business programs will have realistic standards and will be up to date in their content.

How

1. By obtaining information about (a) which occupations are most frequently entered by graduates, (b) which occupations are entered within a comparatively short time after leaving school, (c) what preparation is required for these jobs, (d) where the bulk of student enrollment should occur, (e) what type of instruction is most meaningful, (f) what equipment is used on the job, and (g) which operations should be learned on the job and which operations should be learned in college.
2. By contacts with the worker in order to discover ways that subsequent business instruction can be strengthened.
3. By aiding graduates in adjusting to new jobs and in making later readjustments that may be necessary.

Guideline 12 - Curriculum Objective

What

The business curriculum in the undergraduate program should consist of a carefully planned sequence of subjects designed to produce graduates who are liberally educated yet professionally competent.

Why

The business student needs to be prepared for a life of service to society and a life productive of self-satisfaction. Therefore, a combination of liberal arts and professional preparation must go into the business curriculum. The liberal arts courses, together with the professional business courses, serve to educate the student in the light of his whole being--socially, intellectually, and morally. With the capacity to think analytically and logically, the business graduate will more readily become adjusted to a changing business environment.

How

1. By offering a balanced curriculum that requires approximately one-half of the students' work to be taken in the area of general education, one-fourth in the business core, and one-fourth in the area of concentration.
2. By providing a functional type of technical preparation in certain specialized areas.
3. By providing opportunities for a limited amount of elective course work.
4. By providing a sequence of courses and experiences that are sufficiently flexible to allow for individual differences and varying experiential backgrounds of students.
5. By exposing the students to actual or simulated work-oriented experiences that correlate theory with practice.

Guideline 13 - Curriculum Evaluation

What

The curriculum in undergraduate collegiate education for business should be subjected to continuous study and evaluation.

Why

Curriculum review and study are necessary to determine whether recent findings in the disciplines are, or should be, reflected in the instructional program. Also, a review of the business curriculum is necessary to ensure that the curriculum is geared to current educational objectives and is making use of the best means available for attaining these objectives. Effective articulation requires that the curriculum be based upon instruction in the previous year that prepares each student for further study of business in the succeeding year.

How

1. By studying the new programs that are available, with the picture of the school's current situation clearly in mind.
2. By surveying the school's existing program to determine what consultant services are needed from academic and educational specialists.
3. By enlisting the cooperation of teachers, administrators, scholars in the teaching profession, former students, and informed businessmen in the review of the curriculum at least once every five years.
4. By selecting the content of the business curriculum in relation to the goals of the institution and the responsibilities of the businessman.
5. By maintaining close ties with the secondary schools in order to determine the needs of prospective students.
6. By modifying the business curriculum in accordance with the needs of the students, the philosophy of the school, and the needs of the business community.

Guideline 14 - General Education Base

What

The business graduate should have a liberal background that is solidly based upon an understanding of human behavior and that contributes to study in the areas of specialization and professional education.

Why

The technical or professional business employee relates most effectively to his total environment only if he has a broad general and liberal education in addition to his specialized preparation. Such education will assist the business student in the effective development of abilities in communication, human relations, analysis and interpretation, problem-solving, and decision-making. This broad education lays the foundation for instruction which the business student will receive in his professional courses and enables him to understand his field of specialization in relation to other areas of knowledge.

How

1. By providing the business student with opportunity for study in the following areas of general education: English, mathematics, physical science, biological science, social science, the humanities, and modern languages.
2. By offering first those courses that will be of greatest value in subsequent college work, such as English composition, speech, general psychology, and introductory courses in the natural and social sciences.
3. By offering literature, philosophy, art, music, and history during the junior and senior years.
4. By requiring that approximately forty to fifty per cent of the college course work be made up of general education courses.
5. By cooperative effort on the part of representatives of education for business and those responsible for general education in the development of areas, techniques, and media through which appropriate instruction can be implemented.

Guideline 15 - Business Core

What

The business core should not only provide the student with an understanding of basic business concepts that are common to all areas of business activity but should also develop the student's ability to use these concepts in actual business situations.

Why

The total systems concept of organization and management emphasizes planning, organizing, executing, and evaluating the operational functions of business, government, and society. Inherent in this concept is the problem-solving approach, which integrates all areas of supporting data that affect management decisions. For a technical or professional employee in either business or government to be most effective, he must possess a broad understanding of the functions exercised within the concept.

How

1. By offering a business core that includes economics, management theory, accounting, finance, marketing, business communications, business law, business mathematics, and business statistics.
2. By presenting the business core subject matter through the total systems approach in which the content, procedures, and media of the core courses are well integrated.
3. By requiring that approximately twenty to twenty-five per cent of the college course work be made up of business core courses.
4. By exposing business students to the important methods and findings of modern research.

Guideline 16 - Area of Concentration

What

The business student should be provided with a program of instruction in which he will acquire a functional type of specialization in one or more areas of concentration.

Why

For various reasons, many students terminate their formal education at the undergraduate level. While top business leaders recommend a strong general education and a broad preparation in business, initial employment preference is usually given to individuals who possess some specific functional skill. As the complexity of business increases, there will be an increasing need for staff personnel and managers at all levels, knowledgeable in each of the functional areas. The development of marketable knowledges and skills at the undergraduate level is, therefore, a necessity for those who do not plan to pursue graduate work. Specialization of a functional nature constitutes occupational preparation that would otherwise be acquired only after years of on-the-job experience. Professional, intense specialization would naturally occur at the graduate level or through independent study in post-college employment.

How

1. By analyzing the needs of the students, as well as the needs and resources of the institution and the business community, to determine in what areas of business concentration should be emphasized.
2. By developing a functional, specialized curriculum that will meet the established needs and demands of the students and the ever-changing business and educational world.
3. By offering specialization in the area of marketing, management, accounting, finance, and economics--or other areas as will be indicated in the steps above.
4. By requiring that approximately twenty to twenty-five per cent of the college course work be made up of specialized courses.

Guideline 17 - Occupational Experience

What

Every business student should be exposed to work-oriented experiences that are designed to show the relationship of theory to current business practice.

Why

A major objective of education for business is to prepare people for technical and professional careers in business. Learning by doing leads to increased involvement of the learner and gives meaning to theoretical learning when direct or indirect experiences are integrated with theory. A business graduate who has had experience in some type of work situation will be more effective in an entry or promotional job. Occupational experience plus professional study equals a better business graduate.

How

1. By providing the student with office, sales, or management work experience that receives college credit and is a part of the regular business curriculum.
2. By providing occupational experience in some jobs in simulated offices in schools.
3. By providing work experience which is identifiable with the particular types of jobs for which instruction is offered.
4. By placing courses that give substantial background experiences early in the program.
5. By providing actual job experiences for as many students as the business community can properly support.
6. By the joint participation of the faculty and business firms in the selection and training of students under internship plans in such fields as accounting, production, finance, personnel, marketing, transportation, real estate, and insurance.

Guideline 18 - Facilities and Equipment

What

The facilities and instructional equipment of the undergraduate school or department of business should be designed to meet the specialized requirements of work in business administration.

Why

Few programs of instruction can be better than the facilities and equipment utilized in the program. Adequate classroom, library, and office facilities are necessary to the success of the instructional program of the school and the educational development of the students. Effective utilization of floor space and facilities reflects a business-like attitude on the part of the business faculty.

How

1. By conducting space utilization studies to determine the extent of additional space needed for classrooms, offices for the faculty, research quarters, and laboratory facilities.
2. By an expanding program of construction to meet the projected needs of the business program.
3. By providing a well-equipped and professionally staffed business library that includes or has access to other facilities such as typing rooms, individual study carrels, conference rooms, microfilm readers, and a Xerox service.
4. By establishing a policy of adequate maintenance and servicing of equipment used in the program.

Concluding Statements

The problem of this study was selected on the assumption that a carefully organized research study that isolated and analyzed pertinent authoritative ideas of business educators and business leaders would result in the formulation of a philosophy that could provide the rationale for comprehensive guidelines for the education of businessmen and business women at the undergraduate collegiate level. The guidelines presented in this chapter are tantamount to the recommendation section that is normally included in dissertations.

As implied earlier, the guidelines do not purport to offer a recipe for the "perfect" undergraduate business program. They merely serve as a framework around which to structure and improve business programs at the undergraduate level within the objectives of the particular institution. Many business educators may disagree with portions of the underlying philosophy, especially concerning the occupational specialization. The function of the study, however, was to formulate guidelines that are applicable to the largest number of undergraduate programs of education for business. This initial study will provide a point of departure for future studies, especially those concerned with setting up criteria for the evaluation of business programs at the undergraduate level.

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