

THE STATUS OF BUSINESS EDUCATION IN INSTITUTIONS

WITH

CHAPTERS OF PI OMEGA PI

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BY

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Chapter I

I N T R O D U C T I O N

Pi Omega Pi is the only honorary co-educational fraternity, national in scope, found in accredited colleges and universities, which is available to undergraduate students majoring in business education. The primary objective of Pi Omega Pi, which has established for itself a definite place in many teacher-training institutions in the country, is to stimulate and develop a stronger professional attitude among the members of the fraternity. Other functions are to stimulate interest in scholarship, to encourage a better relationship between field members, and to emphasize higher ethical standards in business and professional life. The wide variety of chapter activities which have been reported to the national president is indicative of the functions and values which Pi Omega Pi has for undergraduate students. Some of the significant activities participated in by many of the chapters include regional meetings of chapters, publication of newsletters and bulletins, field trips, professional meetings where the problems of business teachers are discussed, and attendance at business education conventions. The national organization awards an annual scholarship of one hundred dollars to some member pursuing graduate study above the masters degree.

At first Pi Omega Pi was located principally in state teachers colleges and state colleges, but there is a noticeable trend toward the establishment of chapters in universities. At the time this study is made there are forty active chapters in twenty-two states. Since 1938 there has been rapid expansion with the installation of thirteen

chapters, five of which are in institutions on the university level. At the present time about a dozen groups are on probation working toward the installation of a chapter. In view of this rapid expansion it is the belief of the national officers that uniform standards for the admission of new chapters should be developed. This must be done in order to maintain the prestige and reputation which Pi Omega Pi has today in those institutions where high standards are found in the business education department.

Purpose

It is the purpose of this study to determine the present status of business education in institutions where chapters of Pi Omega Pi, National Business Education Fraternity, are located. Consideration will be given to curricular offerings and requirements for graduation, library and classroom facilities and teaching personnel.

Scope and Delimitation

The study seeks to ascertain the present curricular offerings, institutional requirements in business education subjects for students majoring in the department, general and professional education courses required, apprentice teaching facilities, facilities for offering actual business experience, library and classroom facilities, and qualifications of instructors in the undergraduate business education department of the institutions with chapters of Pi Omega Pi.

No attempt is made to set up standards for the admission of chapters into Pi Omega Pi. However, recommendations are made with respect to the administration of the standards which the National Council will prepare from the findings of this study.

No studies are reviewed since none are available which seem to have any relationship to the problem.

Sources of Data

Data are obtained from the latest available general catalogs of the institutions and from a questionnaire submitted to the sponsors of the chapters. Twenty-four, or 60 per cent, of the forty questionnaires were returned.

Materials and Procedure

The steps of procedure are as follows:

A questionnaire was prepared. After careful study it was rewritten and submitted to a seminar group for criticism. A final questionnaire approved by the national president of the organization was sent to the sponsors of the forty active chapters of Pi Omega Pi. This questionnaire was accompanied by a letter, which was also presented to the seminar group for criticism and resubmitted for approval, in order to explain the purpose of the study. Separate questionnaires were made for colleges and for the institutions on the university level, since the organization of business education in the two types of institutions is different. The business education department of the colleges usually includes the skill and subject matter courses as well as the professional education courses such as teaching methods, while the institutions on the university level include the professional education courses in the business education department with the skill and subject matter courses organized under the departments to which they relate.

A table was prepared for tabulating the offerings of the business education department and for the related departments,

showing the number of semester hours offered in the various skill courses, subject matter courses, and professional education courses for the forty institutions. This information was taken from the latest available catalog of the institutions. Quarter hours offered by several of the schools are reduced to semester hours.

Other tables were prepared for showing the information on the questionnaire.

History and Development of Pi Omega Pi

Pi Omega Pi was founded in 1923 at the Northeast Missouri State Teachers College, Kirksville, Missouri, by Dr. P. O. Selby. A temporary organization was formed by thirteen students and two faculty members. The group voted to try to form a national fraternity in teacher training institutions and provided in the original constitution that Alpha Chapter should govern the organization until five chapters had been installed.¹

In December, 1927, the fraternity with five chapters held its first national convention at Kansas City, Missouri, adopted a national constitution, elected national officers and voted to meet biennially. It was the consensus that the national organization should be kept subordinate, and with this in view, the national dues, fixed at two dollars per member, were to be paid only once.²

The second national convention was held at Chicago, Illinois, in December, 1929. Since this meeting it has been the policy of the fraternity to meet biennially with the National Commercial Teachers Federation.

¹A Directory of Pi Omega Pi, 1937, p. 68.

²Ibid, p. 68

The national convention of December, 1931, met in Chicago. The organizer reported that five chapters had been installed since the last meeting. It was recommended that a scholarship of one hundred dollars be given annually to a member of Pi Omega Pi who has given up a teaching position to do graduate work beyond the masters degree. A committee was appointed to perfect the arrangements for administering the scholarship.³

At the convention in Cincinnati, Ohio, in 1933, it was reported that five chapters had been installed since the last convention. It was decided that the National Council should submit a plan regarding a probationary period to precede installation of new chapters. It was also decided that all chapters should experiment with a pledge service during the following two years and report at the next national convention on the value of using such a service preceding final initiation.⁴

In December, 1935, at the Chicago Convention, the national organizer reported the installation of four chapters. The value and necessity of a probationary period for a petitioning group was discussed, and the motion carried that a required probationary period be established, with the minimum length set for one term or one semester, depending on the set-up of the school. It was voted to require that evidence of activities be reported in written form by the petitioning group to the National Council and organizer.⁵

The sixth biennial convention met in Chicago, Illinois, in December, 1937. Two chapters had been installed since the last

³National Secretary's Book, Chicago, 1931

⁴Ibid, Cincinnati, 1933

⁵Ibid, Chicago, 1935

convention. It was voted, in order to get more student delegates to the national convention, to pay the expenses of the student delegates up to \$25.

The last national convention was held at Pittsburgh, Pennsylvania, in December, 1939, with a large number of student delegates present. The national organizer reported the installation of ten chapters in the preceding two-year period.

Since January, 1940, three chapters have been installed. Table I shows the types of schools where the forty active chapters are located. (There are three inactive chapters.)

TABLE I

TYPE OF INSTITUTION WHERE CHAPTERS ARE LOCATED, SHOWING
NUMBER OF CHAPTERS IN EACH TYPE

Type of Institution	No. of Chapters
State Teachers College	27
State College	7
State University	3
Other Institutions of University Rank	3
TOTAL	40

The distribution of Pi Omega Pi by states, indicates that the fraternity is nationwide in scope since there are twenty-two states represented. However, 57 per cent, or twenty-three of the chapters are located in the central and northern interior states. (See Table II, next page.)

TABLE II
DISTRIBUTION OF CHAPTERS BY STATES

State and Section	No. Active Chapters	Total Active Chapters	% Total
Northern Interior:			
Iowa	2		
Minnesota	1		
Nebraska	3		
North Dakota	1		
South Dakota	1		
Wisconsin	1	9	22.5
Central:			
Arkansas	1		
Colorado	1		
Illinois	2		
Kansas	3		
Missouri	3		
Oklahoma	4	14	35
South Central:			
Louisiana	1		
Mississippi	3		
Texas	2	6	15
North Eastern:			
Indiana	2		
Ohio	1		
Pennsylvania	2	5	12.5
South Western:			
Arizona	2		
California	2	4	10
South Eastern:			
Kentucky	1		
Virginia	1	2	5
TOTAL		40	100%

Since the purpose of the fraternity has been mainly to serve the local chapters, no attempt has been made to set up standards except that there shall be no more than one chapter organized or admitted to membership from one college.⁶

A further attempt at standardization was made at the convention in 1935 when the motion carried that a probationary period be required of petitioning groups. The minimum length of the period was set for one term or one semester, and each group was required to submit evidence of activities in written form by the petitioning group to the National Council and organizer.⁷

The growth of Pi Omega Pi has been sporadic as is shown by Table III.

TABLE III

BIENNIAL GROWTH OF PI OMEGA PI

Year	No. Chapters
1923-1927	5
1927-1929	9
1929-1931	5
1931-1933	5
1933-1935	4
1935-1937	2
1937-1939	10
1939-	3
TOTAL	43

The number of chapters installed during the biennial periods ranges from two to ten with the median five.

Another indication of the sporadic growth can be depicted from the lack of continuity in the national officers.

⁶A Directory of Pi Omega Pi, 1937, "National Constitution of Pi Omega Pi", Article IV, Section (b), p. 69.

⁷National Secretary's Book, Chicago, 1935.

During the seventeen years since the organization of the fraternity, thirty different individuals have held office. Eighteen of these members have held office for only one term; eight have held office for two terms; three have held office for three terms; and one has held office for four terms. Officers are elected every two years at the national convention.

The following data from the Educational Directory for 1939, Office of Education, United States Department of the Interior, indicate that as far as restricting Pi Omega Pi to fully accredited institutions is concerned, the fraternity does have high standards, as thirty-three out of the thirty-seven teachers colleges and state colleges belong to the American Association of Teachers Colleges. Of the four not belonging to this association, two have membership in the Southern Association of Colleges and one belongs to the North Central Association of Colleges. The status of one institution could not be determined from the bulletin.

Of the six institutions on the university level, four belong to the Association of American Universities. Of the remaining two universities, one belongs to the North Central Association of Colleges, and the other belongs to the Southern Association of Colleges.

Eighteen of the institutions that belong to the American Association of Teachers Colleges are also accredited by the North Central Association of Colleges. This indicates double accrediting.

All eight of the institutions in the South which have chapters of Pi Omega Pi are accredited by the Southern Association of Colleges.

Therefore, Pi Omega Pi is located in fully accredited colleges and universities. After the National Council sets up standards, using this study as a basis, the function of the National Council will be two-fold: (1) to strengthen the business education departments in the institutions where the standards today are very low, and (2) to determine the standards of the petitioning groups, strengthening the departments where low standards are found, before granting a charter.

Since the history and development of Pi Omega Pi indicates that there has been very little planning and few standards established with respect to the work offered in the departments of business education, this study should be of considerable interest and value to members of Pi Omega Pi. It will be especially helpful to the present national officers who are striving to develop more uniform standards.

Chapter II

CURRICULAR OFFERINGS AND REQUIREMENTS

The latest available general catalogs are used for the 34 colleges and for the six institutions on the university level to determine what the curricular offerings are in business education subjects and in the professional education courses. The separate courses offered in the various subjects for the 40 institutions included in this study are shown in the appendix.

OFFERINGS FOR 34 COLLEGES

Business Education Subjects

Table IV (see next page) summarizes the curricular offerings in business education subjects and in professional education courses for the 34 colleges.

According to this table, shorthand and typewriting are offered by all 34 schools. Thirteen schools offer 9 to 12 semester hours of shorthand, while ten schools offer from 3 to 9 hours, and 11 schools offer from 12 to 18 hours. The median number of hours offered in shorthand is 9.

Seventeen schools offer from 6 to 9 hours of typewriting, while 11 schools offer less than 6 hours and six schools offer from 9 to 15 hours. For typewriting, the median number of hours offered is 6.

Business law is offered by all but one school. Seventeen of the 33 schools offer from 6 to 9 hours, 13 schools offer from 3 to 6 hours, and three schools offer less than 3 hours. The median number of hours offered in business law is 5.3.

Fifteen of the 34 schools which offer business English give less than 3 hours credit. The median is 2.5 hours.

DISTRIBUTION OF CURRICULUM OFFERINGS, SHOWING MASTER HOURS OF STUDY,

Semester		Accounting		Economics	
Hours					
0 -	3.6				
4 -	7.6			2	
8 -	11.6	6		4	
12 -	15.6	12		3	
16 -	19.6	6		3	
20 -	23.6	6		6	
24 -	27.6	2		2	
28 -	31.6	1		4	
32 -	35.6			3	
36 -	39.6	1		4	
40 -	43.6			2	
44 -	47.6				
48 -	51.6				
52 -	55.6				
56 -	59.6			2	
None					
Total		34		34	

Eleven of the 22 schools offering business administration courses give from 3 to 6 hours, while eight offer less than 3 hours, and three offer from 6 to 9 hours. The median is 3 hours.

Of the 18 schools offering business arithmetic, 11 offer 3 hours or less and seven offer from 3 to 9 hours, with 2.6 as the median number of hours.

Eleven of the 22 schools offering secretarial practice give between 3 and 6 hours credit. The median is 3 hours.

Only one school offers stenotypy and allows from 3 to 6 hours of credit. The four schools offering clerical practice, filing, and speech allow less than 6 hours of credit. Business practice is offered in 2 schools with credit, and three additional schools offer it but do not state how much credit is allowed.

Two schools offer 6 hours or less of business psychology and personality development.

General business is offered by only three schools with 6 hours or less of credit allowed.

Nine schools offer business machines with four offering less than 3 hours credit, and five schools offer from 3 to 6 hours of credit. The median hours of credit offered is 3.

Only 13 schools offer consumer education with seven offering from 3 to 6 hours, five schools offer 3 hours or less, and one school offers from 6 to 9 hours. The median number of hours offered in consumer education is 3.

Twelve schools offer penmanship with two allowing no credit, nine offer 3 hours credit or less and one school offers from 3 to 6 hours credit. The median number of hours offered is 1.3.

All of the colleges offer accounting and economics as shown by Table IV. In accounting, 12 schools offer from 12 to 16 hours and 12 schools offer from 16 to 24 hours. The median number of hours offered in accounting is 15.

Six schools offer from 20 to 24 hours of economics. Two of these schools offer from 24 to 28 hours and four schools offer from 28 to 30 hours credit. The median number of hours offered is 23.

Professional Education Courses

Methods in teaching business education subjects is the only professional education course which is offered consistently by the 34 institutions. Thirty-two schools offer methods courses, 11 of which offer 3 hours credit or less, 12 schools offer from 3 to 6 hours credit, six schools offer from 6 to 9 hours credit, and three schools offer from 9 to 18 hours credit. The median number of hours offered is 4.

Principles and problems of business education is offered by seven schools, six of these schools offer less than 3 hours credit and one school offers from 3 to 6 hours credit. The median number of hours offered is 2.

Five schools offer administration and supervision of business education allowing less than 3 hours of credit. All four schools offering history and trends of business education give less than 3 hours of credit. Three schools offer curriculum construction and tests and measurements in business education, allowing less than 6 hours credit in each course.

OFFERINGS FOR SIX UNIVERSITIES

Business Education Subjects

Business law, business administration, marketing and statistics are offered in the six institutions on the university level as shown in Table V (see next page). Three schools offer from 18 to 24 hours of business law with a median of 17 hours. Four schools offer from 21 to 30 hours of business administration, with the median as 22.5 hours. Three schools offer from 21 to 33 hours of marketing, with the median as 23 hours. All six schools offer from 3 to 15 hours of statistics. The median number of hours offered in statistics is 8.

Clerical practice, stenotypy, penmanship, and personality development are not offered for business education students in the universities.

Business practice is offered in three schools. The median number of hours offered is 3.3.

Filing, business psychology, general business, and principles and problems of business are offered only once.

The three schools offering office management allow less than 3 hours credit, while the three schools offering office practice allow from 3 to 6 hours credit.

Of the five schools offering shorthand, four schools offer from 9 to 15 hours and one school offers from 18 to 21 hours. The median number of hours offered in shorthand is 9. Four schools offer typewriting, but one allows no credit.

Table V also shows that accounting and economics are offered by all six institutions on the university level, five schools offering from 25 to 50 hours of accounting and one school offering from 50 to 75 hours. The median number of hours offered in accounting is 46.

DISTRIBUTION OF CURRICULAR OFFERINGS, SHOWING SEMESTER HOURS OF CREDIT, IN THE SIX INSTITUTIONS ON THE UNIVERSITY LEVEL

[illegible]

Three schools offer from 50 to 75 hours of economics, one school offers from 75 to 100 hours, and two schools offer from 125 to 150 hours. The median number of hours offered in economics is 82.5

Professional Education Courses

Five of the schools on the university level offer methods in teaching business subjects. Two offer less than 3 hours, one offers from 3 to 6 hours, and two offer from 6 to 9 hours. The median number of hours offered is 4.

Three schools offer curriculum construction, giving less than 3 hours credit and one school gives from 3 to 6 hours.

Administration and supervision of business education, history and trends of business education, introduction to business education, and principles and problems of business education are offered by two schools. In each case one school offers less than three hours and one offers from 3 to 6 hours. Laboratory of commercial education, review of research in commercial education, tests and measurements in business education, and vocational guidance and placement are each offered in only one school.

REQUIREMENTS OF THE 24 INSTITUTIONS

The requirements in business education subjects and general and professional education courses are found in Table VI (see next page). These requirements are taken from the 24 questionnaires returned. Twenty-two of these institutions are colleges and two institutions are on the university level.

The median number of hours required in business education subjects is 42.5. The highest number of hours required by any school is 69.3 while the lowest requirement is 24 hours.

DISTRIBUTION OF INSTITUTIONAL REQUIREMENTS, SHOWING SEMESTER HOURS,
FOR THE TWENTY-FOUR INSTITUTIONS

[illegible]

The median number of semester hours required for graduation is 128. The highest number of hours required for graduation by any one school is 138 while the lowest number of semester hours required is 120.

Business Education Subjects

Accounting or bookkeeping is the only subject required by all twenty-four institutions reporting. Fourteen schools require from 6 to 9 hours. The median number of hours required is 8. Shorthand and business law are required by 22 schools with 13 schools requiring from 6 to 9 hours of shorthand, with the median being 8. Ten schools require from 3 to 6 hours of business law. Five schools require less than 3 hours of business law and seven schools require from 6 to 9 hours. The median number of hours of business law required is 4.

All but four schools require typewriting and economics. Eleven schools require from 6 to 9 hours of typewriting and six schools require from 3 to 6 hours. The median requirement in typewriting is 6 hours. Ten schools require from 6 to 9 hours of economics, while four require from 3 to 6 hours, and the requirement for three schools is from 9 to 12 hours. In economics, the median number of hours required is 6.

Eleven schools require office practice with nine of these schools requiring less than 3 hours. The median number of hours required is 2.6.

Salesmanship is required in 12 schools with six of these schools requiring less than 3 hours. Four schools require from 3 to 6 hours and two schools require from 6 to 9 hours. The median number of hours required in salesmanship is 3.

Marketing is required by 11 of the 24 institutions with eight requiring from 3 to 6 hours and three schools requiring less than 3 hours. The median number of hours required in marketing is 3.

Only two institutions require business machines and investments. Business practice, introduction to business, business organization and management, problems of secondary commercial education, office management, and principles of business are required only once.

Six schools allow for electives while 18 schools prescribe no electives. One school allows electives from 3 to 6 hours, two schools allow from 6 to 9 hours, and two schools allow from 12 to 18 hours. One school allows 21 hours of electives. The median number of electives allowed is 10 hours.

General Education Courses

Educational psychology is the only general education course required by all 24 schools. Ten schools require less than 3 hours, 11 schools require from 3 to 6 hours, and three schools require from 6 to 9 hours. The median number of hours required is 3.

Principles of secondary education is required by 21 schools. Twenty of these schools require less than 6 hours. The median number of hours required is 3.

Sixteen schools require tests and measurements with ten schools requiring less than 3 hours. The median number of hours required is 2.6.

Thirteen schools require history of education with eight of these schools requiring less than 3 hours. The median number of hours required is 2.6.

American public school, principles of classroom organization and control, theory of teaching, child psychology, and curriculum construction are required only once.

Administration of high schools, and philosophy of education are required only twice.

Technique of teaching, principles of teaching, general psychology, introduction to education, psychology of adolescence, and general methods are required by only three schools.

Electives in general education are allowed by eight schools, one school allows less than 3 hours, four schools allow from 3 to 9 hours, one school from 12 to 15 hours, and another school allows 19.3 hours, and still another allows 29 hours. The median number of hours allowed for electives in general education is 6.8.

The median number of hours required in general education subjects is 14. The highest number of hours required by any school is 44 while the lowest requirement is 8 hours.

Professional Education Courses

All but two schools reporting require methods in teaching business education subjects with thirteen schools requiring less than 3 hours. The median number of hours required is 2.6.

Of the ten schools requiring observation of teaching, nine require 6 hours or less. The median number of hours required is 2.6.

Thirteen schools report that they require from 3 to 6 hours of apprentice teaching. The median number of hours required is 5.

Six schools combine observation and apprentice teaching and require from 3 to 9 hours with a median of 6.

The median number of hours required in professional education courses is 9.16. The highest number of hours required by any school is 17 while the lowest requirement is 4 hours.

RELATED INFORMATION TO THE CURRICULUM

Requirements of State Departments of Education

In connection with the institutional requirements in business education subjects, each sponsor was asked to indicate the requirements of the state department of education for limited and life certificates.

This information is not sufficiently adequate to make generalizations or comparisons. However, two schools indicate that their state department issues a one-year certificate, one school indicates a two-year certificate, three schools a four-year certificate, one school a five-year certificate, one school a six-year certificate, and ten schools a life certificate. The 24 institutions reporting signify that their state departments of education do not require experience in teaching business subjects prior to certification.

Additional Requirements

In answer to a question as to the requirement of a second teaching field, two schools neither recommend nor require a second teaching field, eleven schools recommend and eleven schools require a second teaching field.

Fifteen of the 24 institutions require a general business education methods course preceding student teaching. The other nine colleges do not have this requirement.

Eight institutions require a special methods course prior to student teaching and three institutions require that this be taken

concurrently with student teaching. Six schools indicate that the special methods courses may be taken prior to or concurrently with student teaching and five report that it may be taken at any time. Two schools do not require a special methods course.

Observation

Out of the ten institutions that indicate the total number of clock hours required in observation of teaching, the highest number is 240 clock hours, with one school requiring this, and the lowest number of hours required is 12 (only one school requires this number). (See table in the appendix). While the median number of clock hours required is 63.5, two schools require 30 hours; two schools require between 48 and 55 hours; two schools require between 72 and 75 hours; one school requires 91 hours; another one requires 180 hours.

Eight of these ten schools require the total clock hours that are offered; one school offers 40 more hours than it requires; and one school offers and recommends observation but does not require it.

Apprentice Teaching

According to a table in the appendix showing the apprentice teaching for 17 institutions, the highest number of clock hours required is 480, the lowest number is 15, with the median as 90. The median number of clock hours offered is also 90.

Six schools require between 90 and 100 hours. Five schools require 60 hours or less. Four schools require between 130 and 180 hours; one school requires 270 clock hours and one school 480. Fourteen of the 17 schools require all the apprentice teaching that is offered. The one school which requires 480 hours also indicates that the number of clock hours offered is unlimited. One school

90 hours, but requires only 50 hours, and another school offers 55 hours and requires only 20.

Two schools combine observation and apprentice teaching. One offers, and also requires, 108 clock hours, while the other offers 135 clock hours but requires only 90.

Type of Training School

Eighteen of the 24 schools indicate that their training school is a public high school and six report that their training school is not a public high school. The training school of 16 institutions is under the administration of the institution, while eight indicate that their institution does not have charge of the training school.

Business Experience

Six schools offer actual business experience for graduation while 18 do not make provision for this experience. One school indicates that 45 clock hours are required; another requires 180 hours, while the other four schools offering business experience do not indicate the number of clock hours required.

Two of the six schools allow credit and also wages for the business experience, three schools give credit but no wages, and one school gives wages but no credit.

Summary

A summary of the curricular offerings and requirements is shown by Tables VII and VIII (pages 24 and 25).

The table of curricular offerings shows the median number of semester hours offered in the 34 colleges and in the six institutions on the university level when at least four schools offer the subject or course.

TABLE VII

CURRICULAR OFFERINGS SHOWING THE MEDIAN HOURS IN BUSINESS EDUCATION SUBJECTS AND
IN PROFESSIONAL EDUCATION SUBJECTS

34 COLLEGES			6 UNIVERSITIES		
Subject	Schools	Median Hours	Subject	Schools	Median Hours
Economics	34	23	Economics	6	82.5
Bookkeeping and Accounting	34	15	Bookkeeping and Accounting ...	6	46
Shorthand	34	9	Marketing	6	23
Typewriting	34	6	Business Administration	6	22.5
Business Law	33	5.3	Business Law	6	17
Marketing	31	5.3	Shorthand	5	9
Methods	32	4	Statistics	6	8
Consumer Education	13	3	Typewriting	4	7.5
Secretarial Practice	22	3	Secretarial Practice	4	6
Business Machines	9	3	Methods	5	4
Business Administration	22	3	Business English	5	3
Statistics	10	3			
Business Arithmetic	18	2.6			
Office Practice	15	2.6			
Introduction to Business	8	2.8			
Office Management	6	2.8			
Principles and Problems of Business	5	2.6			
Business English	25	2.5			
Prin. and Prob. of Business Education ...	7	2			
Pennmanship	10	1.3			

This table is read as follows: Thirty-four colleges offer economics. The median number of hours offered is 23. Economics is also offered in all six universities. The median number of hours offered is 82.5.

Note: These offerings include business education subjects and professional education subjects. Apprentice teaching and general education courses are excluded. This accounts for the apparent discrepancy between the offerings and requirements.

TABLE VIII

REQUIREMENTS SHOWING MEDIAN HOURS IN THE 24 INSTITUTIONS

Subjects	No. Schools	Median Hours
Business Education:		
Bookkeeping and Accounting	24	8
Shorthand	22	8
Typewriting	21	6
Economics	20	6
Business Law	22	4
Business Arithmetic	9	3
Economic Geography	8	3
Salesmanship	12	3
Marketing	11	3
Business English	10	2.6
Office Procedure	13	2.6
General Business	9	2.6
Electives	6	10
General Education:		
Educational Psychology	24	3
Principles of Secondary Education	21	3
History of Education	13	2.6
Tests and Measurements	16	2.6
Electives	8	6.8
Professional Education:		
Observation and Student Teaching	7	6
Apprentice Teaching	16	5
Methods	23	2.6
Observation	10	2.6

Note: This table should be read as follows: In business education, 24 schools require book-keeping and accounting. The median number of hours offered in all the schools is 8. Etc.

The table of curricular requirements shows the median number of hours required when at least six of the schools require the subject or course.

A majority of the schools either recommend or require a second teaching field.

Two-thirds of the institutions in which the apprentice teaching is done are under the administration of the college or university.

Twenty-five per cent of the schools offer business experience for graduation.

Chapter III

LIBRARY AND CLASSROOM FACILITIES

The sponsors of Pi Omega Pi were asked on the questionnaire to check the number of business education periodicals listed which their library receives and to indicate the number of yearbooks of the various business education associations and monograph in business education available to students.

A table appearing in the appendix shows the number of each periodical, yearbook, and monograph listed on the questionnaire in the libraries of the 24 schools reporting.

Periodicals

Seven schools receive the Business Education World, Journal of Business Education, Balance Sheet, Business Education Quarterly, Business Education Digest, and National Association of Commercial Teacher Training Institutions Bulletin regularly.⁸

Nine of the schools receive all but one of the periodicals. One school does not receive any of them, one school receives two, and three schools receive three of the periodicals.

The Balance Sheet is received by 23 of the 24 schools and the Business Education World and Journal of Business Education are received by 22 schools. Only eleven schools receive The National Association of Commercial Teacher Training Institutions Bulletin.

Yearbooks

Six of the 24 schools have nine yearbooks of the Commercial Education Association of New York City and Vicinity. Two schools have eight copies, while 13 schools have no copies of this yearbook.

⁸This bulletin was listed on the questionnaire with the periodicals for convenience.

Eight schools have the 13 yearbooks of the Eastern Commercial Teachers Association. Two schools have 11 yearbooks. One school reports that it has the last four, and another school has four out of the last five yearbooks. Five schools have no yearbooks of this association.

Half of the schools have the six yearbooks published by the National Commercial Teachers Federation and one school has all but one of the yearbooks. Five of the schools have none of the yearbooks of this association.

Ten schools report that they have the first yearbook of the Southern Business Education Association. This association has just recently published its first yearbook.

All five copies of the Iowa Research Monograph in Commercial Education are in the libraries of seven schools. Seven other schools report that they have no copies.

No school indicates that it has all the 40 yearbooks and periodicals which were listed on the questionnaire. However, one school has 39, two schools have 38, and one school has 37. Only one school has as few as three periodicals and no yearbooks. Another school has only eight, and two schools have only ten of the list.

The average number of periodicals and yearbooks received by the libraries is 21.9.

According to Table IX (see next page), seven schools have at least 76 per cent of the periodicals and yearbooks, while only four schools have less than 25 per cent.

TABLE IX

DISTRIBUTION OF PERIODICALS AND YEARBOOKS BY PERCENTAGE OF
TOTAL FOR THE 24 SCHOOLS

Percentage	Total Schools
1 to 25	4
26 to 50	7
51 to 75	6
76 to 100	7
Total	24

Approximately the same number of schools has as many periodicals and yearbooks between 26 per cent and 50 per cent as between 51 and 75 per cent. Thirteen schools have over half of the total of periodicals and yearbooks, while 11 have less than 50 per cent of the total.

Collateral Readings

Only 14 of the 24 sponsors filled in the section on collateral readings in business education subjects and methods published prior to and since 1930.

A table in the appendix gives the total number of high school texts, college texts, and methods books in each subject found in the libraries of the 14 schools.

The total books published prior to 1930 found in the 14 schools is 2,522. The greatest number of books held by one school is 737, while two schools have no books published prior to 1930. The mean for the number of books is 180.

The fourteen schools have 4,168 books in their libraries published since 1930. The greatest number in any one school is 717, the lowest number is 54, and the mean is 297.7. The mean of the total books prior to 1930 and since 1930 is 549.3.

There are a greater number of economics books in the schools than in any other subject. The number of books published before 1930 is 916 and the number published since 1930 is 1,027.

Methods books are second with 397 published before 1930 and 191 published since 1930.

Bookkeeping is third with 122 books published before 1930 and 300 since 1930.

Principles of business education has the lowest number with 50 published before 1930 and 92 since 1930.

Consumer education books published prior to 1930 number only 31 while 255 have been acquired by the schools since that date.

Business Machines

A table in the appendix shows the business machines available to the students for instructional purposes for 21 schools out of the 24 institutions included in the study.

The greatest number of typewriters in one school is 150. The mean number of typewriters is 47.2.

The greatest number of adding machines in one school is ten, while one school indicates that it has no adding machines. The mean for the number of adding machines is 3.1.

One school has 27 other calculating machines available to the students while 3 schools report no machines. The mean for the number of calculating machines is 4.5.

The greatest number of duplicating machines in one department is four, while one school indicates that it has no duplicating machines. The mean for the number of duplicating machines is 2.2.

Three schools indicate that they have no voice-writing machines, while the greatest number available to the students in one school is 10; the mean for the number of voice writing machines is 1.7.

Since so few sponsors listed other office machines and equipment these data are not tabulated in the study.

Summary

Sixteen of the schools receive at least five periodicals. Five schools receive less than four periodicals. The Balance Sheet, Business Education World, and Journal of Business Education appear to be the most popular periodicals.

The yearbooks of the Eastern Commercial Teachers Association and National Commercial Teachers Federation appear to be the most popular since they are found in the libraries of about half of the reporting schools.

The average number of periodicals and yearbooks received by the institutions is 21.9.

More books were found in the libraries of the fourteen schools reporting that had been published since 1930 than prior to 1930. This is an indication that more books have been added to the libraries in the last ten years than before that time.

More economics books are listed than any other type of book, methods books follow in second place, with bookkeeping third.

Many more consumer education books have been added to the libraries since 1930 than prior to that time.

The average number of typewriters found in the schools is 47.2, adding machines 3.1, other calculating machines 4.5, duplicating machines 2.2, and voice-writing machines 1.7.

OKLAHOMA
AGRICULTURAL & MECHANICAL COLLEGE
LIBRARY
OCT 24 1940

Chapter IV

I N S T R U C T I O N A L S T A F F

Neither the academic nor the general education instructors participating in the business education program are tabulated in this study as few sponsors filled out these two sections of the questionnaire.

A table in the appendix records the data on the business education staff in the 24 schools included in the study. There are 108 instructors in the 24 departments. The largest number in any one department is ten, with the smallest two, and the median is four. Two departments have nine instructors and one department has eight, while four departments have only two teachers.

Degrees

Only one instructor, or .9 per cent, of the total 108 does not have a bachelors degree. Sixteen instructors, or 14.8 per cent have only the bachelors degree, while 82, or 75.9 per cent have the masters degree. Nine of the 108 instructors, or 8.4 per cent, have the doctors degree. One of these has the doctor of education degree and the remaining eight have the doctor of philosophy.

Thirty-four instructors, or 31.5 per cent received their bachelors degrees in the institutions in which they are now teaching, while seven, or 6.5 per cent received the masters degree in the institution. No doctors degrees have been granted to instructors by the institutions in which they are now teaching.

Seventeen instructors, or 15.7 per cent received the bachelors degree and 26, or 24.1 per cent of the instructors received the masters degree in the same state, but not in the same institution, where they are teaching.

LIBRARY
A & M COLLEGE
TULSA, OKLA

No doctors degrees are held from institutions in the same state in which the instructors are employed.

The same institution granted both the bachelors and masters degrees to fifteen, or 13.9 per cent, of the instructors.

Table X shows that the masters and doctors degrees have been received in states located all over the country.

TABLE X

MASTERS DEGREES		DOCTORS DEGREES	
Name of School	No.	Name of School	No.
		Ph. D.	
University of Iowa	15	University of Iowa	2
Columbia University	6	New York University ...	2
Indiana University	6	University of Chicago .	1
University of Illinois	5	University of Calif. ..	1
University of California	5	Dusquesne University ..	1
Colorado State College	4	Yale University	1
University of Chicago	4		
Stanford University	4	Ed. D.	
University of Missouri	3	New York University ...	1
Texas University	3		
University of Wisconsin	3		
Louisiana State University	3		
University of Southern California ...	3		
North Texas State Teachers College ..	2		
University of Colorado	2		
Iowa State College	2		
Mississippi State College	2		
University of Kentucky	2		
University of Washington	1		
Southern Methodist University	1		
Oklahoma A & M College	1		
University of Minnesota	1		
University of South Dakota	1		
University of Utah	1		
Baylor University	1		
Harvard University	1		
University of Alabama	1		
Peabody College	1		
Northwestern University	1		
University of Pittsburgh	1		
University of Idaho	1		
Boston University	1		
George Washington University	1		
University of Tennessee	1		
New York University	1		
TOTAL		9	

Business Experience

Three sponsors did not report on business experience for the instructors in their departments. Neither is it reported whether 23 of the 108 instructors have or have not had business experience. Of the 21 institutions reporting on this experience 73, or 85.9 per cent of the 85 reported, have had business experience. Twelve, or 14.1 per cent have had no experience.

Fifty-eight, or 68.2 per cent, have had full-time experience while 37, or 43.5 per cent, have had part-time experience.

Seventeen sponsors report the number of months of full-time business experience for the business education instructors. One school averages 112 months for each of its teachers, while the lowest average is 4.5 months of experience.

All of the business education instructors in nine schools have had some business experience. The instructors in two schools have had some business experience. The instructors in two schools have had no experience.

In terms of months, 40 represents the greatest average of part-time business experience in one department, while .4 of one month is the lowest.

Teaching Load

The number of different courses taught in the business education departments for the spring quarter or second semester of 1940 was reported by 24 schools. The largest number of different courses offered in any one school is 22; the lowest number offered is 7; and the median is 12.

The total number of courses offered for each institution is also tabulated. The largest number of different courses offered in any one school is 40, with the lowest 7, and the median 14.5.

The average credit hours per instructor for each institution is also computed for 20 of the 24 institutions. The greatest number is 18 hours, the lowest 5.2 hours, and the median is 10 hours.

The number of preparations per week for each instructor in 20 schools is tabulated and is found in Table XI. The greatest number of preparations is 6. These are made by four instructors in four different institutions. The lowest number of preparations per week is one.

TABLE XI

NUMBER OF PREPARATIONS PER WEEK PER TEACHER

No. Preparations	No. Instructors	No. Schools
1	13	8
2	17	7
3	15	10
4	28	17
5	12	9
6	4	4

Read: One preparation is made each week by 13 instructors in 8 schools. Etc.

Thirteen instructors in eight schools have only one preparation per week. Twenty-eight teachers in 17 schools have four preparations, 17 instructors in seven schools have two preparations to make, and 15 instructors in ten schools have three.

The average number of preparations per week per teacher is computed and is found on the same table in the appendix. The highest average is 5.5. The median number of preparations per week is 3.4.

Training School

Twenty-two instructors in the business education department in ten schools teach or supervise in the practice school. In one institution, 6 teachers assist in the practice school while in 3 schools one teacher assists. The median number of teachers assisting in the practice school is two. The number of clock hours per week spent in connection with the training school is given for seven schools. The greatest average clock hours per week for each teacher is 11.5 in one school, while the lowest is 2.5 and the median 4.3 hours.

Tenure

For 17 of the 24 schools the tenure of the instructors is shown. The highest average tenure for any one school is 14.8 years, while the lowest is 1.7 and the median is seven years.

The tenure for four teachers ranges between 13 and 15 years while five teachers have served for less than five years.

Student Personnel

Eighteen of the 24 sponsors indicate the number of freshmen, sophomores, juniors, and seniors majoring in the business education department. One school gave only the total number of students enrolled in the department. Another institution gave the number of seniors enrolled and included the remaining students in a total. Another sponsor also gives only the number of seniors enrolled and indicates that the majors are not selected until the end of the junior year. Two sponsors do not list any of the students.

There are 1,033 freshmen in 18 schools, 779 sophomores in 19 schools, 571 juniors in 19 schools and 705 seniors in 21 schools.

The largest number majoring in business education in one school is 815 and the lowest is nine. This latter school indicates that majors are not selected until the end of the junior year. The median number of majors is 125.5.

The total number of students in the 22 schools reporting is 4,450. The total number of instructors in these same schools is 100. The average load per teacher is 44.5 students.

Summary

A majority of business education instructors have their masters degrees. About one-third received the bachelors degree in the institution where they are now teaching. About 15 per cent received their bachelors degree and 24 per cent their masters degree in the same state, but not in the same institution, where they are now teaching.

Almost 86 per cent of the instructors have had business experience. Sixty-eight per cent have had full-time experience.

The number of business education courses offered in the spring of 1940 varied greatly between schools. The median number offered is 12.

Preparations per week for each instructor also vary from one to six. The median is between 3 and 4.

In those schools which have a training school the median number of teachers assisting in the practice school is two.

There is little uniformity with respect to teacher tenure.

A total of 4,450 students majoring in business education were reported by 22 schools. This gives an average of 44.5 students per instructor.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the status of business education in the colleges and universities which have chapters of Pi Omega Pi. The catalogs of the schools were used to determine the business education curricular offerings and the questionnaires filled out by the sponsors of the chapters were used to determine the requirements of business education majors, library and classroom facilities and the personnel of the business education departments.

The following conclusions are made with respect to curricular offerings in the 34 colleges. Shorthand, typewriting, economics, and accounting are offered by all of the colleges and business law is offered by 33 of the schools. There is wide variation in the other business education courses offered in the 34 colleges. Very few schools offer general business, consumer education, and business practice. Methods in teaching business education subjects is the only professional education course which is offered consistently by the colleges. In a few cases this course is offered in the education department rather than in the business education department.

The following conclusions are made with respect to curricular offerings in the six institutions on the university level. Business law, business administration courses, economics, accounting, marketing and statistics are offered by all of these institutions. Shorthand and typewriting are not offered by all of the schools. Methods in teaching business education subjects are offered by five of the

schools. There are no other courses in business education and professional education which are offered with any degree of consistency.

The range of total number of credit hours required for graduation is 120 to 138 which indicates that there is some agreement here. There is little agreement as to the number of hours required in business education subjects as the range is 24 to 69.3 hours.

With respect to the requirements for graduation in the twenty-four institutions included in the study, the data justify these conclusions. Shorthand, typewriting, business law and economics are required by most of the schools. There is wide variation in the requirements of the other business education subjects. With the exception of educational psychology, which is required by 24 schools, there is little agreement in the other general education courses that are required. Principles of secondary education, tests and measurements, and history of education are required by slightly more than half of the schools. The only professional education course required with any consistency is methods in teaching business education subjects.

While observation and apprentice teaching are required by the 24 institutions, there is little if any uniformity in the plans for providing for this work and in the number of clock hours offered, recommended, and required. In some schools observation and apprentice teaching are separate courses while in other schools the two are combined. Less than 50 per cent of the departments of business education supervise their own apprentice teaching.

Most of the schools either recommend or require a second teaching field.

Seventy-five per cent of the institutions use a public high school as a training school for teachers. However, in many cases the high school is partially controlled by the college administration.

Only 25 per cent of the schools provide opportunity for business experience. There is no uniformity as to whether credit or wages or both is given for the work that is done.

Approximately 50 per cent of the schools included in this study have a very inadequate professional library in so far as the periodicals and yearbooks in business education are concerned.

The data on collateral readings are too unreliable to draw significant conclusions as only 14 sponsors filled in this section of the questionnaire. However, for the 14 schools, the data show that more books have been added to the libraries since 1930 than prior to that time. This is in keeping with the growth of business education in the last few years.

There is considerable variation in the number of instructors in the business education departments. A large proportion of these instructors hold the masters degree. A majority of the instructors have had business experience.

In an attempt to describe the average school with a chapter of Pi Omega Pi, the following tables and conclusions are set up.

This school is accredited by a national accrediting association and will possibly be accredited by a regional association.

Because there is such a wide variation between the colleges and universities with respect to offerings, they are presented separately on the following table.

THE AVERAGE SCHOOL

Curricular Offerings

	<u>Semester Hours</u>	
	<u>Colleges</u>	<u>Universities</u>
Typewriting	6	*
Shorthand	9	9
Accounting	15	46
Business Arithmetic	1.3	---
Business English	2.5	3
Business Law	5.3	17
Consumer Education	3 *	---
Economics	23	82.5
Secretarial Practice	3	6
Business Administration	3	22.5
Statistics	---	8
Marketing	5.3	23
Methods in Teaching Business		
Subjects	4	4

* Only about half of the schools offer this, which indicates that some of the schools may have it and some may not.

The requirements for either a college or university are shown in the table below.

Curricular RequirementsSemester Hours ***Business Education:**

Typewriting	6
Shorthand	8
Bookkeeping	8
Business Law	4
Economics	6
TOTAL REQUIRED WITH ELECTIVES	42.3

General Education:

Educational Psychology	3
History of Education	2.6
Principles of Secondary Education	3
Tests and Measurements	2.6
TOTAL REQUIRED WITH ELECTIVES	14

Professional Education:

Methods	2.6
Apprentice Teaching	5

* In both universities and colleges.

The library of the average school will likely have the Business Education World, the Journal of Business Education, The Balance Sheet, The Business Education Quarterly, the Business Education Digest, the Eastern Commercial Teachers Association and National Commercial Teachers Federation yearbooks. The school may or may not have the year books of the Commercial Education Association of New York City and Vicinity and Iowa Research Monographs.

About two-thirds of the collateral reading in the library will be dated since 1930. There will be more books in the field of economics, with methods books ranking second. The fewest books will be in principles of business education and business arithmetic. Consumer education will have more books copyrighted since 1930 than any other course. Other business education books available will range between the number in methods and business arithmetic.

The school will have about 47 typewriters, three adding machines, four or five other calculating machines, two duplicating machines and one or two voice writing machines.

The business education instructional staff will be made up of four members. Three instructors will have the masters degree. The other will have either a bachelors or a doctors degree. Business experience will be a part of the background of three staff members. It is likely that each faculty member will have four class preparations a week. The enrolment in the department will be 185 students, making the student load per teacher 46.2.

Recommendations

Since the curriculum in the majority of the schools has not been adapted to the present-day needs, it should be revised in order to prepare teachers for courses in every day business, consumer education, and selling.

In this curriculum revision, more courses in professional education should be provided.

The staff members in the business education department should assume the responsibility of supervising apprentice teaching in many of the schools.

Opportunity should be provided for the prospective teacher to get actual business experience and credit should be allowed for this work.

More adequate libraries should be provided in many of the institutions.

Recommendations to the National Council of Pi Omega Pi

1. The National Council of Pi Omega Pi should use this study as one of the bases for setting up standards by which to evaluate petitioning groups for chapters of Pi Omega Pi.

2. It is to be hoped that the National Council of Pi Omega Pi will consider carefully the conclusions which have been drawn with respect to the average institution with a chapter of Pi Omega Pi.

3. In an attempt to set up standards the National Council should determine, for each institution where a group is petitioning, the curricular offerings, curricular requirements, library and classroom facilities and the teaching personnel.

4. These standards should be worked out by the National Council and presented at a national meeting for approval.

5. After the standards have been approved, printed forms should be prepared and placed in the hands of the organizer. This form should be sent to each group at the time it indicates its interest in Pi Omega Pi.

6. When the organizer receives the filled-in form from the petitioning group, he should use the adopted standards in evaluating the business education department.

7. The petitioning group should be notified by the organizer of any deficiencies just as soon as possible in order for the group to strengthen them.

8. During the probationary period, the group should keep in constant touch with the organizer in order for him to be of most help to them.

9. At the end of the probationary period the same form should be sent to the group again to determine whether the adopted standards have been met.

10. No institution should be approved for a chapter of Pi Omega Pi until it has met these adopted standards.

APPENDIX

(Letter which accompanied the questionnaire)

Dear Sponsor:

At the request of the National President of Pi Omega Pi, Miss J. Frances Henderson, I am making a study of the business teacher training curricula in colleges and universities which have chapters of Pi Omega Pi.

The purpose of the study is to analyze the several phases of the curricula with the view to developing some standards for the admission of future chapters to our organization.

Miss Henderson, National Organizer for two years and recently elected National President, expresses the purpose in this way:

"Many of the student delegates attending the Pittsburgh meeting reported that their chapters would like to have more adequate information when voting on prospective chapters. When the results of this study are compiled and are placed in the hands of the sponsors, the chapters will be able to use these data in evaluating the standards of the petitioning groups."

The study will include the curricula, courses and hours of credit offered in the different fields, requirements in business education for graduation, classroom and library facilities, and teaching personnel. The general catalog of your school will be used but additional information will be needed.

If the study is to be accurate, it is very essential for each sponsor to cooperate by filling out the enclosed questionnaire and returning it in the stamped envelope promptly. If the questionnaire does not fit your situation, feel free to change any part of it so that you can indicate specifically what you are doing in your department. It has been approved by the National President, thus furnishing the information which the National Council desires. Just as soon as the results of the study are compiled, a copy will be sent to all the chapters.

Sincerely yours,

PI OMEGA PI
Questionnaire

Approved by Miss J.
Frances Henderson,
National President,
Pi Omega Pi

Name of School _____
Address of School _____
Chapter of Pi Omega Pi _____

Requirements for Teaching:

Credit is given in semester hours or quarter hours (underscore one).

1. List below the number of credit hours required in business education subjects for graduation and certification to teach business subjects.

	INSTITUTIONAL REQUIREMENTS MAJOR	STATE REQUIREMENTS								LIFE CER- TIFICATE
		LIMITED CERTIFICATE (YEARS)								
		1	2	3	4	5	6	8	10	
Typewriting										
Shorthand										
Bookkeeping										
Business Arithmetic										
Business English										
Business Law										
Consumer Education										
Economics										
Economic Geography										
Office Procedure										
Salesmanship										
Marketing										
General Business (Every- day Business or Junior Business Training)										
Total in Business Subjects										
Total College Hours Required										

2. Does the State Department of Education require experience in teaching business subjects for certification? Yes _____ No _____

a. If so, please indicate the number of years of experience required for certificates which your state grants.

1 yr.	2 yr.	3 yr.	4 yr.	5 yr.	6 yr.	8 yr.	10 yr.	Life

3. A second teaching field is required _____ recommended _____.

4. How many credit hours are required in general education courses for a degree? _____

Please list the general education courses with credit required for graduation.

Courses	Hours
Educational Psychology	_____
History of Education	_____
Principles of Secondary Education	_____
Tests and Measurements	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. How many credit hours are required in professional education courses for a degree? _____

Please list the professional education courses with credit hours offered, recommended, and required for graduation.

Courses	Offered	Recommended	Required
Methods in Business Education	_____	_____	_____
(If a general course is not offered, item- ize the special methods courses)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Observation	_____	_____	_____
Apprentice Teaching	_____	_____	_____

6. Does your department require a general business education methods course preceding student teaching? Yes _____ No _____
7. Does your department require that special methods courses be taken prior to student teaching _____, concurrently with student teaching _____, or at any time _____?
8. List below information on observation and apprentice teaching for graduation.

	<u>Total Clock Hours Offered</u>	<u>Total Clock Hours Recommended</u>	<u>Total Clock Hours Required</u>
<u>Observation</u>	_____	_____	_____
<u>Apprentice Teaching</u>	_____	_____	_____

9. Is your training school a public high school? Yes _____ No _____
10. Is your training school under the administration of your institution? Yes _____ No _____
11. Does your institution offer actual business experience for graduation? Yes _____ No _____
- a. If so, how many clock hours are required for graduation? _____
- b. Do your students receive college credit for this work? Yes _____ No _____
- c. Do your students receive wages for this work? Yes _____ No _____

Library Facilities:

12. Indicate by check mark the publications listed below that your library receives.
- a. Business Education World _____
- b. Journal of Business Education. _____
- c. The Balance Sheet _____
- d. The Business Education Quarterly _____
- e. The Business Education Digest. _____
- f. The National Association of Commercial Teacher Training Institutions
Bulletin _____

13. List the number of institutional copies of the following yearbooks available to your students.

a. Commercial Education Association of New York City and Vicinity:

First yearbook (1930-31) _____

Second yearbook (1931-32) _____

Third yearbook (1932-33) _____

Fourth yearbook (1933-34) _____

Fifth yearbook (1934-35) _____

Sixth yearbook (1935-36) _____

Seventh yearbook (1936-37) _____

Eighth yearbook (1937-38) _____

Ninth yearbook (1938-39) _____

b. Eastern Commercial Teachers Association:

First yearbook (1928) _____

Second yearbook (1929) _____

Third yearbook (1930) _____

Fourth yearbook (1931) _____

Fifth yearbook (1932) _____

Sixth yearbook (1933) _____

Seventh yearbook (1934) _____

Eighth yearbook (1935) _____

Ninth yearbook (1936) _____

Tenth yearbook (1937) _____

Eleventh yearbook (1938) _____

Twelfth yearbook (1939) _____

Thirteenth yearbook (1940) _____

c. National Commercial Teachers Federation:

First yearbook (1935) _____

Second yearbook (1936) _____

Third yearbook (1937) _____

Fourth yearbook (1938) _____

Fifth yearbook (1939) _____

Sixth yearbook (1940) _____

d. Southern Business Education Association:

First yearbook (1939) _____

14. Check the following University of Iowa Monographs in Education, Research Studies in Commercial Education, which are available to your students.

- Volume 1 (1926) _____
- Volume 2 (1928) _____
- Volume 3 (1928) _____
- Volume 4 (1929) _____
- Volume 5 (1932) _____

15. List the number of volumes of collateral reading available to your students in the following fields:

	COLLEGE BOOKS		METHODS		HIGH SCHOOL BOOKS	
	Copyright		Copyright		Copyright	
	Prior to 1930	Since 1930	Prior to 1930	Since 1930	Prior to 1930	Since 1930
Typewriting						
Shorthand						
Bookkeeping						
Business Arithmetic						
Business English						
Business Law						
Consumer Education						
Economics						
Economic Geography						
Office Procedure						
Salesmanship						
Marketing						
General Business (Everyday Business or Junior Busi- ness Training)						
Other Business Education						
General Methods						
Principles of Business Education						

Classroom Facilities:

16. List below the number of each kind of office machines available for instructional use.

- a. Typewriters. _____
- b. Adding machines. _____
- c. Other Calculating machines _____
- d. Duplicating machines . . . _____
- e. Voice writing machines . . . _____

17. List other office machines and pieces of office equipment available for instructional use.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

Student Personnel:

18. Please indicate below the number of students majoring in Business Education by classes:

- Freshman _____
- Sophomore _____
- Junior _____
- Senior _____
- Graduate _____

Certification Requirements:

19. Are the certification requirements in your state in accordance with the statement made in Bulletin No. 16 of the National Association of Commercial Teacher-Training Institutions, "State Certification of Teachers of Business Education" by Ann Browington and Evelyn Borg, May, 1939? Yes _____ No _____

[illegible]

[illegible]

[illegible]

Name of School _____
Address of School _____
Chapter of Pi Omega Pi _____

Teaching Requirements for Students Enrolled in the School of Education:

Credit is given in semester hours or quarter hours (underscore one).

1. List below the number of credit hours required in business education subjects for graduation and certification to teach business subjects.

	INSTITUTIONAL REQUIREMENTS MAJOR	STATE REQUIREMENTS LIMITED CERTIFICATE (YEARS)								LIFE CER- TIFICATE
		1	2	3	4	5	6	8	10	
Typewriting										
Shorthand										
Bookkeeping										
Business Arithmetic										
Business English										
Business Law										
Consumer Education										
Economics										
Economic Geography										
Office Procedure										
Salesmanship										
Marketing										
General Business (Every- day Business or Junior Business Training)										
Total in Business Subjects										
Total College Hours Required										

2. A second teaching field is required _____ recommended _____.
3. How many credit hours are required in general education courses for a degree? _____

Please list the general education courses with credit required for graduation.

Courses	Hours
Educational Psychology	_____
History of Education	_____
Principles of Secondary Education	_____
Tests and Measurements	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. How many credit hours are required in professional education courses for a degree? _____

Please list the professional education courses with credit hours offered, recommended, and required for graduation.

Courses	Offered	Recommended	Required
Methods in Business Education (If a general course is not offered, item- ize the special methods courses)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Observation	_____	_____	_____
Apprentice Teaching	_____	_____	_____

5. Does your department require a general business education methods course pre-
ceding student teaching? Yes _____ No _____

6. Does your department require that special methods courses be taken prior to student teaching_____, Concurrently with student teaching_____, or at any time_____?

7. List below information on observation and apprentice teaching for graduation.

	Total Clock Hours Offered	Total Clock Hours Recommended	Total Clock Hours Required
Observation	_____	_____	_____
Apprentice Teaching	_____	_____	_____

Teaching Requiroments for Students Enrolled in the School of Commerce:

8. List below the number of credit hours required in business education subjects for graduation and certification to teach business subjects.

	INSTITUTIONAL REQUIREMENTS MAJOR	STATE REQUIREMENTS								LIFE CER- TIFICATE
		LIMITED CERTIFICATE (YEARS)								
		1	2	3	4	5	6	8	10	
Typewriting										
Shorthand										
Bookkeeping										
Business Arithmetic										
Business English										
Business Law										
Consumer Education										
Economics										
Economic Geography										
Office Procedure										
Salesmanship										
Marketing										
General Business (Every- day Business or Junior Business Training)										
Total in Business Subjects										
Total College Hours Required										

9. A second teaching field is required_____recommended_____.

10. How many credit hours are required in general education courses for a degree?

Please list the general education courses with credit required for graduation.

Courses	Hours
Educational Psychology	_____
History of Education	_____
Principles of Secondary Education	_____
Tests and Measurements	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11. How many credit hours are required in professional education courses for a degree?

Please list the professional education courses with credit hours offered, rocommended, and required for graduation.

Courses	Offered	Recommended	Required
Methods in Business Education	_____	_____	_____
(If a general course is not offered, item- ize the special methods courses)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Observation	_____	_____	_____
Apprentice Teaching	_____	_____	_____

12. Does your department require a general business education methods course pre-
ceding student teaching? Yes_____No_____

13. Does your department require that special methods courses be taken prior to student teaching _____, concurrently with student teaching _____, or at any time _____?

14. List below information on observation and apprentice teaching for graduation.

	Total Clock Hours Offered	Total Clock Hours Recommended	Total Clock Hours Required
Observation	_____	_____	_____
Apprentice Teaching	_____	_____	_____

Other Information Regarding Certification, Student Teaching Facilities and Business Experience:

15. Are the certification requirements in your state in accordance with the state-ment made in Bulletin No. 16 of the National Association of Commercial Teacher-Training Institutions, "State Certification of Teachers of Business Education" by Ann Brewington and Evelyn Berg, May, 1939? Yes _____ No _____

16. Is your training school a public high school? Yes _____ No _____

17. Is your training school under the administration of your institution? Yes _____ No _____

18. Does your institution offer actual business experience for graduation? Yes _____ No _____

- a. If so, how many clock hours are required for graduation? _____
b. Do your students receive college credit for this work? Yes _____ No _____
c. Do your students receive wages for this work? Yes _____ No _____

19. Does the State Department of Education require experience in teaching business subjects for certification? Yes _____ No _____

- a. If so, please indicate the number of years of experience required for cer-tificates which your state grants.

1 yr.	2 yr.	3 yr.	4 yr.	5 yr.	6 yr.	8 yr.	10 yr.	Life
_____	_____	_____	_____	_____	_____	_____	_____	_____

Library Facilities:

20. Indicate by check mark the publications listed below that your library receives.

- a. Business Education World _____
b. Journal of Business Education. _____
c. The Balance Sheet _____
d. The Business Education Quarterly _____
e. The Business Education Digest. _____
f. The National Association of Commercial Teacher Training Institutions Bulletin _____

21. List the number of institutional copies of the following yearbooks available to your students.

a. Commercial Education Association of New York City and Vicinity:

- First yearbook (1930-31) _____
Second yearbook (1931-32) _____
Third yearbook (1932-33) _____
Fourth yearbook (1933-34) _____
Fifth yearbook (1934-35) _____
Sixth yearbook (1935-36) _____
Seventh yearbook (1936-37) _____
Eighth yearbook (1937-38) _____
Ninth yearbook (1938-39) _____

b. Eastern Commercial Teachers Association:

- First yearbook (1928) _____
Second yearbook (1929) _____
Third yearbook (1930) _____
Fourth yearbook (1931) _____
Fifth yearbook (1932) _____
Sixth yearbook (1933) _____
Seventh yearbook (1934) _____
Eighth yearbook (1935) _____
Ninth yearbook (1936) _____
Tenth yearbook (1937) _____
Eleventh yearbook (1938) _____
Twelfth yearbook (1939) _____
Thirteenth yearbook (1940) _____

c. National Commercial Teachers Federation:

First yearbook (1935) _____
 Second yearbook (1936) _____
 Third yearbook (1937) _____
 Fourth yearbook (1938) _____
 Fifth yearbook (1939) _____
 Sixth yearbook (1940) _____

d. Southern Business Education Association:

First yearbook (1939) _____

22. Check the following University of Iowa Monographs in Education, Research Studies in Commercial Education, which are available to your students.

Volume 1 (1926) _____
 Volume 2 (1928) _____
 Volume 3 (1928) _____
 Volume 4 (1929) _____
 Volume 5 (1932) _____

23. List the number of volumes of collateral reading available to your students in the following fields:

	COLLEGE BOOKS		METHODS		HIGH SCHOOL BOOKS	
	Copyright		Copyright		Copyright	
	Prior to 1930	Since 1930	Prior to 1930	Since 1930	Prior to 1930	Since 1930
Typewriting						
Shorthand						
Bookkeeping						
Business Arithmetic						
Business English						
Business Law						
Consumer Education						
Economics						
Economic Geography						
Office Procedure						
Salesmanship						
Marketing						
General Business (Everyday Business or Junior Busi- ness Training)						
Other Business Education						
General Methods						
Principles of Business Education						

Classroom Facilities:

24. List below the number of each kind of office machines available for instructional use.

a. Typewriters _____
 b. Adding machines _____
 c. Other Calculating machines _____
 d. Duplicating machines _____
 e. Voice writing machines _____

25. List other office machines and pieces of office equipment available for instructional use.

a. _____
 b. _____
 c. _____
 d. _____
 e. _____
 f. _____
 g. _____

Student Personnel:

26. Please indicate below the number of students majoring in Business Education by classes:

Freshman _____
 Sophomore _____
 Junior _____
 Senior _____
 Graduate _____

6. Does your department require a general business education methods course preceding student teaching? Yes No
7. Does your department require that special methods courses be taken prior to student teaching , concurrently with student teaching , or at any time ?
8. List below information on observation and apprentice teaching for graduation.

	<u>Total Clock Hours Offered</u>	<u>Total Clock Hours Recommended</u>	<u>Total Clock Hours Required</u>
<u>Observation</u>	<u> </u>	<u> </u>	<u> </u>
<u>Apprentice Teaching</u>	<u> </u>	<u> </u>	<u> </u>

9. Is your training school a public high school? Yes No
10. Is your training school under the administration of your institution? Yes No
11. Does your institution offer actual business experience for graduation? Yes No
- a. If so, how many clock hours are required for graduation?
- b. Do your students receive college credit for this work? Yes No
- c. Do your students receive wages for this work? Yes No

Library Facilities:

12. Indicate by check mark the publications listed below that your library receives.
- a. Business Education World
- b. Journal of Business Education.
- c. The Balance Sheet
- d. The Business Education Quarterly
- e. The Business Education Digest.
- f. The National Association of Commercial Teacher Training Institutions
Bulletin
13. List the number of institutional copies of the following yearbooks available to your students.
- a. Commercial Education Association of New York City and Vicinity:

Below is given the chapter roll with the date of establishment:

Chapter	Accred- ited **	Institution and Address	Estab- lish- ment
*Alpha	N.T.	Northeast Missouri State Teachers College Kirksville, Missouri	1923
Beta	N.T.	Northwest Missouri State Teachers College Maryville, Missouri	1924
Gamma	N.T.	Iowa State Teachers College Cedar Falls, Iowa	1925
Delta	N.T.	Peru State Teachers College (Inactive) Peru, Nebraska	1927
Epsilon	A.N.	State University of Iowa Iowa City, Iowa	1927
*Zeta	N.T.	Colorado State College of Education Greely, Colorado	1928
*Eta	S.T.	North Texas State Teachers College Denton, Texas	1928
*Theta	N.T.	Illinois State Normal University Normal, Illinois	1928
*Iota	T.	Northern State Teachers College Aberdeen, South Dakota	1929
Kappa	T.	State Teachers College Indiana, Pennsylvania	1929
Lambda	N.T.	Fort Hays Kansas State College Hays, Kansas	1929
*Mu	N.T.	Kansas State Teachers College Emporia, Kansas	1929
*Nu	N.T.	Nebraska State Teachers College Kearney, Nebraska	1929
Xi	N.T.	Ball State Teachers College Muncie, Indiana	1929
Omicron	N.T.	Kansas State Teachers College Pittsburg, Kansas	1930
*Pi	T.	State Teachers College Valley City, North Dakota	1930
Rho	T.	Northeastern State Teachers College Tahlequah, Oklahoma (Inactive)	1930
Sigma	T.	Southeastern State College Durant Oklahoma	1930
*Tau	N.T.	Arizona State Teachers College Flagstaff, Arizona	1931
Upsilon	M.T.	State Teachers College (Inactive) Trenton, New Jersey	1932
*Phi	S.T.	Sam Houston State Teachers College Huntsville, Texas	1932
*Chi	N.T.	Indiana State Teachers College Terre Haute, Indiana	1932
*Psi	T.	State Teachers College Whitewater, Wisconsin	1932
Omega	N.T.	Western Illinois State Teachers College Macomb, Illinois	1933

(Chapter Roll Continued)

Chapter	Accred ited**	Institution and Address	Estab- lish- ment
*Alpha Alpha		San Jose State College San Jose, California	1934
*Alpha Beta	S.	Eastern Kentucky State Teachers College Richmond, Kentucky	1935
*Alpha Gamma	S.	Mississippi State College for Women Columbus, Mississippi	1935
Alpha Delta	T.	State Teachers College Bloomsburg, Pennsylvania	1935
Alpha Epsilon	S.T.	Mary Washington College Fredericksburg, Virginia	1936
*Alpha Zeta	N.T.	Southwest Missouri State Teachers College Springfield, Missouri	1937
*Alpha Eta	N.	Oklahoma Agricultural and Mechanical College Stillwater, Oklahoma	1938
Alpha Theta	N.T.	Nebraska State Teachers College Chadron, Nebraska	1938
Alpha Iota	N.T.	Arizona State Teachers College Tempe, Arizona	1938
*Alpha Kappa	N.	Arkansas State College Jonesboro, Arkansas	1939
Alpha Lambda	A.N.	University of Oklahoma Norman, Oklahoma	1939
*Alpha Mu	T.	Central State College Edmond, Oklahoma	1939
*Alpha Nu	S.T.	Louisiana State Normal College Natchitoches, Louisiana	1939
Alpha Xi	A.N.	Ohio State University Columbus, Ohio	1939
*Alpha Omicron	T.	State Teachers College St. Cloud, Minnesota	1939
*Alpha Pi	S.	Mississippi State College St. College, Mississippi	1939
*Alpha Rho	N.T.	Nebraska State Teachers College Wayne, Nebraska	1940
*Alpha Sigma	S.T.	State Teachers College Hattiesburg, Mississippi	1940
Alpha Tau	A.	University of Southern California Los Angeles, California	1940

** The letters stand for the following: (Accrediting Associations)

- A.--Association of American Universities
- N.--North Central Association of Colleges
- M.--Middle States Association of Colleges
- S.--Southern Association of Colleges
- T.--American Association of Teachers Colleges

* Schools which returned questionnaires used in the study.

NATIONAL OFFICERS FOR EACH BIENNIAL PERIOD

1927

President P. O. Selby, (Alpha) Kirksville, Missouri
 Vice-President Miss Katherine Munkhoff, (Epsilon) Cedar Rapids, Ia.
 Secretary Miss Minnie B. James, (Beta) Maryville, Mo.
 Treasurer Miss Nona M. Palmer, (Delta) Bradshaw, Nebr.
 Organizer Miss Myrtle Gaffin, (Gamma) Cedar Falls, Ia.
 Historian-Editor Mrs. J. J. Pinkerton, (Alpha) Cane Hill, Ark

1929

President Miss Myrtle Gaffin, (Gamma) Cedar Falls, Iowa
 Vice-President Miss Frances Botsford, (Epsilon) Muncie, Indiana
 Secretary Miss Minnie B. James, (Beta) Maryville, Missouri
 Treasurer George W. Carlson, (Epsilon) West Allis, Wisconsin
 Organizer Miss Katherine Munkhoff (Epsilon) Iowa City, Iowa
 Historian M. E. Studebaker, (Xi) Muncie, Indiana
 Editor Frank Drendell, (Theta) West Aurora, Illinois

1931

President Miss Frances Botsford, (Epsilon) Muncie, Ind.
 Vice-President Miss Jane Church, (Theta) Normal, Ill.
 Secretary Miss Margaret Mill, (Gamma) Greene, Iowa
 Treasurer R. F. Webb, (Kappa) Indiana, Pennsylvania
 Organizer P. O. Selby, (Alpha) Kirksville, Missouri
 Historian Miss Mary Watters, (Eta) Denton, Texas
 Editor Arthur Williams, (Theta) Normal, Illinois

1933

President Miss Alberta Kappeler, (Xi) Indianapolis, Indiana
 Vice-President Miss Caroline Crawford, (Omicron) Pittsburg, Kansas
 Secretary E. G. Blackstone, (Epsilon) Iowa City, Iowa
 Treasurer H. D. Shepherd, (Eta) Denton, Texas
 Organizer Miss Frances H. Botsford, (Epsilon) Muncie, Indiana
 Historian Paul A. Carlson, (Psi) Whitewater, Wisconsin
 Editor Miss Freda Bruns, (Alpha) Kirksville, Missouri

1935

President Miss Katherine Munkhoff, (Epsilon) Cedar Rapids, Iowa
 Vice-President Miss Winifred West, (Xi) Indianapolis, Indiana
 Secretary E. G. Blackstone, (Epsilon) Iowa City, Iowa
 Treasurer Miss Freda Bruns, (Alpha) Kirksville, Missouri
 Assistant-Treasurer R. F. Webb, (Kappa) Indiana, Pennsylvania
 Organizer Miss Alberta Kappeler (Xi) Indianapolis, Indiana
 Historian Vernal Carmichael, (Xi) Muncie, Indiana
 Editor Miss Margaret Buchanan, (Epsilon) Columbus, Mississippi

(Officers continued)

1937

President R. F. Webb, (Kappa) Indiana, Penn.
Vice-President Inez Ray Wells, (Delta) Columbus, Ohio
Secretary Clyde Beighey, (Omega) Macomb, Illinois
Treasurer W. A. Larimer, (Epsilon) Denton, Texas
Organizer J. Frances Henderson, (Alpha) Stillwater, Okla.
Historian Julia Myers, (Gamma) Cedar Falls, Iowa
Editor Margaret Buchanan, (Epsilon) Columbus, Mississippi

1939

President..... J. Frances Henderson, (Alpha) Stillwater, Okla.
Vice-President Mildred Payne, (Mu) Kearney, Nebraska
Secretary John Crouse, (Xi) Whitewater, Wis.
Treasurer A. E. Drumheller, (Kappa) Indiana, Penn.
Organizer A. E. Schneider, (Gamma) St. Cloud, Minn.
Historian Irma Ehrenhart, (Chi) Terre Haute, Ind.
Editor Clyde Beighey, (Omega) Macomb, Illinois

NATIONAL CONSTITUTION OF PI OMEGA PI

Taken From

"A Directory of Pi Omega Pi 1937"

Article I

NAME

- (a) The name of this organization shall be Pi Omega Pi.

Article II

PURPOSE

- (a) To establish and direct chapters of Pi Omega Pi in teachers colleges and schools of education.
- (b) To create a fellowship among commerce teachers who have been members of college chapters of this organization.

Article III

AIMS

- (a) To encourage, promote, extend and create interest and scholarship in Commerce.
- (b) To aid in civic betterment in colleges.
- (c) To encourage and foster high ethical standards in business and professional life.
- (d) To teach the ideal of service as the basis of all worthy enterprise.

Article IV

MEMBERSHIP

- (a) 1. Active membership of Pi Omega Pi shall consist of those who are enrolled in college work as bona fide students who have met the following requirements:
 - a. Ten or more semester hours of college credit in commerce.
 - b. Five semester hours of college credit in education.
 - c. Superior standing in all commercial studies. (Shall be interpreted to mean a superior average in commercial subjects.
 - d. At least medium standing in all other college subjects. (Each chapter shall set a standard for measuring "superior" and "medium" scholarship and shall submit this standard to the national council for approval).

(Constitution Continued-2)

2. Associate membership of Pi Omega Pi shall consist of those who were active members while in college and who have withdrawn from college before graduation.
 3. Alumni membership of Pi Omega Pi shall consist of graduates of colleges who were active members while they were in college and of those who graduated before a chapter was established in their college, but who, since they attained the scholarship standards while a student, have been elected by the local chapter to membership.
 4. Honorary membership in Pi Omega Pi may be conferred upon a member of the commerce faculty or other persons whom the local chapter believes to be worthy of membership, who have not been students where a chapter of Pi Omega Pi exists. Election to honorary membership shall be with the approval of the National Council and each chapter shall be limited to one member during each year, the privilege becoming cumulative.
- (b) 1. Each chapter shall have a membership committee composed of three members appointed by the president.
- a. The duties of this committee shall be to investigate and present names of candidates for admission to Pi Omega Pi.
 2. The names of the candidates recommended by the committee on membership shall be presented to the chapter and voted upon at a regular meeting at which there is a quorum present.
 - a. Each candidate must be voted upon by secret ballot.
 - b. A three-fourths majority votes of the members present shall be necessary to elect a candidate to membership in the fraternity.
 3. Members may be dismissed for cause.
- (c) Not more than one chapter shall be organized or admitted to membership from one college.
- (d) Chapters shall be named in order of the Greek Alphabet according to date of admission.
- (e) Worthy membership in any chapter shall entitle one to membership in any other chapter. The chapter in which the member was initiated shall give notice of change of residence to the chapters to which he goes.
- (f) New chapters shall be admitted by the National Council upon the consent of three-fourths of the member chapters.

Article V
OFFICERS AND GOVERNMENT

- (a) The officers of a chapter shall be president, vice-president, secretary, treasurer, and historian.
- (b) Both chapter and national meetings shall be governed according to Robert's Rules of Order.
- (c) Each chapter may adopt by-laws that are not inconsistent with the national constitution and by-laws.

Article VI
NATIONAL CONVENTION

- (a) A national convention shall be held every two years at a place and time decided upon by the national council.
- (b) Each chapter may send one or two delegates to the national convention but the chapter shall be entitled to two votes.

Article VII
NATIONAL ADMINISTRATION

- (a) This fraternity shall have a National Council composed of a national president, vice-president, secretary, treasurer, organizer, historian and editor, these officers to be elected at the national convention.
- (b) Duties of officers shall be prescribed by national by-laws.

Article VIII
REVENUE

- (a) All new members will pay to the national treasurer an initiation fee of \$2.00.
- (b) Chapters shall collect these dues and forward them to the national treasurer. The chapters may charge such additional fees and dues as they see fit.

Article IX
AMENDMENTS

- (a) Amendments to this constitution shall be only at a national convention by a three-fourths vote of the accredited delegates.

AMENDMENT*
Article I

Each candidate must have expressed an intention of becoming a commercial teacher and have completed with a superior rating fifteen semester hours in commerce and education.

*This amendment was adopted at National Convention, December 26, 1935, and restricts article IV, a, b, c.

The courses included in the subjects in Table A are shown in the list given below and on succeeding pages:

Accounting

Accounting and Auditing	Income Tax Records
Accounting and Management	Intermediate Accounting
Accounting for the Petroleum Industry	Machine Accounting
Accounting for Public Schools	Managerial Accounting
Accounting Laboratory	Mathematics of Accounting
Accounting Practice	Mathematics of Finance and Accounting
Accounting Principles	Municipal
Accounting Problems	Municipal and Institutional Accounting
Accounting Statements	Partnership Accounting
Accounting Systems	Petroleum Accounting
Accounting Theory	Principles of Accounting
Advanced Accounting	Principles of Income Tax Accounting and Auditing
Advanced Accounting Problems	Problems in Accounting
Advanced Accounting Theory	Problems in Managerial Accounting
Advanced Auditing	Report Writing
Advanced Principles of Accounting	Retail Accounting
Advanced Theory and Practice of Accounting	Secretarial Accounting
Applied Accounting	Seminar Accounting
Auditing	Social Security Accounting
Auditing Principles	Social Security and Payroll
Bank Bookkeeping	Tax Accounting
Bookkeeping	Taxation Accounting
Bookkeeping and Accounting	Theory of Accounts
Bookkeeping for Teachers	
Business Statements	
Corporation Accounting	
Constructive Accounting	
Cost Accounting	
Cost Reports for Executives	
C. P. A. and Accounting Problems	
C. P. A. Problems	
Elementary Accounting	
Elements of Auditing Principles and Practice	
Elementary Factory Cost Accounting	
Elementary Institutional Accounting	
Factory Costs	
Farm	
Federal Income Taxes	
Federal Income and State Franchise Taxation	
Governmental Accounting and Budgeting	
Governmental & Institutional Accounting	
History and Theory of Accounting	
Income Tax Accounting	
Income Tax--Federal and State	
Income Tax Procedure	

Business Administration

Bank Organization and Management
Bank Administration
Business Ethics
Business Cases
Business Operation
Business Organization
Business Organization and Administration
Business Organization and Finance
Cases in Store Management
Chamber of Commerce Management
Corporate Organization and Control
Corporate Organization and Finance
Elements of Manufacturing
Industrial Consolidations and Mergers
Industrial Investigation and Analysis
Industrial Organization
Industrial Organization and Management
Industrial Management
Industrial Purchasing and Retail Buying
Origin and Historical Development of Science in Management
Management of Business Enterprise
Management Systems
Motor Carrier Organization and Administration
Personnel Administration
Personnel Organization and Management
Personnel Management
Petroleum Industry
Principles of Industrial Management
Problems in Management
Production Management
Public Aspects of Industry
Public Utility Organization and Administration
Purchasing and Materials Control
Purchasing, Stores, and Inventory Control
Retail Business
Retail Personnel Management
Retail Store Management
Time Study and Job Analysis
Work Standards and Labor Compensation

Business Arithmetic

Advanced Business Mathematics
Algebra for Students in Commerce
Applied Business Problems
Business Calculation
Business Mathematics
Commercial Arithmetic
Elementary Business Mathematics

Business English

Business Communications
Business Communication Techniques
Business Communication and Adjustment Practice
Business Correspondence
Business English and Sales Correspondence
Business Letter Writing
Business-Promotion Correspondence
Commercial Correspondence
Secretarial Composition
Selling by Mail
Technique of Business Communication

Business Law

Advanced Business Law
Advanced Commercial Law
Agency and Sales
Bailments and Carriers; Security Rights
Commercial Law
Contracts
Contracts; Agency
Corporation Law
C. P. A. Law Problems
Elementary Law
Elements of Commercial Law
Farm Law
Fundamental Laws of Trade
Fundamentals of Business Law
Insurance Law
Law of Banks and Banking
Law of Contract and Sales
Law of Negotiable Instruments, Agency, Business Units
Legal Aspects of Credits and Collections
Maritime Law
Municipal Law
Negotiable Instruments
Negotiable Instruments, Banking Law
Negotiable Instruments; Sales
Partnerships and Corporations
Partnership; Corporations; Bankruptcy
Principles of Air Law
Property
Real Estate Law
Real Property Law
Suretyship
Survey of Business Law
Wills, Trusts, and Estates

Business Machines

Dictaphone
Introduction to Mimeographing
Office Appliances
Office Equipment and Management
Office Machines
Office Organization and Management

Business Practice

Business Laboratory
Directed Business Practice
Practice Work in Banking

Business Psychology

Modern Business Psychology
Vocational Psychology

Consumer Education

Business Problems of the Consumer
Consumer and Business Education
Consumer Business Economics
Consumer Business Management
Consumer Cooperation
Consumer Economics
Economic Consumption
Principles of Economic Consumption
Problems of Buying

Economics

Advanced Economic History	Business Economics
Advanced Economy Theory	Business Finance
Advanced Real Estate Appraisals	Civil Service Placement
Air Transport	Commercial Geography
American Economic History	Community Problems
American Economic Life	Comparative Economic Systems
American Industrial History	Conservation of National Resources
Analysis and Control of Business Cycles	Contemporary Economic Problems
Applied Economics	Contemporary National Thought
Appraisal Methods	Contemporary Social and Economic Problems
Banking	Cooperative Movement
Banking and Credit	Corporation Economics
Banking Laws and Banking Problems	Corporations and Monopolies
Banking Problems and Policy	Corporation Finance
Business Analysis of American Industries	Corporation Finance & Investments
Business and Government	Country Bank Operation
Business Cycles	County and Municipal Finance
Business Cycles and Forecasting	Credit and Collections

(Economics Continued)

Credit System
Current Economic and Social Problems
Current Economic Problems
Current Issues
Current Utility Problems
Development of Modern Economic Theory
Distribution of Wealth and Income
Economic Development
Economic Development of Europe
Economic Development of the United States
Economic Geography
Economic History
Economic History of Europe
Economic History of the U. S.
Economic Planning
Economic Policies
Economic Principles
Economic Problems
Economic Progress
Economic Resources
Economic Systems
Economic Thought and Theory
Economics of Business
Economics of Cooperative Movements
Economics of Corporations
Economics of Distribution
Economics of Land Transportation
Economics of Motor Transportation
Economics of Natural Resources
Economics of Public Finance and Taxation
Economics of Public Utilities
Economics of the Corporation
Elements of Economics
Evaluation of Modern Capitalism
Exporting and Importing
Finance
Financial History of the U. S.
Financial Policies of Corporations
Foreign Exchange
Foreign Trade
Foreign Trade Practice
Foreign Trade Problems
Fundamentals of Economics
Fundamentals of Life Insurance
Fundamentals of Production
Economics
General Economics
General Insurance
Governmental Agencies
Governmental Agencies and Business
Government and Business
Government Control of Business
Government Control of Industry
Government Expenditure and Taxation
History of Economic Thought
Industrial Combination
Industrial Finance
Industrial History
Industrial Relations
Inland Transport
Insurance
Insurance: Casualty, Compensation and Special Risks
International Commercial Policies
International Economics
International Economic Policies
International Economic Problems
International Economic Relations
International Organizing of Labor
Investments
Investment Analysis
Investment Banking
Labor
Labor Economics
Labor Economics and Labor Problems
Labor Legislation
Labor Problems
Labor Problems & Trade Unionism
Labor Problems in the U. S.
Labor Relations
Land Economics
Life Insurance
Life, Group and Annuity Insurance
Management of Business Risks
Mathematics of Finance
Mathematic Theory of Finance
Mercantile Credit
Modern Economic Society
Modern Labor Policies
Monetary Authority and Policies
Money and Banking
Money, Banking, Credit and Business Cycles
Money and Credit
Money, Credit and Banking
Money Market
Motor Transport
National Economic Planning
Ocean Shipping
Personal Financial Planning
Personal Insurance
Personal Saving and Investments

(Economics Continued)

Population	Resources of the Far East
Price and Distribution	Resources of Western Europe
Principles of Applied Economics	Risk and Risk Bearing
Principles of Banking	Rural Economics
Principles of Business Investments	Savings and Trust Institution
Principles of Economics	Seminar in Economic Problems
Principles of Foreign Trade	Social and Economic History of The United States
Principles of Human Geography	Social Insurance
Principles of Insurance	Socialism and Related Movements
Principles of International Trade and Ex- change	Socialist Theory
Principles of Investment	Ship Operation and Management
Principles of International Trade	State in Relation to Business
Principles of Real Estate Practice	State in Relation to Labor
Principles of Taxation	Stock Market
Program of Economic Reform	Survey of the Development of Modern Economic Society
Property, Casualty and Liability Insurance	Tax Administration
Property Insurance	Taxation
Property Valuation	Taxation and Public Finance
Public Control of Business	Theories of Economic Reform
Public Finance	Theories of Social Reform
Public Finance and Taxation	Trade Associations
Public Projects and Regional Planning	Traffic Management
Public Service and Cost	Transportation
Public Utilities	Transportation and Public Utilities
Public Utility Administration	Transportation Economics
Public Utilities and Transportation	Transport Problems
Public Utility Problems	Type of Modern Economic Theory
Readings in Economic Problems	Value and Distribution
Railroad & Public Utility Finance	Valuation of Railroads and Public Utilities
Railway Traffic and Rates	Woman in the Modern Economic World
Real Estate	World Economic Problems
Real Estate Business	
Real Estate Finance	
Real Estate Principles	
Recent Labor Legislation	
Retail Credits and Collection	
Resources of Africa	
Resources of North America	
Resources of South America	

Filing

Advanced Correspondence Filing
Filing and Record Keeping

General Business

General Business Education
General Business Information
General Business Training

Introduction to Business

Business Vocations
Elements of Business
Introduction to Commerce and Industry
Survey of Business

Personality Development

Business Principles
Present Day Problems in Commerce and Industries
Principles of Business
Problems in Business

Marketing

Accounting and Financial Control of
 Merchandising
Advertising
Advertising Campaigns
Advertising Copy
Advertising Marketing Principles
Advertising Policies and Methods
Advertising Practice
Advertising Procedure
Advertising Sales
Advertising and Salesmanship
Cooperative Marketing and Marketing
 Problems
Drugstore Advertising and Selling
Economics of Marketing
Elements of Advertising
Fashion
Field Work in Merchandising
Fundamentals of Fashion
Introduction to Marketing
Line, Color and Design
Marketing Administration
Market Analysis
Marketing and Distribution
Marketing and Distribution of Farm
 Products
Market Management
Marketing Problems
Marketing Research
Mechanics of Advertising
Merchandise Information
Merchandising

Merchandising Management Problems
Modern Industry
Organized Commodity Markets
Personal Problems in Marketing
Personal Problems in Merchandising
Principles of Advertising
Principles of Marketing
Principles of Sales
Problems in Advertising
Problems in Marketing
Public Relations in Marketing
Retail Advertising and Sales
 Promotion
Retail Buying
Retail Merchandising
Retail Research Procedures
Retail Selling
Retail Selling and Store
 Salesmanship
Retail and Wholesale Merchandising
Salesmanship
Salesmanship and Retail Selling
Salesmanship and Sales Management
Salesmanship and Selling
Sales and Advertising
Sales Management
Sales Methods and Policies
Speciality Selling
Store Operation
Store and Window Display
Systems of Distribution
Wholesaling

Statistics

Advanced Statistics
Business Forecasting
Business Measurements and Forecasting
Business Mathematics with Statistics
Business Statistics
Elementary Economic Statistics
Social Statistics
Statistical Analysis of Business Cycles
Statistical Methods

Clerical Practice

Clerical Practice and Machines

Office Management

Office Management and Business Control
Office Management and Procedure
Office Organization and Management

Office Practice

Advanced Office Practice
Advanced Office and Secretarial Practice and Management
Office and Secretarial Practice
Office Methods
Office Practice and Office Machines
Office Procedure
Office Training
Stenographic Office Practice

Penmanship

Business Writing
Handwriting
Penmanship and Spelling
Lettering

Secretarial Practice

Problems in Secretarial Science
Secretarial and Office Practice
Secretarial Practice and Office Training
Secretarial Problems
Secretarial Science
Secretarial Service and Office Practice
Secretarial Training
Secretarial Work

Shorthand

Advanced Dictation
Principles of Shorthand
Advanced Shorthand
Advanced Shorthand and Transcription
Advanced Stenography
Beginners Dictation
Beginners Shorthand
Court Reporting
Dictation and Transcription
Elementary Shorthand
Elementary Stenography
Gregg Shorthand
Intermediate Shorthand
Intermediate Stenography
Reporting
Shorthand Applications
Shorthand Dictation
Shorthand Theory
Secretarial Reporting

Stenotypy

Theory of Stenotypy
Stenotypy Speed Practice

Typewriting

Advanced Typewriting
Beginning Typewriting
Beginning Typing for Non-Business Education Students
Clerical Typing
Elementary Typing
Intermediate Typing
Principles of Typewriting
Projects in Typewriting
Personal Typing
Secretarial Typing
Specialized Typing
Techniques in Typewriting
Techniques in Touch Typewriting
Transcription
Typewriting Applications
Typewriting and Office Practice

Methods

Advanced Methods in Bookkeeping and General Business Education
Advanced Methods in Shorthand and Typewriting
Commercial Teaching Methods
Economics Methods
Fundamental Principles of Teaching Commercial Subjects

(Methods Continued)

General Business Methods

Improvement of Instruction in the Business Subjects

Materials and Methods in Commerce

Materials and Methods in the Teaching of Subjects of
Secretarial Science in the High School

Methods and Materials in Junior Business Training

Methods and Materials in Shorthand

Methods and Materials in Typewriting

Methods in Business Education

Methods in Commercial Subjects

Methods in Business Relations and Occupations

Methods in Commerce and Distributive Education

Methods in Teaching Bookkeeping

Methods in Junior Business Training

Methods in Teaching Bookkeeping and Accounting

Methods in Junior Business Training

Methods in Teaching Bookkeeping and Commercial Arithmetic

Methods in Teaching Shorthand and Typewriting

Methods in Teaching Typewriting

Methods of Teaching Commerce and Business Administration and

Observation of Such Teaching in the College High School

Organization and Teaching of Commercial Subjects

Personship Methods

Psychology of Methods in Business Courses

Selecting and Teaching Junior High School Commercial Subjects

Selecting and Teaching Senior High School Commercial Subjects

Shorthand for Teachers

Shorthand Methods

Shorthand Methods and Materials

Teachers Course

Teachers Course in General Business Subjects

Teachers Course in Typewriting and Shorthand

Teaching of Business Education

Teaching of Commerce

Teaching of Commercial Arts

Teaching Bookkeeping and Commercial Arithmetic

Teaching of Distributive Occupations

Teaching of Accounting Subfied Subjects

Teaching of Bookkeeping

Teaching of Handwriting

Teaching of Merchandising

Teaching of Secretarial Subfied Subjects

Teaching of Shorthand and Typewriting

Teaching of Stenography

Teaching of Social Business Subjects

Teaching Procedures in the Commercial Subjects

Techniques in the Teaching of Commercial Subjects

Typewriting for Teachers

Typewriting Methods

Administration and Supervision of Business Education

Administration of Business Education Courses in Secondary Schools
Administration and Supervision of Commercial Education
Administration, Supervision and Curriculum Construction
Organization of Education for the Distributive Occupations
Secondary School Business Education Organization and Content

Curriculum Construction

Commercial Curriculum
Curriculum Content for Distributive Occupations
Curriculum Materials
Curriculum Making in Commercial Subjects
The Secondary School Business Curriculum

History and Trends

History of Business Education and Tendencies in it
History and Philosophy of Commercial Education
History and Philosophy of Vocational Education
Place and Purpose of Education in Social Order
Present Day Trends in Commercial Education

Principles and Problems

Current Problems in Teaching Business Subjects
Principles of Commercial Education
Principles and Problems in Business Education and Curriculum
Problems in Business Education
Problems in Commercial Education
Problems in Secondary Commercial Education
Problems in Vocational Education

Tests and Measurements

Objective Tests and Measurements Applied to Business Subjects
Tests and Measurements in Business Course
Tests and Measurements in Commercial Education

Seminar in Business Education

Seminar

TABLE A

CURRICULAR OFFERINGS IN BUSINESS EDUCATION SUBJECTS AND PROFESSIONAL EDUCATION COURSES IN SEMESTER HOURS FOR THE FORTY

COLLEGES AND INSTITUTIONS ON THE UNIVERSITY LEVEL WITH CHAPTERS OF PI OMEGA PI TAKEN FROM THE LATEST AVAILABLE CATALOGS

-- Secretarial Courses --						-- Miscellaneous Courses --														-- Professional Courses --																								
Code No. *	Accounting	Business Law	Business Administration	Economics	Marketing	Clerical Practice	Filing	Office Management	Office Practice	Secretarial Practice	Shorthand	Stenotypy	Typewriting	Business Arithmetic	Business English	Business Machines	Business Practice	Business Psychology	Consumer Education	General Business	Introduction to Business	Penmanship	Personality Development	Principles and Problems of Business	Speech	Statistics	Administration and Supervision of Business Education	Curriculum Construction	History and Trends of Business Education	Introduction to Business Education	Laboratory of Commercial Education	Methods in Teaching Business Subjects	Minor Research Problems	Principles and Problems of Business Education	Seminar in Business Education	Senior Assistant Course	Review of Research in Commercial Education	Tests and Measurements in Business Education	Vocational Guidance and Placement	Total				
1	10	5	5	20	5					2.5	10		7.5		2.5	3	2.5		2.5	2.5																					83			
2	10	5	2.5	22.5						5	7.5		7.5		2.5				7.5			2.5																				75		
3	14	5.3		31.6	7.3					3.3	10		2		2	2																										87		
4	13.3	2.6	2.6	32	5.3					5.3	8		2.6	2.6		2.6			5.3			3.3					2.6	2.6														100.3		
5	18	6	6	36	3					6	6		2	3	3	3																										104		
6	12	6	3	30	5				2		9		8	4	2							3																				95		
7	8.6	4	2	17.3	7.3					2	10		4	1.3	2				2								1.3	1.3														66		
8	15	6	3	12	12	3			3		9		6	6	9				3			1		3	2	2	2	3	2													106		
9	15	6	3	55	3					2	9		6	3	3				3																							108		
10	21	8	4	39	5				2	3	9		6	2	2				3		3																					115		
11	20	5		4	3				3		9		12	3					2			2																				64		
12	24	8	2.6	8	1.3		2.6	1.3	5.3	10.6	5.3	8	8		1.3					5.3							1.3		1.3													96		
13	17	8	6	23	5					8	5		8	3	3																											90		
14	10.6	2.6		5.3	5.3					5.3	8		4	2	2																											46.6		
15	21	6		42					4	2	12		8	2	2																											101		
16	22	6	4	26	8		2			2	12		4	2	2	2		2	2		2			2.6	4																	108.6		
17	18	6	3	36	9		3				6		9	2	3			3	3					3	3																	111		
18	21.3	5.3		25.3	4		2.6				10.6		10.6	2.6	2.6						5.3	2.6	2.6	2.6					2.6													112		
19	20	4		35	2				2		12		7	3		2						5																				107		
20	13.3	5.3		16	5.3					5.3	13.3		13.3	2.6								1.3																				78.6		
21	29.3	6	4	55.3	16		.6			12	6		10	1.3	4	3.3	3.3	4	6.6				.6			6																180		
22	27	6	3	23	9					3	8		6	4	3																											100		
23	12	6		9	3			3		3	12		6	6	9																											51		
24	15	6	3	12	12	3			3		9		6	6	9					3		1		3	2	2	3	2														106		
25	12	2		8	2					4	18		8.6	2.5	2.5					2.5		2.5			2.5																	94.4		
26	17.5	5	2.5	22.5	5					2.5	12.5		7.5	2.5	2.5					2.5		2.5				2.5																90		
27	19	4		31	5					2	12		6	2	2									2																			90	
28	38	6	6	30	20					3	9		4	2	2	3					2																					129		
29	12	3	3	36	9			3			12		9	2	3											3																101		
30	18	6		42					4	2	12		8	2	2																											100		
31	15			18	9					3	12		8			3																											71	
32	8	5.3	1.3	8	9.3				2.6	13.3	4		4		2.6							1.3			3																		68	
33	11	6		20	6				2		10		4	3						2																							69	
34	13.3	2.6	2.6	13.3	5.3				2.6	2.6	8		5.3																													58.6		
35	52	8	27	55	16			2			8	12		3											6	2	2																199.3	
36	45	21	6	67	30			2	3		18		10	3	3	9	4		5	2	1			12																			244	
37	47	20	15	98	24				3	2	9		9	3	11	2			2					12																			259	
38	48	12	26	135.3	22					8				3	2		2		2		3.3				4.6	4	2																285.3	
39	35	16	21	67	9		1		3		9		6	3	3			3						5																			204	
40	35	18	24	137	76			2		4	12			3		4	4		3				5	10																				342

*The 40 institutions included in this study are assigned a code number.

CURRICULAR REQUIREMENTS IN BUSINESS EDUCATION SUBJECTS, GENERAL EDUCATION COURSES, AND PROFESSIONAL EDUCATION COURSES IN SEMESTER

Professional Education Courses

* Offers 11 hours of methods but requires none
 ** No methods offered nor required
 *** Other courses required, Principles and Problems in Business Education 2 hours
 **** Other courses required, History and Philosophy of Commercial Education 2 hours and General Business Training 2 hours

TABLE C

OBSERVATION AND APPRENTICE TEACHING IN CLOCK

HOURS FOR NINETEEN SCHOOLS

Code No.	- - - - -Observation- - - - -			- - -Apprentice Teaching - - -		
	Offered	Recommended	Required	Offered	Recommended	Required
4	Unlimited	240	240	Unlimited	480	480
5				90	90	90
6				180	180	180
7	70	30	30	90	90	50
8	75	75	75	15	15	15
14	48	48	48	96	96	96
17	55	55	55	55	24	20
18				100	100	100
21				180	180	180
22	72	72	72	270	270	270
23	12	12	12	26	26	26
26				90	90	90
31	180	180	180	90	90	90
32	10	10		144	144	144
33				90	90	90
36	91	91	91	130	130	130
39	30	30	30	60	60	60

Code No.	- -Observation and Apprentice Teaching -		
	Offered	Recommended	Required
1	135	90	90
30	108	108	108

TABLE F

OFFICE MACHINES AVAILABLE FOR INSTRUCTIONAL PURPOSES
IN TWENTY-ONE SCHOOLS

Code No.	Typewriters	Adding Machines	Other Calculating Machines	Duplicating Machines	Voice Writing Machines	Total
1	32	1	6	1	1	41
4	54	2	5	4	3	68
5	40	9	3	2	1	55
6	50	5	2	2	1	60
7	34	1		1	1	37
10	30	2	1	2	1	36
11	78	1		2	1	82
14	25	1				26
16	25		4	2	1	32
17						
18	61	3	6	2	2	74
19						
21	150	10	8	3	3	174
22	40	4	2	2	2	50
23	45	3	1	4	1	54
26	46	2	1	3	1	53
39	25	1	8	3		37
30	40	3	1	2	1	47
31	81	8	5	2	1	97
32	35	3	8	3	3	52
33		1	1	2		4
34						
36	70	4	27	2	10	113
39	31	1	5	3	2	42
Total	992	65	94	47	38	1234

TABLE H

DISTRIBUTION OF BUSINESS EDUCATION MAJORS BY CLASSES
FOR TWENTY-TWO SCHOOLS

Code Number	Freshman	Sophomore	Junior	Senior	Total
1	40	30	30	32	132
4	50	35	30	30	145
5					815
6	124	109	62	64	359
*7				9	9
10	120	80	60	55	315
11	35	31	23	23	112
14	20	10	5	5	40
16	50	40	35	33	158
17					
18	95	73	51	59	278
19				128	675
21	25	25	25	20	95
22	68	36	30	25	159
23	83	58	35	40	216
26					
29	38	28	23	14	103
30	24	19	33	43	119
31	143	84	50	64	341
32	60	28	18	8	114
33		28	10	8	46
34	10	10	10	10	40
36	23	35	29	29	116
39	25	20	12	6	63
Totals	<u>1,033</u>	<u>779</u>	<u>571</u>	<u>705</u>	<u>4,450</u>

*Major not selected until end of Junior year

THE UNITED STATES OF AMERICA
DO hereby certify that
[Name] is a
[Title]
of the
[Department]

and that he is
[Title]
of the
[Department]

in the
[Title]
of the
[Department]

and that he is
[Title]
of the
[Department]

and that he is
[Title]
of the
[Department]

and that he is
[Title]
of the
[Department]

WITNESSETH

Typist: Margaret R. Neece

IN WITNESS WHEREOF

the President of the United States

has hereunto set his hand

at the City of Washington, this [Date]

and the Vice President of the United States