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GRADUATE COLLEGE

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BASIC CONTENT FOR THE STUDENT TEACHING PHASE

OF BUSINESS TEACHER PREPARATION

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TO

Mother, Father, and Leonard

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BASIC CONTENT FOR THE STUDENT TEACHING PHASE OF BUSINESS TEACHER PREPARATION

CHAPTER I

THE PROBLEM

Introduction

Mass production, more efficient means of distribution, and greater consumption of goods and services have resulted in definite changes in the American way of life. In a large measure, the simple rural life has been replaced by more complex urban living. Growth in business operations and improvement of technology concurrent with social change and expansion of the economy have changed patterns for educating workers. In addition, changes have brought about a greater need for ability to understand the increased mass of knowledge which pertains to our expanding economy. Gemmell states that:

> Our best leadership recognizes that regardless of what democracy may do in the cultural and human relations areas, if it fails on the economic front, it is doomed.[1]

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[1] James Gemmell, "What Is Economic Education," Educating Youth for Economic Competence? American Business Education Yearbook, XV (Somerville, New Jersey: Somerset Press, 1958), p. 3.

Today individual citizens have become involved with business practices and personal and societal economic problems. Credit and installment buying, social security legislation, Federal and state income taxes, occupational relationships, and many other economic problems are common to our present economic way of life.

Many of the elements of business technology and of the development of economic literacy directly affect learning about business in the secondary school. Business teachers are now concerned with two separate and distinct purposes of business education--consumer competency for all pupils and job preparation for a lesser number. It is the responsibility of these teachers to keep education for business abreast of the very rapid social and economic changes. Since graduation from a secondary school represents termination of formal education for approximately three fourths of the people in the United States, the basic phase of business education is designed to contribute to wise consumption of goods and services and to understanding of our nation's economic and business system. It is through the achievement of these goals that business teachers make a direct contribution to general education in the secondary school.

Business teachers are also concerned with aiding pupils to become prepared to engage in distributive and office service occupations. In addition, they endeavor to help individuals to learn how to manage small business

enterprises. Only certain pupils need to be concerned with the occupational objectives for business, for in the business world today, only about one third of the business labor force is engaged in office service, selling, and management occupations.

Maintenance of appropriate programs in basic business and job preparation is the responsibility of all business educators. The degree to which business needs are met in our secondary schools is rooted in business teacher preparation programs offered in institutions of higher learning. Such colleges and universities have responsibility for continually striving to improve methods of selecting and preparing young business teachers. These institutions also must assume a major role in aiding business teachers in the field so that they may extend their knowledge and become acquainted with new techniques. It is imperative, therefore, that the teacher preparation be designed to aid business teachers and prospective business teachers in gaining those experiences which will enable them to build sound secondary school business programs. The secondary programs need continuous re-evaluation and improvement if they are to adequately prepare individuals for positions in business and contribute to the development of understanding of business and economics essential to effective citizenship.

The need for business educators to meet the challenges resulting from expansion of business activities is

generally recognized today. The significance of the relationship between business demands and the content of education for business is emphasized by Blackler's statement:

> Translation of events in the business world to the field of business education is a primary problem. The success of business-educated students depends greatly on the modernity and adequacy of their preparation.[1]

The problem of maintaining a modern adequate curriculum for the secondary school is further complicated by increasing enrollments. Not only must teacher preparation institutions endeavor to better prepare business teachers, but they must also supply greater numbers of teachers. Increasing enrollments, and in turn larger numbers of pupils in business departments in the secondary schools, necessitate the employment of ever-increasing numbers of business teachers. The need for more business teachers is clearly indicated by the following:

> Official forecasts indicate the number of children in high school will increase by 500,000 in 1961, by 700,000 in 1962, and by 600,000 in 1963.[2]

The curricula by which prospective secondary school business teachers are prepared should consist of

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[1] William R. Blackler, "Problems in Building the Business Teacher Education Program," The Business Teacher Education Curriculum, Bulletin No. 63 of the National Association of Business Teacher-Training Institutions (Washington, D. C.: United Business Education Association, Winter, 1955), p. 16.

[2] "Record Crop of Babies," U. S. News and World Report, December 31, 1954, p. 26.

well-balanced study programs including emphasis on general, subject matter specialization, and the professional phases of teacher education. The National Association of Business Teacher-Training Institutions has recommended the following pattern of preparation at the undergraduate degree level:

Subject Area	Per Cent of Credit Hours Required
General Education	38-42
General Professional Education	8-12
Special Professional Education including Student Teaching	8-12
Business and Related Subject Matter	38-42[1]

The professional phase of teacher education should include student teaching activity. The importance of student teaching is pointed up by Haskew:

> Student-teaching as a genuine clinical experience is rapidly emerging as the prime component of a professional education for teachers.[2]

There are certain elements such as social studies, English, and mathematics that are common to all teacher education programs; and one may assume that study of these common elements by all prospective teachers is highly desirable. Many of the professional education courses such as

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[1]"A Proposed Statement of Business Teacher Certification Policies," Criteria for Certification of Business Teachers, Bulletin No. 56 of the National Association of Business Teacher-Training Institutions (Washington, D. C.: United Business Education Association, 1952), p. 7.

[2]Lawrence D. Haskew, "Framework for Student-Teaching: A Proposal," Education, LXX (November, 1949), p. 150.

educational psychology, tests and measurements, guidance, history of education, and philosophy of education are also taken in common by all prospective teachers; and as stated by Hosler:

> This situation is surely desirable since the understanding of the psychology of learning, the school and the community, the total school curriculum, and other phases of the professional courses should be approached from the over-all point of view rather than from that of any one particular subject field.[1]

Currently leaders in business teachers education are in agreement that there should be some specialized professional education pertinent to the specific subject matter area. In accord with this idea, most institutions offer one or more courses in principles of business education, in methods of teaching business subjects, and in student teaching that are directly applicable to the business teaching area. These offerings were emphasized in 1951 when the American Association of Colleges for Teacher Education requested that representatives of each of the various subject matter areas construct evaluation instruments to supplement the AACTE Standards and Evaluation Schedules. At this time it became apparent that the AACTE recognized the need for prospective business teachers to gain information

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[1]Russel J. Hosler, "Relations of the Secondary Business Teacher Education Curriculum to Other Teacher Education Curriculums," The Business Teacher Education Curriculum, Bulletin No. 63 of the National Association of Business Teacher-Training Institutions (Washington, D. C.: United Business Education Association, Winter, 1955), p. 22.

through specialized courses as well as through courses taken in common with students preparing to teach in other fields.

Teacher preparation institutions have long recognized the importance of supervised classroom teaching for each prospective teacher. Today teacher preparation institutions invariably include student teaching in their programs. Most teacher educators agree with Trytten's statement that:

> The professional courses in educational theory which precede practices, even at their best, require a term of practice teaching to enable the student to see how general theories apply to individual situations, and to study their validity and the bounds within which they apply.[1]

In student teaching the prospective teacher is afforded an opportunity to test his knowledges and insights in his own teaching. It is here that the prospective teacher endeavors to merge his educational theory with academic knowledges and abilities so as to gain a composite picture of the teaching-learning process.

Evidence of the constant efforts of teacher educators to upgrade the preparation of business teachers is available in yearbooks, periodicals, and special bulletins. Most of these materials emphasize that student teaching and

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[1] John M. Trytten, "Student Teaching--On or Off Campus?" Supervising Student Teachers in Business Education, Bulletin No. 60 of the National Association of Business Teacher-Training Institutions (Washington, D. C.: United Business Education Association, 1954), p. 13.

other professional laboratory experiences must contribute directly and specifically to the student's progress toward becoming a business teacher. However, even more study of this phase of business teacher preparation is thought to be essential by Prickett who reports:

> While numerous surveys and other studies have been made in the field of business teacher preparation, few of them have dealt adequately with the matter of student teaching.[1]

It may be assumed that certain underlying principles of student teaching are much the same for all programs by which secondary school teachers are prepared. However, leaders in the field of business teacher education believe that the fundamental principles must be adapted extensively when applied in the student teaching phase of business teacher preparation. It is indicated by Fries[2] that the extent and nature of the laboratory experiences in business teacher preparation should be evaluated in terms of the standards of the American Association of Colleges for Teacher Education; but to implement the broad AACTE principles, specific and specialized criteria and evaluative

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[1]Loy Elvin Prickett, "Evaluation of the Student Teaching Phase of Business Teacher Preparation," (unpublished Ed. D. dissertation, University of Oklahoma, 1959), p. 8.

[2]Albert C. Fries, "Extent and Nature of Laboratory Experiences in the Business Teacher Education Curriculum," The Business Teacher Education Curriculum, Bulletin No. 63 of the National Association of Business Teacher-Training Institutions (Washington, D. C.: United Business Education Association, 1955), pp. 48-49.

devices must be used for effective evaluation of the preparation of business teachers.

Student teaching requirements and standards differ among the numerous institutions of higher learning. There are certain essential activities, however, which must be included if an adequate program is to exist. The nature and kinds of activities in student teaching are determinants of the success of beginning teachers. Malsbary, in his discussion of the preparation of business teachers, indicates that there is need for a variety of experiences in the student teaching program:

> The greater the number of situations the student teacher successfully copes with under supervised conditions, the fewer will be the new and unfamiliar problems with which he is unprepared to deal when he assumes his first regular teaching position.[1]

It is usually the responsibility of representatives of the teacher preparation institutions as well as the cooperating school personnel to see that the student teaching experiences are meaningful. It appears essential that those responsible for teacher education in the colleges endeavor to cooperate with business educators and administrators in the public school in any attempts to develop a

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[1]Dean R. Malsbary, "Providing for a Variety of Worthwhile Experiences," Supervising Student Teachers in Business Education, Bulletin No. 60 of the National Association of Business Teacher-Training Institutions (Washington, D. C.: United Business Education Association, 1954), p. 21.

program of student teaching for prospective business teachers.

The importance of student teaching in the preparation of beginning teachers is stressed again and again in the writings of leaders in the field of business education. The importance of this phase of the preparation of business teachers warrants its continuous re-study and re-evaluation. This contention is forcibly stated by Woodward:

> Student teaching is probably the most important phase of the four-year teacher education program for here is the crucible wherein is tested and tried all of our screening processes, our methods, our scholarship, our exhortations, and our hopes and fears. Much thought has been given to making student teaching a worth-while experience; yet, after reading manuscripts submitted for this issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY, I feel that we have hardly made a beginning.[1]

Research studies in the field of business education point up the major problems connected with providing appropriate experiences for student teachers in business education. The findings of Culver[2] indicate that there is real advantage in making the student teaching experiences as directly applicable to actual business teaching as possible.

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[1]Theodore Woodward (ed.), Evaluation and Measurement of Student Teaching, Bulletin No. 61 of the National Association of Business Teacher-Training Institutions (Washington, D. C.: United Business Education Association, 1954), p. 3.

[2]Gordon F. Culver, "An Analysis of Student-Teaching Experiences in Selected High School Business Subjects," (unpublished Ed. D. dissertation, University of Nebraska, 1958).

After extensive research, Prickett developed and validated fourteen fundamental principles relative to student teaching.[1] The fourteen fundamental principles, applicable to student teaching in any subject matter field were utilized by Prickett in the development of specific criteria for effective evaluation of student teaching in the preparation of business teachers.

The author of this research study believes that a logical step to further improvement of business teacher preparation involves development of the specific content most essential to student teaching for business teachers. It is apparent that no two teacher preparation institutions need follow exactly the same program in business teacher preparation; and that student teaching will vary with major differences in the cooperating schools, the time involved, and the total content. There are, however, certain guides available for use in determining the content of student teaching in business teacher preparation.

Statement of the Problem

The problem of this study was to determine what should be included in a program of student teaching for prospective teachers of business subjects so that adequate pre-service teaching experiences may be provided.

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[1]Prickett, op. cit., pp. 179-181.

More specifically, the solution of this problem involves two major tasks: (1) defining and verifying what constitutes competence in the teaching of business subjects at the secondary school level and (2) selection of the content of student teaching that will aid most in developing such competence in the beginning secondary school business teacher.

In this study it is recognized that teaching of business subjects at the secondary school level is unique in that it serves two separate, distinct purposes--general education and job preparation. The content of student teaching developed and authenticated in this study is designed to aid prospective business teachers in gaining competence in achieving both purposes of education for business.

Delimitations

This study does not involve consideration of all aspects in business teacher education. No attempt is made here to determine what should precede student teaching nor does this investigation deal with the selection of student teaching stations, determination of who should supervise, the amount of supervision, nor when student teaching should be done. This study deals solely with what the content of the student teaching should be if effective teaching of business subjects is to result from the experience.

Nature and Sources of Data

A comprehensive search of the literature pertinent to competence in the teaching of business subjects, student teaching in general, and student teaching in business teacher preparation was made to obtain the data used for this study. The primary sources of information pertaining to competence in the teaching of business subjects were the writings of Frederick G. Nichols, Paul S. Lomax, D. D. Lessenberry, Elvin S. Eyster, and Hamden L. Forkner, all of whom are recognized authorities in business education.

A primary source of current information pertaining to student teaching was the literature of such educational organizations as: National Association for Business Teacher Education, American Association of Colleges for Teacher Education, and the Association for Student Teaching. Research reports, textbooks, reference books, and periodicals in the field of business education were analyzed for data validating practices and procedures basic to competence in the teaching of business subjects.

Procedure

The first step in this study involved an exhaustive search of the literature relating to student teaching at the secondary school level. Careful analysis of the literature provided an extensive background of information and understanding of those elements of student teaching which

apply to the general preparation of all secondary school teachers and those elements which apply specifically to the preparation of business teachers.

The second step in this study consisted of an investigation of research materials to determine the areas in which master teachers display competence. This investigation resulted in six roles being isolated which include most of the significant elements of competence relevant to successful teaching of business subjects. Following the isolation of these six roles, the elements which constitute competence in each role were defined and verified.

The third step in this study involved formulation of the content appropriate for student teaching as provided for prospective business teachers. The content pattern was developed in terms of knowledges and understandings to be gained and the abilities to be developed through student teaching. The material presented in this study relative to the content of student teaching is stated with reference to what the prospective business teacher will gain through his activities in a particular cooperating school. However, all elements are applicable to the teaching of business subjects in any secondary school.

As one aspect of step three, a concise outline of the content of student teaching for prospective business teachers was prepared. This outline was developed for use in teacher preparation institutions in connection with the

organization, administration, supervision, and evaluation of student teaching for prospective business teachers.

The final step in this study involved preparation of this research report. It should be noted that Chapter II consists of a survey of other research investigations related to the topic. In Chapter III, competence in the teaching of business subjects is defined and verified. Chapter IV consists of a presentation and interpretation of the content of student teaching for prospective business teachers. The final chapter consists of a summary and the over-all conclusions reached.

CHAPTER II

RELATED RESEARCH STUDIES

The author of this study found that much informal writing covering all phases of teacher preparation has been done in the past twenty years. The publications of such organizations as the National Association of Business Teacher Education, Association for Student Teaching, American Association of Colleges for Teacher Education, and the National Commission on Teacher Education and Professional Standards are indicative of the considerable effort that has been put forth in the endeavor to upgrade teacher preparation programs. These publications also emphasize that increasing stress is being placed on the student teaching phase of teacher preparation.

This author discovered that numerous research studies have been made pertaining to teacher preparation programs. These research studies have for the most part dealt with the total program of teacher preparation and with the evaluation of particular programs to determine their strengths and weaknesses. Relatively few research

studies were found that dealt specifically with the student teaching phase of teacher preparation programs.

Six studies in business teacher preparation were selected for consideration in this chapter. These six studies have proved to be helpful in making this study and will further orient the reader.

Adams[1] studied the status of business teacher education programs for prospective business teachers that are carried on in institutions accredited by the Southern Association of Colleges and Secondary Schools. The ultimate purpose of her dissertation was to determine what improvements could be made in the preparation of business teachers in those accredited institutions.

Adams concluded relative to the student teaching phase of business teacher preparation:

> There was little consistency in the amount of time devoted to student teaching. Although the median was 12 weeks, the range seemed too broad to provide students in the same region with equal opportunities for participation.[2]

Only one research study was found that dealt specifically with the content of the student teaching program in business teacher education. Culver[3] attempted to determine

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[1]Lucy Rose Adams, "An Analysis of the Pre-Service Preparation of Business Teachers in Institutions Accredited by the Southern Association of Colleges and Secondary Schools," (unpublished Ph. D. dissertation, Ohio State University, 1957).

[2]Ibid., p. 174. [3]Culver, op. cit.

the general and specific experiences which student teachers should have when teaching high school classes in bookkeeping, general business, shorthand, and typewriting. After reviewing the literature pertaining to student teaching and other laboratory experiences, Culver designed detailed questionnaires on which respondents could indicate the importance to students of the general experiences and the specific subject matter experiences. Experiences on the questionnaires could be evaluated in one of three ways: "Of Great Importance," "Of Some Importance," or "Of No Importance." The questionnaires were sent to chairmen of departments of business education in selected teacher preparation institutions throughout the United States; to selected superior supervising high school business teachers; and, to selected authors of widely recognized textbooks in the subject matter areas included in the study. Culver found:

> Persons responsible for guiding the activities of student teachers placed great importance on the following experiences for student teachers.
>
> a. Experiences that provide for the teaching of subject matter, especially experiences that involve preparation for teaching and experiences that involve testing and evaluation.
>
> b. Experiences that involve classroom management and control, especially experiences that place student teachers in charge of classroom discipline and the handling of classroom activities.
>
> c. Experiences that provide student teachers with a better understanding of the total school program, especially experiences that help acquaint student teachers with the grading system of the school and other school policies and regulations.

d. Experiences that develop and strengthen desirable personal qualities, especially experiences that develop traits of self-analysis, self-evaluation, and self-improvement.

Persons responsible for guiding the activities of student teachers generally placed great importance on subject-matter experiences that:

a. require careful preliminary planning
b. assure a thorough knowledge of the subject matter
c. assure having class time well planned
d. stimulate interest in the subject
e. recognize and provide for individual differences
f. provide for evaluation and remedial teaching
g. involve testing and grading[1]

Prickett's[2] study deals incidentally with the content of the student teaching program for prospective business teachers. He developed and validated fourteen principles from which he devised evaluative criteria relative to student teaching. Three of these principles deal specifically with the content of student teaching. They are:

> Principle IX: The content of student teaching should be such that student teachers are required to formulate specific lesson plans, select or prepare teaching materials, and utilize teaching aids, as they direct and evaluate the learning activities of pupils.
>
> Principle X: The content of student teaching should be such that student teachers are required to actively participate in guidance, counseling, and the sponsorship of organized pupil activities apart from classroom instruction.
>
> Principle XI: The content of student teaching should be such that student teachers are required to enter into professional relationships with teachers, administrators, and parents.[3]

---

[1] Culver, op. cit., pp. 271-272.

[2] Prickett, op. cit.

[3] Prickett, op. cit., pp. 180-181.

In 1951 a questionnaire survey was completed by Gress[1] to determine the difficulties of beginning business teachers. Two hundred and seventy-one beginning business teachers from all parts of the United States responded to questions regarding: (1) teaching subject matter; (2) classroom organization and management; (3) the use of teaching aids and techniques; (4) the use of tests; and, (5) student activities assignments.

Gress also asked these beginning business teachers to list suggestions for the improvement of student teaching experiences for prospective business teachers. Fifty suggestions which these beginning business teachers felt would strengthen student teaching in business teacher preparation were reported. On the basis of his findings Gress recommended that the student teacher should be required to:

> (1) Carry the full teaching schedule for an extended teaching period,
> (2) Teach a variety of business subjects,
> (3) Handle actual classroom discipline problems, and
> (4) Teach business subjects on different grade levels.[2]

The research studies discussed in the remainder of this chapter pertain to determining the areas in which a

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[1]John J. Gress, "Teaching Difficulties of Beginning Business Teachers as Bases for the Improvement of Instruction in Business Teacher-Training Institutions," (unpublished Ed. D. dissertation, New York University, 1951).

[2]Ibid., p. 214.

teacher must display competence and to defining the competence of a secondary school business teacher.

The California Council on Teacher Education undertook to develop a definition of teacher competence as one of its first major projects immediately after its organization in 1945. The definition, reported by Kinney, represents the cooperative work of many educators and laymen throughout the state of California. The study defines teaching competence by presenting examples of successful work in the following areas of a teacher's activities as: (1) director of learning; (2) a counselor and guidance worker; (3) a mediator of the culture; (4) an effective liaison between school and community; and, (6) a member of the profession.[1]

The National Commission on Teacher Education set up two groups to search for an adequate definition of the good teacher. Group A, at the Albany Conference of 1954, recognized six roles of the teacher, in each of which specific expertness is required. The six roles reported by Group A and validated by the American Association of Colleges for Teacher Education are:

---

[1]Lucien B. Kinney, Measure of a Good Teacher, (San Francisco, California: California Teachers Association, 1952), pp. 15 ff.

1. A Director of Learning
   - 1.1 Adapts psychological principles of learning to individuals and groups.
   - 1.2 Adapts principles of child growth and development to planning of learning activities.
   - 1.3 Maintains an effective balance of freedom and security in the classroom.
   - 1.4 Demonstrates effective instructional procedures.
2. A Counselor and Guidance Worker
   - 2.1 Adapts principles of child development and mental hygiene to individual and group guidance.
   - 2.2 Is competent to collect and utilize significant counseling data.
   - 2.3 Can utilize suitable counseling techniques.
3. A Member of the School Community
   - 3.1 Is able to plan cooperatively on educational and administrative objectives.
   - 3.2 Is competent in curricular planning.
   - 3.3 Is competent in evaluation projects.
   - 3.4 Reveals sense of responsibility for his share in the over-all effectiveness of the school.
4. A Mediator of the Culture
   - 4.1 Directs individuals and groups to appropriate significant life application of classroom learning.
   - 4.2 Draws on an experimental background to enrich cultural growth of groups and individuals.
   - 4.3 Develops an understanding and appreciation of current social problems.
   - 4.4 Directs pupils in learning to use those materials.
   - 4.5 Develops pupil-attitudes necessary for democratic participation in society.
   - 4.6 Develops pupil-skills necessary for effective participation in a democratic society.
5. A Link with the Community
   - 5.1 Utilizes available education resources of the community in classroom procedures.
   - 5.2 Secures cooperation of parents in school activities.
   - 5.3 Interprets the school to the community, and the community to the pupils.
   - 5.4 Demonstrates ability to assist lay groups in developing understanding of modern education.

5.5 Participates in definition and solution of community problems.

6. A Member of the Profession
   - 6.1 Demonstrates an appreciation of the social importance of the profession.
   - 6.2 Develops and adheres to a professional code of ethics.
   - 6.3 Contributes to the profession through its organization.
   - 6.4 Maintains working relationship with lay groups and individuals.
   - 6.5 Takes personal responsibility for professional growth.[1]

In 1956, Thompson[2] completed a study in which he compiled a list of competences desirable for public secondary school business teachers. This list of forty-five "competence statements" was taken from business education periodicals for a ten-year period from 1944 to 1954. The "competence statements" were chosen on the basis of frequency of mention in the literature. These statements were sent for rating to persons interested in the competences of secondary school business teachers. The three groups were: (1) business teacher educators; (2) public secondary school business teachers; and, (3) public secondary school principals.

Thompson made no attempt to group the statements within the areas of (1) director of learning; (2) counselor

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[1]American Association of Colleges for Teacher Education, Yearbook, 1955 (Oneonta, New York: The Association, 1955), pp. 131-132.

[2]Robert James Thompson, "The Competences of Secondary School Business Teachers," (unpublished Ed. D. dissertation, Stanford University, 1956).

and guidance worker; (3) member of the school community; (4) mediator of the culture; (5) link with the community; and (6) member of the profession. He carefully checked his list of "competence statements" to determine whether or not some of the statements fell within each of the six areas and reports: "All of these areas were represented in the list, however."[1]

Kessel[2] completed a study in 1957 in which he analyzed critical incidents in an attempt to identify the critical requirements of a business teacher. He obtained the data for his study through individual interviews with fifty secondary school administrators and with fifty business teachers employed in the Madison, Wisconsin, area. Kessel defines a critical incident as "a report of an observed situation or incident involving a business teacher in which the business teacher's behavior was critically effective or ineffective upon the outcome of the situation or incident."[3] The incidents were grouped according to major aspects of the business teacher's job. The following major areas and categories were developed:

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[1] Ibid., p. 84.

[2] Robert M. Kessel, "The Critical Requirements for Secondary School Business Teachers Based Upon an Analysis of Critical Incidents," (unpublished Ph. D. dissertation, University of Wisconsin, 1957).

[3] Ibid., p. 95.

AREA I - Curriculum Planning and Instructional Procedures
- Category A - Curriculum Planning
- Category B - Instructional Procedures
- Category C - Guidance and Attention to Individual Differences

AREA II - Classroom Management
- Category A - Maintaining Class Control
- Category B - Assessing and Reporting Student Progress
- Category C - Managing Equipment and Supplies

AREA III - Extra-Class Responsibilities
- Category A - Directing and Managing Extra-Class Activities
- Category B - Supporting Extra-Class Activities

AREA IV - Staff and Community Relationships
- Category A - Relations with Other Teachers
- Category B - Relations with School Administrators
- Category C - Relations with the Community at Large[1]

Kessel reached the following conclusions:

1. When evaluating the effective and ineffective performances of secondary school business teachers, school administrators tend to attach as much importance to the non-instructional aspects of the business teacher's position as to the instructional duties.
2. Business teachers appear to be more concerned with their instructional responsibilities than with their non-instructional responsibilities when reflecting upon their own effectiveness and ineffectiveness as business teachers.
3. School administrators tend to consider business teachers as more effective in handling the responsibilities of guidance and attention to individual differences, and managing and directing extra-class activities than in any other phases of the business teacher's position.
4. Business teachers appear to be very much aware of their guidance functions and attach considerable importance to the problem of handling individual differences in student abilities and interests. Business teachers consider themselves to be handling their guidance and attention to individual differences responsibilities more effectively than any of their other responsibilities as teachers.[2]

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[1] Ibid., pp. 72-73. [2] Ibid., p. 128.

The research studies reviewed in this chapter contribute substantially to the existing body of knowledge regarding the preparation of prospective business education teachers. Although, with one exception, these studies relate only incidentally to the content of student teaching for business teachers, the suggestions made by beginning business teachers for the improvement of student teaching, the rating of competences of business teachers, and the areas in which a teacher must be competent, all have contributed valuable information relative to designing the content of student teaching for prospective business teachers in secondary schools.

CHAPTER III

COMPETENCE REQUIRED OF BUSINESS TEACHERS

The content of a business education student-teaching program, to be effective, must be designed and presented in a manner conducive to the development of teaching competence in the individual engaged in his first formal teaching activity. Student teaching is usually the culminative phase of teacher preparation. Thus, it is here that all other education elements--general, basic and technical business, and professional--are integrated in actual teaching and put to practical use. In student teaching, use is made of the knowledges, abilities, understandings, theories, and concepts gleaned from previous experiences in high school and in college; in some instances, from work experience; and from experience gained in the general maturation process.

When a prospective business teacher is enrolled in student teaching, it must be assumed that he is ready to put his background of education and experience into practice under appropriate supervision. The content of student teaching, then, must enable him to learn to build a continuous

series of relationships into his own teaching and to gain confidence in his own judgments relative to educational matters. Student teaching should help a prospective business teacher enter his profession as a beginning teacher and function satisfactorily with a minimum amount of supervision.

It appears reasonable to assume that content of a student teaching program in business teacher preparation should be developed in direct relation to the roles performed by experienced business teachers. Student teachers hope eventually to become fully competent and from the outset should be guided and directly aided in achievement of that goal. Thus, in this study, the first major step was to set forth the areas that encompass the activities of secondary school business teachers and the extent of competence essential in each area.

The roles, or areas of educational activities, in which teachers should display competence have been established in several comprehensive research studies. These studies were discussed in the survey of related research in Chapter II. To facilitate consideration of competence here, the author selected six roles which teachers must fulfill. These specific roles constitute a composite listing of the teaching expanse presented in other studies. It must be assumed that the roles selected include all significant

elements of teaching. These roles in which teachers should display competence are as follows:

1. a curriculum planner
2. a guidance worker and counselor
3. a director of learning
4. an advisor of extra-class activities
5. a liaison between the school and community, and
6. a member of the profession

In determining the techniques used to successfully accomplish the activities adhering to each role as it pertains to the business teacher, the writings of five of the most outstanding educators in the field of business education were analyzed and interpreted as they apply to each role. These educators are: Frederick G. Nichols, Paul S. Lomax, D. D. Lessenberry, Elvin S. Eyster, and Hamden L. Forkner.

Each of these business educators has devoted his time, talents, and energy to the advancement of business education; and each has demonstrated his leadership by his far-reaching contributions to education in general and to business education in particular. These five men are recognized authorities in the field, and respectively have probed, tested, and experimented until sufficient unrefutable evidence was acquired to justify their pronouncements. Also, they have stimulated and encouraged other business educators to test and retest their beliefs until evidence proves them to be right or wrong.

As business educators, these men have come in contact with large numbers of business students at high school, college, and graduate college levels and have been rated as master teachers by their students. They have devoted their time and efforts to business teacher education and to the upgrading of the profession. Therefore, the material that follows is substantiated by their writings and is presented as a composite view of the competence required in secondary school business teachers.

Curriculum Planner

Secondary school business teachers should be proficient in the role of curriculum planner. Competence displayed in this role is the result of the teacher's formal education, of his teaching experiences, of maturation, and of knowledge gained from participation in professional activities.

By keeping abreast with developments and current trends in education and by exercising careful judgment, a business teacher is enabled to view the total school program objectively. An objective viewpoint enables him to aid in the construction of a sound total program in his respective school with the business aspects contributing to the over-all educational aims. This element of teaching was stressed by Nichols when he said:

> It should be evident to all that the "basic essentials of good education" must be determined

> before a sound program of education can be organized for the various levels of our public schools. It should be equally true that a sound program of business education is one that is properly fitted into this over-all program of education in such a way as to make its best contribution to the essential aims of public education.[1]

Cooperative planning by faculty members and school administrators is essential to maintaining a curriculum which will meet the needs of mass education in our modern society. Only through the efforts of all who are instrumental in the education of a particular group of pupils can the subject-matter of varied fields be woven into a program in which the needs and objectives of each pupil can be met. One of the true indications of the competence of an educator is his ability to view a particular subject-matter field as a part of the total school program. Eyster emphasizes one of the dangers of specialization when he states:

> One of the constant dangers of specialization in education is that teachers and students may conceive of their subject field as encompassing all, rather than a segment, of education.[2]

It is clear that curriculum planning involves far more than setting up the objectives of the curriculum and the subjects to be taught. Each subject taught must make

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[1]Frederick G. Nichols, "Criticism, Comment and Challenge," Journal of Business Education, XXIII, No. 2 (October, 1947), p. 9.

[2]Elvin S. Eyster, Foreword to Challenges to Curriculum Planners, Seventh Annual Delta Pi Epsilon Lecture, Detroit, Michigan, December 29, 1948 (Cincinnati, Ohio: South-Western Publishing Company, 1949), p. 3.

separate and definite contributions to the total program. Business teachers should cooperate with their co-workers in analyzing the content of subjects offered in each area to ensure that individual students have an opportunity to gain the best education possible. As Forkner and his associates point up:

> The potential contribution of many aspects of the program to the learner's development makes it necessary for those responsible for one part of the program to know what experiences he is having in others. Only then will there be proper balance and avoidance of unnecessary overlapping and repetition; only then will there be the needed reinforcement of learning that builds for desired competence.[1]

Both Eyster and Lessenberry substantiate the viewpoint that cooperation in curriculum planning is necessary to integrate learning situations. Eyster says:

> Any one aspect of education cannot live unto itself alone any more than one man can do so. No one discipline stands alone without interrelationships with other disciplines. . . . Cooperation among educators in subject-matter areas involves first a recognition of the potentialities of the relationship and second a willingness to expend the effort that is required to develop those potentialities.[2]

and Lessenberry writes:

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[1]F. B. Stratemeyer, H. L. Forkner, M. G. McKin, Developing a Curriculum for Modern Living (New York: Bureau of Publications Teachers College, Columbia University, 1947), p. 384.

[2]Elvin S. Eyster, "Business Education Relationships Demand Cooperation," Business Education Forum, XI, No. 8 (May, 1957), pp. 35-36.

> All education is one. Specialized education is necessary part of the program of education in order that young men and women may learn how to do things and to think things and to carry their own load as competent citizens. Those of us who teach in specialized areas know that we must depend upon general education for the foundation on which our specialized work must be built. . . . Education is essentially a unit.[1]

Education for business is a relatively new area in the total pattern of secondary education. A knowledge and understanding of its development and growth aids business teachers in maintaining a curriculum to meet the needs of today's youth. Although bookkeeping was offered in the first public high school in Boston in 1821, it was not until 1903 that the "Committee of Nine" appointed by the National Education Association, recommended a four-year course in business in the public schools. At this time, the high school program was deemed to be college preparatory; and the business subjects were listed as electives. In 1915, the NEA advocated the development of two business curricula for public high schools. One of these was in accounting; the other, in stenography. In the early stages, the curricular patterns of business were designed only to prepare people for business occupations. The business program of the high school as it is known today, which gained real impetus by circumstances brought about by World

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[1]D. D. Lessenberry, "Education Is Our Magic," American Business Education, X, No. 3 (March, 1954), p. 138.

War I and World War II, is designed to serve a twofold purpose--basic business education for all students and occupational business education for a lesser number. Alert business teachers are cognizant of the growth in importance of business offerings as general education as pointed up by Forkner:

> We will recognize that the secondary school curriculum must have balance and be designed for those who will terminate their formal education with high school as well as for those who will continue their education. We will recognize that national and international policies are closely related to national and world economic forces and that everyone, regardless of his talents, must have a sound basis for making economic decisions.[1]

A sound understanding of the two-pronged purpose of education for business is necessary for maintaining adequate business curricula. Forkner succinctly emphasizes the objectives of both prongs when he asks two very pertinent questions and gives a short explanation of each:

> Does every high-school student, somewhere in his program, have an opportunity to learn about the kinds of business activities he will be required to make as a citizen, voter, taxpayer, and consumer?
>
> Insurance, investments, savings, bank accounts, installment buying, social security, travel--these are examples of the day-to-day activities of us Americans.
>
> Does every high-school student for whom high school is terminal have an opportunity to prepare for some vocation?
>
> Since business occupations, including office, sales, and administrative work, make up such a

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[1] Hamden L. Forkner, "Sanity and Balance in Business Education," Balance Sheet, XXXXI, No. 4 (December, 1959), p. 151.

> large percentage of the total working force of our country, it is safe to assume that any school that does not offer a wide range of occupational business courses is failing to provide for the needs of youth.[1]

Thus, an adequate business program is essential for the success of a high school; and, most business teachers know that for education for business to make its maximum contribution to the total program, both objectives must be met. They, therefore, strive to maintain proper balance in business offerings.

Basic business offerings should provide all interested students with opportunities to gain the proficiency necessary to carry on business activities that center around the home and personal business life. Business teachers should point up this need for basic business education to curriculum planners, because according to Forkner:

> Every young person, regardless of his future vocational or professional aspirations and accomplishments, will constantly be called upon to make decisions and take actions that are based on knowledge about business and its operations.[2]

Secondary school pupils should be given opportunities to gain understanding of business activities which promote intelligent participation in the business life of

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[1]Hamden L. Forkner, "Characteristics of Business Education in Our Expanding High Schools," The Business Education Program in Our Expanding High Schools, Bulletin No. 225 of the National Association of Secondary-School Principals, XLI (Washington, D. C., January, 1957), pp. 114-15.

[2]Ibid., p. 13.

the community, the state, and the nation. They should be provided with opportunities to gain understanding of business as a factor in world economic well-being. The need for citizens to be educated in this area of business is becoming more and more apparent. Eyster writes:

> Knowledge and understanding will not only dispel false conceptions about American business and labor systems but will also alert people to their responsibility as citizens in a democracy. . . . The role of economic knowledge and understanding is tremendously significant in providing the requisites for attitudes toward business and labor and government that are compatible with democracy and free enterprise.[1]

Basic business subjects also provide background understandings for those pupils who wish to further their study of business in institutions of higher learning.

A job preparatory curriculum should be offered which will provide certain pupils with the skills and knowledges that constitute occupational ability. Nichols pointed up the essentials in this area when he wrote:

> . . . sufficient skill to meet initial employment standards must be developed, an awareness of the environmental demands of first jobs must be acquired, and basic understanding of business principles so essential to advancement must be assured in any sound vocational business-training program.[2]

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[1]Elvin S. Eyster, "The Need for Economic Education," Educating Youth for Economic Competence, American Business Education Yearbook, XV (Somerville, New Jersey: Somerset Press, 1958), p. 14.

[2]Frederick G. Nichols, "Business Education--Clerical and Distributive," Vocational Education, Forty-Second Yearbook of the National Society for the Study of Education, Part I (Chicago, Illinois: Department of Education, The University of Chicago, 1943), p. 218.

Both job-preparation business subjects and basic business subjects are recommended for the student preparing for employment in business. The young worker must not only develop a functioning type of occupational intelligence but also must acquire a background of business information that will aid him on the job and aid him as a consumer of goods and services. Lessenberry expresses this view as:

> What a young worker can do is important, of course, but what he knows about general business and what he understands about the economic system are equally important.[1]

Competence of business teachers is further demonstrated when provision is made for the occupational preparation of pupils of various levels of ability. Within this area, pupils are prepared for entrance into initial jobs which are the beginning steps for better positions, and pupils are prepared for routine jobs. Forkner contends that:

> Most levels of work in modern business are so varied that most young people can be prepared for one of these levels provided the school is alert to the situation and is prepared to adjust traditional patterns to new needs.[2]

Wise curriculum planning results only when well-defined aims and objectives are based on a thorough

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[1] D. D. Lessenberry, "Office Education in the United States," Challenges in Business Teacher Education, Bulletin No. 67 of the National Association of Business Teacher Education (Washington, D. C.: 1957), p. 15.

[2] Forkner, loc. cit.

knowledge of the needs of pupils of a particular community. Nichols, who is often called "the father of business education," stressed this belief throughout the long years of his continuous efforts devoted to the improvement of education for business. He wrote:

> If commercial education is to be truly vocational, it must be organized with specific people in mind. If it is to function as sound general education, it must be organized with the needs of definite people and their capacities for education clearly understood.[1]

Lomax agrees that pupil-centered planning is essential:

> These students of our schools--their needs, interests, aptitudes, aspirations--should be constantly at the center of all our educational planning.[2]

Course and subject offerings in business will differ to some extent among secondary schools. Nichols[3] points up that business offerings are limited by the kind and size of school, ability of the teacher or teachers, school plant, equipment available, and attitude of the school officials. He added:

> If the obligations of business education are to be met successfully, the nature of the business community will be taken into consideration. But it must be remembered, there is a universality of aims and content in business education . . .

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[1]Frederick G. Nichols, Commercial Education in the High School (New York: D. Appleton-Century Company, 1933), p. 100.

[2]Paul S. Lomax, "UBEA President's Message," Business Education Forum, VII, No. 8 (October, 1952), p. 4.

[3]Frederick G. Nichols, loc. cit., pp. 116 ff.

> fundamental principles of business organization and the detail practices that are essential to sound management . . . are much the same throughout the country. Communities of comparable size do not differ greatly as to the kind of commercial workers needed. . . . commercial workers move from one community to another.[1]

Thus, the needs of the immediate community form the basis for subject content in both basic business and job preparation business education; but the business teacher should never lose sight of the necessity to educate each student in accordance with his abilities. The curriculum offerings of the small rural high school will differ in breadth from those of the urban high school, but the depth of the subject content will differ only for the individual student in terms of his learning potential.

Proper sequence of subject offerings is essential in maintaining an adequate business curriculum. Subjects should be placed in the curriculum to complement the learning process. As Forkner states:

> He [the teacher] must know what an effective organization is like and the sequence of events in the learning process that produce the best results. . . . he must know what objectives the learner has not arrived at a mature enough stage in his development to know his objectives, then the curriculum must be so designed that it will assist him to develop in a way that is compatible with his abilities and potentialities.[2]

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[1] Ibid., p. 123.

[2] Hamden L. Forkner, "Curriculum Planning in Business Education," Eighth Annual Delta Pi Epsilon Lecture, Chicago, Illinois, December, 1949 (Cincinnati, Ohio: South-Western Publishing Company, 1950), p. 9.

General education subjects are most frequently offered in the early part of the high school program. As students advance, their programs become more specific. This direction is common in all phases of high school education. Business offerings, in the early stages, are designed for development and basic skills, general concepts, and understandings. More depth through specific training is provided in the junior and senior years.

Social changes bring about changes in values. Today, almost all individuals attend high schools; teachers receive better preparation; changes are occurring in philosophy of education; and improvement in equipment is constant. These are but a few of the changing elements that must be studied if an effective high school program is to be maintained. Forkner says:

> Good curriculum planning assumes that the plan is never complete and that the only way to deal with the problem of curriculum planning is to have in operation a continuous evaluation procedure.[1]

Also, the business activities of our nation are not static, and competent business teachers are ever alert to discover means of improving business offerings to ensure timely experiences for students. Eyster points up the need for periodic evaluation of the business program:

> Now and then an evaluation should be made of the business education program, considering the

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[1] Ibid., p. 24.

> changes in business, in schools, and in social and economic living that might reduce its effectiveness.[1]

In summary, competent business teachers aid in maintaining business curricula that make maximal use of the facilties and time available for teaching and adhere to desirable objectives. They understand and help to determine the proper order and time sequence for subject offerings. They work with fellow teachers, supervisors, and administrative officers in planning programs that ensure maximum results and unnecessary duplication and overlapping of subject matter. They recognize that evaluation of business curricula is essential to the maintenance of effective education for business. Competent business teachers do not avoid change neither do they eliminate that which has been tried and found good.

Guidance Worker and Counselor

An adequate and well-organized guidance program is a significant determinant of the success of the total school program. Just as it is essential for the curriculum to be designed to meet the needs of pupils, it is essential also that a guidance program be maintained which will aid each pupil in fully developing his capacities and abilities. The purpose of a guidance program is aptly expressed by

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[1]Elvin S. Eyster, "Readjustments Needed in Business Education," National Business Education Quarterly, XV (October, 1946), p. 15.

Eyster who states that guidance ". . . serves as a mortar that forms the bond between the objectives of the school and its curricular structure."[1]

The teacher's role as a guidance worker and counselor will vary with the size of the school and the complexity of the guidance program maintained. Guidance services of high schools follow no set pattern. Some schools maintain the centralized type of organization for guidance while other schools utilize decentralized organizations or a combination of the two.

A large high school will usually have a complex organization headed by a specialist in guidance. The smaller high school may function with a guidance program that is less formal with a part-time counselor, or even a program that is under the direction of the high school principal or a committee made up of faculty members. Regardless of the size of the school or the type of organization maintained, each teacher has a definite role to perform as a guidance worker and counselor. This point is forcibly stated by Lomax:

> Every teacher should thoroughly understand and appreciate the cardinal characteristics of a good

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[1]Elvin S. Eyster, "Curricular Organization for Guidance," Guidance Problems and Procedures in Business Education, American Business Education Yearbook XI (Somerville, New Jersey: Somerset Press, 1954), p. 56.

> counseling program, and the part every teacher should have in such a program.[1]

Guidance service is provided by each teacher when he talks with his pupils concerning study habits, interests, scholastic records, and future plans. Therefore, each teacher must constitute a source of information about vocations; especially those that are related to the subject-matter field in which he teaches. He should know the job opportunities, nature of work done, qualifications required, chances for employment, and the opportunities for advancement. Guidance demands a personal relationship; and the alert teacher, working with individual pupils on a day-to-day basis, gains increasing insight into his pupils' problems, interests, and abilities. Thus, he can aid each pupil in solving problems.

Secondary school business teachers display competence when they accurately determine the extent of their role and accept their responsibilities in guidance and counseling. They demonstrate ability as teachers when they successfully carry out the guidance functions of business education. According to Eyster these are:

> 1. To help the pupil discover, appraise, and interpret his own personal factors and characteristics that are fundamental and basic in the selection of and preparation for a business occupation.

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[1]Paul S. Lomax, "Better Programs for Business Teacher Education," Better Programs for Business Teacher Preparation, Bulletin No. 68 of the National Association of Business Teacher Education (Washington, D. C.: United Business Education Association, 1958), p. 8.

> 2. To help the pupil acquire an understanding of the general requirements, limitations, and opportunities of the various families of business occupations and specific information about those occupations in which inexperienced persons may be employed.
> 3. To make certain that the pupil uses good judgment in making his occupational choice by basing his decision upon the relationships between his personal factors and the characteristics of the business occupation he selects.[1]

The role of guidance worker and counselor for business teachers is unique in three ways: (1) because of the curriculum offerings in education for business; (2) because of the relationship with business enterprises; and, (3) because of the specific instructional methods used. Both job-preparation and basic business subjects offer limitless opportunities for aiding pupils in gaining occupational information. Through contacts with business, business teachers are continually supplied with information that is pertinent to guidance. Specific instructional methods used often cause pupils to appraise their strengths and weaknesses and help them to gain insight regarding the importance of interests and aptitudes, work habits, and personal traits. Thus, it is apparent that business teachers can contribute much to the guidance program provided for business pupils. The unique position of business teachers relative to guidance was recognized by Eyster when he stated:

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[1]Elvin S. Eyster, "Basic Concepts of Guidance in Business Education," (mimeographed, University of Indiana, n.d.), p. 1.

> No school exists in which guidance service for pupils who are interested in business occupations is not possible. Every business teacher has an opportunity to assist pupils in acquiring information about business occupations, and in using these factors as the basis for making occupational decisions.[1]

Adequate information is the basis for good guidance. Completeness of the records for each individual pupil will depend on the type of guidance program maintained. Business teachers should make certain that cumulative records for each of their pupils are maintained either in the central offices or in the business departments. They should understand the testing programs used by their schools and be proficient in interpreting the results of testing. Also, they should regard records as useful for guidance service but not consider them as the only sources of information. As Eyster contends:

> Tests, inventories, and prognostic techniques must be considered not as infallible devices, but merely as supplementary guidance devices that may indicate the presence or absence of special abilities.[2]

Good guidance and educational counseling in education for business involve a continuous process and require cooperative efforts of school personnel, parents, and business people of the community. Business teachers should

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[1] Elvin S. Eyster, "Organization for Guidance," Guidance Problems and Procedures in Business Education, American Business Yearbook XI (Somerville, New Jersey: Somerset Press, 1954), p. 72.

[2] Ibid.

cooperate with guidance counselors in the dissemination of information concerning business occupations and should provide individual counseling for pupils who show interest in specific business occupations.

Guidance and educational counseling must take place before, during, and after the making of an occupational choice, for as the pupil matures, he gains a keener insight into his potentialities, his interests, and his values. Nichols points up the necessity for continuous guidance throughout the secondary school program:

> There will be recognition of the patent fact that a forerunner of every vocational business course must be result-getting guidance to the end. That choice of training objectives will be in line with prospective students' talents. Nor will the guidance function be completed at the prevocational level; it will continue throughout the training program to see to it that readjustments are made if and when earlier wrong choice becomes obvious, and to help the student in his selection of an ultimate career goal for which to prepare later through training or experience or both.[1]

And Lessenberry says:

> We know the value of exploration of pupil interests and abilities. We are aware of the necessity for appraisal of stated objectives and reappraisal in terms of reasonable certainty of ability to achieve these objectives.[2]

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[1] Frederick G. Nichols, "Re-Adjustments in Business Education," Journal of Business Education, XX, No. 4 (December, 1944), pp. 11-12.

[2] D. D. Lessenberry, "Providing Guidance to Meet the Changes in Business Education," Modernizing Business Education Eleventh Yearbook of the Eastern Commercial Teachers' Association (Philadelphia: Eastern Commercial Teachers' Association, 1938), p. 17.

Counseling and guidance relative to education for business should be provided for pupils who are interested in gaining general business information and those who are interested in business occupations, including those who may become business teachers. Lomax indicates that four groups of pupils need to be considered in the counseling provided by business teachers:

> a. The group of high school graduates and dropouts who will probably enter business employment immediately after leaving high school or completion of military service.
> b. The group of high school students who will begin their business occupational preparation in post-high school institutions.
> c. The group of high school students who will begin and complete their preparation for a business career in an institution of higher education or one beyond the high school.
> d. The group of high school students who have chosen a non-business career, but who will desire certain business subjects as electives.[1]

The ability of business teachers as vocational and educational counselors is evidenced when the objectives of the job-preparation program are kept flexible, and emphasis is placed on preparing the pupil in commensuration with his abilities. Lessenberry expresses this viewpoint when he writes:

> . . . we must check the occupational interests of our students in terms of their occupational ability. We must identify those who are potentially employable in certain levels of occupations

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[1]Paul S. Lomax, "Essentials of Business Education to Meet Current Challenges," Balance Sheet (October, 1959), pp. 55-56.

> and give them training that will help the student to adjust himself to work requirements.[1]

When the education of students is not regarded as preparation for an initial job, educational programs can still be directed toward broad vocational goals. Nichols emphasized this contention:

> Sound business education for youth must take into account immediate needs and the basic requirements for later adjustment and growth.[2]

Lomax recommends a broad basic business preparation with related skills and warns against specialization:

> A student by thus avoiding over-specialization will qualify himself to be more adaptable, resourceful, and versatile in coping with occupational changes.[3]

When pupils with much ability display keen interest in business occupations, business teachers should encourage them to follow educational programs which will prepare them for leadership in business. Competent teachers are aware that to maintain a strong and secure economy for this nation, pupils of high ability must be prepared for leadership in business as well as in other fields. Lomax points

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[1]Lessenberry, loc. cit., p. 27.

[2]Frederick G. Nichols, "Criticism, Comment and Challenge," Journal of Business Education, XVII, No. 9 (May, 1942), p. 9.

[3]Paul S. Lomax, "Reflections on Business Education," Sixteenth Annual Delta Pi Epsilon Lecture, New York, New York, April 19, 1957 (Cincinnati, Ohio: South-Western Publishing Company, 1957), p. 11.

up the importance of counseling with such students when he says:

> Discovery of talents, both for academic aptitude and for vocational aptitude should be made in high school. If both kinds of talent of the higher ability groups are not then discovered and thoroughly explored with them and their homes, then further education cannot best be planned.[1]

Eyster, too, indicates that counseling for business occupations which demand considerable ability and training should not be neglected:

> Guidance counselors should have information about the business occupation--not only those beginning with high school education, but those requiring higher levels of schooling to start.[2]

Living in our complex society of today demands that the young people of our nation be prepared to manage their personal business transactions effectively. Although preparation to this end is offered in business classes as general education, many students do not seek guidance relative to personal business problems. Even so, business teachers, in cooperation with guidance counselors, should endeavor to make basic business information available to all pupils. As Lomax writes:

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[1]Paul S. Lomax, "Vital Trends and Problems in the Administration and Supervision of Business Education," National Business Education Quarterly, XXVIII, No. 4 (May, 1960), pp. 39-40.

[2]Elvin S. Eyster, "Business Education and Guidance," Journal of the National Education Association (April, 1950), p. 272.

> Business teachers have an important leadership role to exercise with guidance officials to see that provision is made in the guidance program to inform every student about his need and opportunity to equip himself to live intelligently and efficiently his general business life.[1]

In summary, competence in the teaching of business subjects requires that teachers be proficient in the role of guidance worker and counselor. Master business teachers will arouse pupils' interests in and create desires to learn about business occupations. They will possess sufficient ability to use devices and methods for presenting and interpreting information so that pupils will be eager to gain sufficient information on which to base choices when selecting future vocations. Pupils who plan to study for business careers in institutions of higher learning will be assisted by the business teacher in planning educational programs so that their high school studies will aid directly in further study in their chosen fields. In addition to guiding business pupils, business teachers must demonstrate competence by providing all pupils with opportunities to gain abilities and understandings which they need in conducting personal business affairs.

Director of Learning

Mass education in our nation is based on the belief that education for all preserves the dignity of individuals

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[1]Lomax, Sixteenth Annual Delta Pi Epsilon Lecture, loc. cit., p. 6.

and promotes the brotherhood of man. Survival of our way of life depends in a large measure upon an enlightened citizenry that will participate intelligently in community, state, and national affairs. The able director of learning, or master teacher, is one who possesses the ability, judgment, and understanding to aid his pupils in developing into enlightened citizens. Lomax succinctly emphasizes the responsibilities of teaching when he writes:

> He who chooses teaching as his professional career has selected one of the highest callings of life. He should feel deeply concerned with the vital need of helping boys and girls and young men and women to be thoroughly prepared in the best qualities of body, mind, heart, and spirit in order to be worthy citizens of this Republic.[1]

Man must live with his fellowmen; and if the youth of our nation are to be prepared for successful participation in our society, education must build an understanding of the nature of human fellowship. Each individual should contribute to his group to the best of his abilities. The objectives of education cannot be gained by memorization of facts and mechanical formation of habits. Pupils must be led to think, to reason, and to understand. Thus, competent directors of learning strive to enable pupils to gain understanding of "why" as well as "how" in the solving of daily

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[1]Paul S. Lomax, "Developing a Wholesome Professional Attitude," Suggestions for Beginning Business Teachers, American Business Education, XII, No. 4 (May, 1956), p. 214.

problems. Need for this kind of teaching is forcibly stated by Lessenberry:

> The schools must never cease striving to open out the way so that this imprisoned splendor [Emerson's "truth"] may escape. That is why schools and colleges exist. That is why teachers teach. They want to instill a sense of confidence and plant the seeds of expectancy in the student as they teach him to think. They do this as they put problems before him--worthy problems, difficult problems, perhaps, but problems big enough, compelling enough, and important enough to cause him to stretch his mind. The student won't be left "uneducated by our education" if he learns to reach with his mind.[1]

Competent business teachers display ability as directors of learning in the formulation of lesson plans, selection and preparation of teaching materials, determination of teaching methods, utilization of teaching aids, and in the supervision and evaluation of the learning activities. They recognize that planning is the key to directing successful learning activities. They carefully plan the many and varied activities that constitute the scope of this role. Long-range plans are made to achieve pre-determined objectives, with day-to-day planning fitted into the long-range framework. Forkner indicates that planning is the basis of good teaching:

> The task of business education is an important task. If we are to do it well, we need to do some planning both on a short-term and a long-term basis.[2]

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[1]D. D. Lessenberry, "Reforming the Future," Delta Pi Epsilon Journal, I, No. 1 (September, 1957), pp. 10-11.

[2]Hamden L. Forkner, "What Planning Will Do for Your Pupils," Dictaphone Educational Forum (September, 1950), p. 11.

Long-range planning involves consideration of the objectives of the business program--basic business and job preparation, and the contributions of each to the total school program. It also involves dealing with the objectives of specific business subjects. Short-range planning, and development of immediate goals, is essential to unit or daily lessons. As Nichols warned, the objectives must be established with care and:

> . . . these objectives must not be stated in too broad terms or be too inclusive. . . . [if so] they may get a teacher off on detours that decrease the chances of reaching truly valid ones.[1]

Pupil participation in planning of instruction stimulates interest and usually constitutes a strong motivative force. A competent business teacher interprets the objectives of each subject to pupils, and they cooperate in setting up the means to accomplish those objectives. Extensive pre-planning by the teacher precedes group participation. Before each unit of work is presented, he makes an outline of the key points to be taught and presents these topics to his class. He then brings pupil participation into the planning. The teacher retains the leadership, but under his expert guidance, the pupils identify objectives of the unit and information to be gained and make practical application. The teacher guides the learners in

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[1]Frederick G. Nichols, "Criticism, Comment and Challenge," Journal of Business Education, XXX, No. 1 (October, 1954), p. 9.

experiences that will provide for growth in ability of each pupil. The activities must consist of both individual and group activities that present challenges to pupils with varying abilities. As Lessenberry points up:

> We must not forget it is just as important to identify the near genius and to provide work that will challenge him as it is to identify the near moron and adjust the educational challenge to this shorn lamb.[1]

The values gained from cooperative planning more than justify the time and effort spent by the teacher. As Forkner writes:

> It is an established fact that those who share in any planning take more interest in the outcome than those who merely perform tasks. Can we not spend more time on initial planning with our students and thus motivate their learning more effectively.[2]

Cooperative planning has definite advantages for the teacher as it helps him to determine accurately the proper approach to take in his teaching. The classroom environment wherein a business teacher works with his pupils in planning and carrying through various learning situations is conducive to the maintenance of friendly pupil-teacher relationships. Forkner emphasizes that:

> Cooperation is the foundation of good work habits and of a healthy, happy community.[3]

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[1]Lessenberry, Modernizing Business Education, loc. cit., p. 21.

[2]Forkner, loc. cit.

[3]Hamden L. Forkner, "Guidance to Good Teaching," Dictaphone Educational Forum (April-May, 1953), p. 10.

Routine aspects of class management such as roll checking, passing and collecting materials, placing work on the chalkboard, and displaying materials are included in the teacher's daily lesson plans. Otherwise, delays decrease the effectiveness of presentations; for delays tend to break the interest span. Each lesson should be so planned that pupils are busy from the time they enter the classroom until the close of the class period. Teachers should keep their lesson plans flexible, however, so that if more time is needed for pupils to gain understanding of a key point; if a change in presentation is necessary to aid the learning; or, if modifications need to be made by pupils contributing to the planning, the learning continues to progress smoothly.

Each pupil should be made aware that each lesson has a personal, useful purpose. He should understand how the daily objectives interweave into the total goal. He should understand how achievement of the total goal will provide him with the skills, knowledges, and understandings he needs now and will continue to use throughout his adult life. Nichols wrote:

> . . . objectives should not only meet the needs that students see, but also those they should be made to see.[1]

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[1]Frederick G. Nichols, "Criticism, Comment and Challenge," Journal of Business Education, XXIX, No. 4 (January, 1954), p. 154.

In planning of objectives, master business teachers provide for continuous growth in the fundamental processes, proper attitudes, and good work habits. Nichols, in stressing the necessity of clear objectives for all phases of learning has stated:

> . . . we get out of our teaching only the values consciously striven for, and not just incidentally as we go along striving for others.[1]

Pupils learn by imitation; and a successful business teacher is a model by his neatness in dress, organization of work, care of details, punctuality, good speech habits, and courtesy. He wins the respect and confidence of pupils by his fairness, interest in each pupil, and willingness to help with individual or group problems. A teacher should never embarrass a pupil before the group. Discipline problems should be disposed of in privacy and "talked out" in face-to-face conferences. In regard to the appropriate pupil-teacher relationship, Forkner writes:

> Friendliness promotes good learning. Young people instinctively react toward friendliness in a friendly way. . . . Human rights are just as sacred and important in the classroom as they are on a national or international basis. The right of a student to be respected by his teacher is fundamental to our way of life. . . . Friendliness does not mean familiarity. The fine balance between control and friendliness is a characteristic of good teaching.[2]

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[1] Ibid., p. 148.

[2] Forkner, Dictaphone Educational Forum (April-May, 1953), loc. cit., p. 9.

A thorough knowledge of the subject matter to be taught is essential for good teaching. Business teachers who continually add to their knowledge through planned reading programs are enabled to keep abreast of current educational trends and business practices. In addition to maintaining their knowledge of subject matter and teaching materials, they enhance their ability as directors of learning by becoming acquainted with each of their pupils. Thus, they are able to determine the capabilities of their pupils and to emphasize subject matter that is compatible with the pupils' experiences and commensurate with their abilities. Lomax states that:

> One of the ways to becoming an increasingly super teacher is to know each student as well as possible. The primary function of teaching is to stimulate, to guide, and to evaluate the learning effort of each student. The attainment of this function rests squarely upon a full knowledge of the student and his home background.[1]

When pupils are able to relate information they have gained through study to their day-to-day experiences, they not only learn to judge the effectiveness of their learning but also expand their interests and understandings. As interests are expanded, a teacher, in cooperation with his pupils, can enlarge the scope of the subject matter and advance the learning to higher levels. When pupils are

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[1]Paul S. Lomax, "Becoming a Masterful Business Teacher," Journal of Business Education, XXXI, No. 2 (November, 1955), p. 59.

sufficiently motivated and their basic skills and understandings are well founded, they rapidly develop initiative in seeking new subject matter to be studied and new problems to be solved.

Business teachers should draw subject matter from sources within the surrounding community. The business activities engaged in by secondary school pupils are starting points in the development of ability to solve business problems as adults. Meaningful subject matter drawn from the community is closely related to the daily experiences of pupils and, therefore, stimulates interest because here are real learning activities and not hypothetical situations. Community sources not only supply subject matter which adds to the general education of all pupils but also supply that which will increase the occupational competency of those who enter business. Lomax points this up:

> The business education program is peculiarly a community enterprise both in relation to the business people and in relation to the consumers of business goods and services.[1]

Subject matter must be selected which will meet the needs of individual pupils. A business teacher may have pupils in a particular class who are studying the subject for general purposes and others who are studying the subject for employment purposes. In such instances, the

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[1]Paul S. Lomax, "Secondary School Problems Are Business Education Problems," Journal of Business Education, XXIX, No. 6 (March, 1954), p. 235.

teacher will vary class activities so that each pupil can achieve his desired goal.

In addition to academic knowledge, business teachers who are professionally competent, analyze the subject matter to determine the method or methods of teaching that will best enable the pupils to grasp information and to make practical applications of that information. Eyster emphasizes professional ability as a requirement for teaching competence when he writes:

> A teacher, to be professionally as well as academically competent for teaching in business, must understand the learning processes. He must have a knowledge of the psychology of learning and know how to apply it in teaching his students. He should be skilled not only in one method of teaching but also adept in using each of the primary methods.[1]

Business teachers also display professional competence when methods of teaching are adapted to provide for the differences in abilities, interests, and needs of pupils. These teachers endeavor to understand the basic needs of each of their pupils and direct the learning situations to fulfill these needs. As Lomax indicates:

> Methods should be adapted to the pupil's learning process. There should be diversity of methods of teaching suited to diversity of methods of learning. . . . No two pupils learn in exactly the

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[1]Elvin S. Eyster, "Essential Qualities for Teaching Competency in Collegiate Schools of Business," Journal of Business Education, XXIX, No. 2 (November, 1953), p. 64.

> same way; consequently, they cannot be most successfully taught in the same way.[1]

Master business teachers are conscious that all behavior is motivated and that learning is determined by past experiences, attitudes developed, and goals toward which the pupil is working. Therefore, they strive to help each individual gain emotional security by using a positive approach to the learning situation. Also, they help each pupil to clarify his thinking and planning, give praise for achievement, reward ambition, and make tactful corrections and helpful suggestions; for, they are in complete agreement with Lessenberry who says:

> Students are positive beings and cannot improve on a daily diet of negations. They need to succeed.[2]

Teachers who remain calm but enthusiastic possess attitudes which are conducive to learning. When a humorous incident arises, such teachers laugh with their pupils and then proceed with the lesson. They are fair and impartial in dealing with all pupils and demand and recognize honest efforts. They command the respect of pupils as they show respect for each pupil and make an effort to understand that pupil and his problems. As Nichols stated:

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[1]Paul S. Lomax, Modern Methods of Teaching Business Subjects, Fifth Yearbook of the Eastern Commercial Teachers' Association (1932), p. 216.

[2]D. D. Lessenberry, "The Cycle of Emphasis for Typewriting Techniques," Balance Sheet, XXV, No. 1 (September, 1943), p. 5.

> In building classroom environment conducive to democratic living, we should be willing and ready to help each student with his everyday problems.[1]

In both skill classes and basic business classes, competent business teachers stress the relationship of previous learning about business as well as learning in other fields of study to the task at hand. By this means the learning becomes a continuous process and the subject matter is more thoroughly mastered. Only through selection of teaching methods that yield spiral learning can the objectives of a subject be attained and pupil growth and understanding sustained. This mark of good teaching is pointed up by Lomax:

> Methods should provide for relating of the new things to be learned to pertinent and familiar experiences of the pupils.[2]

Teaching aids must be selected with care. Chalkboards, bulletin boards, graphs, maps, pictures, mechanical devices, and other audio-visual aids are used to enrich the learning; for business teachers are aware that telling, seeing, and hearing expedite learning. They know the value of pupil-made aids, pupil demonstrations and explanations, and pupil-prepared bulletin board displays. Competent business teachers use aids only when they will enhance the

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[1]Nichols, Journal of Business Education, XXIX, No. 4, loc. cit., p. 154.

[2]Lomax, Journal of Business Education, XXIX, No. 6, loc. cit., p. 235.

learning of the lesson or unit being taught. The aid is fitted into the lesson at the time it will be most effective. Eyster indirectly distinguishes between the competent business teacher and the mediocre business teacher as he discusses the use of teaching aids. He says:

> . . . they [audio-visual aids] offer tremendous possibilities for the enrichment of learning by supplementing the work of the regular teacher. They become curses on education when teachers employ them in lieu of teaching.[1]

Business subject matter falls into two distinct categories--that which primarily concerns economic information dealing with goods and services consumed by all citizens and that which pertains to developing a skill or skills and related knowledges for an employment situation. Methods of teaching the basic business subjects differ considerably from methods of teaching business skills.

In presentation of basic business subject matter, competent business teachers use methods of instruction which aid the pupils in developing concepts and understandings necessary for sound economic living. They use the unit plan of organization, for it is the most adaptable means of teaching understanding of relationships. Planning a unit of work enables teachers to provide also for

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[1]Elvin S. Eyster, "Are Teachers Selling Their Profession Short?" Journal of Business Education, XXXII, No. 7 (April, 1957), p. 298.

individual differences and to arrange for a sensible balance between independent work and group activities.

Activities in the basic business classes are many and varied. Cooperative planning of both individual and group activities provide pupils with opportunities to gain information and then apply it in problem solving. Business teachers guide pupils in carrying out meaningful activities which will result in the gaining of ability in finding and acquiring information; evaluating materials for learning; collecting information pertaining to both sides of a question; using qualified data for debating and reporting; as well as the gaining of understandings and concepts of the topic being studied. Nichols has indicated that pupils should: (1) acquire certain facts about economic matters; (2) develop clear points of view regarding relationships which should exist between the producer and the consumer; (3) adopt proper attitudes toward economic problems; (4) acquire such skills as are involved in handling common everyday business transactions; (5) sharpen the tools of learning; (6) become keenly interested in their economic life and determined to order it as to get the most of it for themselves, for others dependent on them in whole or in part, and for the many social groups of which they are members.[1]

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[1]Frederick G. Nichols, Junior Business Training for Economic Living, (New York: American Book Company, 1922), p. iv.

Business teachers further display competence as directors of learning by using methods of teaching in each unit which are commensurate with the pupils' background experiences and which meet individual needs and abilities. When pupils are not gaining the desired learning by one method, they quickly modify the procedures and approach the goal from another direction. Teacher-centered methods are avoided, for these methods are not conducive to teaching relationships. Lessenberry succinctly points up the need for using various developmental methods of teaching when he says:

> Not all instructional procedures work equally well with all students. Not all so-called instructional procedures work well with even a majority of the students.[1]

As a master business teacher directs the learning of his pupils, he is also striving to instill in each individual the value of proper attitude towards work, good work habits, human understandings, and self-direction. He creates and maintains a classroom environment that is conducive to the development of these traits.

In teaching business skills, teachers apply the psychology of skill building. They carefully lay the foundation for the learning of each skill, for they know that high rates of speed and accuracy can be attained only

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[1]D. D. Lessenberry, "Purposeful Practice in Typewriting," Modern Business Education, XV, No. 1 (November, 1948), p. 7.

if pupils develop correct techniques. In the early stages of learning a skill, teachers are more concerned with pupils' techniques than with the products of their work.

A skill is learned primarily by doing. As purposeful repetition is the fundamental law of skill building, a successful teacher presents only one new principle in each lesson. Classwork consists of review, introduction of new material, then practice on a combination of the previous material and the new material. As Lessenberry writes:

> Organized teaching is best done through a definite cycle of emphasis in which one technique is brought into the focal point of attention each day.[1]

A competent business teacher is a master of the skill he teaches. He demonstrates how fluency without excess movement is acquired with ease when proper techniques are used. The teacher begins his skill demonstrations at a speed within the range acquired by his pupils and progresses to a speed not too far in excess of their attainments. Thus, the pupils can see the ease with which progress can be made and resume their learning with greater self-confidence.

The teacher promotes correct attitudes toward the learning situation when he conducts short periods of drill on easy materials. Before each drill, he stresses the "why" and "how" of the exercise; for he is aware that the

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[1]Lessenberry, Balance Sheet, XXV, No. 1, loc. cit., p. 5.

learner's rate of progress depends on lack of tension, a positive attitude, and concentration on how the task is done. Thus, the teacher creates and maintains a classroom atmosphere that is conducive to learning. As the goals of a drill are immediate and individual, each pupil strives to improve upon his previous accomplishments. Individual goals allow each pupil to attain some success within each class period. As Forkner writes:

> It is not enough for the teacher to have a goal or objective. The goal or objective must be in the minds of the students, and the objective must be accepted by the students as real.[1]

After pupils have learned the fundamentals of a skill, the teacher directs the utilization of that skill in problem situations. He also encourages use of that skill in personal-use situations, for here is practical application with a strong motivative influence. When the pupils begin to use their skills in problem situations, the teacher still retains part of each class period for further development of speed and accuracy. Lessenberry points up the need for continuous drill:

> Once problem typewriting is begun, the basic skill tends to deteriorate. Skill maintenance calls for planned emphasis on rebuilding basic skills at stated intervals.[2]

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[1]Forkner, Dictaphone Educational Forum, (April-May, 1953), loc. cit., p. 11.

[2]D. D. Lessenberry, "Basic Skill for Better Personal Typewriting," Business Education Forum, X, No. 2 (November, 1955), p. 12.

Classes in the skill subjects are conducted in a manner which will aid pupils in obtaining employment. Courtesy, good work habits, proper attitude towards work, acceptance of responsibilities, self-direction, and cooperative spirit are stressed throughout the learning program. For as Nichols said:

> Teaching should not be limited to specialized segments of life but should include life in its manifold aspects. In this way we ultimately develop individuals who make outstanding and lasting "first impressions."[1]

In evaluating achievement, competent business teachers firmly keep in mind that the primary purpose of testing is measurement of achievement and not the assigning of grades. These teachers apply a variety of techniques in gaining a composite estimate of each individual's growth in terms of the objectives set forth for the subject being taught.

Teachers display ability when they construct and apply an evaluative instrument that tests effectively the phases of learning which they are seeking to measure. Elements of learning such as factual information, relationships, understandings, growth in skill, and behavior require carefully prepared evaluative instruments that give reasonably true estimates of achievement in each of the elements. Master teachers are aware that skillful evaluation of

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[1]Nichols, Journal of Business Education, XXIX, No. 4, loc. cit., p. 154.

pupils' achievements also will reveal a teacher's achievement as a director of learning. Eyster writes:

> Measurements of learning not only for diagnostic purposes but for determination of achievement requires professional knowledge and skill. Measurement techniques properly applied reveal teaching effectiveness as well as student achievement.[1]

In basic business subjects, teachers should utilize evaluative procedures at the beginning of each unit of work. They should pretest to determine strengths and weaknesses and individual needs. Evaluation is continued throughout the unit with the use of both informal and formal devices.

Able teachers also provide for pupil evaluation during the cooperative planning phase of a unit. Under teacher's direction, the pupils take an active part in setting up standards of achievement, and each pupil learns to evaluate his own progress toward his goals. Forkner points up the necessity for self-evaluation when he says:

> There will be planning not only on the objectives but also on how to determine whether or not the objectives have been attained. Unless the pupil has the experience of evaluating his own work in terms of his abilities and work habits, much of the learning that takes place will have little relation to building better work habits and attitudes toward high standards of achievement.[2]

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[1]Eyster, Journal of Business Education, XXIX, No. 2, loc. cit., p. 64.

[2]Forkner, Eighth Annual Delta Pi Epsilon Lecture, loc. cit., p. 11.

In the skill subjects, the business teacher, working in cooperation with his pupils, sets up standards of achievement in which the ultimate goal is proficiency in utilization of the particular skill. Under the direction of the teacher, each pupil sets his immediate goals and learns to evaluate his daily progress toward the achievement of proficiency. The pupil accepts responsibility for evaluating his work in terms of neatness or usability. At times, the evaluation is a cooperative experience. The pupils proofread each other's work, with other pupils they check figures or data, or work in small groups and alternate being "office manager." Forkner says:

> Planning of this kind takes the teacher out of the position of proctor, and examiner, of "grade giver" and places him in the position of adviser to the student in developing responsibility for his own work.[1]

When the skill subject involves vocational preparation, each pupil must understand that his goals should conform to business standards; for business teachers realize that failure in a class will not be as detrimental to the individual as failure in a job. A number of years ago, Nichols warned business teachers of the dangers involved in keeping vocational standards too low. He wrote:

> Resist any grading scheme that is designed to prevent failure in vocational courses for which obvious aptitude and ability are required and

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[1] Forkner, Dictaphone Educational Forum (September, 1950), loc. cit., p. 12.

> when the outcome of which must be high quality to justify their retention in the program.[1]

In both basic business subjects and skill subjects, competent business teachers are cognizant that evaluation is much broader and more comprehensive than mere testing. Pupils are evaluated through careful observation of each pupil response and example of behavior. Conferences with each individual are held so that evaluation of that pupil's growth, re-evaluation of his goals, determination of his weaknesses and his strengths can be made, and means for continued progress can be decided. Not only do business teachers evaluate growth in knowledge, attitudes, and understandings but also they evaluate each pupil's activities for growth in the basic tools of learning.

In summary, business teachers as competent directors of learning are proficient in planning learning situations, selecting and preparing appropriate teaching materials, selecting appropriate teaching methods, gaining optimum value from teaching aids, and directing and evaluating the learning activities. They direct all phases of the learning in a manner that aids their pupils' development into enlightened citizens with human ideals, aspirations, and values.

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[1]Frederick G. Nichols, "Criticism, Comment and Challenge," Journal of Business Education, XIX, No. 6 (February, 1944), p. 9.

Adviser of Extra-Class Activities

Successful leadership of a group of high school pupils engaged in extra-class projects requires a person who is deeply interested in young people and in their growth. Competent business teachers perform this role with pride and enthusiasm. They are proud to act as advisors of groups of pupils because they feel that when pupils elect a teacher to serve as their adviser, they respect him as a person who will assist but not dictate; who is interested in them as individuals; and, who is capable of aiding them in making wise judgments. These teachers are enthusiastic in serving such groups of pupils because they know that participation in creative group activities contributes much to the development of self-confidence, social poise, responsibility, and leadership. Also, they believe that the projects undertaken can be the means by which pupils have an opportunity to learn more about business occupations; to cooperate with business in projects of community improvement; and, to gain an understanding of the effectiveness of cooperative efforts in community affairs. As Forkner says:

> It is through organizations that they learn to plan and work together for the good of the group.[1]

The role of advisor of extra-class activities is a service role, and business teachers should become acquainted

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[1]Hamden L. Forkner, "Developing Pupil Activity Through Extra-Class Activities," Appraising Business Education, American Business Education Yearbook III (Somerville, New Jersey: Somerville Press, Inc., 1946), p. 272.

with each member of their group as soon as possible. If an adviser is to perform effectively, he must know the interest and needs of each member. Teachers should be interested in each member actively participating in projects and in each pupil serving in various capacities throughout the school year, for they realize that the pupil who performs in various capacities adds more to his growth. Master business teachers realize that extra-class activities are the means by which many pupils have an opportunity to gain the respect of their peers, to develop social poise, or to satisfy other drives. Nichols pointed up the values of extra-class activities:

> . . . situation for situation, extra-curricular situations may be made to contribute more to trait development than can classroom situations. This is because students are more on their own in the former than they are in the latter. The correspondence between actual life situations and training situations may be clearer where social relationships are utilized. Make the most of all extra-curricular activities. In doing so you cannot fail to accomplish two things: (1) help in improving personal traits, and (2) generally improve the activities used for this purpose.[1]

With tact and poise business teachers who are capable advisers make suggestions when their pupils cannot find the solutions to problems. They indicate alternatives when pupils advance beyond their abilities or stray from their purposes. These advisers remind pupils of small details

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[1] Frederick G. Nichols, Personality Development, report of Business Education Research Associates, Series II, No. 3, (New York: Gregg Publishing Division, 1952), p. 49.

they have overlooked. In this way, they guide their groups into purposeful activities that contribute to the development of effective citizenship. Forkner writes:

> This opportunity to develop a group of young people into effective members of their community certainly is worth while and deserves the thoughtful considerations of every business teacher.[1]

As they aid pupils in carrying out extra-class projects, these business teachers prod the loafers and remind them that if projects are to be a success, each member must do his part. They assist individuals who have been delegated to carry out certain duties when they seek the assistance of their adviser. But competent business teachers do not take over leadership in the planning and the carrying out of projects; neither do they do the work. For as Forkner says:

> The chief thing to bear in mind is that we want young people to develop responsibilities.[2]

All group meetings should be conducted in a business-like manner. Business teachers should help members understand that accomplishments depend on procedures. They should point up that in order to maintain interest, meetings must be well organized and deal with things of interest to all members. They should help their pupils to locate

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[1] Forkner, Dictaphone Educational Forum (September, 1950), loc. cit., p. 14.

[2] Hamden L. Forkner, "Let's Get Down to Business," Dictaphone Educational Forum (December, 1951), p. 7.

resource materials and suggest people to be invited to serve as speakers or resource persons, but the members attend to all details.

When an occasion demands such action, teachers may resort to tactful coaching. If a member of a group is not given an active part, the teacher may suggest to other members that they draw such persons into activities. If some pupils are known to favor rowdy parties or initiations, the teacher may point up the unworthiness of such activities to other members and suggest ways in which such situations can be avoided. Alert advisers know the backgrounds of their pupils and manipulate the situations so that courtesy and desirable attitudes prevail. Direction is provided without personalities becoming involved and without embarrassment to a member or members. Forkner writes:

> Instead of being critical when bad manners and lack of courtesy are evident, he [the teacher] sets the stage whereby he may have an opportunity to help the student develop these qualities.[1]

Thus, competent business teachers utilize the opportunities provided by extra-class activities to aid pupils in developing into socially participating, growing adults. They guide their pupils so that activities will be the means by which pupils learn more about the business world they will enter. Such teachers lend direction to the

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[1] Ibid.

extra-class activities as their members plan and carry out worthwhile projects.

Liaison Between the Business Department and the Business Community

In order for the secondary school to use community resources for the enrichment of learning, a good public relations program must exist between the educators and lay people of the community. When such a program is maintained, the community shows an added interest in the education of its youth and encourages school projects which use the community as a laboratory.

A good public relations program between the school and the business community is necessary for maintaining an effective business education program. Successful business teachers seek the cooperation of businessmen in order to make their business programs realistic and practical. Lessenberry indicates that this cooperation is a three-way partnership:

> There are, in this partnership of business education, three persons--the business man, the teacher, the student. We are imperative partners in this business of education. Not one of us can do without the other.[1]

Each of the partners profits by this cooperation. The business teacher profits by the assistance he gains

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[1]D. D. Lessenberry, "Imperative Partnership," American Business Education, VI, No. 3 (March, 1950), p. 145.

from businessmen in providing better educational opportunities for his pupils to become socially minded citizens and competent workers. Businessmen profit by receiving better prepared employees and better informed consumers. The pupils profit by having more opportunities to gain an understanding of business practices, procedures, and responsibilities of business to the community; to gain an appreciation of the American economic system and its effects on our government; and to become efficient, well-adjusted workers. When a sincere effort is made to utilize their contributions, businessmen are usually willing to contribute their time and services. Eyster contends:

> That close cooperation between schools and business firms is necessary for establishing and maintaining high levels of business education is unchallenged among both businessmen and business educators.[1]

And Forkner believes:

> Many business firms are willing to join hands with school people in building a better education program if they are asked to do so, and if they are convinced that the school has competent personnel to do something about real problems.[2]

Among the acquaintances of business teachers are members of various business firms including executives,

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[1] Elvin S. Eyster, "Business-School Cooperation--Whose Responsibility," Journal of Business Education, XXX, No. 4 (January, 1955), p. 155.

[2] Hamden L. Forkner, "Let's Be Realistic About Business Education," Dictaphone Educational Forum (January-February, 1945), p. 17.

office and personnel managers; members of labor groups; and, members of civic organizations. Business teachers are interested in talking with people who are associated with all aspects of economic activity, and these acquaintanceships enable them to keep the various representatives of their respective communities informed of the aims of both basic and job-preparation business education. Through sincere interest, business teachers are able to secure the services of qualified men to aid in the various phases of business education. Personal contacts are essential in maintaining the public relations necessary for close cooperation between the business program of a secondary school and the business community it serves. According to Eyster:

> Infinite good for business education can come from genuine cooperation between schools and business, but that cooperation must be on the communication level, the level of the open, inquiring mind.[1]

Various ways of utilizing business resources are employed by business teachers in aiding their pupils in gaining vocational information. Business teachers believe that young people become more interested in choosing vocations and use greater care in making their decisions when they have contact with qualified persons who are employed in the various occupations or fields of business. Such contacts are also advantageous for pupils when they are seeking

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[1]Eyster, loc. cit., p. 156.

employment, as businessmen often employ those who are well-qualified and evidence interest.

Community resources also are utilized by business teachers for enriching economic education. They provide their pupils with opportunities to observe and appraise information they have gained through study. They guide their pupils in participating in activities relating to community problems in a manner which enables the pupils to gain new experiences and greater understanding of economic functions as they relate to human welfare. Competent business teachers choose projects involving community resources that fit the needs of their pupils and which make direct contributions to the objectives of business education. Eyster points up advantages of cooperative efforts in the basic business program:

> Many of the problems pertaining to economic and general business education can be solved only through cooperation of schools and business. These problems are of an educational nature. They differ widely from the problems of business firms; yet, the assistance and the support of business firms are essential to solving them.[1]

Business teachers are aware that if office training programs are to be "job-preparation" programs, the training must meet the standards business has set for beginning employees. These teachers are aware, also, that in many instances employers' so-called standards are not true

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[1]Eyster, Business Education Forum, XI, No. 8, loc. cit., p. 37.

indications of their demands of workers. Therefore, they work with office employer groups to determine intelligent and realistic standards and to develop the business education necessary for occupational competence. As Nichols wrote:

> Employers of office workers and vocational business teachers must unite in a vigorous effort to bring both initial employment practices and school graduation standards into line with modern personnel practices and acceptable standards of sound vocational training.[1]

Through the cooperative program between business and business education, the teachers obtain supplementary classroom materials. For example, they obtain business forms to use in classes to illustrate the working of a business practice. They obtain office manuals to emphasize office policies and responsibilities of workers. They collect business papers to stress neatness, accuracy, and format. Their sources of materials for basic business classes are almost limitless. When utilizing sponsored materials, the teachers direct their pupils in how to use such materials to obtain unbiased information. Thus, business teachers utilize the services and contributions of business to add meaning to the learning experiences of their pupils. Relative to making learning more meaningful, Lomax writes:

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[1]Frederick G. Nichols, "Using the Findings of Job Studies to Improve Instruction in Business Subjects," Business Education Forum, XII, No. 8 (May, 1953), p. 29.

> Before we can make much progress in establishing desirable and enlightened business conduct in the lives of our business students, we must more successfully and more fully put business life into the business transactions which are used for instructional purposes.[1]

In summary, competent business teachers cooperate with business firms of their communities in bringing them together with future adult citizens. These teachers use community resources to: (1) build greater interest in the school on the part of both the pupils and the people of the community; (2) implement the vocational guidance program; (3) aid their pupils in becoming more efficient consumers of goods and services; (4) develop more competent employees; (5) better prepare pupils to meet the problems that they will encounter in the areas of social, economic, and political activities. Such cooperative programs require both short-term and long-term planning and must be carried out in a well-organized manner.

Member of the Profession

Most secondary school business teachers are proud of their profession. They have faith in the American system of education and feel that business education is making significant contributions to preparing youth for adult life in our society. These business teachers realize, though,

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[1]Paul S. Lomax, "Adaptations to Traits and Tendencies," National Business Education Outlook, First Yearbook of National Commercial Teachers Federation, (1935), p. 142.

that many problems exist in education and in business education and that improvements should be made.

Planning for improvement in educational practices and the solving of school problems require united efforts. Therefore, the business teachers cooperate with their co-workers and administrators in solving such problems. They advise their pupil organizations, school activities, and share in the many small tasks that are connected with overall school programs.

Realizing that the strength of any organization lies in the individuals who make up that organization's membership, many business teachers are active members of numerous education and business education organizations. They are well acquainted with the purposes and programs of these organizations and aware of the personal values each receives as a classroom teacher and the professional values each shares in the furthering of education. Professional programs are local, state, regional, and national in scope; and business teachers cooperate with other professional members on all levels. They know that the success of each undertaking depends on intelligent cooperation and support from the entire membership. The need for active membership in professional organizations is expressed by Forkner:

> Much of the progress of business education can be traced to the work of various local, regional, and national business teacher organizations. Unless every member of the department is supporting these organizations by his active membership

> and participation in their programs, it is evident that the teachers who do not do so are failing to help build for better business education, not only in their specific schools but for the country as a whole.[1]

Most able business teachers are intensely interested in self-improvement. They participate in workshops and other types of professional in-service programs, for they are eager to gain new ideas and to share experiences. They engage in action research and carry on a program of self-evaluation as they perform their duties as directors of learning. In addition, they carry out a planned reading program which includes periodicals of education, business education, and business. In this way, they are able to keep abreast with current practices and trends. A planned reading program for business teachers is recommended by Lomax:

> While you will keep youself up-to-date, in part, when you serve as an active member of professional organizations to which you belong, you also need to extend your knowledge of vital happenings and trends by extensive reading of current literature in education and business.[2]

And Forkner emphasizes the advantages of reading periodicals of professional business education organizations:

> The professional organizations in business education are doing an admirable job in bringing --

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[1] Hamden L. Forkner, "Let's Look at Ourselves," Dictaphone Educational Forum (November, 1950), p. 9.

[2] Paul S. Lomax, "Developing a Wholesome Professional Attitude," Suggestions for Beginning Business Teachers, American Business Education, XII, No. 4 (May, 1956), p. 216.

> to the teacher's desk each month important reports on all phases of business education.[1]

For business teachers, professional advancement also requires a knowledge of the business firms in the community in which they are teaching and an interest in the business organizations pertaining to office management, personnel management, and secretarial work. They associate with these groups, for here they make contacts and gain information needed to direct the learning of their pupils. Forkner points up this phase of professionalism of the business teacher when he writes:

> . . . professional advancement will consist of self-education through extending their [business teachers'] community relations in a general way and their technical outlook through specific contacts with business and industry.[2]

Thus, professionalism, to competent business teachers, means cooperating with groups and organizations in activities that aid in promoting education and business education, and those activities which aid them in improving their teaching.

Summary

There is ample evidence to indicate that the purpose of student teaching is to aid the prospective teacher

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[1] Forkner, loc. cit.

[2] Hamden L. Forkner, "Training of Business Teachers for Today's Schools," Dictaphone Educational Forum (February, 1942), p. 3.

in gaining the ability required for entrance into the profession of teaching. There is little doubt that the success of a beginning teacher is directly correlated with the guidance and direction he received as a student teacher. Thus, the individual engaged in student teaching should be aided by a competent teacher in his endeavor to fuse educational theory with academic knowledges and abilities. He should be guided in solving the problems he encounters and aided in developing effective self-evaluation procedures.

To be adequately prepared for full-time teaching, the prospective business teacher should have opportunities to participate in a variety of activities, the scope of which should constitute the expanse of the roles performed by experienced business teachers. He should be provided also with opportunities to understand and to apply the techniques by which the objectives of each role can best be accomplished.

The content of student teaching for prospective business teachers should be based upon the six kinds of competence defined and verified in this chapter:

1. Competence in curriculum planning and maintenance.--The student teacher must gain a general understanding of the overall secondary school program and a more specific understanding of the offerings of education for business.

2. Competence in guidance and counseling.--The student teacher must gain an understanding of the guidance services offered by secondary schools and gain understanding of and experiences in the guidance of pupils enrolled in business.

3. Competence in directing learning.--The student teacher must gain understanding of and develop ability in directing the learning of pupils in basic business subjects and in job-preparation business subjects.

4. Competence in advising extra-class activities.--The student teacher must gain an understanding of the values which pupils may gain from extra-class activities and develop ability in aiding pupils in gaining those values.

5. Competence as a liaison between the business department of the school and the business community it serves.--The student teacher must gain understanding of and develop ability in promoting cooperation between the business department of the school and the business community it serves.

6. Competence as a member of the teaching profession.--The student teacher must gain an understanding of the values of professionalism and develop a professional attitude which will facilitate his work as a business teacher.

CHAPTER IV

THE CONTENT OF A STUDENT TEACHING PROGRAM FOR PROSPECTIVE BUSINESS TEACHERS

The principle element in the problem of this dissertation involves determination of what should be included in a program of student teaching for prospective business teachers to ensure adequate pre-service experience. In Chapter III, the first step, that of defining and verifying what constitutes competency in the teaching of business subjects, was accomplished. In this chapter, the second step involves determination of the specific content to which the student business teacher should be subjected. Here, the question is: What knowledge and understanding of secondary school programming must the student teacher gain, and what teaching abilities must he acquire as the basis for his ultimate success as a secondary school business teacher?

Student teaching should provide the prospective business teacher with opportunities to obtain an understanding of how all teachers function in the total educational patterns of secondary schools. Furthermore, it should provide him with opportunities to gain an understanding of how

business teachers function as they offer instruction and guidance to pupils. It is in student teaching that the prospective business teacher should assess his fundamental philosophy of education and his goals of education for business as he puts his theoretical knowledge and basic abilities into practice in a particular cooperating secondary school. With the aid of his college supervisor, cooperating teacher, and others, he should begin to develop the initiative and ability to cope with educational problems which he will meet later as a full-time teacher of business subjects.

Student teaching is commonly offered as a specific undergraduate college subject with time and academic credit limitations. It differs from other subjects in that the student learns by means of contacts with a college supervisor, a cooperating teacher, school administrators, pupils, other faculty members, and parents, instead of receiving instruction from one professor. It must be assumed that the student is adequately prepared and sufficiently mature to understand that he himself must accept much of the responsibility for the quality of his learning experiences. With the aid of a number of persons, he should endeavor to function during his educational internship in a manner that will be conducive to the development of competence as a teacher.

Effective administrative procedures will ensure that each student teacher is placed in an appropriate school and that he is assigned to an enthusiastic and effective cooperating teacher. Students should be caused to realize, though, that ideal situations are almost non-existant. Each individual must reconcile his educational theories with actual conditions and enter into student teaching with an open mind and a receptive attitude. Personnel of the cooperating school should make time available for the guidance and direction of student teachers. Such time is always limited, however, and their first obligation is to the pupils they teach. Thus, each student teacher must take the initiative in seeking aid and information which is needed to make his student teaching experiences most meaningful. He should endeavor to extend his teaching competence through much self-evaluation and self-directed study.

Student teaching programs for prospective secondary school teachers in all subject matter fields have common elements. Regardless of his field, each student teacher needs to gain understanding of the community in which he is teaching, the objectives of the total school program, and the essentials of professionalism. Differences in the content of student teaching in various fields exist in the nature of the subject matter covered, the use of teaching methods and instructional techniques, and the procedures

employed in evaluation of pupil achievement. Also, the nature and extent of the use of the community as a laboratory for learning experiences may differ a great deal among the various secondary school fields. In addition, information for educational and vocational guidance will differ, and extra-class activities which are appropriate for one group may be entirely unsatisfactory for another.

The scope of subject matter pertaining to business is much broader than that in most other educational fields. The prospective business teacher must gain experience in aiding pupils to attain the goals of basic business subjects and the goals of job-preparation business subjects. The multiple listings of subjects in these two phases of business in many secondary schools extends to more than ten separate subjects. Thus, the problems of teaching and the procedures and techniques utilized in instruction within the field of business often vary greatly. The content of student teaching for prospective business teachers must include elements common to all teaching as well as specific elements peculiar to the teaching of each of the many facets of education for business.

It is evident that no two teacher preparation institutions follow exactly the same pattern in student teaching. Programs tend to vary in terms of types of teaching stations, time involved, credit hours earned, and supervision provided. It is true also that students vary in academic

ability, maturity, and professionalism. It must be assumed here, however, that each student business teacher will have a desire to gain competence from his experiences and will strive to become proficient in each of the six major roles performed by teachers of business subjects.

The content of student teaching as developed in this chapter is not designed for any one teacher preparation situation. Instead, it is set up as a guide for use wherever students are aided in seeking information and in gaining abilities which will prepare them to become competent business teachers. Because the circumstances surrounding student teaching vary, each student teacher with the aid of his cooperating teacher and college supervisor must select and reconcile adequate experiences from which to gain understanding of secondary school programs and, more specifically, understanding of education for business. With these understandings, he will evaluate the effectiveness of the offerings of the cooperating school and form concepts of how to operate with competence as a curriculum planner, guidance worker and counselor, director of learning, adviser of extra-class activities, liaison between the business department and the business community, and member of the profession.

Curriculum Planning and Maintenance

Every teacher has a definite role to perform in the cooperative planning and maintenance of the total educational program offered in the school system by which he is employed. In addition, every teacher has a specific role to perform in the planning and maintenance of the program that pertains directly to the subject matter field in which he specializes.

Student teaching activities usually provide the prospective business teacher with his first opportunities to study the specifics of curriculum planning and maintenance in a particular school program. Therefore, he should seek information which will enable him to understand the curricular practices of the cooperating school and to evaluate them in terms of the theories he has studied. The scope of his view of the school program will be determined by the direction he receives and the initiative he displays as he engages in the activities of student teaching.

The student teacher should be guided from the outset in isolating those elements basic to the functioning of the cooperating school. Throughout his student teaching activities, he should seek to enhance his general understanding of the total school program and of the business offerings. Thus, through guided participation in an adequate number of activities either directly or indirectly related to curriculum planning and maintenance, the student

teacher comes to understand the role of curriculum planner as performed by a business teacher.

The Over-all Program of the Cooperating School

The community served.--Through orientation sessions on the college campus, visits to the community and the school, published materials, and other sources, the student teacher should study the school and the community which he will serve as a student teacher. He should gain an understanding of the economic and social backgrounds of pupils. He should become aware of the major occupations of parents and their income and educational levels. He should become familiar with the primary interests of people in the community and the extent of the interest exhibited by individuals and civic groups relative to education. He should learn of the cultural opportunities offered, the facilities available for recreation and leisure time, the major church affiliations, and the elementary schools from which pupils come. Knowledge of these elements is vital to his development of an understanding of how the current program of the school was developed and how it might be improved in the future.

The facilities and services available.--During a pre-visit to the school, the student should become familiar with the general layout of the school plant. Throughout his student teaching, he will gain impressions regarding the appearance of the buildings and their setting and will

form judgments regarding the space available for instruction, administration, and activities. He will visit the library, laboratories, and lunchrooms and will form opinions of their adequacy. He will learn of the services offered for pupils such as medical, counseling, and therapy. Information about the facilities and services available is basic to evaluation of the curriculum of the cooperating school and to the forming of concepts relative to planning and maintaining adequate curricular programs for secondary school pupils.

The administrative organization.--The student teacher should seek information regarding the organization of the school. Through conferences, discussions, and observation, he will decide whether the organization is democratic or autocratic. By studying handbooks and other materials and through conferences, he will learn the school policies and the bases upon which they were formed. He will acquire information about the extent of pupil self-government, the major faculty and pupil committees, and the duties performed by each. He will discover also the channels for obtaining instructional materials and procedures for engaging in outside activities. Such knowledge of the school organization has direct bearing on understanding of the administration of the school.

The faculty.--Early in his program, the student teacher will become aware of the morale of the faculty. He

should gain information concerning the number of faculty members, their professional preparation, their working relationships, their teaching loads, the sizes of their classes, and the extent of extra-class duties. He will also learn about employment practices, faculty turnover, and tenure. This kind of general information about the faculty will enable the student teacher to better appraise the total school program.

The pupils of the cooperating school.--By observing pupils in the halls, laboratories, and classrooms, the student teacher will be able to evaluate their interest in school, their respect for buildings and equipment, and their respect for the faculty. Through study of class records and conference contacts, he will gain information regarding the numbers of pupils who will continue their formal education, seek employment upon graduation, or drop out of school. The student teacher will then be in a position to begin to evaluate the needs of pupils and to form judgments as to the adequacy of the curricular offerings.

The prevailing educational philosophy.--The educational points of view of the administration, faculty, pupils, and laypeople are perhaps the greatest determinants of an adequate educational program. Therefore, the student teacher must gain an understanding of the educational philosophy prevailing in the cooperating school. Through conferences and observations, he should seek to determine

whether the written philosophy is the true philosophy practiced by all concerned. He should learn which course or courses are emphasized and if certain fields are recognized for their excellence. He must then determine whether the total program meets the needs of all groups of pupils. He should gain information which will aid him in deciding whether the extra-class activities are well-balanced. Through conferences, discussions, and participation in curricular planning activities, he will learn of the evaluation procedures used, how adjustments and changes are made, who initiates such changes, and how the guidance and testing facilities are used in curricular adjustments.

The Business Program of the Cooperating School

The needs of business in the community served.--By various means the student teacher must become acquainted with the types of business firms in which secondary school graduates seek employment and the extent to which businessmen exhibit interest in the business program of the school. The student teacher must also learn how businessmen are informed about education for business and how they make their needs known to the business department. He must learn about how work experience is provided for business pupils and how such experience is supervised. If an advisory committee of businessmen aids in solving the problems of the business department, he should study how it functions.

Such information will help the student teacher understand how offerings in a business department are developed.

The facilities for business education.--As the student teacher observes the activities carried on in the business department, aids the business teachers, and directs the learning of pupils, he will gain specific information and ideas about the facilities available. He will note whether the rooms are readily accessible and free from distractions. He will judge the adequacy of space for instruction, laboratory work, and storage. He will become aware of the furniture in use and judge its appropriateness for the business subjects being taught. He will become familiar with the types and kinds of machines used for instruction and seek information concerning why certain makes were chosen and how they are serviced. He will evaluate the machines available with regard to their modernity and usefulness. He will note the adequacy of equipment in relation to the number of pupils. He will evaluate also the adequacy and appropriateness of audio-visual and other supplementary teaching materials. Through such information, he will form additional ideas relative to the effectiveness of the job-preparation phase of education for business.

The organization for business education.--The student teacher will observe the organization or lack of organization in the business department. If that department is under the direction of a chairman, the student will note

the effectiveness of his leadership. He should learn about the policies followed within the department and the use of committees to advance the business program. He will note also the nature of the relationship between the business department and other departments of the school. These things are fundamental to continuity in any business program.

The faculty of the business department.--The student teacher will observe the business faculty in planning and maintaining the business program and will note the enthusiasm and effectiveness with which they teach their classes and handle extra-class activities. As he studies the entire business program, he will learn what constitutes a teaching load, how extra-class duties are assigned, and come to realize that teachers must work with the businessmen of the community. He also will gain information regarding the professional preparation, teaching experience, and business experiences of the individual faculty members. With this information he is aided further in determining the strengths and weaknesses of the business program.

The pupils enrolled in business subjects.--Through conferences, observation, and aiding the business teachers in directing class and extra-class activities, the student teacher will gain personal information concerning the pupils. He will learn of individual needs, abilities, and interests. He will become acquainted with those who plan

to continue their education beyond the secondary school, those who will seek employment after graduation, and those who want to drop out of school. He will work with those who are handicapped, those who possess exceptional ability, and those who take part in work-experience programs. He should endeavor to aid each individual in gaining maximum benefit from activities. From such personal relationship with pupils, he will gain an understanding of the holding power of the business department and the extent to which the needs of pupils appear to be met.

The prevailing philosophy of business education.--Throughout all of his activities, the student teacher will gain information pertaining to the prevailing philosophy of business education. He will learn how education for business fits into the total school program and the contributions of education for business to the primary objectives of the school. He will study and formulate ideas relative to the offerings of basic business subjects and of job-preparation business subjections. Through conferences with the business faculty, he will gain information as to why these subjects are offered and what pupils should gain from them.

During his educational internship, the student teacher will observe and aid one or more business teachers as they direct learning in basic business classes. As he observes or aids a teacher, he will learn the objectives

of lessons or units and observe whether these objectives are achieved. He will note the duplication or lack of duplication of subject matter and also will note how the fundamental abilities of pupils are utilized. Throughout this period in his student teaching, he will reconcile what he observes with what he has learned in his business teacher preparation classes.

Through similar activities in the job-preparation business classes, he will become aware of pupils' immediate goals and how various levels of skill are attained. He should seek information regarding the goals set for the more advanced classes, how these goals were established, and evaluate standards of achievement in relation to standards for beginning office employees. He will observe how work habits, attitudes, and related knowledge are a part of each learning experience in these classes. Also he will note whether the pupils engage in self-evaluation procedures as they develop skills. By observing in classes other than those in the business department, the student teacher will gain some understanding of the interrelationship of subject matter and how each subject contributes to pupil growth and development.

In summary, the preceding material makes it apparent that through his various activities at the cooperating school, the prospective business teacher will gain understanding of programming for education for business. He

will become fully aware of the substantial demands upon the time and energy of teachers. This demand generally involves large classes, heavy teaching loads, maintenance of contacts with businessmen and business establishments, and aiding with placement and follow-up programs.

Guidance and Counseling

Because of his work in preparing some pupils for business jobs and in attempting to provide general education about business for all pupils, the business teacher plays a major role in guidance and counseling. He is continually engaged in helping his pupils appraise their interests and capabilities, in securing information regarding business occupations, in helping pupils select future occupations, and in planning with them the most appropriate subject matter patterns of study. It is from such guidance and counseling that pupils develop degrees of self-understanding and self-direction. Therefore, the content of student teaching for prospective business teachers should be designed so that they may gain maximum information and ability to perform in the guidance role. Through his participation in the total guidance program of the cooperating school, the student teacher will be in a position to evaluate what is done and to form concepts which will be helpful to him in later full-time employment as a business teacher.

The Guidance Program of the Cooperating School

Organization for guidance services.--The student teacher should gain information concerning the guidance program of the cooperating school through discussions with the guidance personnel. He will learn whether the program is under the direction of a counselor, a part-time counselor, or some member or committee of the school faculty. He will learn whether the program includes the services of specialists; and if so, the procedures to follow in referring a pupil to a specialist. He will become familiar with the over-all testing program and interpretation of the results. In addition, he will acquire an understanding of the types of records maintained. As he works with his cooperating teacher and other members of the business faculty, he will become aware of the guidance activities carried on in the homeroom, classroom, and in extra-class activities. With a general understanding of the total guidance program, the student teacher is able to take a more active part in the guidance activities of the business department.

General guidance activities.--The student teacher should gain additional information about the general guidance program of the school and should develop his ability as a guidance worker by aiding in cooperative guidance activities. He may assist in organizing and planning an occupational survey and recording and evaluating the results.

He may assist classes or groups of pupils in planning, executing, and evaluating a career day program. He may work with pupils in making investigations of part-time work opportunities and in collecting and recording data regarding both graduates and drop-outs. He will further his knowledge by attending in-service meetings or workshops conducted for the faculty as they study aspects of the guidance program. He may attend faculty meetings dealing with guidance problems and may assist the business teachers in working on faculty group projects. Participation in such activities will prove to be excellent experiences for the student teacher and further prepare him for his role in this area.

Guidance Activities in the Business Department of the Cooperating School

Organization for guidance activities in the business department.--Through conferences, the student teacher will become familiar with the guidance activities of the business department. He will learn who has the major responsibility for guidance and counseling of business pupils. He should study the testing program administered by the business faculty, the records kept, and the interpretations of those records. He should discuss with the business teachers the scheduling of individual conferences with their pupils. He will discover the responsibilities of the business

teachers for placement and follow-up services for business pupils. Such information is essential to his understanding and participation in the guidance activities of the business department.

Sources of guidance information for business.--As the student engages in the guidance activities of the school and of the business department, he extends his knowledge of the available sources of materials. He will become familiar with the professional guidance materials and the business vocational materials in the library, the business department, and in some instances, the counselors' offices. He may obtain vocational materials from members of civic organizations and from Federal agencies, business organizations, and industries. These materials may be collected for his personal files and for use in his student teaching guidance activities. He may learn of the audio-visual guidance materials that are available for use in the cooperating school and make an annotated bibliography for his personal files. He may aid individual pupils and groups of pupils in locating vocational information. He may obtain occupational information from businessmen as he accompanies the cooperating teacher in visiting pupils at their work-experience stations or in meetings with groups of businessmen where ideas are exchanged about preparation of pupils for business jobs. He undoubtedly will find that being familiar with the sources of guidance information is

valuable in understanding and participating in guidance activities.

Personal information about pupils.--Good guidance is based on personal information about pupils and establishment of rapport with them. As soon as possible, the student teacher should become acquainted and build rapport with the pupils he will teach and those who will be in the homeroom or study hall he will supervise. With the aid of class rolls, seating charts, and other records, he will associate names with faces and soon call each pupil by name. He should study cumulative records to gain insight into their needs and abilities. As he notices pupils who have physical, mental, or emotional problems or those of exceptional ability, he will discuss these cases with his cooperating teacher and other members of the faculty. To gain confidence in his own judgment, the student teacher may make case studies of certain pupils and discuss them with his cooperating teacher or a counselor. He may counsel with pupils who have been absent too often and aid them as they make up work. The student teacher may further his understanding of pupils by attending Parent-Teacher Association meetings where he can meet parents and discuss school and pupil problems. He may attend other school functions, church services, and various community affairs to become personally acquainted with parents and to visit informally with his pupils. On some occasions, he will sit in

conferences with the cooperating teacher and parents. If home visitations are a custom of the school, the student teacher will visit the homes of certain pupils to gain insight into their home life and to gain a better understanding of the pupils' behavior. This personal information about pupils will aid him in understanding their needs and increase his effectiveness as a counselor.

Induction into guidance duties of business teachers.--The student teacher will extend his insight regarding the guidance role of a business teacher chiefly through his work in the business department. He will observe how rapport with pupils is established, how pupils are aided in appraising their own interests and abilities, and how they are assisted in planning their educational programs. He will note the techniques employed by his cooperating teacher in both individual and group guidance. He may observe group motivation in carrying out projects for collecting and disseminating vocational information, for personality improvement, or good grooming programs. He will note the orientation of pupils into classes and the orientation of new pupils into the group. As the student teacher observes, he may make anecdotal notes to be discussed with his cooperating teacher. He may sit in pupil-teacher conferences concerning vocational choice and may aid the pupil in securing specific information. The student teacher may study the cumulative records of business pupils and offer his

assistance in maintaining such records. He may supply information which he has gained while observing or aiding individuals or groups. He may assist in giving tests and recording aptitude data in areas such as clerical work, typewriting, or shorthand. He may aid the cooperating teacher in collecting and recording data on pupils who are taking part in work-experience programs and may aid in collecting and recording data for placement and follow-up purposes. Thus, he will become aware of the adequacy of the information at hand and gain experience in maintaining cumulative records. Such activities will enable the student teacher to better understand and evaluate the effectiveness of the guidance services of the business department.

The role of guidance worker.--Prior to and during actual teaching activities, the student teacher will provide guidance and counseling. He will assist new pupils to become a part of the group. He will orientate pupils in new phases of learning and will help them evaluate their strengths and weaknesses in classwork. He will encourage participation in activities and will endeavor to challenge each pupil to produce at maximum capacity. He will aid individual pupils in gaining social status and in developing leadership qualities. He may hold individual conferences with pupils to discuss vocational choices and aid them in securing specific information. He also may confer

with a pupil and his parents regarding progress in school, aptitude and interests, and advanced educational programming. He will extend his guidance experiences as he motivates pupils to plan and to carry out projects involving collecting and dissemination of vocational information, preparation for job interviews, and setting standards of achievement. He may advise groups of pupils in planning projects in which they select resource people, plan field trips, or career programs.

In summary, the student business teacher will gain understanding of the guidance services maintained for the pupils of the cooperating school and will evaluate the services in terms of guidance theory he has studied. Also, he will gain experience in performing guidance and counseling duties as a business teacher.

Directing Learning

The primary role of business teachers involves the directing of learning. All other aspects of their work are complementary to classroom teaching. Thus, for the student business teacher, directing of learning is of major consideration; and he should be given all the aid possible to develop his ability as an instructor.

The assuming of the responsibility for directing the learning of pupils must be a gradual process. Before the student engages in any actual classroom teaching, he

must develop an understanding of the patterns through which his cooperating teacher offers instruction. Because this understanding is gained primarily by means of observation, the student business teacher must be guided in recognizing and grasping the significance of the practices and procedures he observes. He must plan to teach in a similar manner so that continuity of instruction is not disrupted when he assumes responsibility for a class. Each student business teacher should observe classroom instruction until he feels confident to direct the learning activities.

During the observation phase of student teaching, the student should endeavor to gain understanding of the unique elements of teaching in basic business and job-preparation business subjects. He also should endeavor to orient himself relative to the accepted classroom management prevailing in the business department of the cooperating school.

Preparation for First Teaching of Business Subjects

Goals of instruction.--The student teacher must gain understanding of the goals of instruction that the cooperating teacher desires to achieve in each business subject. Through his observation and conferences with the cooperating teacher, the student will become aware of the information, understandings, and broad concepts of business which the teacher expects the pupils to gain in various

units of study in basic business subjects. In business skill-building classes, he will become aware of the particular manipulative abilities, related knowledges, and production standards that the teacher emphasizes. As the student teacher observes, he will notice personal traits and work habits of particular pupils and will discuss them with his cooperating teacher. He may learn how the teacher is attempting to help certain pupils in overcoming their weaknesses and others in using strong points to greater advantage. The student teacher should gain understanding of how he can maintain the continuity of instruction for the pupils of a particular business class and, at the same time, try out some of his own ideas or teaching techniques.

Classroom management and control.--In education classes taken prior to student teaching, the student will have formed concepts regarding effective classroom management and control. From his student teaching experiences, he desires to gain added self-confidence and ability in handling classroom situations. As he observes a class in session, he will note how routine tasks are accomplished such as passing and collecting papers, checking the class roll, and various other "housekeeping chores." He will observe the behavior of the pupils in the classroom and as they pass to and from classes and will note the manner in which the cooperating teacher handles minor discipline problems. He will become aware of the lack of discipline

problems when the pupils are interested and busy and will observe whether the teacher prevents the development of problems by drawing seemingly uninterested pupils into the activities. In skill-building classes, the student teacher will find that discipline problems are rare because the pupils are engaged in manipulative activities and that the major problem of the teacher seems to be that of keeping the pupils interested in gainful practice. As the teacher directs the pupils in forming into groups, the student will notice whether pupils who cause interferences when together are discreetly separated. He will note also whether the more able pupils are willing to help those of lesser ability and if courtesy and respect prevail throughout the class session.

In addition, the student teacher will appraise the personal qualities of the teacher in relation to classroom instruction. He will form opinions of the teacher as a model whom pupils should imitate with regard to speech habits, neatness, promptness, organization of work, and democratic attitude. The student teacher will be impressed with the enthusiasm displayed by the teacher. Also, he will observe whether the teacher uses praise and encouragement and the extent of interest he shows in pupil problems. These observations will enable the student teacher to evaluate teacher-pupil relationships and will help him in

determining how his cooperating teacher will expect him to function as he directs the activities in the classroom.

Getting ready to teach.--The student teacher will do most of his observing in the business classes in which he also will offer instruction. From his observations and discussions with the cooperating teacher, he will gain understanding of the long-term plans which the teacher has made for the particular business subject and the choice and use of instructional methods which the teacher employs each day. The student teacher must become familiar with the textbook, workbooks, teacher's manual, and published tests of the business subject.

To further prepare for teaching, the student should engage in the performance of minor tasks for the cooperating teacher. Each task should be completed with care so that as the teacher becomes aware of his reliability, the student will be entrusted with tasks which require more initiative and more ability to perform. For example, the student may offer to help check papers, record grades, and keep attendance records of the pupils. He may then aid in preparing materials for instruction and soon assume such duties as locating the sources of information, collecting and organizing teaching materials, preparing the pupils for the use of teaching aids and helping them to evaluate their work. He should aid individuals and groups of pupils during class activities and may teach a class session for which

the cooperating teacher has planned the activities. These experiences should help prepare the student teacher for his own planning of the teaching of specific units and lessons.

In the meantime, the student teacher should be carrying on a self-directed improvement program. He should add to his file of resource materials and should learn of qualified business people who are willing to serve as resource persons and of business firms that are willing to cooperate with the business department in planning and carrying on class projects. He should practice speaking in pleasing tones while projecting his voice so as to be heard by all members of a class; he should practice dictating at various speeds so that pupils in the shorthand classes will have no difficulty understanding him. He should practice writing on the chalkboard so that his writing will be large enough to be seen throughout the classroom. In the same manner, he should practice writing shorthand outlines on the chalkboard so that he can demonstrate fluency in such writing. Also, he should practice demonstrating techniques for typewriting and other business machine operations.

From these experiences, the student teacher should gain further understanding of the pupils he will teach and of the materials and plans for the instruction he will offer when he takes over one or more of the business classes.

Actual Experience in Teaching Business Subjects

Preparation of specific lesson plans.--With the aid of the cooperating teacher, the student should select phases of learning for which he will assume responsibility for planning and directing instructional activities. The selections should be such that the student teacher will gain teaching experiences in as many phases of business as time and circumstances will permit. He should plan and teach units of study in one or more basic business subjects and should teach also in one or more job-preparation business subjects. He should plan and teach lessons which involve work at beginning levels and at the more advanced job proficiency levels. In addition, the student teacher should become involved with instructional circumstances which require him to vary his classroom procedures and to utilize a range of teaching methods and techniques.

As the student plans the lessons he will teach, he must review the content to make certain that he knows and understands the subject matter to be taught. He should endeavor to appropriately allot time to such aspects of instruction as the presenting of materials, group discussion, demonstrations, making of assignments, and evaluation. At the same time, he should think carefully through how he will coordinate elements of the content so that they can be adequately covered in the time allotted. Too, he must

reconcile his own interest in the subject matter with the interests, need, and experience backgrounds of his pupils.

Classroom teaching.--The student teacher should endeavor to assume full responsibility as he directs the learning of the pupils in business classes. In addition to planning and teaching the lessons, he should handle all routine tasks, maintain discipline, have charge of the equipment used, and determine the grades of the pupils.

Although he will follow similar procedures--pre-testing, presenting new material, directing the practical application of the information, and evaluating--in each basic business subject, he should vary his teaching methodology a great deal. He should employ various methods of pretesting to determine the understandings the pupils possess of the topic as they begin study of a unit. Because of the nature of basic business subject matter, he will have to present a substantial amount of material verbally, motivate the pupils to read material in their textbooks and other sources, and to seek information outside the classroom. He should direct the pupils in making immediate application of the information gained through such activities as class discussions, written answers to questions, simple case studies, and various other types of problem solving. As he directs class activities, he also will be engaged in adjusting the classwork to fit individual abilities and needs and in aiding pupils in self-evaluation

procedures. The student teacher should gain experience in designing several types of evaluative instruments. He should apply these instruments as well as published tests in an endeavor to measure both information and understandings gained by individual pupils and to test the effectiveness of his teaching.

As the student teacher directs the learning activities in job preparation business subjects, he will follow, in general, a pattern involving review, presentation of new material or techniques, practical application of the skill or knowledge gained, and evaluation of the learning. Methodology will vary with the subject being taught and the stages of advancement of the pupils. For example, in a beginning shorthand class, the review may consist of the pupils spelling and reading shorthand lines as the student teacher writes the outlines on the chalkboard; while in a more advanced shorthand class, the review may consist of individuals reading from homework notes. In the presentation of new material or techniques, the student teacher will engage in such activities as demonstrating new techniques in typewriting, demonstrating techniques of transcribing from a voice writing machine, and explaining business transactions relative to bookkeeping ledger entries. In providing practical applications of skill or information, the teaching activities may include dictating at graduated speeds to an advanced shorthand class, giving individual

aid to pupils who are working practice sets in a bookkeeping class, and recording sample telephone conversations of pupils in a clerical practice class. As he directs the learning activities in skill-building classes, the student teacher will engage in a great deal of individual instruction because the pupils will be seeking to attain immediate individual goals. He will apply various evaluative techniques in an endeavor to measure manipulative ability, understandings of related knowledges, and production capacity.

In summary, the student teacher should gain experience in directing the learning of pupils in one or more basic business subjects and in one or more job-preparation business subjects. He should become fully aware of the importance of careful planning of lessons and of careful selection of teaching materials and teaching aids. He should learn that effective teaching demands that the pupils be prepared for each presentation, that they understand the material presented, that they be able to apply the learning, and that they be checked on the various phases of learning. Through numerous actual classroom teaching activities, the prospective business teacher will complete his preparation for assuming the responsibilities of directing the learning of the pupils he will teach as a full-time secondary school business teacher.

Advising Pupils in Extra-Class Activities

Master business teachers regard their role in advising of extra-class activities as being important in aiding business pupils in expanding their interests and their knowledge. These teachers are cognizant of the values which pupils receive from participation in purposeful well-organized extra-class activities and are firm in their belief that extra-class situations may be made to contribute more to certain aspects of pupil development than do classroom situations. The values which pupils receive from participation in such activities depend to a great extent on the direction they receive from their teacher-adviser. Student teachers, therefore, who desire to become competent teachers will strive to gain understanding of how business teachers operate in this area and will seek opportunities to gain experience in serving as advisers of business student organizations.

Extra-class Activities for Business Pupils

Values of extra-class activities.--The national organization for business pupils is the Future Business Leaders of America. There are in 1961 more than 2,300 FBLA chapters in existance and more are being organized each year. Thus, it is probable that the business pupils of the cooperating school will be members of this particular organization. The student teacher, if he himself is not a member

of a college FBLA chapter, should study the literature of the organization and discuss past and present activities of the chapter with the adviser and the members. He should learn about the stated purposes of the organization and the values which membership offers business pupils relative to development of leadership and other personal traits, vocational information gained, and contacts with businessmen and with pupils of other schools who have similar interests. If the pupils of the cooperating school are not members of FBLA, the student teacher should learn about the organizational structure and purposes of their local student group. This information will enable him to participate in the activities with more confidence. Also, when he becomes a regular business teacher, he may wish to impart such information to the business pupils of the school in which he is teaching.

Induction into the role of adviser of extra-class activities.--The student teacher should attend meetings of the business pupil organization and as soon as possible should become personally acquainted with the members so that he can serve them most effectively. As he observes the adviser working with the group, the student teacher will note how that teacher lends direction to the activities, and he may aid by making suggestions, indicating alternatives, and helping the pupils in working out the details of their projects. After he has gained the

confidence of the pupils and the adviser, the student teacher should be permitted to assume some of the responsibilities of sponsorship. Thus, he will gain experience in guiding the pupils in selecting worth-while projects which are within the scope of their abilities. He may endeavor to steer the pupils into accepting leadership and assuming the responsibilities for duties involved. He also may learn how to draw reticent pupils into the activities, keep the group orderly and gainfully occupied, and manage the rotating of duties among the members.

In summary, the student teacher will gain information concerning the purposes of extra-class activities for business pupils and will gain experience in advising pupils without assuming formal control. He will evaluate the extra-class activities of the business pupils of the cooperating school and will make decisions relative to how he, when a full-time business teacher, will be able to assist pupils receive maximum benefits from such activities.

Serving in Liaison Capacity

As an effective liaison, a business teacher forms the link or bond between the business department of a secondary school and the business community which it serves. The importance of this role for business teachers cannot be overestimated, for the success of each major phase of education for business depends upon cooperation between the business teacher and businessmen.

The preceding material in this chapter has included discussion regarding the necessity for student business teachers to discover the extent to which the needs, practices, and procedures of business in the community are considered relative to maintenance of the business curricula of their cooperating schools. The discussion also includes reference to the need for student business teachers to become aware of the extent to which cooperative efforts are utilized in providing guidance services and realistic learning situations for business pupils. Through student teaching, the business student should gain further insight into the advantages of such cooperative endeavors and should gain experience in making contacts and maintaining working relationships with the businessmen of the community.

Exploring ways to serve in a liaison capacity.--In exploring ways to serve in a liaison capacity, the student teacher may accompany his cooperating teacher as he visits pupils working in business offices who are taking part in a work experience program. He may meet with the business faculty and their advisory committee of businessmen, visit business firms with pupils on field trips, meet business people who are serving as resource persons for business pupil activities, and work with the business faculty in placement and follow-up activities. He may accompany members of the business faculty to meetings of civic organizations, of the National Office Managers Association, and

other similar groups. Such activities will enable the student teacher to become acquainted with office managers, personnel managers, and other business people associated with various aspects of economic activity. Through such contacts with businessmen, the student teacher will come to realize more fully the significance of work experience for business pupils and how work experience, placement, and follow-up programs involve cooperative effort. He may come to realize also the significance of such contacts in aiding business teachers in keeping abreast with current business trends, in implementing guidance programs, and in utilizing business resources for enriching economic education and developing more competent employees.

In summary, the student teacher should further his understanding of the necessity for effective cooperation between the business department and the community it serves. He should explore ways to serve in a liaison capacity. Also, he should come to realize more fully that the cooperative aspects of education for business require both short-term and long-term planning. He should become aware that if business teachers are to carry on effective liaison procedures, they must be allotted time for such activities in their work schedules.

Developing a Professional Attitude

Professionalism is often synonymous with competence, and the master business teacher must be an active member of his professional organizations. He endeavors to keep abreast with current educational and business trends and continually seeks ways to improve his ability and to aid in the advancement of all phases of education for business.

Prior to student teaching, the prospective business teacher has undoubtedly gained some understanding of the characteristics of professional business teachers. As he participates in student teaching, he should gain a deeper appreciation of the advantages and satisfactions received from working for individual and group improvement.

Participating in professional activities.--Although the student teacher will form opinions of the business teachers of the cooperating school regarding their respective use of current methods of teaching, their knowledge of current educational and business trends, and their interest in the advancement of education and business education, his interest will center around activities which will enable him to further his ability as a business teacher. If he does not hold memberships in professional organizations, he should be encouraged to do so. He may attend one or more professional conferences with members of the business faculty where he will gain information, exchange ideas, and discuss problems relative to the teaching of business

subjects. He should meet with representatives of publishing companies and learn of new materials in his teaching field. He should visit exhibits and see the latest developments in equipment for business classes and business offices. He should attend workshops and other types of in-service programs with the members of the business faculty of the cooperating school.

The student teacher should extend his professionalism by carrying on a planned reading program which includes periodicals of education, business education, and business. As a prospective business teacher, he will aid his professional advancement in a general way through extending his community relationships and his technical outlook through specific contacts with business and industry.

It is apparent that the student business teacher should take advantage of all available means by which he can further his development into a competent business teacher. He should learn of the advantages of such activities and develop an interest in professional growth which he can carry on through his teaching career.

Summary

This chapter is divided into sections each of which has dealt with one of the six significant roles of business teachers. In each case the material has consisted of specific content to which the student business teacher should

be subjected as he participates in the activities of the cooperating school. The responsibility for the extent and quality of student teaching experience is assumed jointly by the college supervisor, administrators of the cooperating school, the cooperating teacher, and the student teacher himself. Because the responsibility in each case is shared by several extremely busy people, it is incumbent upon the business student teacher to endeavor to ensure for himself the best possible student teaching experience.

CHAPTER V

SUMMARY

The problem of this study was to determine what should be included in a program of student teaching for prospective teachers of business subjects so that adequate pre-service teaching experiences may be provided.

More specifically, the solving of this problem involved two major tasks: (1) definition and verification of what constitutes competence in the teaching of business subjects at the secondary school level and (2) selection of content for student teaching that will be most conducive to developing such competence in beginning secondary school business teachers.

Throughout this study it was recognized that instruction in business subjects is unique in that it fulfills two separate, distinct functions--general education and occupational preparation. The content of student teaching as developed and authenticated in this study should be instrumental in aiding prospective teachers in becoming fully qualified for employment as beginning business teachers.

The first major portion of this investigation consisted of analysis of research materials to determine the areas in which master teachers display competence. This resulted in the isolation of six roles in which teachers should be competent and appropriate descriptions of the many significant aspects associated with each of the roles.

The second major portion of this investigation involved the development of the specific content required in student teaching as provided for prospective business teachers. The content pattern was developed in terms of the knowledges and understandings to be gained and the abilities to be acquired through student teaching experiences. The material presented in this study relative to the content of student teaching is stated with reference to what the prospective business teacher will gain through his activities in a particular cooperating school. However, all elements are applicable to the work of a business teacher in any secondary school.

The culminating aspect of this study involved preparation of a concise outline of the content of student teaching for prospective business teachers. Actually, this outline consists of a summarization of the voluminous material presented in Chapters III and IV wherein significant elements were defined and authenticated.

The outline of content presented in the next section of this chapter specifically indicates the kinds of

competences the student teacher should endeavor to gain, the understandings and abilities which he should endeavor to acquire, and the activities involved. The material is organized in this pattern because it is recognized that the cooperating teacher and the college supervisor will continually provide supervision and aid rather than offer instruction to the student. They will require specific duties to be fulfilled and assignments to be completed. It is true, however, that the student teacher must assume much of the responsibility for acquiring the understandings and abilities inherent in the content of student teaching. With the student teacher, the cooperating teacher, and the college supervisor, each having a copy of the outline of content to follow, the understandings and abilities to be gained and the activities conducive to their development can be continually emphasized.

The Content of a Student Teaching Program for Prospective Business Teachers

I. The student teacher should endeavor to gain competence in curriculum planning and maintenance.--He must acquire a general understanding of the over-all secondary school program and a more specific understanding of the offerings of education for business.

   A. Understanding of significant elements affecting the over-all program of the cooperating school.

      1. The student teacher should study and evaluate the community served in terms of:

a. Socio-economic backgrounds of pupils.
b. The extent of interest exhibited by individuals and civic groups relative to education.
c. Agencies affecting educational programs.

2. The student teacher should study and evaluate the facilities and services available in terms of:

a. Buildings and setting of the cooperating school.
b. Space available for instruction, administration, and activities.
c. Laboratory space and facilities.
d. Lunchroom services and adequacy of space.
e. Library space and facilities.
f. Services provided for pupils.

3. The student teacher should study and evaluate the administrative organization in terms of:

a. The type of organization in operation.
b. The extent of pupil self-government.
c. School policies.
d. The major faculty and pupil committees.

4. The student teacher should study and evaluate the effectiveness of the faculty in terms of:

a. Its number.
b. Existing working relationships.
c. Professional preparation.
d. Number of classes in teaching load.
e. Size of classes taught.
f. Extent of extra-class duties.

5. The student teacher should study and evaluate the pupils of the cooperating school in terms of:

a. Their interest in school.
b. Their respect for buildings and equipment.
c. Number enrolled.
d. Their educational goal patterns.
e. The curriculum needs of groups of pupils.

6. The student teacher should study and evaluate the prevailing educational philosophy in terms of:

    a. Primary objectives of the curriculum.
    b. Course or courses emphasized.
    c. Fields recognized for excellence.
    d. Evaluation procedures employed.
    e. Adjustments and changes in the program.

B. Understanding of significant elements affecting the business program of the cooperating school.

1. The student teacher should study and evaluate the business community served by the business department in terms of:

    a. Types of business firms in which secondary school graduates seek employment.
    b. The extent of interest of business firms in the school program.
    c. Communication between the business department and the business community.
    d. Extent of participation in work-experience program for business pupils.
    e. Use of an advisory committee for the business department.

2. The student teacher should study and evaluate the business education facilities and services available in terms of:

    a. The adequacy of space.
    b. The desirability of location.
    c. The type and kinds of machines used with regard to:

        (1) Adequacy of number.
        (2) Modernity and upkeep.
        (3) Adequacy of kinds for objectives of program.

    d. Audio-visual and other supplementary teaching aids.
    e. Placement and follow-up services.

3. The student teacher should study and evaluate information regarding the organization of the business department in terms of:

   a. The type of organization in operation.
   b. Leadership in the department.
   c. Policies within the department.
   d. Committees for advancing the program.
   e. Existing relationship between the business department and other departments in the school.

4. The student teacher should study and evaluate the effectiveness of the business faculty in terms of:

   a. The cooperation among members.
   b. The enthusiasm and effectiveness of teaching and advising.
   c. Professional preparation.
   d. Their teaching loads and the size of their classes.
   e. The extent of extra-class duties.
   f. The extent of cooperation with the business community.

5. The student teacher should study and evaluate the pupils enrolled in business subjects in terms of:

   a. Their needs and interests.
   b. Their abilities and educational goal patterns.

6. The student teacher should study and evaluate the prevailing philosophy of business education in terms of:

   a. The place of business education in the total school program.
   b. Contributions of education for business to the primary objectives of the total program.
   c. Offerings of basic business education.
   d. Offerings of job-preparation business education.
   e. Objectives of basic business education.
   f. Objectives of job-preparation business education.

II. The student teacher should endeavor to gain competence in guidance and counseling.--He must acquire an understanding of the over-all guidance services offered by secondary schools and actively engage in the guidance of pupils enrolled in business.

A. Understanding of significant elements affecting the over-all guidance program of the cooperating school.

1. The student teacher should study and evaluate the organization for guidance in terms of:

a. The type of organization in operation.
b. The testing program and guidance records.
c. The guidance duties of the faculty.
d. Homeroom, classroom, and extra-class guidance activities.

2. The student teacher should participate in general guidance activities such as:

a. Occupational survey.
b. Career day.
c. Part-time work opportunities survey.
d. Placement and follow-up services.
e. Activities for professional improvement.

B. Understanding significant elements affecting the guidance activities in the business department of the cooperating school.

1. The student teacher should study and evaluate the organization for guidance in the business department in terms of:

a. The extent of guidance activities in the business department.
b. Testing program and records maintained.

2. The student teacher should study and evaluate the sources of guidance information available to pupils and teachers such as:

a. Materials in the library, business department, and guidance offices.
b. Materials prepared by civic organizations.
c. Materials published by Federal agencies, business and industry.
d. Audio-visual guidance materials available.
e. Vocational information secured from the businessmen of the community.

3. The student teacher should gain understanding of the pupils enrolled in the business department by becoming familiar with:

    a. Their names and personalities.
    b. Their individual needs and abilities.
    c. Individual pupils who have:

        (1) Mental, physical, or emotional problems.
        (2) Exceptional ability.
        (3) Excessive absences records.

    d. The background of pupils by:

        (1) Attending P.T.A. meetings and other school functions.
        (2) Attending community activities.
        (3) Attending teacher-parent conferences.
        (4) Making home visitations.

4. The student teacher should observe, aid the business teachers, and participate in guidance activities to evaluate the program and to gain ability in:

    a. General duties pertaining to:

        (1) Establishment of rapport.
        (2) Appraisal of pupil interests and abilities.
        (3) Educational programming.
        (4) Orientation of pupils.
        (5) Dissemination of voactional information.
        (6) Individual conferences.
        (7) Maintenance of aptitude, work experience, placement and follow-up records.
        (8) Cooperation with businessmen of the community.

    b. Classroom guidance pertaining to:

        (1) Orientation of pupils.
        (2) Individual evaluation of progress.
        (3) Pupil participation in activities.
        (4) Provision for individual differences and needs.

c. Individual guidance pertaining to:

(1) Development of social status and leadership.
(2) Re-appraisal of interest and abilities.
(3) Specific vocational information.
(4) Pupil-teacher conferences.
(5) Pupil-teacher-parent conferences.

d. Group guidance pertaining to:

(1) Motivation for group projects as:

(a) Collection and dissemination of vocational information.
(b) Preparation for job interviews.
(c) Achievement standards.

(2) Selection of resource person.
(3) Field trips.
(4) Career programs.

III. The student teacher should endeavor to gain competence in the directing of learning.--He must acquire understanding of and develop ability in instructing pupils in basic business subjects and in job-preparation business subjects.

A. Understandings and abilities to be developed as preparation for first teaching of business subjects.

1. The student teacher should observe his cooperating teacher and discuss with him the goals of instruction in:

a. Teaching the basic business subject information.
b. Teaching the job-preparation business subjects.
c. Helping pupils develop personal traits.

2. The student teacher should observe business classes to gain understanding of:

a. Existing teacher-pupil relationships.
b. How routine tasks and discipline problems are handled.

3. The student teacher should prepare for offering instruction in business subjects by:

    a. Becoming familiar with the long-term plans for business subjects and the choice and use of instructional methods of the cooperating teacher.
    b. Becoming familiar with the textbooks, workbooks, teacher's manuals, and published tests of business subjects.
    c. Aiding the cooperating teacher with teaching duties.
    d. Carrying on a self-directed program of teacher preparation.

B. Abilities to be developed and expanded by means of actual teaching experiences.

1. The student teacher should prepare lesson plans for:

    a. Units of study which he will teach in one or more basic business subjects.
    b. Phases of one or more job-preparation business subjects.

2. The student teacher should direct the learning of pupils in basic business subjects by employing various methods of:

    a. Pre-testing to determine the understandings the pupils possess of the topic to be studied.
    b. Presenting materials to the pupils.
    c. Making practical application of the information the pupils have gained.
    d. Evaluating information and understandings gained by individual pupils.

3. The student teacher should direct the learning in job-preparation business subjects by employing various methods of:

    a. Reviewing previous learning with the pupils.
    b. Presenting information or techniques.
    c. Making practical application or information or techniques.
    d. Evaluating the manipulative abilities, understanding of related knowledges, and production capacities of individual pupils.

4. The student teacher should evaluate the effectiveness of this teaching through:

    a. Self-evaluative procedures.
    b. Accepting cooperative teacher's criticisms.

IV. The student teacher should endeavor to gain competence in supervising extra-class activities.--He must be made aware of the value of such activities and develop ability to advise pupils relative to their participation.

A. Understandings of values pupils in the cooperating school receive from participating in business pupil organizations.

1. The student teacher should gain information relative to the purposes of the F.B.L.A. or local club of the business pupils.
2. The student teacher should gain understanding of the values the pupils receive from participation in cooperative efforts.

B. Abilities the student teacher should develop relative to advising pupils in extra-class activities.

1. The student teacher should gain experience in directing pupils without assuming formal control as:

    a. Guide pupils in selecting worth-while extra-class projects.
    b. Steer pupils into accepting leadership and assuming responsibilities.
    c. Keep pupils orderly and gainfully occupied.
    d. Manage the rotating of duties among members through suggestions.

2. The student teacher should gain experience and ability in evaluating the effectiveness of extra-class activities and in promoting educational objectives.

V. The student teacher should endeavor to gain competence as a liaison between the business department of the school and the business community it serves.--He must acquire understanding of the function of a business teacher in promoting cooperation between businessmen and business teachers.

A. Understandings and abilities the student teacher should gain through exploring ways to serve in liaison capacity.

1. The student teacher should gain experience in working with the businessmen of the community through:

a. Attending meetings of civic groups and N.O.M.A. with members of the business faculty.
b. Attending meetings of the business faculty and their advisory committee of businessmen.
c. Visiting pupils who are taking part in a work-experience program in business offices.
d. Aiding with the business department placement and follow-up program.
e. Aiding with pupil activities that utilize the services of businessmen.

2. The student teacher should extend his insight into the significance of cooperative efforts relative to:

a. Importance of work-experience program for business pupils.
b. Cooperation involved in placement and follow-up program for business pupils.
c. Source of vocational information for business pupils.
d. Extension of business teacher's professional growth.
e. Enrichment of economic education.
f. Development of competent employees.

VI. The student teacher should endeavor to gain competence in the professional relationships in teaching.--He must be made aware of the value of professionalism and begin to develop a professional attitude which will facilitate his work as a business teacher.

A. Understanding and abilities the student teacher should gain from participation in professional activities while student teaching in a cooperating school.

1. The student teacher should improve his ability as a teacher of business subjects through:

a. Attending professional conferences.
b. Attending workshops and other types of in-service programs with the business faculty.
c. Carrying on a planned reading program of professional literature.
d. Meeting with the businessmen of the community.

Conclusions

From the outset, the major desired outcome of this research investigation was a statement of what should be included in a program of student teaching for prospective teachers of business subjects. Thus, it was obvious, throughout the time involved in completing the study, that detailed and numerous findings were not being developed as the basis for broad conclusions. In the opinion of the author, the major desired outcome of this study has been accomplished. The content of student teaching is determined, described, and authenticated in this formal report.

Upon completion of the background study required in solving the problem and extensive work done in developing the statement of appropriate content for student teaching

in the area of business, the author was enabled to synthesize to the extent of presenting three broad generalizations. In accordance with the format usually expected in the preparation of a doctoral dissertation, these generalizations reached are presented here as conclusions:

1. There are six fundamental areas of educational endeavor in which teachers should be competent if they are to be rated as "master teachers." These fundamental areas include: curriculum, guidance, instruction, extra-class activities, liaison, and professionalism.

2. The nature and scope of the work of business teachers is such that numerous kinds of understandings and abilities must be acquired or extended through student teaching activities if prospective business teachers are to become adequately prepared for initial employment.

3. The outline of the content of student teaching for prospective business teachers presented in this research can and should be utilized in the immediate future to fulfill its purpose of ensuring that adequate pre-service experiences are provided. It should be utilized by administrators of student teaching programs, college supervisors of student teaching, secondary school administrators, cooperating teachers, and student teachers so that its value may be maximized.

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