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THE ADMINISTRATION AND SUPERVISION OF BUSINESS
EDUCATION CONCEPTUALLY DEFINED

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THE ADMINISTRATION AND SUPERVISION OF BUSINESS
EDUCATION CONCEPTUALLY DEFINED

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THE ADMINISTRATION AND SUPERVISION OF BUSINESS
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CHAPTER I

THE PROBLEM

Introduction

The administration and supervision of business education in public secondary schools are approximately 70 years old. Although having been subject to administration and supervision for only a short time, the total educational program in business has acquired almost phenomenal magnitude, scope, power, and vitality. This is evidenced in the fact that in 1960-61 the American secondary schools had 4,667,500 student enrollments in business education classes. These represented 57 percent of the total enrollment in Grades 9 through 12.¹

Administration and supervision have historically contributed to the overall development of business education. Some of the important milestones in this regard have been: (1) the appointment in 1898 of I. O. Crissy as the first inspector of commercial education for the state of New York,

¹C. A. Nolan, Carlos K. Hayden, and Dean R. Malsbary, Principles and Problems of Business Education (Cincinnati: South-Western Publishing Company, 1967), p. 48.

(2) the selection in 1905 of Frederick G. Nichols as supervisor of business education for the city of Rochester, New York, (3) the provision by the federal government for a Commercial Education Service under the Smith-Hughes Act of 1917, (4) the support given to the distributive phase of business by the passage of the George-Deen Act of 1937, and (5) the inclusion of funds for office aspects of business education under the Vocational Education Act of 1963.¹ It is of course, appropriate to note that through the years important contributions have been made at the three levels--local, state, and federal.

Following the lead of such men as Durand W. Springer, Frederick G. Nichols, and Paul S. Lomax, numerous leaders in business education have lectured and written rather extensively about administration and supervision. For the most part, however, they have dealt with either specific topics or groups of topics relating to what they believed to be the substantial problems in business education. Their lectures and written materials have been devoted primarily to the development of the technical "know-how" in the various aspects of both administration and supervision. In general, their knowledge has been disseminated in the form of disconnected pieces

¹Herbert A. Tonne, "History and Status of Administration and Supervision of Business Education," Administration and Supervision in Business Education, ed. Kenneth J. Hansen and Parker Liles (Washington: National Business Education Association, 1965), pp. 1-8.

of information, summaries of studies of administrative and supervisory circumstances, and various kinds of experiments. An organized body of knowledge bound together by substantive, theoretical concepts has not yet been formulated. Certainly, the "science" of administration and supervision in business education remains undeveloped.

Today, in any attempt either to analyze or to assess the administration and supervision of business education, one must be aware of the newer, more scientific views being evidenced toward all kinds of administration. There is now substantial concern for the formulation and the classification of concepts that will serve as the foundation or framework for the scientific study of organizational behavior and the more specific elements of administration and supervision. That significant gains have not yet been made in this direction is evident in the following statement:

In discussing formal theories, it will become evident that, in a strict sense, no theories of educational administration exist at present. Some authors have presented frameworks and terminology . . . but no one has so far undertaken the systematic development of a formal theory.¹

It is undoubtedly true that pre-theory efforts toward the formulation of understandings and concepts concerning

¹William C. Schutz, "The FIRO Theory of Interpersonal Behavior," Educational Research: New Perspectives, ed. Jack Culbertson and Stephen P. Hencley (Danville: The Interstate Printers and Publishers, Inc., 1963), pp. 141-142.

administrative behavior must serve as the basis for the development of the much-needed formal theory.

There are many in the field of education who argue that administration of education constitutes a separate and distinct "discipline." They believe that it fully meets the following criteria:

A discipline, it has been said, consists of (a) a way of addressing phenomena, (b) a comprehensive, manageable, and understandable body of content-knowledge, and (c) an orderly pursuit of new knowledge.¹

Other educators support the idea that much stimulating thought should be given to educational administration because it is a complex phenomenon. They argue that, at best, administration is only a rising discipline, still in the early stage of adolescence.

Knezevich has expressed the view that educational administration is merely a "process." Specifically, he stated that administration:

. . . is the process, or the cycle and sequence of activities employed to attack specific problems, which suggests that there is a high degree of similarity in the administration of any type of institution.²

¹Laurence D. Haskew, "A Projective Appraisal," Behavioral Science and Educational Administration, Sixty-Third Yearbook of the National Society for the Study of Education (Chicago: National Society for the Study of Education, 1964), p. 341.

²Stephen J. Knezevich, Administration of Public Education (New York: Harper and Row, Publishers, 1962), p. 10.

It is interesting to note that the discipline versus process points of view now appear to be converging. There is within the field of educational administration much concern for the leadership function, the theory of human behavior in organizations, and the development of administration as a social process. This is clearly represented in this statement:

It is predicted there will be more written about the conceptual framework for the study of public education. Educational administration is among the last of the behavioral sciences to show a concern for theory.¹

The need for the development of a conceptual framework for administrative and supervisory theory is recognized. Similarly, it may be assumed that business educators need to develop understanding of administrative and supervisory concepts, as well as administrative and supervisory theory, that can be applied and practiced in the area of business education.

Confusion relative to administration and supervision arises as people attempt to distinguish between educational administration and organizational behavior in education. The term "educational administration" has been variously used and is distinguished from related terms in several ways. Fisk makes the following distinction:

Administration applies to the total process required to accomplish the task without reference to any specific position or person. Administrator will be used to indicate anyone with administrative power

¹Ibid., p. 509.

and status, a member of the team responsible for the administration of a school system.¹

In the same volume, Halpin makes the distinction even more succinctly:

. . . greater strides will be made at this juncture if research efforts are focused upon the behavior of administrators rather than upon either administrative behavior or the totality referred to as administration.²

Halpin contends that administrators behave in characteristic ways that are essentially the same whatever the field of administration and, therefore, the focal point for research should center upon the behavior of designated administrators of formal organizations.³ Hemphill states that there is a need for a more distinct terminology:

It is important to distinguish between (a) the behavior of an administrator, (b) administrative behavior, and (c) leadership behavior. . . . By the behavior of an administrator, we refer to anything and everything that a person who holds an administrative post may do both on and off his job. It is clear that an administrator may earn a poor reputation by engaging in some form of off-the-job behavior that is socially disapproved just as readily as he can by poor performance on the job . . . in fact it may be difficult at times to draw a clear line between what is properly considered "on the job" and what is private and "off the job."

¹ Robert S. Fisk, "The Task of Educational Administration," Administrative Behavior in Education, ed. Roald F. Campbell and Russell T. Gregg (New York: Harper and Row, Publishers, 1957), p. 210.

² Andrew W. Halpin, "A Paradigm for Research on Administrative Behavior," Administrative Behavior in Education, ed. Roald F. Campbell and Russell T. Gregg (New York: Harper and Row, Publishers, 1957), p. 159.

³ Ibid.

Another important distinction is that between leadership behavior and administrative behavior. . . . To lead is to initiate a new form or procedure for accomplishing an organizational or group objective. To administer is to carry out the existing or established procedures for reaching such objectives.¹

Distinctions are sometimes made among administrative actions that originate from other personnel within the organization, rather than the designated administrator himself. The administrator's organizational behavior is his performance in his organizational role as an administrator. This performance affirms that patterns of behavior attributable to an individual in an organizational role can be distinguished from patterns of behavior of the same individual in "off-the-job" situations. While making a similar dichotomy, Lipham, acknowledges that "in both leadership and administration, the same organizational and individual variables are involved."²

In general, then, organizational behavior includes the network of organizational relationships wherein the behavior of individuals is interacting with others in forming and achieving educational objectives. In contrast, educational administration focuses on the initiation of procedures

¹ John K. Hemphill, "Personal Variables and Administrative Styles," Behavioral Science and Educational Administration, Sixty-Third Yearbook of the National Society for the Study of Education (Chicago: National Society for the Study of Education, 1964), p. 190.

² James M. Lipham, "Leadership and Administration," Behavioral Science and Educational Administration, Sixty-Third Yearbook of the National Society for the Study of Education (Chicago: National Society for the Study of Education, 1964), p. 123.

and the utilization of existing structures in the establishment and the achievement of educational goals.

Statement of the Problem

The problem of this study was to isolate and define the substantive content from which could be formulated certain understandings and concepts basic to sound administration and supervision of business education. This study was concerned with the essence of educational administration and supervision as applied to business education and represents an exploratory attempt to develop conceptually certain aspects of administration and supervision with which all business educators should be familiar as they conduct daily school activities.

The concepts and the understandings developed in this study are representative of the in-depth knowledge from which business educators may gain a clearer perception of the administration and the supervision of business education. The major ideas are expressed as understandings and concepts that can readily be related to the fundamental elements underlying the administration and the supervision of business education. The framework of this study, therefore, should be of value to business educators in the formulation of additional understandings essential for effective administration and supervision of business education.

Delimitations

The purpose of this research study was not to classify systematically all the aspects of administration and supervision with which the business educator either might or should come into contact. Neither was it an attempt to establish where and how conceptual ideas should be fused with present administrative and supervisory practices. Ideas are expressed in concrete and absolute form without extensive information that either confuses or reduces the value of the major ideas presented.

The assumption was made that the principles and the techniques of administration and supervision are similar at the local, state, and national levels. Ideas and substantive information are, therefore, developed in this study in terms of the local level only. It is recognized that much material is omitted from this study--material that might well be organized and developed into research studies of a different design and intent.

Definition of Terms

For the purposes of this study the following definitions were developed from a variety of sources and specific references:

Concept.--A concept is an extension or a generalization of understandings derived from an interpretation of certain facts and knowledges.

Understanding.--An understanding is a broad idea resulting from the organization and the interpretation of the apparent facts and knowledges existing in any given situation.

Business Education.--Business education is learning experience in those phases of business and economic activity in which all persons engage, regardless of occupational interests and either economic or social status, as well as learning experience designed to enable some persons to gain the competencies and understandings needed for satisfactory business employment.

Educational Administration.--Educational administration is the specialized activity concerned with the direction, the control, and the management of all resources of people and things toward the realization of the predetermined goals and objectives of the institution.

Educational Supervision.--Educational supervision is the positive, democratic action taken by school administrators in providing leadership of all educational workers in the development of a better learning situation for the individuals involved.

Organizational Behavior in Education.--Organizational behavior in education is the actions and the interactions of persons within related role sets of a school system.

Sources of Data

Data obtained for the purposes of this study were derived from a variety of sources. Numerous textbooks, pamphlets, bulletins, and monographs concerning school administration and business education were analyzed for ideas leading to the development of understandings and concepts of administration and supervision of business education.

Special emphasis was given to the summer issues of the National Business Education Quarterly that deal specifically with the administration and the supervision of business education. The researcher made extensive use of a number of publications by authorities such as Campbell, Coladarci, Culbertson, Getzels, Gregg, Griffiths, Hencley, Halpin, Simon, Lipham, Ramseyer, Parsons, and others, which are devoted exclusively to the formulation of theory for educational administrators.

Procedure

The first step of this study was to isolate certain areas of administration that have significance for, and are part of, a body of knowledge characterized as administration and supervision of business education.

The second step was to outline the basic factual information for each area and synthesize the data into knowledges and understandings pertinent for administration and supervision of business education.

The third step was to develop, from the understandings established, conceptual ideas that are relevant to and indicative of the kind of reflective thinking necessary for real comprehension of administration and supervision of business education.

The fourth step was to prepare this research report with its implications, major concerns, and appropriate conclusions.

Chapter II of this study contains background material on the administration and supervision of business education and brings out the fundamental elements in the development of this investigation. Chapter III is devoted to the substantive content of administration and supervision of business education. Chapter IV presents a comprehensive conceptual summary of the substantive content of administration and supervision of business education developed in Chapter III. The conceptual summary constitutes the major outcome of this study, inasmuch as the study was designed to isolate and define certain concepts basic to and essential for sound administration and supervision of business education.

CHAPTER II

BACKGROUND FOR THIS STUDY

The purpose of this chapter is to provide the foundation from which to launch the in-depth analysis of the many interrelated variables in the administration and the supervision of business education. The subsections are designed to point up: (1) the overall perspective of public education, (2) the general scope of business education, (3) the significant elements in the history of the administration and the supervision of business education, (4) the application of the social process theory to this investigation, (5) the areas for further study, and (6) an explanation of the technique of concept development used in this study.

Perspective of Public Education

Public education is the vehicle by which our nation implements action to accomplish predetermined societal goals and objectives. Public schools provide opportunities for individualized learning through experiences within the grade-level structure, beginning with the first year of elementary school and continuing through the professional preparation provided in colleges and universities.

The elementary school pupil develops understandings essential for citizenship and acquires fundamental academic skills and knowledges. The junior high school student concentrates on refining his skills and knowledges; he attempts to broaden the scope of them; and he begins to explore his future educational and occupational opportunities. There is a wide difference of opinion among citizens with regard to the subject matter that should be taught in secondary schools. Educators hold few uniform beliefs; however, most of them tend to agree that the secondary school should prepare each student for citizenship, enable each student to develop a solid academic background, and prepare each student for entry into the "world of work." In general, junior college programs consist of either special terminal training in technical skills for entry into occupations or the first two years of a four-year course of study. The four-year colleges and universities prepare individuals for entry into the professional types of endeavor.¹

Individuals involved in the educational process should understand that men throughout history have related their concerns for education to their desires to govern, to worship, and to earn money. Knezevich argues that the

¹Doris H. Crank and Floyd L. Crank, "Desired Outcomes of Education and Their Relation to Education for Business," New Perspectives in Education for Business, First Yearbook of the National Business Education Association (Washington: National Business Education Association, 1963), pp. 5-7.

primary aims of education do not change and that the words now being used to describe them merely reflect modern connotations.

To help students attain "worthy home membership" was an objective in 1918. A similar need was expressed in 1952 as an understanding of "family life." The objective of "vocation" in 1918 became "economic efficiency" in 1938 and then the two objectives of "occupational skill" and "wise consumer" in 1952. What was previously classified as "citizenship" was later called "civic responsibility" and still later "civic understanding."¹

The extent to which the purposes of education have remained constant is indicated in Illustration 1.²

The need for understanding and constantly re-evaluating the purposes of education with regard to meeting the needs of our society is self-evident. Business educators should be aware of the fact that there are today publics who both condemn and commend education. The democratic ideal of providing for all arguments to be heard results in either the synthesis of ideas or the development of a framework within which most people are willing to proceed.

Business educators are products of public education and customarily hold views of the desired outcomes of education in accord with the views of other educators. This is demonstrated by Crank and Crank who have stated that all educational outcomes should be grouped into six major categories:

¹Knezevich, op. cit., p. 6.

²Ibid.

1918	1938	1952
"Seven Cardinal Principles"	"Four Groups of Objectives"	"Ten Imperative Needs"
(Commission of Reorganization of Secondary Education)	(Educational Policies Commission)	(Educational Policies Commission)
Worthy home membership		Family life
Health		Health
Command of fundamental processes	Self-realization	Think and communicate clearly
Worthy use of leisure		Arts (aesthetic)
		Science
		Use of leisure
Vocation	Economic efficiency	Occupational skill
		Wise consumer
Citizenship	Civic responsibility	Civic understanding
Ethical character	Human relations	Human relations

Illustration 1.--Listing of the goals and the purposes of education to reveal consistency in emphases through the years.

(1) knowledges and skills as preparation for work, (2) understandings for problem-solving, (3) appreciation and desire to perpetuate our political, economic, and cultural heritage, (4) attitudes for physical, emotional, social, and economic development, (5) understandings and attitudes for useful citizenship, and (6) the fundamental skills of oral and written communication, reading, spelling, and computation.¹

Scope of Business Education

The apprentice system of business education, common in the late 1800's and early 1900's, focused primarily upon the development of office skills such as computation, penmanship, shorthand, typewriting, and manual account keeping. The teaching of apprentices proved to be too slow and time consuming to meet the needs of rapidly growing business activity. Business colleges were established to provide opportunities for individuals to acquire clerical office skills within the shortest possible period of time. Business education was ultimately initiated in public schools to fulfill vocational purposes but now it has the added responsibility of making contributions to the general education of all students. The primary emphasis in business education in the secondary schools is still on the development of competency in clerical office skills. This is because of the constant

¹Crank and Crank, op. cit., pp. 8-9.

demand for competent personnel to serve in the business expansion of the twentieth century.¹

Collegiate schools of business were either established or expanded in many universities during World War II. Their purpose was to complement the clerical office program of the business college and secondary school by providing education for service in accounting, finance, marketing, personnel administration, production, and office administration. The trend in collegiate schools of business since about 1960 has been toward emphasis upon preparation for managerial careers with a decline in the emphasis upon preparation for careers in the more functional areas of business. Education for clerical office work is now being provided in business colleges, secondary schools, junior colleges, one and two-year terminal programs in four-year colleges, and technical institutes. Top-level managerial education in business is being provided by collegiate schools of business.²

In 1933, Nichols suggested that business education should serve prevocational, as well as vocational purposes. He argued that business education: (1) contributes to general education, (2) has personal-use value, (3) has value as an exploratory contact in business thinking, (4) stimulates

¹Elvin S. Eyster, "A Growing Void in Education for Business," The Journal of Business Education, XLII, No. 6 (March, 1967), pp. 228-229.

²Ibid.

further study in business, (5) is useful for those who leave school early, and (6) makes contributions to the social understanding of economic activity.¹ The depression of the thirties caused large numbers of students to remain in school because there were few opportunities for employment. During this period, justification for business education was developed on grounds other than vocational preparation for entry into business occupations. The offering of "personal-use subjects" of a social-economic nature became extensive.² In 1937, the distributive aspect of business education was extended by means of the George-Deen Act. The George-Barden Act of 1946 provided greater amounts of federal funds for instruction in the distributive subjects.³

Today, business education contributes in some degree to each of the four objectives of self-realization, human relationship, economic efficiency, and civic responsibility established by the Educational Policies Commission. Major contributions are made by business education to the two

¹Frederick G. Nichols, Commercial Education in the High School (New York: D. Appleton-Century Co., 1933), p. 220.

²Anne Scott Daughtrey, Methods of Basic Business and Economic Education (Cincinnati: South-Western Publishing Co., 1965), pp. 22-25.

³S. J. Wanous, "A Chronology of Business Education in the United States," 100 Years in Business Education (Washington: United Business Education Association, 1957), p. 58.

objectives of economic efficiency and civic responsibility.¹
Evidence of the broad scope of business education is revealed in the following statement:

It appears that business education and general education are complementary. Each is emphasizing more and more that improvement of the economic literacy of the nation is essential. Business educators recognize the fact that business education can make a major contribution to the economic competency and social-economic understanding of all secondary-school students. They advocate the offering of instruction in proper social, business, and economic concepts and principles.²

In summary, business education should be helpful in two significant ways. First, it should provide opportunities for each individual to acquire understandings, skills, and abilities relating to personal business management and citizenship. Each student should understand and appreciate our economic system and the opportunities for individual growth that it offers. Second, business education should provide many students with opportunities to acquire the occupational intelligence, skills, understandings, and abilities required for successful entry into business vocations.

¹Educational Policies Commission, The Purposes of Education in American Democracy (Washington: National Education Association, 1938), p. 42.

²Joseph Hardin Clements, "Business Education in the Secondary Schools of Oklahoma" (unpublished Ed. D. dissertation, College of Education, University of Oklahoma, 1954), p. 5.

History of the Administration and Supervision
of Business Education

The early developments in the administration and the supervision of business education are revealed in the activities of a few men. In 1898, with the selection of I. O. Crissy, New York became the first state to appoint a supervisor (inspector) of business (commercial) education.¹ In 1905, Frederick G. Nichols was appointed as the first city supervisor of business education.² He served the city of Rochester, New York, in this position until 1909; he then accepted the position as state supervisor of business education for the state of New York.³ Upon enactment of the Smith-Hughes Act of 1917, Glen L. Swigget was appointed to the Office of Education as a specialist in commercial education for the purpose of assisting at the state and local level.⁴ Cheesman A. Herrick served for a brief period as acting assistant director for commercial education until Nichols was appointed assistant director.⁵ Nichols, during his lifetime, was unique in that his administrative and supervisory work in business education was at the local, state, and national levels.

¹Tonne, op. cit., p. 1.

²Ibid.

³Ibid.

⁴Vernon A. Musselman, "Administration and Supervision of Vocational Business Education," National Business Education Quarterly, Vol. 33, No. 4 (May, 1965), p. 5.

⁵Tonne, op. cit., p. 3.

In 1924, Earl Barnhart succeeded Nichols as chief of the Business Education Service in the Federal Board for Vocational Education and continued to work for more meaningful business education. The depression of the 1930's, however, resulted in a demand for reduced federal expenditures and his position was eliminated.¹ Significant supervision in one area of business education was provided with the passage of the George-Deen Act of 1937 as federal monies were supplied for distributive education.² In 1938, B. Frank Kyker was made the chief of the Business Education Service. Although he provided some services for office education a major part of his time was devoted to servicing the programs of distributive education.³ The passage of the George-Barden Act of 1952 provided additional aid to distributive education. Aid for more aspects of business education was not given even though a few business educators, Hamden L. Forkner in particular, fought hard for it.⁴

By 1950, six states employed supervisors of business education at the state level.⁵ In 1962, there were a few more state supervisors and 26 city and county systems were employing supervisors of business education at the local

¹Ibid., pp. 3-4. ²Wanous, op. cit., p. 58.

³Tonne, op. cit., p. 4. ⁴Ibid.

⁵Nolan, Hayden, and Malsbary, op. cit., p. 37.

level.¹ The Vocational Education Act of 1963 brought an abrupt change in the administration and the supervision of business education. Business and office occupations were specifically included, along with those subject matter areas that had previously been subsidized with federal monies.² Prior to the passage of this act, eight states had no official for either distributive or business education, ten states had separate officers for distributive and business education, 17 states had one official for distributive education only, and 15 states had business and distributive education under one official.³ In 1963, Tonne argued that the Vocational Act would result in the appointment of more state officers of business education at the state level for both office education and distributive education.⁴ Present information reveals that his predictions were correct as 49 states have officials with responsibilities in distributive education, 45 states have officials for office education, and five states will in all likelihood provide officials for office education in the very near future.⁵

¹Musselman, op. cit., pp. 5-6.

²Ibid., p. 6.

³"Directory of State Supervisors of Business Education, 1962-63," National Business Education Quarterly, Vol. 31, No. 4 (May, 1963), pp. 82-86.

⁴Tonne, op. cit., p. 7.

⁵Nolan, Hayden, and Malsbary, op. cit., p. 37.

No one can predict with certainty the many changes that will occur in business education. Features of the 1963 Act require that changes in state plans must be implemented if federal funds are to be used. The periodic evaluation of state plans will undoubtedly result in an extensive need for administration and supervision of business education at the national, state, and local levels. This evaluation should serve to provide for an improved program of business education at the local level.

The Social Process Theory

The most frequently cited theory concerning educational administration is that of the social process theory as formulated by Getzels¹ and Guba.² The reasons are: (1) it has widespread use in the study of educational administration, (2) many research studies are based upon hypotheses derived from the theory, (3) the theory is well grounded in social psychology, (4) it seems to be more comprehensive than other theories in its treatment of organizational behavior, and (5) the theory has certain advantages for ordering and

¹Jacob W. Getzels, "Administration as a Social Process," Administrative Theory in Education, ed. Andrew W. Halpin (Chicago: The Midwest Administration Center, University of Chicago, 1958), pp. 150-165.

²Egon G. Guba, "Research in Internal Administration--What Do We Know?" Administrative Theory as a Guide to Action, ed. Roald F. Campbell and James M. Lipham (Chicago: The Midwest Administration Center, University of Chicago, 1960), pp. 113-130.

classifying data. This theory is used by this researcher as one guide to select areas for further study of administration and supervision of business education. Although the theory is frequently referred to in the literature of educational administration, the general bases of this theory are indicated here to add continuity and understanding to the areas selected for further study.

The premise that organizational structure may be analyzed through a study of the suborganizations or roles comprising an organization is the foundation upon which Getzels and Guba base their social process theory. Behavior has both sociological and psychological dimensions within any theoretical description of administration as a social process.

The social system is composed of two classes of phenomena that are conceptually independent. The two classes, the roles and relationships within the institutions and the individuals with their different needs and personalities, remain phenomenally interactive. A nomothetic dimension is reflected by a sociological analysis of the institutional roles and expectations. An idiographic dimension is reflected by a psychological analysis of personality and need disposition. The structure of administration is a hierarchy of subordinate-superordinate relationships with established relationships for allocation of the roles and the facilities of the organization. The institution and individual interacts with the

elements and the values of either the environment or the social system.

The Institutional Dimension

The role incumbents are analytic units of the institution. Roles are defined in terms that stipulate the acceptable behavior for the particular role. In this sense, therefore, role-expectations are externally defined. Compliance with institutional norms is achieved by the use of either positive or negative sanctions. A role is a prescription for the role-incumbent, other incumbents, and related roles outside the institution. Roles are complimentary and interdependent because they derive their meaning from other roles. Nomothetic behavior is attributed to the institutional dimension.

The Individual Dimension

Roles are occupied by individuals who have needs that either may or may not be in conflict with the institutional role expectations. Personality is the dynamic organization within an individual of certain need-dispositions. The need-dispositions are the most important analytic parts of the individual personality. Needs may be categorized by the characteristic behavior of individuals in an environment. The idiographic dimension is characterized by the individual need-oriented behavior.

Organizational Behavior

Role-expectations and need-dispositions must be known to understand the behavior of role-incumbents. Need is derived from personalistic propensities. Expectation is derived from the institutional obligations. Organizational behavior is simultaneously derived from both the nomothetic and idiographic dimensions. Either dimension may be emphasized by role-incumbents as they engage in organizational behavior. The organizational behavior of a role-incumbent ranges from principle emphasis on the nomothetic dimension to principle emphasis on the idiographic dimension. Behavior combines the nomothetic and idiographic dimensions, as either the role or the personality is either maximized or minimized within each situation.

Some activities in an organization require maximum adherence to role expectations (nomothetic) while other activities permit latitude along the personal dimension (idiographic). The proportion of role and personality factors determining organizational behavior varies with the specific individual, specific role, and specific set involved.

Getzels' model illustrates the relationships described within the social process theory. This model,

Illustration 2, presents the nomothetic and idiographic dimension of social behavior.¹

Similar relationships outlining some of the dimensions for studying organizational behavior in education are described by Guba.² Whereas Getzels is concerned with the social system, institutions, and the individual, Guba is concerned with the administrator, the role dimension, and the person dimension. These are different terms but the connotation is quite similar. Guba's model is presented as Illustration 3.

Fundamental Elements in This Study

The numerous presentations analyzed during this investigation were not classified in a manner that was helpful in developing content for administration and supervision of business education. The Getzels-Guba theory is an outline for studying organizational behavior. The areas of administration and supervision of business education are within the scope of both the idiographic and the nomothetic dimensions. The areas that are presented for further study also reflect

¹Jacob W. Getzels, "Administration as a Social Process," Administrative Theory in Education, ed. Andrew W. Halpin (Chicago: The Midwest Administration Center, University of Chicago, 1958), p. 156.

²Egon G. Guba, "Research in Internal Administration--What Do We Know?" Administrative Theory as a Guide to Action, ed. Roald F. Campbell and James M. Lipham (Chicago: The Midwest Administration Center, University of Chicago, 1960), p. 124.

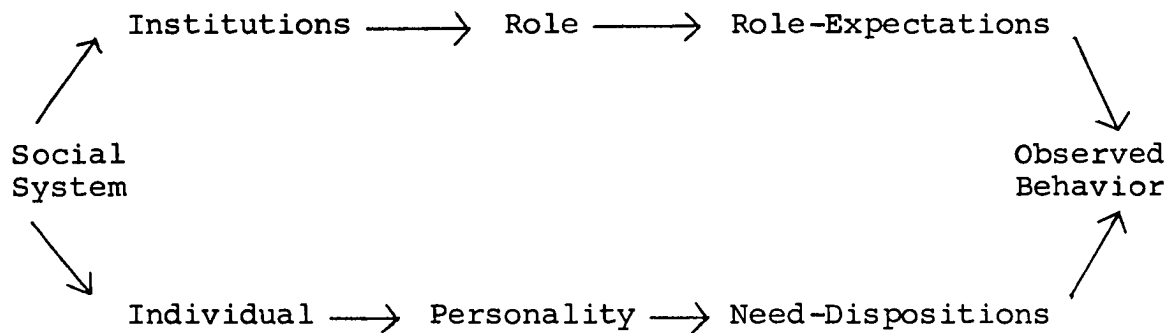


Illustration 2.--Diagram of the essential elements of administration whenever it becomes operative as a social process.

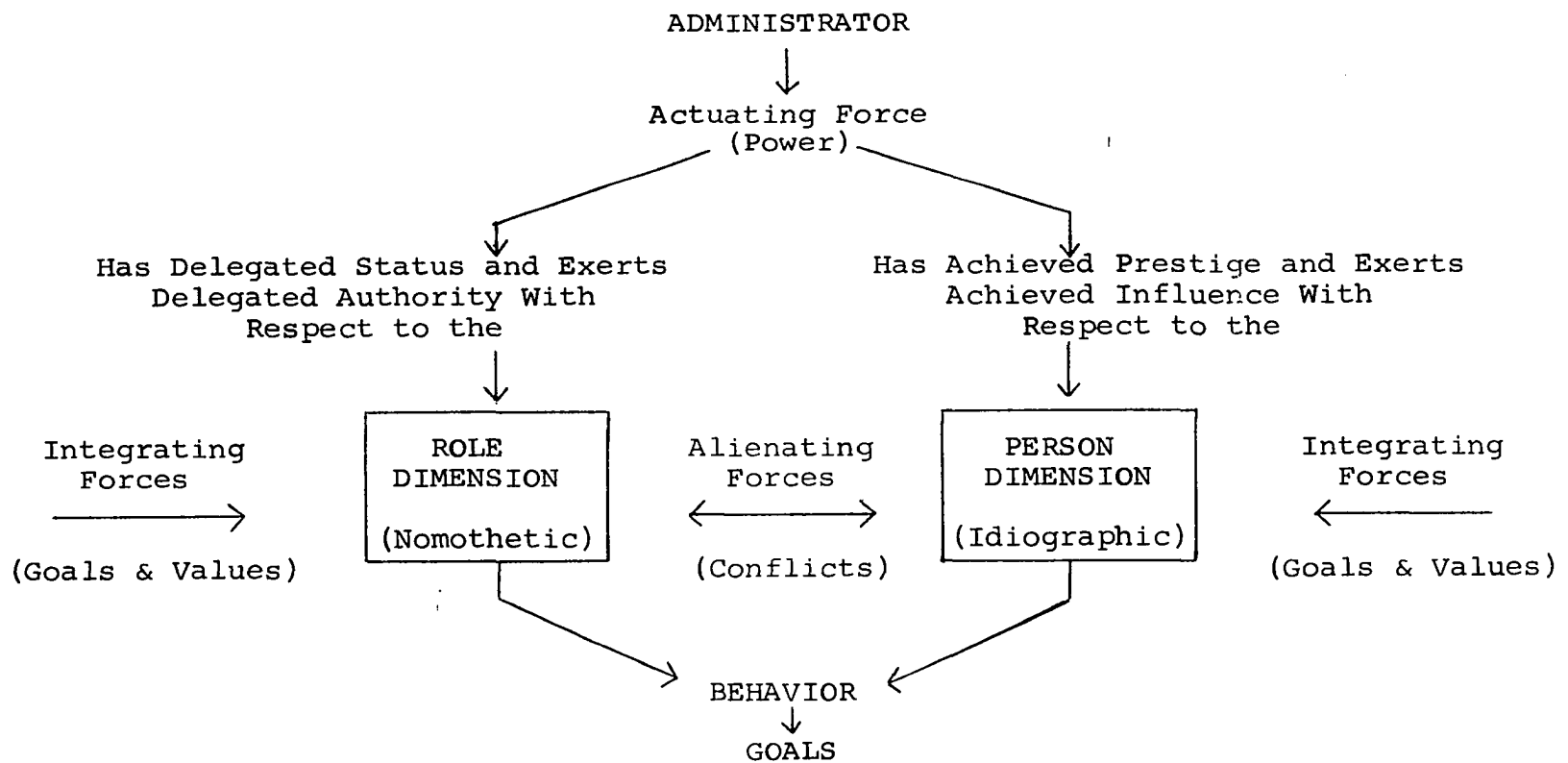


Illustration 3.--Model of internal administrative relationships.

the findings of other materials and publications analyzed by this researcher.

Various aspects of the administration and the supervision of business education center upon the following components: (1) the nature of administration and supervision, (2) process, (3) functions, (4) personnel, (5) environment, and (6) a conceptual theory of the interrelated factors.

In summary, the behavior of the administrator or supervisor of business education is an integral part of a process involving interactions with personalities both within and outside the program of business education. Concern must be for the nature of the action, the process by which functions are performed by personnel in an environment, and the theory of the interrelated factors.

Concept Development

This research study is concerned with the structuring and the understanding of concepts as one method that business educators may use to gain personal competence in solving problems in administration and supervision of business education. The development of concepts involves certain logical steps that extend beyond the limits of factual and knowledge types of learning. The acquiring of an appropriate background for understanding administration and supervision of business education is dependent upon a grasp of concept development that is based on five significant learning steps.

These steps will provide the business educator with individualized concepts concerning administration and supervision of business education as the result of: (1) gathering facts, (2) sorting facts to gain knowledges, (3) assimilating knowledge relationships to develop understandings, (4) reflecting on understandings to form concepts, and (5) applying these concepts through actions that reflect an attitude.¹

Competence in administration and supervision of business education is reflected in the behavioral change that results when the five steps are intelligently utilized by the business educator. Each of the five steps is dependent on the others if effective, individualized, and structured concepts concerning administration and supervision of business education are to be of value to the business educator. These five steps should be interwoven and related to the extent that they reflect a sound motivational attitude toward the administration and the supervision of business education.

The acquiring of specific facts without making clear either their content or meaning makes it extremely difficult for the business educator to conceptualize what he has learned as he encounters situations in administrative and supervisory practice. By weighing and evaluating facts in the concept development approach, the business educator will

¹Gerald A. Porter, "The Concept Approach to Education in Personal and Family Finance," Topics, XII, No. 2 (Fall, 1962), p. 3.

acquire the concepts essential for sound administration and supervision of business education.

The validity of a concept depends on the correspondence between observations and the facts implied by the concept. After a concept has been developed and tested against available data, the concept serves as a basis for further theorizing by the administrator or supervisor of business education. By investigating all implications of the concepts, one may deduce that, under certain circumstances, certain kinds of events ought to happen and certain others ought not to happen. After the concept has been developed, one becomes concerned with what it can do and not from where it came.

In utilizing the conceptual approach to learning, business educators must evaluate the facts. They must thoroughly understand the subject matter that is to serve as the foundation for the concepts that are to be developed. The conceptual approach initiates a validation of certain facts that can help the business educator to acquire an adequate comprehension of administration and supervision of business education.

So that readers of this study may better understand the conceptual method discussed, a visual outline of concept development is presented in Illustration 4. The area of "environment" was selected for use in illustrating concept development through the learning steps.

Topic: Environment of Administration-Supervision

Items in each of the four columns are illustrative only. In the development of an attitude toward administration-supervision of business education, business educators would study and analyze a great many more facts, knowledges, understandings, and concepts than are presented here.

<u>FACTS</u>	<u>KNOWLEDGES</u>	<u>UNDERSTANDINGS</u>	<u>CONCEPT</u>
The behavior of the administrator-supervisor of business education is, in part, a product of the situation. There are diverse publics in most communities that affect administrative-supervisory behavior. "Climate" is to the organization what "personality" is to the business teacher. The assessment of situational characteristics is a first requirement of the administrator-supervisor of business education. The administrator-supervisor of business education must understand the values within the community. Methods that work in one environment may not be successful in another environment. Some business teachers hold one concept of the administrator-supervisor--others hold another. Informal "power" positions of some business teachers are a known phenomenon. Clique relationships among business teachers are sources of concern to the administrator-supervisor. Organization defines the role of administration-supervision of business education. An atmosphere that is conducive for the professional growth of staff members is the concern of administration-supervision. A wholesome environment is conducive to a proper "esprit de corps" among business educators. The topography of a school district may affect decisions concerning the business education program. Morale is high when business teachers see all roles in a similar manner. One group's expectations may run counter to another group's expectations. Expectations of diverse groups concerning business education affect administrative-supervisory behavior. Teachers do better work if they feel secure. "Beliefs" of people in a community are motivating forces that affect administrative-supervisory behavior.	There resides in each educational organization certain variables that affect the behavior of the administrator-supervisor of business education. The situational factors present in each major variable with which an administrator-supervisor of business education works affect the behavior of the administrator-supervisor. Despite his involvement, the administrator-supervisor of business education should remain a student of how situational factors affect his administrative-supervisory behavior. A formal organization defines the functions and responsibilities of the many different positions within the business education program. An informal organization within the business education program influences organizational direction but is omitted from the formal structure of the organization. At times, informal communication may prove to be a more dominant force within the business education program than the formal plan of communication. The dimensions and characteristics of a school community establish, in part, the boundaries within which the administrative-supervisory action that affects business education takes place. The department of business education, as a part of the school community, contains certain dimensions that have relevance for the administrator-supervisor of business education. Similarity in the expectations of the administrator-supervisor, citizens in the community, and business teachers is necessary for a successful program of business education.	The educational environment is comprised of demographic, financial, technological, sociopolitical, and psychological variables that affect the administrative-supervisory actions that are taken in the promotion of the goals of business education. The administrator-supervisor of business education must identify and constantly re-examine the variables within the school environment if meaningful direction and control is to be provided for the business education program.	Effective administration-supervision of business education is achieved only when desirable interpersonal relationships are promoted within the boundaries established by appropriate organizational controls over the demographic, financial, technological, sociopolitical, and psychological variables in the environment. Comment: This concept, with the supporting understandings, was formulated relatively early in the course of completing this dissertation. That improvement in the techniques for developing such concepts and understandings took place in the mind of the researcher is apparent in the presentation of somewhat more sophisticated material in the conceptual outline in the final chapter.

Illustration 4.--Example of the learning steps in concept development.

The first step in the illustration consists of a careful sifting and analyzing of the facts to separate the related from the unrelated. From an analysis of the facts, a knowledge is attained that is a generalization inferred from particular facts. As the learning process continues, one can assimilate by further inference, his knowledge into an understanding that is further removed from the basic facts than the knowledge. An assimilation and realization of the understandings results in a concept or a generalization of what either should or should not result from a given fact situation. From a utilization of the concepts, the business educator develops certain attitudes or a mental position with regard to a given body of facts. This fifth and culminating step in the conceptual approach, attitude formation, is not included in the illustration.

CHAPTER III

THE ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION

Effective administration and supervision of business education is achieved only when the essential factors are harmonized in logical, coordinated, and meaningful ways. Effort must be constantly exerted in the establishment and the maintenance of conditions favorable to the implementation of business education objectives. Efficient administration and supervision ensures the likelihood that business educators will attain their predetermined objectives in the many and varied kinds of circumstances in which education for business is provided for students. This chapter is primarily concerned with the four major categories of the elements required in the administration and supervision of business education:

(1) functions, (2) process, (3) environment, and (4) personnel. The material presented is subdivided in terms of:

1. The nature of administration and supervision of business education.

2. The functions that constitute the basis for the designing of administration and supervision activities.

3. The process involved in the administration and supervision of programs of business education.

4. The personnel involved at the various levels of administration and supervision.

5. The environment(s) in which the administration and supervision occurs.

6. A conceptual model in which the various essential factors become interrelated.

Nature of Administration-Supervision

Consideration of how programs of education for business are conducted seems invariably to result in the development of distinctions between the term "administration" and the term "supervision." In 1944, Strong indicated that administration is concerned with the establishment of the policies required in providing business education. He argued: "Administration is chiefly concerned with the determination, establishment, carrying-out, evaluation, and revision of policies."¹ Strong also expressed the idea that the complexity of the total educational system requires that supervision be provided for each of the many special subject-matter areas, such as business education. The structure of his presentation indicated that supervision should be concerned with the implementation and the coordination of efforts within the patterns established by administrative policies.² He stressed, again and again, the point that both administration and supervision

¹Earl P. Strong, The Organization, Administration, and Supervision of Business Education (New York: The Gregg Publishing Co., 1944), p. 211.

²Ibid., pp. 211-314.

of business education should be provided at the national, state, and local levels.

Huffman regards the leadership exhibited by a state department of education as both administrative and supervisory in nature. He indicates that administration establishes the facilities for instruction and that supervision promotes the improvement of instruction. Huffman suggests that administration can provide books, business machines, and teachers' names, but only through supervision can business education come alive and be infused with purpose, inspiration, and enthusiasm. Whereas the administration of business education is concerned with facilities for instruction, supervision is concerned with the people in it.¹

Other authorities maintain that the administrator should establish the procedures and hire the personnel necessary for operating a business education program. They contend that the supervisor should concern himself with improving and evaluating all of the factors involved in learning. The specific job of the supervisor is that of providing leadership in improving existing programs.²

Tonne relates administration to the organization of instruction, and supervision to the improvement of instruction.

¹Harry Huffman, "Responsibilities of the State Department of Education for the Administration and Supervision of Business Education," National Business Education Quarterly, Vol. 31, No. 4 (May, 1963), pp. 12-19.

²Nolan, Hayden, and Malsbary, op. cit., p. 526.

He indicates that in most cases administration and supervision merge indistinguishably. He holds the opinion that an administrator of business education is also a supervisor of it.¹

In summary, it is apparent that some authorities maintain that there are distinctions between the acts of "administration" and the acts of "supervision" of business education. Because the same individual frequently performs all of the acts, however, it seems futile to attempt a demarcation between the two terms, particularly when no dichotomy exists. The development and maintenance of a dynamic program is the primary concern of both "administration" and "supervision" of business education. Illustration 5 demonstrates the solidly interrelated nature of administration and supervision of business education as presented by Zelliott.² Throughout the remainder of this discussion, therefore, the terms "administrator-supervisor" and "administration-supervision," even though cumbersome, will be used consistently to emphasize the interlocking nature of the dual role. Expediency dictated from the outset that in this study there should be concern only with the aspects of administration-supervision

¹Herbert A. Tonne, Principles of Business Education (New York: The Gregg Publishing Co., 1947), pp. 516-534.

²Ernest A. Zelliott, "Administration and Supervision Needs and Functions," Administration and Supervision of Business Education, The American Business Education Yearbook, Vol. IX (Des Moines, Iowa: Wallace-Homestead Co., 1952), p. 2.

(1)	(2)	(3)
Procuring Supplies and Equipment Keeping Inventories and Records Arranging for Maintenance of Equipment	Selection and Assignment of Teachers Selection of Instructional Materials Determining Equipment Needs	Observation of Classroom Instruction Working with Courses of Study Committees Counselling with Business Teachers
ADMINISTRATIVE SUPERVISORY		

While there is no clear-cut line of demarcation between administrative and supervisory functions, (1) some are almost entirely administrative in nature, (2) some are both administrative and supervisory, and (3) others are almost entirely supervisory.

Illustration 5.--The nature of administration-supervision.

of business education at the local level. The ideas developed are, however, equally applicable to administration-supervision at the three levels--local, state, and national.

Functions of Administration-Supervision

The term "function" is comprehensively applicable to the proper or characteristic action of either a person, a living thing, a manufactured thing, or a created thing. A single function, then, is one of a group of related actions contributing to a larger action. In this study, the operation of a program of business education constitutes the "larger action." It is essential that the administrator-supervisor at any particular time shall perform a function or functions that will contribute to that larger action.

The nature and the scope of a program of business education determine the specific functions that must be performed by each administrator-supervisor connected with that program. The character of those functions will, in turn, determine the organizational processes to be utilized. The environment established and the administrative-supervisory personnel employed should be such as to facilitate and implement both the functions and the process. Because functions are so basic and fundamental, they constitute the first of the four major aspects of administration-supervision to be discussed here.

According to recognized authorities, some of the most common functions of administration-supervision in business education are:

1. Recruiting teachers.
2. Acquainting new teachers with school policies.
3. Improving the morale of teachers.
4. Improving instruction.
5. Helping to revise the business curriculum.
6. Helping to select textbooks and other instructional materials.
7. Helping to select equipment and plan layout.
8. Representing business education at meetings.
9. Securing the cooperation of schools and business.
10. Initiating and supervising community surveys and local studies.¹

These functions are indicative of the major responsibilities of administrative-supervisory personnel in business education. They are not all-inclusive and they do not reflect the many and varied kinds of specific duties and tasks that must be performed. Equal concern should, of course, be exhibited at all times for each of the functions within the overall scope of the administration-supervision of business education. Because of the need for brevity and for avoiding redundancy, the remainder of this discussion of the functions of administration-supervision will be concerned with: (1) employment of business teachers, (2) physical facilities for business education, and (3) improvement of classroom instruction. The fundamental and basic principles, techniques, and theory applicable to these three functions are equally appropriate to

¹Nolan, Hayden, and Malsbary, op. cit., pp. 545-549.

the consideration of any of the other functions of administration-supervision in business education.

Employment of Business Teachers

The effective business teacher will more than offset any deficiency in either the curriculum, in the inferior instructional materials, or in the antiquated equipment. Thus, the work of the administrator-supervisor takes on importance whenever he functions with regard to the employment of one or more business teachers.

The employment of excellent teachers is the single most important function of a school system. The success of the business program is dependent upon the quality of the business teachers.¹

This section deals briefly with three aspects of the employment of business teachers: (1) recruitment, (2) selection, and (3) retention.

In the larger view of administration-supervision, the recruitment of business teachers goes back to the development of an early interest in business teaching on the part of high school students. Youth organizations, such as the Future Teachers of America and the Future Business Leaders of America, are important to the development of thinking about teaching and influence young people to become teachers. Phi Beta Lambda and Pi Omega Pi, fraternities at the college level,

¹Verner Dotson, "The Characteristics of a Good Supervisor of Business Education," National Business Education Quarterly, Vol. 31, No. 4 (May, 1963), p. 41.

provide a continuing kind of encouragement to students who aspire to become teachers of business. The administrator-supervisor, who hopes to employ good business teachers, should support the efforts of the various youth organizations. Only as good students are recruited in the organizations and encouraged to become teachers of business will a supply be built up from which competent teachers may, in turn, be recruited.

The administrator-supervisor should also work at maintaining good relations with the institutions that prepare business teachers and with the professional organizations to which business teachers belong. In particular, he should be well informed about and contribute to the programs of the National Association for Business Education and the National Association for Business Teacher Education. In meetings of these groups and through correspondence, he can make known the business teaching opportunities that exist in either his department or school system. He should also provide placement officers in collegiate institutions with the information about certification, salary schedules, and school employment policies. He should do everything possible to acquaint desirable teacher applicants with information that will attract them to his business education program.

Procedures for the selection of business teachers vary with the size of school systems. They are simple and informal in the smaller schools, and usually complex and more

formal in the larger school systems. Regardless of school size, the selection of business teachers should result in the employment of individuals who rate well in terms of:

(1) personal characteristics, (2) general education, (3) understanding of business and economics, (4) preparation in the specialized subject matter to be taught, (5) office work experience, (6) general educational theory (specific psychology and methods in business subjects), (7) student teaching experience, and (8) work in youth and professional organizations.¹

It is recognized that each applicant may not rate well in all of these qualities. When employing a business teacher the concern of the administrator-supervisor is for a combination of both the tangible and intangible attributes that tend most to assure success on the part of the applicant selected to fill a specific position.

In the smaller school systems, the selection of a business teacher usually involves only an appraisal of the application form, personal references, and college transcript, coupled with a personal interview with the applicant.² In the larger school systems, selection procedures are more

¹Ronald A. Vaughn, "Potential Vocational Business and Office Education Teachers in Oklahoma" (unpublished Ed. D. dissertation, College of Education, University of Oklahoma, 1966), p. 64.

²Earl G. Nicks and J. P. Natale, "Selection, Assignment, and Orientation of New Teachers," Administration and Supervision of Business Education, The American Business Education Yearbook, Vol. IX (Des Moines, Iowa: Wallace-Homestead Co., 1952), p. 103.

formal, less flexible, and more exacting. The procedures generally consist of some or all of the following: (1) the application, (2) an appraisal of records, (3) examinations, (4) the interview, (5) use of an eligibility list, (6) employment for a probationary period, (7) an evaluation of performance during a probationary period, and (8) permanent employment. In the larger school systems, the employment of business teachers is generally the responsibility of a city supervisor of business education. He usually works closely with the general personnel director or assistant superintendent.¹

The retention of business teachers should be based upon procedures for evaluation that comprehensively establish the competencies of teachers. The retention of teachers involves a continual evaluation of teaching performance. Such evaluation of teachers should be for the purpose of maintaining a teaching staff that fully meets exacting evaluative criteria.

If the administrator-supervisor is to build and retain a high-level business faculty, evaluation must go far beyond the business instruction that is offered in the classroom. Porter argues that it is possible to evaluate accurately the competence of a teacher of business subjects. He

¹Alvin Weitz, "Selection and Recruitment of Business Teachers," Administration and Supervision of Business Education, The Eastern Business Teachers Association Yearbook, Vol. XXXIX (Somerville, New Jersey: Somerset Press, 1966), p. 204.

contends that the teacher's relationship to the entire school program and his relationship to the activities of the community are factors which must be considered. He maintains that there are seven significant factors that must be dealt with in reaching a value judgment concerning the competence of business teachers.¹ These factors are:

1. The subject matter taught.
2. The methods of teaching utilized.
3. The evaluation of student achievement.
4. Student relationships.
5. Relationships with fellow teachers.
6. Professional development.
7. Community living.²

Porter further indicates that:

In arriving at conclusions relative to each of the factors involved in the total evaluation of the competence of a business teacher, the administrator or supervisor must consider numerous minor elements connected with each of the seven factors.³

Only when the administrator-supervisor of business education gives adequate consideration to individual teacher evaluation, can he hope to deal objectively with situations requiring either the dismissal or the retention of a particular individual.

¹Gerald A. Porter, "Evaluating the Competency of a Business Teacher," National Business Education Quarterly, Vol. 24, No. 4 (May, 1956), pp. 16-18.

²Ibid.

³Ibid.

· Physical Facilities for Business Education

Providing the facilities that are necessary for a program of business education is the combined responsibility of school boards, superintendents, specialists, and the administrator-supervisor of business education. The provision of space, the purchase of equipment, and the maintenance and replacement of that equipment are "means to an end." These resources are required if the objectives of business education are to be realized. At present, a large number of school buildings are being constructed. Many older school buildings are being either altered or repaired. Business education is involved in this change; therefore, the administrator-supervisor of business education should assume a large share of the responsibility for the remodeling of old facilities and for the planning of new ones.

The administrator-supervisor must make recommendations concerning the size of the business education classrooms, the number of students the rooms are to accommodate, and the appropriate furniture and the equipment for the rooms in direct relationship to the purpose for which they are intended. The deficiencies that exist in old buildings and the recommendations for alleviating them are his responsibility. He should know the requirements of modern business education classrooms and laboratories if he is to make effective recommendations to the architect.

Selecting the furniture that is best suited for each class or laboratory situation should be the responsibility of the administrator-supervisor of business education. Perry emphasized that these decisions are never the same:

The selection of furniture never becomes routine because rooms vary in size, money available is not always the same, manufacturers introduce new items, and new kinds of rooms are constantly coming into use.¹

The responsibility of the administrator-supervisor of business education is to see that, in addition to furniture, adequate equipment is available in all business education classrooms. Frederinko comments that:

The building chairmen should select equipment on the basis of original machine cost, durability, maintenance contract costs and trends of machine use in business offices. The needs of the students must be kept in mind when making all purchases.²

The administrator-supervisor must be familiar with the prices of all types of business equipment and he must know what is most suitable for instructional purposes. This may involve the purchase of a large number of typewriters, duplicators, bookkeeping machines, and data processing equipment. In some instances, the administrator-supervisor has the responsibility

¹Enos C. Perry, "Responsibilities of a Big City Supervisor," National Business Education Quarterly, Vol. 33, No. 4 (May, 1963), p. 33.

²John E. Frederinko, "Selection and Maintenance of Equipment," Administration and Supervision of Business Education, The Eastern Business Teachers Association Yearbook, Vol. XXXIX (Somerville, New Jersey: Somerset Press, 1966), p. 242.

not only for purchasing the business equipment but also for maintaining and replacing the equipment. Frederinko remarks that:

Machines, like people, have varying lifespans. Durability of machines generally can be measured by recent classroom experiences of individual teachers, observations of veteran teachers over a period of years, sound trial periods where machines are placed under constant heavy classroom use, advice of repair men and used machine dealers. Records, tests, and observations should be kept for every model machine. In the final analysis of the anticipated purchase, durability may be the most important factor in arriving at a final decision.¹

The responsibility of keeping each business machine in operating order is accomplished by the establishment of a machines repair center or through contracts with concerns that provide this service. Frederinko states that:

A service contract arrangement can be very effective if companies agree to service all machines for a period of three years and then trade machines for new ones. This plan is most acceptable, offers guaranteed maintenance and modern machines continually.²

Regardless of the type of policies and procedures that provide for the repair and replacement of all business equipment, administration-supervision of business education should be responsible for, and should be aware that:

Good maintenance requires a working plan. Each school or school system must have a plan that best fits its monetary and maintenance needs. Some schools lease equipment in which case the leasing company assumes complete responsibility for maintenance.³

¹Ibid., p. 243, 244.

²Ibid.

³Ibid.

In performing this function, the administrator-supervisor may profit by appointing committees, composed of teachers and clerks, for the study and evaluation of the many varieties of business machines that are available for purchase. Machines wear out, are broken, and are stolen; therefore, the administrator-supervisor of business education must provide for an adequate supply of machines and he should see that they are available when needed.¹

In the large school systems, the replacement and the redistribution of equipment are major concerns of the administrator-supervisor of business education. If a particular school decides to eliminate certain courses, equipment then becomes available for use in other schools within the system. This redistribution of machines becomes a significant task in the large school system. The administrator-supervisor of business education must provide policies for the efficient removal and sale of the old machines and provide for the redistribution of the usable machines.²

Perhaps no administrator-supervisor should be so cost conscious as one who serves in business education. He is concerned with the efficient use of space when costs are rising. Knezevich considers space to be a form of interpretation:

The school plant is the "physical package" for, or better, the space interpretation of, the school curriculum. The curriculum finds its physical

¹Perry, op. cit., p. 34.

²Ibid.

expression in the construction and internal pattern of the school plant.¹

For the program of business education, this involves the expenditure of a large amount of school funds for such items as typewriting laboratories, listening stations for shorthand, and equipment for data processing courses. The administrator-supervisor of business education must reconcile the present demands of business and business teachers with the total educational needs of the entire school program.

Improvement of Classroom Instruction

The improvement of classroom instruction is a fundamental function of administration-supervision of business education. This improvement means much more than merely the improving of teaching methods. It involves the provision of the right content, to the right group, at the right time, in the right place, and using the right methods. Improvement of classroom instruction does not just happen. There are few established guideposts available to follow in providing for the improvement of business instruction. The impetus needed for change must come from somewhere--administration-supervision of business education is the logical source.²

¹ Knezevich, op. cit., p. 465.

² Roman F. Warmke, "A Concept of Supervision," National Business Education Quarterly, Vol. 29, No. 4 (May, 1951), p. 3.

Instructional effectiveness is one aspect of teaching success. Effective classroom instruction is evidenced by the teacher whose students show the largest gain over their pre-instructional status, by the teacher whose students learn the most from classroom instruction.¹

The improvement of classroom instruction should be the basic reason for a classroom visitation made by an administrator-supervisor. Purposes may range from the rating of a business teacher for a promotion to the appraisal of some type of experimental method of instruction. Woodward, however, argues that:

The classroom teacher is the key to effective instruction and, therefore, it is necessary to secure information about his instructional strengths and weaknesses before constructive suggestions for improvement can be made.²

There are six general aspects of classroom visitation that should be considered in establishing procedures for the improvement of classroom instruction: (1) the general discipline and atmosphere of the classroom, (2) student participation, (3) subject matter being presented, (4) good points of the lesson, (5) suggestions for improvement, and (6) general

¹Leonard J. West, "Evaluation of Business Teachers in the Skill Areas," National Business Education Quarterly, Vol. 34, No. 4 (May, 1966), pp. 20-21.

²Theodore Woodward, "Classroom Visitation," National Business Education Quarterly, Vol. 33, No. 4 (May, 1965), p. 41.

comments by the administrator-supervisor on the entire teaching.¹

Classroom visitation is an extremely delicate matter that may be encouraged in some systems, yet, resented by business teachers and the administrator-supervisor in other situations. The cooperation of each member of the teaching staff is required if classroom visitation is to serve as a foundation for the improvement of classroom instruction.

After the strengths and the weaknesses of the teaching staff are recognized, a plan for the improvement of the classroom instruction of business subjects should be established. Many avenues are available for the establishment of programs by the administrator-supervisor of business education. They may range from demonstration teaching by the administrator-supervisor of business education to the transferring of a teacher to a more desirable school situation. These procedures most certainly should include the establishment of rapport, in-service classes, experimentation and research, objectives and standards, and measurement of the results of the classroom teaching.²

The administrator-supervisor is limited only to the extent of his individual creativity. The following ways to

¹Adolph B. Scholl, "The City Supervisor in the Modern High School," National Business Education Quarterly, Vol. 29, No. 4 (May, 1961), pp. 20-21.

²Perry, op. cit., pp. 29-30.

improve classroom instruction deal specifically with the professional growth of business teachers. They are by no means all-inclusive but are indicative of some of the ways that classroom instruction can be improved. They include:

(1) workshops, (2) membership in professional organizations, (3) extension or summer courses, and (4) the reading of professional literature.

Workshops are one of the best methods that may be used in any program concerned with the improvement of classroom instruction. In any consideration of professional growth through participation in workshops, each participant must have a genuine desire to learn, share, and utilize new ideas. A professional attitude is a "must" for each participant. Workshops should not be lengthy or time consuming and they should deal specifically with the purpose of improved classroom instruction. "Two or three morning or afternoon workshop sessions should be adequate."¹ The workshop should serve to update business teachers in the newer methods and techniques of teaching new content of a particular business subject. Similar purposes may be served if either local groups organize or several schools consolidate their efforts in sponsoring workshops. In any event, the eventual success of the workshop depends upon the wise selection of the

¹Sidney W. Eckert, "Through a Seven-Point Program for Teachers," Business Education Forum, Vol. 21, No. 6 (March, 1967), p. 13.

instructional staff. This workshop staff should include:

(1) authors, (2) lecturers, and (3) master teachers.¹

Membership in professional organizations serves to encourage teachers to grow professionally, thus resulting in a more professional type of teacher being in the business classroom. Attendance at a professional meeting enables teachers to share problems and solutions of a business subject by the joint action of business teachers in attendance rather than by the individual action of one teacher. A truly professional business teacher, ". . . recognizes the need for belonging to, and participating in, professional organizations."² Membership in professional organizations denotes professional progress; active participation in professional organizations is the mark of the dedicated business teacher--one who contributes toward the improvement of classroom instruction.

Business teachers may also participate in a program of professional growth that will serve to update them in selected subject areas through enrollment in a summer school or in an extension course. There is generally a choice of courses or colleges. This enrollment not only enables the business teacher to become more proficient in the content area and the methods for teaching the content, but may also

¹ Ibid.

² Milton C. Olson, "Encouraging Professional Growth," National Business Education Quarterly, Vol. 30, No. 4 (May, 1962), p. 58.

serve to qualify the participant for an advanced degree and a salary increase. The teacher should explore the possibility of qualifying for a scholarship that is granted by the college or for a stipend that may be provided by the school system.

In any consideration of the teaching of a business subject, it becomes imperative that the instructor be aware of the changes that are occurring in our economy and in the field of business education. The reading of professional literature enables the business teacher to keep abreast of these current changes and developments, thus insuring that they will be reflected in, and contribute to the improvement of classroom instruction.

The Wall Street Journal, Time, Newsweek, and Business Week thoroughly cover business events and financial affairs. There are many professional publications that cover each aspect of business education. Some of these include: Business Education Forum, Business Education World, Journal of Business Education, The National Business Education Quarterly, The Balance Sheet, and The Business Teacher.¹

The business teacher should not be expected to thoroughly read each publication that has been mentioned, however, these publications should serve as sources of new ideas and suggestions concerning the improvement of teaching certain business subjects. In part, the improvement of classroom

¹Ibid., p. 55.

instruction by a particular business teacher is directly related to the achievement of professional growth. If the business department is to be alive and dynamic, it is essential that the administrator-supervisor stimulate and develop a departmental attitude that is conducive to academic stimulation, the result--professional growth and the improvement of classroom instruction.

Procedures for improving classroom instruction may vary from school to school. They are dependent upon the size of buildings, student enrollment, available space for the business education program, business equipment and materials, and the attitude of each business teacher. The interest, aptitude, and abilities of business students and the philosophy, background, and experiences of the administrator-supervisor of business education are all factors in a program of professional growth and the improvement of classroom instruction. The problem is to maintain a proper balance of each factor that is involved.

Process for Administration-Supervision

Process is a natural phenomenon that is marked by gradual changes that lead toward a particular result. The administrator-supervisor responsible for any aspect of the business education program should, therefore, be a "doer." When engaging in the administration-supervision process, his primary concern must be with how to achieve results. His

involvement with staff members, students, and businessmen suggests that multiple tasks should be accomplished. He is, however, frequently left to his own resources in making decisions regarding the business education program. Koenig recognizes that the administrator-supervisor of business education is involved with many different individuals. He emphasizes that:

The involvement of people and the use of values in decision-making demand that administrators see the process as one of the crucial activities of the organization for the quality of its decisions can make or break an administrator.¹

Many of the early administrator-supervisors of business education considered process to be either a formula or a list of necessary activities. There were other interpretations in which process was considered to be an abstraction. Today, some administrator-supervisors contend that process cannot be viewed by itself. They maintain that it is manifest in the behavior of business teachers and the other staff members as they interact in meeting the purposes of business education. Process, therefore, should be observed in terms of activity.²

¹Adolph J. Koenig, "Principles of Educational Administration--Part 2," Administration and Supervision of Business Education, The Eastern Business Teachers Association Yearbook, Vol. XXXIX (Somerville, New Jersey: Somerset Press, 1966), p. 14.

²Walter G. Hack et al., Educational Administration: Selected Readings (Boston: Allyn and Bacon, Inc., 1965), pp. 310-311.

There are some authorities who argue that the administrator-supervisor of business education is the primary determiner of process because the responsibility for movement is lodged with him. This is contrary to the viewpoint of other authorities who maintain that the direction of process is determined by the interactions of the members of the organization, the community, and the administrator-supervisor of business education. In any event, process must be viewed as being a dynamic phenomena, shifting among many points of origin, but with balance and direction always being provided from within the organization.

Knezevich, in discussing public school administration, states:

There exists a universal process of administration. Fayol, early in the twentieth century, gave fresh impetus to the idea that there were administrative functions common to all organizations. . . . process represents an abstract picture of administration. It is the result of distilling the essence of administration from the many activities of the administrator.¹

The term, "process" is inherited from political and business activities. An introduction to process usually begins with an analysis of the necessary activities engaged in by the administrator-supervisor. Gulick considers these elements to be: (1) planning, (2) organizing, (3) staffing,

¹Knezevich, op. cit., p. 83.

(4) directing, (5) coordinating, (6) reporting, and (7) budgeting.¹

Early in the twentieth century, Fayol gave a fresh impetus to the idea that there are administrative-supervisory activities common to all organizations. He believed that planning, organization, command, coordination, and control constituted the elements which are universal for the administration-supervision of any organization.²

The ideas of Gulick and Fayol seem to be contrary to the position that knowledge of business education is the basis for effective administration-supervision of business education. Educators who assume this position maintain that efficient administration-supervision depends upon a knowledge of the "entirety" of that which is to be administered. There are many authorities in various fields of administration-supervision, however, who share the opinion that a universal process does exist.³

There are multiple versions of the "basics" which comprise process. Sears,⁴ took the five basic managerial

¹Luther Gulick, "Notes on the Theory of Organization," Papers on the Science of Administration, ed. Luther Gulick and Lyndall Urwick (New York: Institute of Public Administration, Columbia University, 1937), p. 13.

²Knezevich, op. cit., pp. 38-39.

³Ibid.

⁴Jesse B. Sears, The Nature of the Administrative Process (New York: McGraw-Hill Book Co., 1950), pp. 1-246.

concepts of Fayol,¹ and the seven of Gulick² as a basis for an administrative-managerial process for educational use. Sears indicated that this process is affected by the personality of the administrator-supervisor. He argues that individuals with great ability behave differently from those of lesser caliber, thus a scientific treatment of administration-supervision becomes complex. Sears emphasizes the need for studying the individuals involved in administration-supervision, but not as a substitute for studying process. Process should be considered in terms of the work done and not in terms of the worker. Sears contends that, if it were any other way, then the development of a science of administration-supervision would be a lost hope.³

Sears maintains that process consists of: (1) planning, (2) organizing, (3) directing, (4) coordinating, and (5) controlling. He argues that the field of school administration is a relatively new realm of study, but he emphasizes that there are certain principles essential in all administration-supervision. He regards the term "administration" as being synonymous with "management." He also contends that administration contains much that is closely

¹Gulick, op. cit., pp. 99-103.

²Ibid., pp. 1-13.

³Sears, op. cit., p. 37.

related to such things as supervision, planning, direction, organization, control, guidance, and regulation.¹

The process is susceptible to great differences in perspective. The administrator-supervisor of business education may take a molar or molecular view of process for there are many individual elements that may be divided into subdivisions for analysis and research. This is especially true when one is considering communication and decision-making theories.

The literature concerning process reveals a great many action words and phrases with little consensus concerning those that are essential to process. Halpin regards "process" as a tricky term. He cautions that one must be extremely careful when talking about "process" as if it were detached from the behavior of individuals. He contends that, if the concept of "process" is to be useful, its referents must be rooted in behavior and behaving products.²

The process approach to getting things done is a very useful concept; however, it constitutes a somewhat tenuous base for understanding the behavior of the administrator-supervisor of business education. Process may be described in many ways, but implicit in each of the descriptions is the suggestion that the responsibility of administration-supervision

¹Ibid., pp. 1-246.

²Halpin, op. cit., p. 195.

of business education is to execute the various elements of "process."

The remainder of this section is concerned with the following elements of process: (1) planning in business education, (2) organizing in business education, (3) actuating in business education, (4) coordinating in business education, and (5) controlling in business education. The activities of decision-making and the procedures for communication are both vital to, and exist in, each activity but they are not regarded as being separate entities.

Planning in Business Education

Planning is the first step in the process of administration-supervision in business education. It is in planning that decisions are reached in advance regarding what is to be done. More specifically:

Planning involves the definition and clarification of purposes and scope of operation; investigation to reveal conditions affecting the achievement of purposes; analysis to determine the meaning of the facts and to forecast effects of possible courses of action on achievement of purpose; and decision-making to set the course of the enterprise as indicated by the processes of purpose defining, investigation, and analysis.¹

Planning is intellectual in nature and is best performed when reflective thinking, imagination, foresight, and creativity are all brought into action. Planning is dealing today with

¹American Association of School Administrators, Staff Relations in School Administration, Thirty-Third Yearbook (Washington, D. C.: AASA, 1955), p. 17.

intangibles that will affect operations tomorrow. Knezevich states that:

Planning can be defined as purposeful preparation culminating in a decision which serves as the basis for subsequent action.¹

Planning is mental work, and allowance for unforeseen circumstances must be made.

Planning is best accomplished when the administrator-supervisor asks himself specific questions such as:

1. What is to be done?
2. How will the work be divided?
3. How will the work be done?
4. Who will do the work?
5. What will the work be done with?
6. When will the work be done?
7. How well should the work be done?
8. How well is the work being done?²

In the administration-supervision of business education, the answers to some of the above questions are readily apparent; however, planning requires that all questions receive ample and thorough consideration. Warmke contends that the administrator-supervisor of business education can appraise past performance by asking:

Have my past supervisory plans included information on what was to be done, why it was necessary, who would be involved, when and where it would take place, and how the program would be carried out?³

¹Knezevich, op. cit., p. 42.

²Ibid., p. 40.

³Warmke, op. cit., p. 6.

The administrator-supervisor of business education who attempts to outline areas of future needs and make recommendations to other staff members necessarily engages in planning. The preparation of recommendations for future needs is one of the most difficult and yet most important matters of administration-supervision of business education. It brings into play all of the goals and objectives of business education. The inability to visualize the results of planning may cause the administrator-supervisor to shun this important activity in favor of other less strenuous courses of action.

The administrator-supervisor, regardless of his rank in the organizational hierarchy, engages in planning.¹ Individuals at the higher administrative-supervisory levels (i.e., the city supervisor) devote more of their time to planning than do administrator-supervisors at the lower levels (i.e., the department head) of the hierarchy. This serves to establish, therefore, that planning is a step that is engaged in at any level of the administration-supervision of business education. Some administrator-supervisors emphasize policies and procedures while others tend to stress instructional materials and equipment. Still other administrator-supervisors may spend a major portion of their time planning for goals and standards which serve either to reduce class size or to increase the quality of instruction.

¹Roland C. Waterman, "A Philosophy of Administration and Supervision," National Business Education Quarterly, Vol. 30, No. 4 (May, 1962), p. 8.

The amount of effort that is expended and the type of planning that is employed by the administrator-supervisor vary from school to school. What may prove to be highly effective in one situation may turn out to be relatively ineffective in another program of business education.

Planning is fundamental; therefore, it must be accomplished before organizing and staffing are attempted. It is difficult to visualize "direction" and "control" of business education instruction without prior planning. Planning for long-range objectives such as the establishment of some phase of cooperative business education is broader and more inclusive than is planning for the maintenance of the business equipment that is necessary for conducting the program.

The administrator-supervisor of business education should understand that planning is done at the local, state, and national levels and that it should be done before other organizational activities are carried out. Planning is intellectual in nature, mental in effort, and intangible in scope. Planning has an element of decision-making in it; planning increases in scope and importance as the program of business education increases in size and complexity.

Organizing in Business Education

Organizing is an aspect of process that includes the task of staffing. It serves to unite business educators in purposeful and interrelated ways. Through organization, the

administrator-supervisor of business education learns what is expected of him. The organizational pattern establishes who reports to him and to whom he reports.

Organization means the determination and assignment of duties to people, and also the establishment and maintenance of authority relationships among these grouped activities.¹

It is apparent that any local department of business education must be organized. This is exemplified by the presence of a board of education, superintendent of schools, and other necessary staff members. Organizing is broad in scope when practiced by the superintendent of schools but becomes more narrowly conceived when practiced by the chairman of a department of business education. However broadly or narrowly conceived, the organization of the business education program for purpose and goal-orientation is the key factor in determining the responsibility at any administrative-supervisory level. The completeness of the organizing of the business education program is a reflection of the effectiveness of the planning for it.

Organizing is performed by the administrator-supervisor of business education at the national, state, and local levels. The previously mentioned definition of organizing implies that the administrator-supervisor at the local level should determine the relationships of the teachers

¹Theo Haimann, Professional Management, Theory and Practice (New York: Houghton Mifflin Co., 1962), p. 136.

within the department of business education. He should determine the business subjects that are to be taught and he should determine who will teach them. Organizing is the tool or the means by which many activities are accomplished. Although the organizational structure of business education provides a formal framework within which individuals operate at the local level, informal groups naturally evolve whenever individuals work together. Business teachers are usually bound together by common social and economic backgrounds. The administrator-supervisor should be aware that at times this informal organization may exert more influence within the department of business education than that which is exerted by the formal organizational structure.

The local department of business education is a social entity and the administrator-supervisor should develop proficiency in organizing within its social and psychological dimensions. He should consider the customs, types of behavior, and culture patterns when organizing to accomplish the predetermined goals of business education. In large part, organizing requires prior planning; it demands significant expenditures of time. The results that are derived from organizing may range from excellent to poor or non-existent. Some administrator-supervisors devote more time to organizing than do others. This is because of factors such as the size and the complexity of the local department of business education and the preparation and background of the particular

administrator-supervisor. In summary, organizing includes: (1) developing a structural plan, (2) determining the activities that are to be performed, (3) assigning individuals to various activities, and (4) developing authority relationships.

Actuating in Business Education

The third phase of process is referred to by some authorities as directing or commanding. It is difficult to direct or to command without prior planning and organizing. Actuating implies that action is achieved when an individual is aroused or stimulated; therefore, actuating is dependent upon the unique relationship of the administrator-supervisor of business education to the other staff members. Because of this unique relationship, the term "actuating" more accurately describes what is involved than does either the term "directing" or the term "commanding."

Actuating is preceded by planning and organizing. Actuating deals exclusively with people--plans are put into action.

Actuating is getting all members of the group to want to achieve and strive to achieve the objectives the manager wants them to achieve because they want to achieve them.¹

The administrator-supervisor may plan and organize for business education but no positive output will result until he

¹George R. Terry, Principles of Management (Homewood, Illinois: Richard D. Irwin, Inc., 1964), p. 465.

implements action. Actuating is continuous and is dependent upon communication procedures.

Communication is the transmitting of meanings throughout an organization that is directed toward the realization of objectives. The dissemination of meanings for a program of business education involves more than the exchange of written and verbal symbols. After decisions are reached, their effectiveness may be nullified by inefficient communication procedures. In any form, either a simple gesture or a complex series of spoken and written symbols, communication is the means by which administrative-supervisory decisions actuate and influence the behavior of individuals in an organization.¹

Leadership is important because effective actuating is accomplished only by getting things done with people. Thus, the degree to which the administrator-supervisor of business education arouses action is a reflection of his leadership. Actuating is performed by the administrator-supervisor at any organizational level. The amount of time and effort that is devoted to it is dependent upon the number of staff members that are his responsibility. Actuating is the force that insures planned performance; actuating sets in motion the performance of the activities.

¹Southern States Cooperative Program in Educational Administration, Better Teaching in School Administration (Nashville: George Peabody College, 1955), p. 124.

Coordinating in Business Education

Gregg indicates that coordination in process can be compared to performance:

The coordinating function in organizations is probably best illustrated by the way in which the sounds of the many different instruments in an orchestra are combined to produce a melodious, harmonious, and rhythmic performance.¹

Coordination is not a separate and distinct activity but is all-pervasive, for it is a part of each element of process. The purpose of coordination is to insure that each staff member concerned with the business education program works toward the realization of predetermined objectives. Coordination depends on understanding the goals of business education and the degree to which individuals accept and contribute to them.

The administrator-supervisor of business education may facilitate the coordination of activities by: (1) developing a solid organizational structure, (2) formulating administrative-supervisory charts of duties and relationships, (3) using a formal communication system, (4) writing policies and regulations, (5) preparing adequate reports and records, and (6) utilizing personnel committees. These activities are not all inclusive but are illustrative of some of the means for achieving the operational goals of business education.

¹Russell T. Gregg, "The Administrative Process," Administrative Behavior in Education, ed. Roald F. Campbell and Russell T. Gregg (New York: Harper and Row, Publishers, 1957), p. 308.

Controlling in Business Education

Controlling is the activity in which the administrator-supervisor of business education makes certain that operations proceed as they are planned and organized. Controlling is defined as:

. . . those activities which are designed to compel events to conform to plans. It is thus the measurement and correction of activities of subordinates to assure the accomplishment of plans. . . . Thus, the control of things is achieved through control of people.¹

Controlling is concerned with what is being achieved and with the applying of corrective measures so that predetermined objectives are attained. Controlling, therefore, is the last phase of process. Regardless of the level of the operational hierarchy, all administrator-supervisors of business education should perform some aspects of controlling.

While the need for control in a department of business education differs from that found in business organizations, certain activities in business education lend themselves to control measures. Salaries and the number of classes can be controlled with respect to cost. Teaching performance can be evaluated with respect to quality and quantity. The use of equipment and classroom facilities can be controlled with respect to time allocations.

¹Harold Koontz and Cyril O'Donnel, Principles of Management: An Analysis of Managerial Functions (New York: McGraw-Hill Book Co., Inc., 1959), pp. 37-38.

Controlling is broad in scope when applied by the city supervisor of business education. It becomes more narrowly conceived when applied by the department head of a particular program of business education. At any level, effective controlling procedures contribute to the improvement of plans as they are carried out in view of accepted purposes. The administrator-supervisor of business education must constantly reappraise and dynamically adjust to change and evolution rather than pursue a course that is static, permanent, and absolute. He must constantly be aware that: (1) controlling is performed at all organizational levels, (2) it is performed after the other functions have been carried out, (3) the administrator-supervisor of business education evaluates the performance and applies corrective measures, and (4) controlling is facilitated by each element of process, particularly the activity of coordination.

Personnel of Administration-Supervision

The development of new programs and the improvement of existing programs of business education at the local, state, and national levels depend largely upon the quality of leadership provided by administrative-supervisory personnel. The coordination of human activity is an ever-present need in any program of business education. Careful thought and planning by administrative-supervisory personnel enable programs of

business education to develop into endeavors that meet the needs of businessmen and business students.

Administrative-supervisory leadership is provided for business education through various positions. In a city with one high school, the high school principal, the chairman of the department of business education, and the superintendent of schools are expected to assume leadership roles. In larger city systems, however, the focus is upon the performance of activities by the city supervisor and the department chairmen. These activities provide for the coordination of all departments of business education.

The purpose of this section is to examine the administrative-supervisory leadership positions that are provided for business education in a large city system. However, the procedures, duties, and responsibilities that are discussed should be of value to both large and small school systems. The material is subdivided as follows: (1) city superintendent of schools, (2) city supervisor of business education, (3) high school principal, and (4) chairman of the department of business education.

City Superintendent of Schools

In most city school systems, the superintendent is the executive officer of the board of education. He is a leader in the community and his actions are subject to constant surveillance by the public. Occasionally, the

effectiveness of the superintendent is restricted by traditional anti-administrator attitudes. He may be relegated to the status of a deputy of the local board of education. There may be restraint on the development of his role.¹

The superintendent has responsibilities relating to the program of business education that are extremely broad. He is responsible for establishing and evaluating all policies and regulations that pertain to the business education program. The superintendent is constantly concerned with planning, decision-making, and delegating. He deals with multiple programs of business education and major changes within the programs.

The operational structure that is established and the staff members to whom the superintendent's responsibilities are delegated should be contingent upon the peculiarities of the local situation. The essential needs of a city school system vary considerably from those of a small community; however, there are certain basic administrative-supervisory responsibilities that are common to all successful programs of business education. The distinction is primarily that of the extent of specialization in the assignment of responsibilities. In various sections of the country, city superintendents are recognizing the necessity for specialized assistance in business education. Directors, supervisors, and

¹Knezevich, op. cit., p. 268.

department heads are appointed as administrative-supervisory staff members. They are directly involved with the aims and objectives of business education at the city-wide level.¹

The duties and the responsibilities that are delegated by the superintendent continue to be personally performed by the superintendent in the smaller community. There are certain responsibilities that are common and basic to all school systems; the delegation and performance of these responsibilities vary according to the peculiarities of the school systems.

The list of activities in which superintendents actually become engaged is virtually endless; however, a clear understanding of the difference between "policy-making" and "policy-executing" is basic when considering any activity within the city superintendent's range of duties. "Policy-making" is a legislative act and is performed by the board of education--a legislative body. "Policy-executing" is an executive act and is within the domain of the executive officer of the board of education--the city superintendent of schools.

Knezevich's description of the role of the superintendent implies that his responsibilities applicable to education for business should include: (1) the formulation of policies that are necessary for operating the business

¹Zelliot, op. cit., p. 4.

education program, (2) the provision of employment procedures, (3) the selection of administrative-supervisory personnel, (4) the delegation and assignment of all duties that are necessary to business education, (5) the authorization of expenditures for the business education program, and (6) the responsibility of keeping the board of education informed on all matters concerning business education that are of a major nature.¹

The superintendent is concerned with the implementation of programs of business education in each high school. The coordination and the operation of these programs are assigned to other administrative-supervisory personnel. The superintendent is involved in the employment of city supervisors and high school principals. The employment of business teachers and the appointment of a department chairman are responsibilities that are delegated to other administrative-supervisory personnel. The superintendent takes an active part in the planning of either a new vocational-technical school or a new cooperative program of business education. He becomes involved in the purchase of expensive equipment for these programs but the purchase of items of a lesser nature may be delegated to the administrator-supervisor who is more directly involved with a single department of business education. The superintendent is concerned with the

¹ Knezevich, op. cit., pp. 256-257.

major aspects of business education that affect the program of education in its totality. He generally operates at some distance from individual programs of business education and he does not become involved with matters of a minor nature.

City Supervisor of Business Education

The supervisor of business education is generally needed in cities where there are more than two high schools. This position furnishes city-wide leadership and gives direction to all departments of business education. The individual is a "city-wide administrator-supervisor" of business education. The school systems that provide for city-wide administrative-supervisory leadership generally have stronger instructional programs in business education.

Some of the titles under which city administration-supervision of business is carried out are: (1) director, (2) supervisor, (3) coordinator, (4) supervisor-coordinator, and (5) consultant. The title, director, connotes a position in which there is considerable administrative-supervisory responsibility. The title, supervisor, generally implies that the primary concern is classroom visitation. However, this narrow interpretation does not consider the variety of activities that must be accomplished. Classroom observation is an important ingredient of the job but considerable time and effort is directed toward other activities. The titles, coordinator and supervisor-coordinator, are generally

central office positions. In some systems they are "line" positions responsible to an assistant superintendent. The title, consultant, is becoming more popular and generally implies that a specialist is available for the sharing of ideas and problems with business teachers.¹

For the purpose of this section the title, "supervisor of business education," is used. Some of the more common responsibilities of a supervisor in a school system with business education departments in several high schools are presented. The most frequent responsibility is that of providing for the observation and evaluation of the teaching process. This activity is generally delegated to other administrative-supervisory personnel but in some instances is performed by the supervisor. The observation of teaching performance, pupil attitudes, room conditions, and utilization of equipment enables the administrative-supervisory personnel to evaluate the effectiveness of teaching techniques. There are a number of approaches to observing and evaluating teaching. There is, however, no single pattern to follow in all situations.²

The successful attainment of the objectives of a city-wide program of business education depends upon the

¹Ray L. Clippinger, "The City Supervisory Services for Business Education," Administration and Supervision of Business Education, The Eastern Business Teachers Association Yearbook, Vol. XXXIX (Somerville, N. J.: Somerset Press, 1966), pp. 67-68.

²Ibid., p. 69.

establishment of rapport among all teachers. This responsibility must be assumed by the supervisor. In helping with administrative-supervisory problems and classroom teacher problems, the supervisor should at all times exhibit a genuine interest in the individuals involved. The supervisor is a public relations agent for the business education program. His responsibility involves communicating and interpreting the philosophy and objectives of the existing program. He keeps the channels of communication open with businessmen, department chairmen, teachers, and other administrator-supervisors.¹ The improvement of teaching techniques, the establishment of innovational classroom procedures, the orientation of new business teachers, and the selection of textbooks are some of the group activities with which the supervisor is constantly concerned.²

The supervisor may unify the activities of the various departments of business education if the chairmen of these departments are provided with time in their schedules for departmental work. The supervisor of business education may bring information to this group and the consensus of the group may then serve as the basis for formal recommendations to the superintendent. The supervisor of business education has an obligation to lead the chairmen of the different

¹Dotson, op. cit., p. 41.

²Clippinger, op. cit., p. 70.

departments of business education to think in terms of total education and the relation of business education to the work of other departments.¹

The supervisor works with high school principals and department chairmen in evaluating applicants for teaching positions. This selection is a cooperative effort.² Generally, the high school principal, as the chief administrator of the school, makes the final decision concerning the employment of any teacher new to his school. The supervisor is responsible for securing information concerning probationary teachers, for accepting or rejecting recommendations concerning the retention of teachers, and for making recommendations concerning business teachers who are being considered for a promotion.³

The supervisor is afforded an opportunity to exchange ideas with other business educators as well as with businessmen by being active in professional business education groups and other associations at the local, state, and national levels.⁴ The supervisor assumes much of the responsibility

¹Ibid., pp. 69-72.

²Theodore Yerian, "Principles of Educational Supervision," National Business Education Quarterly, Vol. 33, No. 4 (May, 1965), p. 17.

³Clippinger, op. cit., p. 73.

⁴William Selden, "Evaluating the Effectiveness of Business Education Supervision and Administration of the National, State, and Local Levels," National Business Education Quarterly, Vol. 30, No. 4 (May, 1962), p. 22.

for the evaluation of new models of business education equipment. He considers the price, durability, appropriateness for business training, and availability of parts before making a decision to purchase equipment.¹

The supervisor of business education now has opportunities that were never before available because of the passage of the Vocational Education Act of 1963. He should become informed concerning the provisions of this act and the provisions of other legislation that affects business education. Because of much new legislation, the supervisor of business education may be called upon to serve as a consultant in the planning of area vocational schools for some regions.²

High School Principal

The high school principal is enmeshed in a changing philosophy of administration-supervision that affects his day-to-day responsibilities. Because of the advance of modern technology, his role in regard to the business education department becomes increasingly demanding. The emerging science of the principalship is concerned with "what is" and "what ought to be" in any consideration of the business education program and the relationship to other programs.

Authorities state that the principalship is a professional position that requires specific preparation by the

¹Perry, op. cit., pp. 32-34.

²Clippinger, op. cit., p. 75.

person who aspires to successfully perform in the position.¹

They further state:

Experienced teachers who have merely acquired the technique of managing unruly children and irate parents can no longer be considered adequately prepared for the duties of the principalship, even though this technique still is an asset to the modern principal. In addition, a body of specialized knowledge has been gradually accumulated through the experiences of successful principals.²

The principal's most important responsibility is for the educational growth of the boys and girls who attend his school. This encompasses the corollary responsibilities of concern for the curricula, the staff and students, the facilities and finance, and a workable community-school relationship. By working closely with members of the staff, the students, and individuals in the community, he develops a team that helps to direct the school in the achievement of its goals. Each member of the team has clearly defined responsibilities and understands the lines of communication. The leadership qualities of the principal determine how successfully the team will operate.³

¹Paul B. Jacobson, William C. Reavis, and James D. Logsdon, The Effective School Principal (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963), p. iii.

²Ibid.

³Fred S. Cook and Eleanor Maliche, "The Principal Administers the Business Department," National Business Education Quarterly, Vol. 33, No. 4 (May, 1965), p. 26.

Cook and Maliche state that the skills of the principal can be categorized tri-dimensionally under the following topics:

1. Technical Skills. The principal must have a working knowledge of certain technical areas, such as budgeting, curriculum design, personnel, and facilities.

2. Human Skills. The principal must know how to direct and work cooperatively with persons both within and outside the school. He must demonstrate his knowledge of and skill in human relations in working with the staff, the pupils, the parents, and his many "communities."

3. Conceptual Skills. The principal must be able to perceive his school not only in small units (English department, business, records, etc.) but as a totality.¹

The particular contribution of the principal to a program of business education provides for: (1) the efficient functioning of the existing business curriculum, (2) the continuing evaluation of all courses and activities within the business department, (3) the revision of the curriculum to include new developments in business, and (4) the encouragement of experimentation in business education curriculum patterns and teaching techniques. In some instances, the principal should assume responsibility for: (1) the selection of well-trained business teachers, (2) the provision of an in-service training program, (3) the provision of a professional environment for business education, and (4) the establishment of a good student body relationship.²

¹Ibid., p. 27.

²Ibid.

The principalship should serve as an efficient connecting link between the school and the community. The principal must know the community because he is responsible for bringing the school's message to the citizens. A broad acquaintance with the needs of the community is of particular value to the principal when decisions are to be made concerning the business education program.

Whereas the superintendent operates at some distance from the teachers and is concerned with the multiple programs on a system-wide scale, the principal is closely involved with the teaching personnel and the multiple programs of education within one school. The principal should think in terms of the relationship of one department of business education to the entire school program.

Chairman of the Department of Business Education

The chairman of a department of business education is concerned with providing leadership for a particular program of business education. One of his aims should be to establish an esprit de corps within the department. This serves to stimulate and release the potential of each staff member. The chairman directs individual efforts toward predetermined goals and he insures that these goals are based upon the combined thinking of all members of the department of business education. The chairman recognizes the importance of each staff member. He is concerned with the improvement of morale

among all staff members. The chairman emphasizes to the group that he is a "coordinator" of policy rather than a "dictator" of policy. He assures the group that the department will not be subjected to changes that are unacceptable and impractical. The chairman emphasizes "coordination" and "cooperation."

The chairman should analyze the needs of pupils and teachers; he should initiate plans to meet those needs. Some of the major concerns of the chairman include: (1) directing the work of the department, (2) coordinating the activities with those of the other departments, (3) providing for necessary supplies, equipment, and personnel, and (4) evaluating the teachers' and the pupils' endeavors.¹

Specific activities with which the chairman is concerned include: (1) planning the work of the department, (2) selecting and orienting new teachers, (3) promoting professional growth within his particular department of business education, (4) providing for teacher observations and conferences, and (5) planning departmental meetings.²

Other duties of the chairman include: (1) requisitioning books and supplies, (2) serving on policy-forming committees, (3) acting as a resource person and counsellor for the school administration, (4) assisting in the

¹Merrill B. Kalb, "The Role of the Department Chairman," Administration and Supervision of Business Education, The Eastern Business Teachers Association Yearbook, Vol. XXXIX (Somerville, New Jersey: Somerset Press, 1966), p. 109.

²Ibid., pp. 110-114.

preparation of teaching schedules, (5) conferring with pupils, parents, and book representatives, and (6) articulating work with business departments of other schools.¹

Satlow contends that the successful chairman of a department views business education in its broad perspective. "As a result, his working philosophy of business education is related to the overall philosophy of secondary education."² Other authorities recognize that the chairman may be appointed by the principal or elected by the teachers who make up the department of business education. Regardless of who is serving as the department chairman and the method for selecting this individual, certain duties and activities are common for any chairman concerned with a program of business education.³

The effective chairman is characterized by what he does and how he does it. An earned informal acceptance by all members of the department of business education is a measure of both his effectiveness and his success.

Environment for Administration-Supervision

Environment is generally considered to be the physical setting in which the administrator-supervisor finds himself.⁴

¹Ibid., p. 115.

²I. David Satlow, "Profile of the Successful Department Head," Business Education World, XLIII (April, 1963), p. 14.

³Nolan, Hayden, and Malsbary, op. cit., p. 551.

⁴Walter G. Hack et al., op. cit., p. 124.

But effective administration-supervision demands that a more comprehensive interpretation be made of the term, "environment." The administrator-supervisor, at any educational level, should constantly be involved with an examination of the complex demographic, financial, technological, sociopolitical, and psychological variables in the environment of any educational effort.¹

Demographic, financial, and technological dimensions of business education are closely related. If additional business teacher stations need to be established, the demographic factor determines the number of stations. Demographic needs can be fulfilled only to the extent of the financial ability of the educational unit. In the equipping of business teacher stations, the technological aspect becomes as important as either the demographic or the financial factors. The sociopolitical and psychological characteristics of environment determine the expectations and the value patterns that affect the decisions of concern to business education.

Two distinct perceptions exist within each of the five major variables in any business education setting. The first perception is that which is adopted by the residents of the community. The second perception is found in how the administrator-supervisor views his role as an educational leader. The administrator-supervisor of business education

¹ Ibid.

should understand, when decisions are pending, that there are interactions that may cause conflicts between the two per-
ceptives.¹

The environment should be dynamic so that ways are kept clear for factors to work toward continual betterment of the environment. In developing a comprehensive view of the school environment, the administrator-supervisor of business education should study the variables and he should seek to establish and control the factors responsible for each change.² Thus, there may be developed a climate or an atmosphere that is most conducive to good business education.

The administrator-supervisor should be constantly concerned about the variability in the instructional circumstances. Methods that work in one situation may not be successful in another. Instructional procedures that are satisfactory one year may fail to produce similar good results in the following year.

The administrator-supervisor of business education should create a climate in which staff members "develop themselves." The creation of this climate results in the development of sound actions and solid attitudes on the part of both students and teachers.³ Business teachers make positive contributions and grow professionally only in an atmosphere that

¹Ibid., p. 125. ²Ibid.

³Warmke, op. cit., p. 4.

accords them acceptance as valuable people. It is important, therefore, that the administrator-supervisor give recognition and support to the teacher who attempts to do the job better.¹ The administrator-supervisor of business education should constantly be involved with the improvement of the physical conditions surrounding teaching and learning.² He should realize that "high morale" is the essential factor in the emotional and mental adjustment of the teacher to his job. High morale is the most important single component in the development of the best possible learning situation.³ The promotion of high morale is a primary administrative-supervisory responsibility; studies show a high correlation between business student achievement and business teacher morale.⁴

The creation of a wholesome climate for teaching and learning is fundamental to a proper "esprit de corps" among department members.⁵ Professional growth depends upon the provision of an atmosphere in which such growth can take place. This growth and atmosphere cannot be imposed by an outsider but ordinarily is developed or established by the teacher

¹Yerian, op. cit., pp. 16-18.

²Frank M. Herndon, "State Supervision Through Leadership and Services," National Business Education Quarterly, Vol. 33, No. 4 (May, 1965), p. 23.

³Dotson, op. cit., pp. 37-38.

⁴Cook and Maliche, op. cit., p. 31.

⁵Satlow, op. cit., pp. 14-16.

himself. The knowledge that a seed needs good soil and a favorable climate if it is to mature, can be applied to business education; professional growth occurs when the proper environment is provided.¹

The administrator-supervisor of business education should be concerned about changes in our society and each business teacher must be helped to become aware of the changes that occur in business, in education, and in our economy.² It is recognized that changes in the school population are common. There are two aspects of population that must be considered: (1) the geographical mobility of people in search of better opportunities and living conditions, and (2) the mobility of people moving upward in earning capacity.³

The administrator-supervisor of business education is concerned with the social and economic forces that affect our society and he should be aware that technology, by providing electronic teaching equipment, creates a problem in the selection of instructional devices for our business education classrooms.⁴ All of the administrative-supervisory problems are heightened by the rapidity of change in the economic,

¹Olson, op. cit., pp. 54-59.

²Ibid.

³F. Kendrick Bangs, "Guidance in Business Education," National Business Education Quarterly, Vol. 31, No. 4 (May, 1963), p. 70.

⁴John L. Rowe, "Developing Syllabi and Course Content," National Business Education Quarterly, Vol. 33, No. 4 (May, 1965), p. 36.

sociological, and philosophical forces of our society. Providing for change is the compelling problem which pervades nearly all of the administration-supervision of business education.¹

The multiple references in this section indicate that much has been written relative to environment. The consensus is that the administrator-supervisor of business education need not place primary emphasis upon the dimensions that define the environment. He should, however, give strong emphasis to the creation of a climate or an atmosphere that is conducive to the promotion of positive and productive kinds of business education. He should be forceful in: (1) creating a climate in which staff members feel secure and are encouraged to "develop themselves," (2) improving the physical conditions surrounding teaching and learning, and (3) developing a high morale among business students and teachers. He should relate these activities to: (1) the technology in business, in education, and in our economy, (2) the mobility of our school population, and (3) the economic, sociological, and philosophical forces in our society.

The effectiveness of the administration-supervision of business education should be evaluated in terms of how well the objectives of the organization are realized. As the goals

¹Lewis R. Toll, "Administrative Problems of Business Education on the Collegiate Level," National Business Education Quarterly, Vol. 32, No. 4 (May, 1964), p. 6.

of business education change, there should be a reexamination of the administrative-supervisory practices. Continual adjustments should be effected to meet the challenge of a changing, fast moving, urban, and business-oriented environment.

Structure of Administration-Supervision

The term "administration-supervision" applies to the acts that give direction to a program of business education. Every formal organization to promote business education has certain functions that must be performed in the accomplishment and realization of predetermined goals and objectives. A model of the administration-supervision of business education must, therefore, first be concerned with "functions." Functions are the base upon which the operational elements of a business education program are built. It is through the establishment of functions that determinations are made of what will be done. The structure of administration-supervision should recognize that business education is operational within an arrangement of related personnel who perform the functions that contribute to the common objectives. The full accomplishment of objectives requires positive direction; failure to attain goals and purposes is representative of negative direction.

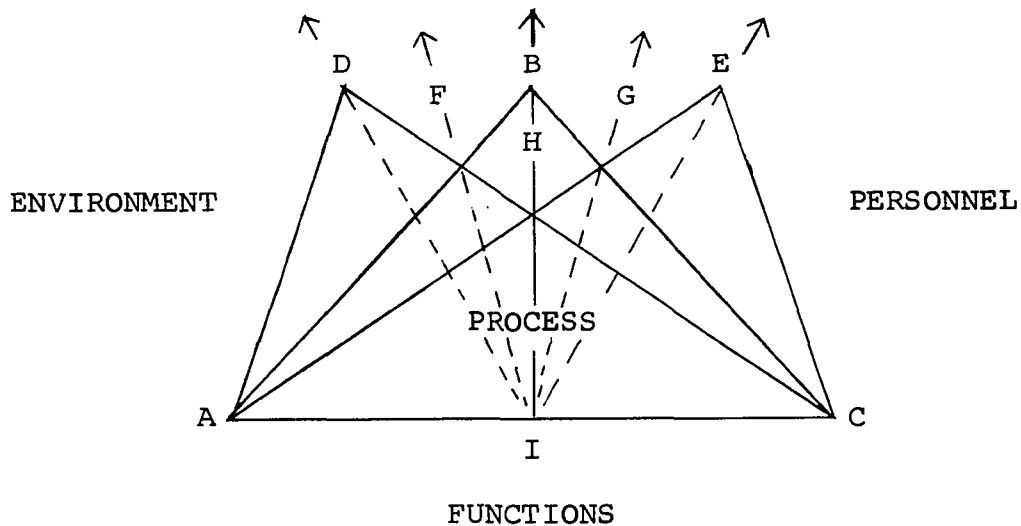
In the development of the structure of administration-supervision of business education, the most important sub-unit is personnel. Only persons, either by formal or informal

actions, can contribute to direction--only personnel can make a program operational.

Functions are always performed in an environment. Administration-supervision gives positive direction and purpose to business education out of an understanding of the circumstances and dimensions that constitute the boundaries of the environment. The administrator-supervisor must carefully assess the environment if he is to promote a climate or atmosphere that is good for business education. The conditions established within the existing dimensions should promote and facilitate positive kinds of direction.

Process becomes manifest as the administrator-supervisor influences the environmental factors and the actions of people in the performance of those functions that affect the direction of business education. Personnel and environment are the vital factors that make process dynamic.

It is clear that process influences the total operation of any program of business education. Process may be instrumental in restricting or extending the scope of any of the other three elements. In turn, the shape and scope of process is affected by the other elements. Functions, personnel, environment, and process are inextricably interwoven into the single fabric--administration-supervision of business education. The four major elements in a model of administration-supervision may be diagrammed as follows:



1. ABC and IB illustrate the desired, fully positive direction. Process promotes the performance of predetermined goals and objectives by personnel in an environment that is conducive for realizing the desired maximum potential of a program of business education.

2. ADC and ID illustrate a negative distortion of direction. Because of a breakdown in process, CD indicates that the personnel factors are more dominant than are the environmental factors, AD. In performing the functions of business education, a harmonious relationship does not exist between the personnel and the environmental factors.

3. AEC and IE also illustrate a negative distortion of direction. Because of a breakdown in process, AE indicates that the environmental factors are more dominant than are the personnel factors, CE. In performing the functions of business education, a harmonious relationship does not exist between the environment and the personnel.

4. AHC and IH illustrate the construction of direction. Process has provided for a harmonious but less than fully productive relationship between personnel factors and environmental factors. Although there is positive direction toward desired goals and objectives,

the relationship of the area of ABC to AHC and the relationship of the length of IB to IH indicates that maximum positive direction is not provided.

It is possible to draw additional conclusions about the limits of direction when AFC is compared to ADC and when AGC is compared with AEC. Both IF and IG are more positive in their direction than are ID and IE; however, the lengths of IF and IG and the areas of AFC and AGC indicate that the maximum direction is not developed. The administrator-supervisor of business education, therefore, is involved not only with providing positive direction for a particular program of business education but he is also concerned with the maximum effectiveness of direction.

All of the material presented in this chapter was developed on the basis of the model of administration-supervision presented in the foregoing material. The model illustrates that functions, process, personnel, and environment should be interwoven and interrelated in the administration-supervision structure so that business education has positive direction and is effectively extended to its uppermost limits with the most appropriate dimensions. In effect, then, this section relative to the structure of administration-supervision of business education is a concise sketch of the major elements of this study as they are developed in this chapter.

Summary

The term, "administrator-supervisor," was used to accurately denote the nature of the work done by individuals such as the city superintendent of schools, the city supervisor of business education, the high school principal, and the chairman of the department of business education. The nature and scope of business education determines the specific functions that must be performed by each administrator-supervisor. The administrative-supervisory process that is utilized is determined by the characteristics of the functions that must be performed. The facilitation and implementation of functions and process directly relate to the environment that is to be established and the personnel that are to be employed.

The employment of teachers is a function that involves the activities of recruitment, selection, and retention. It is made clear in this study that physical facilities for business education are "means to an end." Providing them is the overlapping function of school boards, superintendents, specialists, and administrator-supervisors of business education. This study emphasizes that the function of improving classroom instruction involves the provision of the right content, to the right group, at the right time, in the right place, and using the right methods.

The administrator-supervisor of business education engages in process as he performs acts that are managerial in

nature. "Planning" involves the establishment of objectives, policies, and procedures. "Organizing" is concerned with the delegation of authority and the development of work assignments. "Actuating" is dependent upon the communication of meanings throughout the program of business education. It involves getting things done with people. "Coordination" is all-pervasive and is a part of each element of process. It insures that each staff member works toward the realization of the predetermined objectives of business education. "Controlling" is concerned with what is being achieved in business education. It is the last phase of process and it involves making certain that the program of business education proceeds as planned.

The work of personnel in administration-supervision is generally interrelated. The responsibilities of the city superintendent involve decisions of a major nature. City supervisors of business education are employed only in the larger cities and their responsibilities are similar. Whereas the superintendent operates at some distance from the business teaching personnel and deals with multiple programs of business education on a system-wide basis, the principal is directly involved with business teaching personnel and a program of business education in one building. The chairman of the department of business education is concerned with providing leadership for one department of business education. Informal acceptance by all members of the staff contributes

to the effectiveness of his leadership in the performance of certain duties and responsibilities that are basic to all departments of business education.

This study emphasizes that environment is defined by demographic, financial, technological, sociopolitical, and psychological dimensions. Administrators and supervisors in areas other than business education are concerned with studying the factors in the environment. The administrator-supervisor of business education gives primary emphasis to the creation of a climate or atmosphere that is conducive for improving the existing program of business education.

This study recognizes that administration-supervision is concerned with the positive and the negative directions of a program of business education. A broad base of functions performed by personnel in an environment are components of process. Process influences the program of business education and the program of business education influences process.

CHAPTER IV

SUMMARY

Today, one must conclude that in various ways the administration-supervision of business education continues to be less than fully effective and efficient. There is substantial knowledge and information available relative to how the administrator-supervisor may best perform certain duties and responsibilities. There remains, however, a need for diversified research directed toward the administration-supervision of business education in terms of: (1) the improvement of individual abilities, and (2) the application of those abilities within a framework of sound and definitive theory.

While solidly researched principles and hypotheses for the administration-supervision of business education are lacking, not all is lost. "Instinctive" methods and procedures have been used with success in many situations and people are searching for more definite and functional theoretical foundations upon which the administrator-supervisor may base his decisions concerning business education. The improvement of the administration-supervision of business education will depend upon continued study of "theory building."

This research study was directed toward conceptualizing some of the substantive content relative to the administration-supervision of business education. If the ideas that have been developed should, through application, implement understanding of administration-supervision, a contribution will have been made.

Restatement of Problem

The problem of this study was to isolate and define some of the substantive content from which could be formulated certain understandings and concepts basic to sound administration and supervision of business education. An attempt was made to develop conceptually certain elements with which the administrator-supervisor should be familiar. This research study was concerned with methods of concept formulation rather than the collection of empirical data. The study was developed by means of an analytic-descriptive approach. Explication of a method for the formulation of concepts was envisioned as a bridging effort, from the present state of studying administration, to new endeavors in concept formulation concerning the administration-supervision of business education.

No attempt was made in this study to categorize each element of administration-supervision with which the business educator either might or should be knowledgeable. Neither does this study propose either where or how such conceptual

ideas and related understandings should be utilized in the preparation of the administrator-supervisor. The concepts and understandings are indicative of the kind of content that is essential to the gaining of a clear perception of administration-supervision of business education.

The effort toward completion of this study was initiated by developing a pattern for studying the extensive amount of information concerning administration-supervision of business education. A survey of the literature indicated that other studies have been concerned with the process approach, the task approach, and several role occupant behavioral approaches relating to personal traits and aspects of leadership. Theorizing in educational administration has produced a number of classification schemes. The relationships that exist between such schemes and the theory were assessed. Categories of knowledge uniquely useful in this study were drawn by this researcher. Following the establishment of various categories of available information, that information was analyzed for use in building comprehensive ideas about the administration-supervision of business education. The steps in the developmental procedure discussed in Chapter II were followed with careful attention being given to the formulation of understandings and concepts pertinent to specific areas. The final step involved the preparation of this report.

Conceptual Outline

The information essential to understanding of the administration-supervision of business education can be acquired and developed through a concept approach. There is a seemingly endless amount of literature available concerning administration-supervision. The desired behavior of the administrator-supervisor of business education as he exhibits leadership must be evaluated in terms of the masses of particular facts and knowledges that are applicable in each specific situation. It was considered appropriate, therefore, to include only statements in the form of understandings and concepts in the final draft of this study. All ideas presented are based upon the many facts and the less numerous knowledges that were developed prior to the writing of the materials herein.

The outline of significant understandings and broad concepts presented here is the major outcome that was sought in this investigation. The outline is representative of the extensive amount of material with which the administrator-supervisor of business education must be familiar if effective action is to be taken. Each of six concepts is categorized and designated by means of an underscored paragraph heading. Following each of the stated concepts, there are three or more additional statements designated as "A," "B," and "C," that constitute substantiation of the major ideas in that particular concept.

Nature of administration-supervision.--It is through administration-supervision activities of an interlocking nature that people and things may be harmonized and the conditions made favorable for the attainment of the predetermined objectives of any program of business education.

A. In the administration-supervision of business education, administration should be visible and accessible as the device for establishing and controlling the program within an appropriate operational structure.

B. In the administration-supervision of business education, supervision should constantly and consistently be applied to implementation, coordination, and evaluation of all of the interrelated factors.

C. It is through significant, effective leadership in the administration-supervision of business education that facilities for instruction are appropriately unified and standardized at the local, state, and national levels.

Functions of administration-supervision.--The nature and the scope of a program of business education determine the specific functions of the administrator-supervisor as he relates to people, to things, and to intangible elements in fulfilling his responsibility for the performances of the multiple units he directs within the "larger action."

A. In developing a cohesive, harmonious business education unit, the administrator-supervisor must effectively recruit, select, and retain students and teachers; he must acquaint them with business education policies and build up their morale; and he must encourage healthy student activities and professional faculty participation.

B. To enrich and enhance the business education program, the administrator-supervisor must efficiently direct the formation of the curriculum; he must aid in the determination of instructional emphases, in the selection of instructional materials and in the buying of equipment; and he must promote the use of teaching techniques and learning aids that will improve instruction.

C. To establish and maintain public relations at a high level, the administrator-supervisor must energetically and enthusiastically represent business education and he must secure the cooperation of other educational units and of the business community.

Process for administration-supervision.--The administrator-supervisor in business education should utilize process as it is manifested in the behavior of students and teachers so that the program he directs will be observed in the activities conducted, so that it will be marked by gradual change, and so that it will be characterized by high standards

of quality and quantity, even though specific methods and procedures vary among the different geographic units.

A. The administrator-supervisor should intellectualize education for business so that the decisions reached in the planning of a program will reflect solid thought, imagination, and foresight whether that planning is done at either the local, the state, or the national level.

B. Any unit of business education is a social entity and the administrator-supervisor must exhibit psychological finesse as he organizes business students and teachers in purposeful and interrelated ways so that learning is maximized at minimal cost.

C. The administrator-supervisor must be creative and innovative in actuating the development of commitments to business education so that high levels of performance will characterize it as both the students and the teachers achieve because they want to achieve.

D. In coordinating a program of business education, the administrator-supervisor insures that each individual involved is working toward predetermined objectives and that an extensive array of activities is utilized to achieve the operational goals of the overall program.

E. To the extent that the administrator-supervisor effectively controls the operations for

which he is responsible, business education will develop and grow according to plan in a healthy organization and will provide experiences of high quality for large numbers of people with justifiable expenditures of time, energy, and money.

Personnel of administration-supervision.--At any level in the hierarchy of business education, the behavior of an administrator-supervisor depends upon his personality, his understanding of functions, his command of process, and his coordination of personnel in a particular environment.

A. The city superintendent is concerned with broad "policy-executing" responsibilities of a major nature as they relate to the establishment and the evaluation of multiple programs of business education; he is involved with the larger aspects of business education that affect education in its totality.

B. The city supervisor provides city-wide leadership as he unifies the activities in business education by helping the principals and the department chairmen to handle effectively problems peculiar to students, teachers, schools, and the business community.

C. The principal serves as a connecting link between the program of business education in his school and the patrons of that school; implementation

of the educational growth of each student is his contribution to business education.

D. The chairman of the department of business education directs the efforts of teachers toward pre-determined goals, helps to standardize instruction, coordinates the activities with those of other disciplines, obtains necessary supplies and equipment, and evaluates the teachers' and the pupils' endeavors.

Environment of administration-supervision.--Effective business education is achieved only when the relationships between people and things are efficiently developed within the boundaries established by appropriate administrative-supervisory controls over the demographic, financial, technological, sociopolitical, and psychological variables in the environment.

A. The closely related demographic, technological, and financial dimensions of business education become apparent as through administration-supervision the classrooms, the equipment, the instructional materials, and other things of an environmental nature are utilized by business students and by business educators in their joint teaching-learning activities.

B. The sociopolitical and psychological characteristics of environment play large parts in the determination of the expectations and the value patterns

that affect the decisions of the administrator-supervisor in business education.

C. Within the environmental boundaries of business education, it is the administrator-supervisor who must direct the creation of a climate within which the students and the teachers may develop themselves, the improvement of the physical conditions that surround teaching and learning, and the promotion of the general "esprit de corps."

Structure of administration-supervision.--Functions, process, personnel, and environment are the essential factors that must be carefully interwoven in the structure of administration-supervision, if business education is to have positive direction and be extended to its uppermost quality limits with appropriate dimensions.

A. It is only on a broad base of well-defined functions that an administrative-supervisory process can be built so that personnel and environment can be brought forcibly to bear in the direction of pre-determined objectives.

B. The shape and scope of process in the administration-supervision of business education determines whether the direction of the things accomplished is either fully positive or distorted in negative ways that make the program less than

maximally efficient in terms of the time, the energy, and the money that are spent.

C. With relatively stable functions and a carefully built process, it is personnel and environment that enable the administration-supervision of business education to be dynamic and to constantly move in the direction of teaching and learning.

Concluding Statements

The nature of this research study was such that the development of conclusions of the type usually found in a doctoral dissertation was not appropriate. On the basis of eighteen months of concerted effort to develop background material and appropriate understandings and concepts relating to administration-supervision of business education, the following generalized statements were developed.

1. The educational responsibilities in the administration-supervision of business education involve decisions and actions that are far-reaching and consequential, and will become even more so during the decades that lie ahead.

2. The administration-supervision of business education involves both an individual and a collective complex of information that is of prime importance to the educational systems of this country. The substantive content of it should be designed so that educators may, through generalization,

isolate and define the broad ideas and develop the attitudes that will benefit them in the various circumstances of business educational efforts.

3. This study demonstrates that the content of the administration-supervision of business education can be conceptually developed so that the deeper meanings become apparent. Concepts and understandings can also be refined to enable the administrator-supervisor to extend his scope of comprehension through the medium of experience.

4. Administration-supervision of business education is influenced by the complex society and it is shaped and directed by dynamic and interacting forces. It should, therefore, be subjected to constant reexamination from many different vantage points.

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