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GRADUATE COLLEGE

AN ANALYSIS OF SELECTED FORCES INFLUENCING CERTIFICATION REQUIREMENTS FOR BUSINESS TEACHERS

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AN ANALYSIS OF SELECTED FORCES INFLUENCING CERTIFICATION REQUIREMENTS FOR BUSINESS TEACHERS

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AN ANALYSIS OF SELECTED FORCES INFLUENCING CERTIFICATION REQUIREMENTS FOR BUSINESS TEACHERS

CHAPTER I

THE PROBLEM

Each of the 50 states requires a teaching certificate for those who direct the education of its citizens. The certificate is designed to protect and promote the educational welfare of the citizens of the state. Jaggers defines a teaching certificate as: ". . . an official document issued to a person by a state authorizing him to teach in public schools and to be paid from public funds for such service."[1] Admitting that this definition is narrowly conceived, Jaggers believes that the scope of certification is much broader than the issuing of a license to teach. In terms of the total act of certification, he believes the process includes pre-service selection for teacher education, guidance and provision for appropriate experiences while in preparation, identification of needed competences, evaluation of competences developed, maintenance of adequate institutional standards, and issuance and reissuance of the certificate.[2]

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[1] R. E. Jaggers, "Teacher Certification and the Professionalization of Teaching," The Certification of Teachers: Advancing Public and Professional Welfare (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1953), p. 57.

[2] Ibid.

Wellemeyer views the purpose of teacher certification as being threefold: "Certification protects the child's right to education under competent teachers, it protects society's effort to maintain a school system to produce an educated citizenry, and it protects the profession by establishing criteria for membership."[1] Both the public and the teaching profession view certification as a safeguard for the quality of the education program and as an indication that teachers and administrators are properly prepared and assigned to the duties which are appropriate to their preparation. Any apparent lack of scholarship or professional competency or any instance of inappropriate assignment of staff is likely to bring forth proposals for revising certification requirements.[2] Thus, certification is valued not only as an indication of quality but as an instrument for direct action to improve the education program.

Since certification is commonly considered the proper means for assuring and for improving teacher effectiveness, the reshaping of programs of teacher preparation is often necessary in order to conform with modifications in certification requirements. Haskew's view of the effect of certification requirements on programs of teacher education is that:

> Certification has been used to influence the structure of collegiate programs. In influencing structure, it has oftimes also influenced substance and even quality. Personally, I doubt that any other one thing has had as much influence upon the actual collegiate practice of

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[1]J. Fletcher Wellemeyer, "A Summary of Group Discussions," The Education of Teachers: Certification (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1961), p. 17.

[2]Lucien B. Kinney, Certification in Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 121.

> teacher education today as have the processes and requirements for teacher certification.[1]

Certification cannot be effective unless it is backed by a program of pre-service education which genuinely prepares teachers who are competent to practice. Properly conceived, the license to teach is an indication that all of the basic segments of teacher education are strong.[2]

Most of the instruction in teacher education is of fairly recent origin. Forty years ago a teacher could teach in the public schools of many states with little or no preparation in the art or science of teaching. At that time the embryonic profession of education had made only modest beginnings in what have since become required professional courses. As more and more was learned about educating students, new courses were developed and added to the certification requirements of the states. A distinct sequence of professional courses leading to state certification is now offered for every type of teaching position in the public schools.[3] Yet at the present time one of the most controversial issues to be found in higher education is the preparation of teachers. Conant concluded in a study of the education of teachers that: "Professors of education have not yet discovered or agreed upon a common

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[1]L. D. Haskew, "Certification as an Instrumentality," The Education of Teachers: Certification (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1961), p. 49.

[2]Margaret Lindsey, ed., New Horizons for the Teaching Profession (Washington, D. C.: National Education Association, 1961), p. 141.

[3]Raymond P. Harris, American Education: Facts, Fancies, and Folklore (New York: Random House, 1961), p. 245.

body of knowledge that they all feel should be held by school teachers before the student takes his first full-time job."[1] Conant found no reason to believe that students who have completed the sequence of courses in education in one college or university have considered the same, or even, a similar, set of facts or principles as their contemporaries in another institution, even in the same state.[2]

With specific reference to business teacher education, Fisk believes that business teacher education cannot protect itself from the onslaughts of the critics when: "We do not even agree as to what the subject-matter preparation of business teachers should be. . . . We do not agree on the extent or depth of preparation and how specialized this preparation should be."[3] In an analysis and synthesis of research findings and thought on business teacher education, Hogancamp notes that curriculum research dealing with business teacher education has not disclosed what should be the nature and composition of the curriculum; and, although making some contribution, the research has had no marked influence on business teacher education.[4] Yet, despite a lack of agreement as to what the pre-service preparation of business teachers should be, each state has specified requirements for the certification of business teachers. What forces, then, have influenced the determination of

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[1]James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1963), p. 142.

[2]Ibid.

[3]McKee Fisk, "Business Education: Quo Vadis," Current Issues in Business Teacher Education, National Association for Business Teacher Education Bulletin 80 (Fall, 1964), p. 6.

[4]Thomas B. Hogancamp, "A Comprehensive Analysis and Synthesis of Research Findings and Thought on Business Teacher Education," National Business Education Quarterly, XXVII (October, 1958), p. 34.

certification requirements for business teachers? Two forces in particular have had an influence upon the determination of certification requirements, professional education organizations and federal legislation. Conant believes that a critical element in the decision-making structure has been the professional associations. He argues that:

> . . . the associations and state departments have the power to control professional policy decisions. As a rule, the most powerful of these elements is the teachers' association. This is the group that has made the strongest defense of professional education as a state requirement. In fact, the most vigorous support for the whole concept of certification comes not from the college professors of education, . . . but from the teachers' associations.[1]

Conant indicates that the teachers' associations have been able to muster the necessary political "fire-power" to contain attacks from those who would radically reform certification regulations.[2]

A major effect of federal legislation upon business teacher certification is reflected in the Vocational Education Act of 1963. Culver comments that:

> With passage of the Vocational Education Act of 1963--and the resulting state plans for implementing provisions of the act--several entirely new demands were made of business and office education teachers. Not only were teachers expected to have completed certain basic courses in vocational education to be approved as vocational business teachers, but they were also expected to fulfill certain occupational employment criteria.[3]

While all the states have not responded in the same manner to the Act of 1963, the effect of this legislation upon certification requirements for business teachers is apparent in current state requirements.

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[1]Conant, op. cit., p. 25.

[2]Ibid.

[3]Gordon F. Culver, "The Future of Business Teacher Education at the Undergraduate Level," National Business Education Quarterly, XXXV (May, 1967), p. 38.

Business educators should be aware of current certification requirements and of the nature of the forces influencing the determination of the requirements. An analysis of the forces influencing certification requirements for business teachers should reveal similar and dissimilar emphases between the views and requirements of these forces and the actual practices of the states.

Statement of the Problem

The problem of this study was to isolate and define the fundamental elements in business teacher certification and to analyze the influence of pertinent professional education organizations and federal legislation upon the determination of certification requirements. The purpose of the study was to develop statements of concern and hypotheses regarding the quality and quantity of business teacher preparation.

Delimitations

This study was delimited to the certification of business teachers for instruction at the secondary school level in basic business, economic understandings, and vocational office courses. The certification of teachers for distributive subjects in selling, merchandising, marketing, and advertising was not included.

The professional organizations considered are those that deal with the preparation and certification of business teachers. These organizations are: The National Business Education Association, The National Association for Business Teacher Education, The American Association of Collegiate Schools of Business, and The National Council for Accreditation of Teacher Education. Data pertaining to teacher preparation and

certification were obtained from the literature of the professional organizations published from July, 1946, to May, 1969. The time element is delimited because the professional standards movement in education, as an organized movement at the national level, originated with the establishment of the National Commission on Teacher Education and Professional Standards in 1946. Prior to 1946, teachers had little voice in the establishment of standards for certification, and the profession had made no concerted effort to upgrade standards for its members.

Data were obtained only from that federal legislation which directly affects business teacher certification, namely, the Vocational Education Act of 1963. Vocational business and office education was mentioned in federal legislation for the first time in the Act of 1963. The most recent legislation affecting business teacher certification is the Vocational Education Amendments of 1968, but the provisions under this Act are not yet reflected in the current certification requirements for business teachers.

Definition of Terms

For the purposes of this study, certain terms were defined as follows:

1. Business Preparation--The knowledges, attitudes and non-vocational skills needed by all persons to be effective in their personal business affairs and in their understanding of and participation in the economic system and the vocational preparation for business occupations.

2. Business Teacher Education--Course sequences established by teacher education institutions for the preparation of persons for teaching business subjects.

3. General Education--Knowledges, attitudes, abilities and behavior common to the educational experience of all students.

4. General Professional Education--The history, philosophy and organization of the education system and the psychological principles of learning.

5. Special Professional Education--Those specific courses dealing with the art or science and practice of business teaching, including such courses as student teaching and methods of teaching business subjects.

6. Business Specialization--The technical or skill subject matter, such as typewriting and shorthand, and the functional areas of business, such as accounting, marketing, management, finance, economics, and business law, from which the prospective business teacher is required to select a portion of his preparation.

7. Accrediting Agency--A governmental or voluntary organization that determines criteria for judging the quality of educational institutions and programs and the extent to which institutions and programs meet these criteria.

8. Accredited School--An educational institution which has met the standards established by an accrediting agency.

9. Teacher Certification--The process of licensing a person to perform specific services in the public schools of a state.

10. Professional Education Organization--An association of educators and other interested persons organized for the purpose of advancing the preparation and welfare of teachers and the promotion of the cause of education.

Nature and Sources of Data

Qualitative and quantitative data dealing with the fundamental elements in business teacher certification were taken from the regulations of the states. These data consisted of published requirements for business teacher certification and supplementary information obtained through a questionnaire completed by the director of teacher certification in each of the 50 states.

The second body of evidence consisted of data reflecting the views of pertinent professional education organizations pertaining to the preparation and certification of business teachers. Data were obtained from the literature of the professional organizations published from July, 1946, to May, 1969. The following sources provided the data: Business Education Forum, National Business Education Quarterly, and National

Business Education Yearbooks published by the National Business Education Association; National Association for Business Teacher Education Bulletins and Proposed Guidelines for Business Teacher Education published by the National Association for Business Teacher Education; Constitution, Bylaws, and Accreditation Standards published by the American Association of Collegiate Schools of Business; NCATE Standards for Accreditation of Teacher Education published by the National Council for Accreditation of Teacher Education. The publications of two constituent organizations of the National Council for Accreditation of Teacher Education were included. These publications are: The Annual Reports of the National Commission on Teacher Education and Professional Standards published by the National Commission on Teacher Education and Professional Standards; American Association of Colleges of Teacher Education Yearbook and the Journal of Teacher Education published by the American Association of Colleges of Teacher Education.

The third body of evidence consisted of the requirements and specifications of the Vocational Education Act of 1963 which affect the preparation and certification of business teachers. These data were obtained from the United States Statutes at Large. Statements of business educators relative to the significance of the Vocational Education Act of 1963 to education for business were obtained from the Business Education Forum and the National Association for Business Teacher Education Bulletin.

Procedure

The first step in this study was a search of educational literature to obtain background information dealing with the history and purposes of teacher certification. In addition, educational literature and federal

legislation was searched for background information on the professional organizations and federal legislation considered in this study.

The isolation and definition of the fundamental elements in business teacher certification was the second step and involved the following: A questionnaire was constructed after a search of educational literature on teacher certification to identify elements considered important in the certification of business teachers. Items for the questionnaire were recorded on five by eight cards. The cards were sorted into related categories and questions were formulated. The questionnaire was submitted to knowledgeable educators and to doctoral students in business education; and, as a result of their criticisms and comments, changes were made. The questionnaire was then duplicated, and five copies, 10 percent of the total, were mailed as a pilot study to the state certification officials in Oklahoma, Washington, Minnesota, Mississippi, and Pennsylvania. A request for the published certification requirements for business teachers was included with the questionnaire. Within 10 days the five questionnaires were returned. After an analysis of the returned questionnaires and copies of the respective certification requirements of these five states, minor changes were made in the questionnaire. Copies of the revised questionnaire and resquests for published certification requirements were then sent to the remaining states. Three weeks after the initial mailing, a followup letter was sent to those states which had not yet responded. Completed questionnaires were received from all of the 50 states; nine states failed to send copies of their certification regulations. Certification requirements for vocational business teacher certification were obtained from all but six states. In instances where questions were not answered by the respondents, the data were

completed from copies of the certification requirements. In instances where data remained incomplete in both the questionnaire and the certification requirements, an attempt was made to complete the data from the information collected by Stinnett for the National Education Association.[1]

In an effort to facilitate an accurate analysis of the data secured from the states, a visit was made to the Department of Certification in the state of Oklahoma to clarify several general questions regarding practices in teacher certification. In addition, phone calls were made to the certification officials in three states to clarify information recorded in the questionnaires and in the certification requirements. A "thank you" message in the form of a postcard was sent to each of the officials who returned the data requested.

The questionnaire provided a frame of reference for isolating the fundamental elements in business teacher certification. As returns were received, the data were tabulated within the major sections of the questionnaire. Additional sections were established where applicable as the data were collected. Following the collection of data, the fundamental elements in business teacher certification were identified under four categories. These categories are: Certificates Issued to Business Teachers, Preparation Needed for Business Teacher Certification, Agencies Determining Requirements, and Reciprocity Agreements Defined by the States.

The third step consisted of an analysis of the views of professional organizations and the emphases in the federal legislation relative to the

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[1]T. M. Stinnett, A Manual on Certification Requirements for School Personnel in the United States, 1967 edition (Washington, D. C.: National Education Association, 1967), pp. 85-173.

preparation and certification of teachers. The publications of the professional organizations and the federal legislation were searched for the ideas, suggestions, observations, recommendations, and requirements pertinent to the fundamental elements in business teacher certification. These data were placed within the categories identified as the fundamental elements in business teacher certification. After the collection of the data was completed, the views of the professional organizations and the emphases of federal legislation were presented in narrative form.

The formulation of statements of concern and hypotheses regarding the quality and quantity of the preparation of business teachers form the fourth step in this study. The statements of concern and hypotheses were drawn from an analysis of the findings of the study. The views of pertinent professional organizations and federal legislation that are not reflected in current state practices for certification of business teachers were the basis for the statements of concern and hypotheses.

CHAPTER II

BACKGROUND INFORMATION

This study was focused on the certification requirements for business teachers in the 50 states, the points of view of professional organizations relative to the preparation and certification of business teachers, and the emphases relative to business teacher preparation and certification that are in federal legislation. This chapter contains background information on teacher certification, on professional organizations, and on federal legislation. With a grasp of the history and purposes of these major areas of interest, understanding of the data presented in subsequent chapters may be facilitated.

Teacher Certification

Vast differences in regulations, practices, and standards have always characterized teacher certification in the United States. Elsbree wrote in 1939 that no uniformity existed in the amount of training required for a teaching certificate, in the number of certificates granted, in the conditions for the renewal of licenses, nor in the extent to which they were valid.[1] He indicated that the history of certification is equally as confusing:

> . . . consisting as it does of innumerable changes in state legislation and in the regulations of state departments of

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[1]Willard S. Elsbree, The American Teacher (New York: American Book Company, 1939), p. 337.

> education. Two states side by side may have widely different systems of certification for a period of seventy-five years, each modifying their requirements several times only occasionally in the same direction.[1]

While a lack of uniformity has existed in teacher certification throughout its history, similarities in development were apparent among the states during certain periods of American history. The history of teacher certification is divided into four chronological periods in an outline suggested by LaBue.[2] The first period is from Colonial times to 1789, when some concern was apparent regarding the selection of teachers but virtually no interest in the education or competences of the teachers was evidenced. In the second period, 1789 to 1860, authority for licensing teachers began to shift from local to county units and then to state educational agencies. The first normal schools, exerting some influence on teacher certification practices, were established during this period. The third period, 1860 to 1910, was characterized by the expansion of the normal school idea and the strengthening of the foundations for current certification practices. The last period, embracing the years since 1910, has witnessed a number of developments that have implemented the improvement of standards for teacher certification.

The Colonial Period to 1789

The employment of a teacher was a simple, informal, and personal matter during the Colonial period of the United States. Each community or household found its own individual who could provide whatever instruction was desired. There were few laws regarding the establishment of

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[1] Ibid.

[2] Anthony C. LaBue, "Teacher Certification in the United States: A Brief History," The Education of Teachers: Certification (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1961), p. 157.

schools, and virtually no laws existed requiring parents to send their children to school. Dame schools were prevalent in the North, and teachers received their authority to teach from verbal consent of the employer. Tutorial instruction was more common in the South where each employer made his own personal agreement with the teacher.[1]

New York and the colonies south of New England were greatly influenced by the Anglican Church, and teachers in these colonies were given licenses to teach through the authority of the Bishop of London or someone designated by him, usually the colonial governor.[2] In New England the local minister generally examined the candidate, primarily to make certain that he was sound in religious faith.

Later in the Colonial period, licenses were issued by selectmen or school committees with approval of the ministers. The Law of 1647 in Massachusetts required every town or township of more than 50 households to maintain a school and select a teacher. From this beginning, local officials began to assume responsibility for selecting and licensing teachers.[3] In New York local school authorities were required to examine all applicants, and every teacher was required to hold a certificate signed by at least two of the local authorities showing he was qualified to teach in a common school and was of good moral character.[4]

LaBue suggests that attempts at licensing teachers in the colonies met with little success since many variations in colonial circumstance

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[1]Ibid.

[2]Elsbree, op. cit., p. 48-49.

[3]Edgar W. Knight and Clifton L. Hall, Readings in American Education History (New York: Appleton-Century-Crofts, Inc., 1951), p. 19-20.

[4]Edgar W. Knight, Education in the United States (New York: Ginn and Company, 1951), p. 356-357.

existed and religious differences complicated the licensing task. In general, the license meant permission to teach and was not evidence of teacher competence as indicated by training or experience.[1] The weakness of the central authorities, the lack of clerical assistance, and the difficulties of communication made necessary the resting of authority to certificate teachers in local hands. Formal educational requirements and written examinations as a means of testing candidates appear to have been lacking.

The Period from 1789 to 1860

Following the Revolutionary War, licensing of teachers continued to be exercised by local authorities. The basis for granting and revoking licenses was the personal judgment of local school committees or selectmen. Local districts, however, were turning to the county for the registration of competent applicants, and later the county was to serve a transitional function until a centralized state system was operative.

County Control. Teacher certification as it is known today had its beginnings when the counties set up agencies to examine and license candidates for teaching positions. County certification first appeared in 1825 and continued as the predominant kind of certification until the turn of the century. Wide overlapping with state authority existed before and after that time, however, as the county influence extended into the present century. Kinney suggests that probably the strongest factor in the development of the county system was the growing recognition by the public of the need for competent examiners, not locally available,

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[1]LaBue, op. cit., p. 158.

and for opportunity to select candidates from a broader geographic area.[1]

The initial step toward county centralization was the designation of a county examining officer, usually given the title of county superintendent of schools. The office of county superintendent became common by 1860 and was firmly established by 1880. The county administration gradually assumed many of the educational responsibilities previously exercised by district or township authorities. Written examination of teachers, which was the method for appraising teaching competence, became the classic feature of this period in the development of teacher certification. The teacher examination served as the device for establishing and maintaining control of certification and, thus, of entry into public school teaching.[2]

Normal Schools. The first public normal school in the United States was established in Massachusetts in 1839. By 1860, eleven normal schools had been established in eight different states.[3] The programs of the first normal schools were generally a year in length. At the end of this preparation, a certificate of qualification was given to each student who completed the program. Although this certificate was not a license in the legal sense, it was a forerunner of the practice of accepting college credentials as evidence for legal certification. Normal schools were not established as collegiate institutions. Students were admitted to the

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[1]Lucien B. Kinney, Certification in Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 47.

[2]Ibid., p. 46.

[3]LaBue, op. cit., p. 160.

schools upon completion of the eighth grade, and many persons continued to enter teaching without adequate preparation.[1]

State School Systems. The establishment of state school systems in America took form in the years between 1789 and 1860. The granting of state funds to local schools generated the movement toward state supervision of public education. The office of state superintendent of education was established to administer the grants from the states.[2] By 1861, 28 of 34 states had provided for the position now known as state superintendent or chief school officer. After the state administration was established, a tendency developed toward centralization of certification authority in the state. As the population became more metropolitan, as communication and travel facilities improved, and as the public became better informed about educational problems and increasingly concerned with the quality of teaching, the state became the logical agency for administering and improving the educational system.

The Period from 1860 to 1910

During the period from 1860 to 1910, the change in authority for certification from local units to the state level continued. By 1898, however, only three states issued all certificates, four states had a system in which the county granted all certificates, and in 36 states a combined state-county system existed in which the state exercised some authority and issued some of the certificates.[3]

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[1]Kinney, op. cit., p. 55.

[2]LaBue, op. cit., p. 161.

[3]Ibid., p. 163.

Graded and Specialized Certificates. The issuing of certificates of various grades, based on training and experience, was a practice followed in many states after the Civil War. The issuance of graded certificates arose because the number of well-prepared teachers was insufficient to staff both the metropolitan areas, where salaries were relatively attractive, and the rural areas, where salaries were low. To meet the demand in the rural areas, especially, the practices of accepting candidates whose performance on the examinations was unsatisfactory and of certifying them with credentials of a lower grade were prevalent.[1] In addition to issuing graded certificates, by 1905 a number of states were issuing special certificates indicating proficiency in specific teaching fields such as kindergarten, music, drawing, penmanship, and foreign languages.[2]

Examinations and Educational Requirements. Despite widespread usage, the practice of issuing certificates on the basis of an examination never proved entirely satisfactory. Cubberley concluded that the coverage of the examinations remained static during the period of rapid change in the public school curriculum. He notes the narrow attention paid to fundamental studies in the common school courses and the complete disregard of new subjects that had been introduced.[3] The problem was aggravated by the fact that in almost all situations a certificate entitled the teacher to teach in any grade, elementary or secondary. In most

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[1]Kinney, op. cit., p. 51.

[2]LaBue, op. cit., p. 165.

[3]Elwood P. Cubberley, The Certification of Teachers, Fifth Yearbook of the National Society for the Scientific Study of Education (Bloomington, Illinois: Public School Publishing Company, 1906), p. 41.

cases, any person desiring to teach, regardless of his schooling, was eligible for an examination. Not until 1907 did the first state, Indiana, require high school graduation as a condition for all licenses to teach.[1]

Education as a prerequisite for obtaining a license to teach was slow in developing. Pedagogical requirements up to about 1910 were limited. As a result, prospective teachers were under little pressure to pursue professional study in normal schools or in colleges and universities. During the first decade of the twentieth century, however, college preparation did provide some advantages for teacher candidates. By 1900, half of the states exempted normal-school and college graduates from taking teacher examinations.[2] The trend toward substitution of professional preparation in colleges or normal schools in lieu of examination requirements was stimulated by centralization of certification authority in state departments of education. Programs in colleges designed as preparation for a given teaching position became crystallized as certification requirements.

Reciprocity. Toward the end of the nineteenth century, initial interest in matters pertaining to reciprocal recognition of certificates could be noted. As the control of teacher licensing became centralized in the hands of state authorities, certificates gradually were given statewide validity. California recognized holders of normal-school

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[1]Harlan Updegraff, Teachers Certificates Issued Under General State Laws and Regulations, U. S. Bureau of Education, Department of Interior, Bulletin No. 18 (Washington, D. C.: U. S. Government Printing Office, 1911), p. 186.

[2]James H. Blodgett, Legal Provisions of the Various States Relating to Teachers' Examinations and Certificates, U. S. Bureau of Education, Report of Commissioner of Education, Department of Interior, 1897-98, II (Washington, D. C.: U. S. Government Printing Office, 1898), p. 1675.

diplomas and life certificates from other states for certification purposes as early as 1886, although the move toward interstate reciprocity at this time was not widespread.[1] A study in 1902 showed that 11 states authorized certification without examination of applicants from other states upon presentation of a state license, and 10 states certified applicants from other states upon presentation of a diploma from a state university or normal school.[2]

Teacher Certification Since 1910

The foundations for present-day certification practices had been formulated by 1910. Authority to issue certificates was changing from local to state and, in a few instances, to the interstate level. Formal preparation as measured by degrees and course work had also been initiated. A number of developments since 1910 have implemented the movement to improve standards for teacher certification.

During World War I, a teacher shortage resulted in closing schools and in the employment of teachers on an emergency basis, with little regard for qualifications. Despite the problems caused by World War I, some progress in certification was made. By 1921, 14 states either required high school graduation as a prerequisite for a certificate or had passed legislation which would require it within a specified number of years.[3] The practice of differentiating among certificates according to subjects or fields of work in which the holder was authorized to teach

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[1]LaBue, op. cit., p. 165.

[2]R. C. Barrett, "Reciprocity in Licensing Teachers," Journal of Proceedings and Addresses (Washington, D. C.: National Education Association, 1902), p. 299-305.

[3]LaBue, op. cit., p. 169.

was well established by 1921. Special certificates were issued for teaching such subjects as music, art, physical education, manual training, and home economics, and professional education courses were required for specific positions.[1] As the study of pedagogy became an integral part of the training programs of prospective teachers, state certification requirements were modified in conformity with the new emphasis on courses in education, as opposed to the stress formerly laid on strictly academic subjects.

An oversupply of teachers during the depression of the 1930's made possible the continuing rise in minimum standards and an increase in formal teacher preparation requirements. Each state, however, could raise its standards only on the basis of its own previous position. As a result, while standards were generally upgraded, they remained diverse throughout the country.

Another shortage of teachers during World War II created a need to issue emergency certificates. Estimates indicated that as many as 140,000 employed teachers held emergency certificates during the war, and due to rapid increases in school enrollments after World War II, the practice of issuing emergency certificates continued.[2] The alarming deterioration of certification standards alerted the teaching profession to the task of improving professional standards. Through the efforts of the National Education Association, the National Commission on Teacher Education and Professional Standards was created in 1946. The

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[1]Katherine M. Cook, State Laws and Regulations Governing Teachers' Certificates, U. S. Bureau of Education, Department of Interior, Bulletin No. 19 (Washington, D. C.: Government Printing Office, 1927), p. 22.

[2]LaBue, op. cit., p. 17.

professional standards movement in education, as an organized movement at the national level, originated with the establishment of the National Commission on Teacher Education and Professional Standards.[1] The purpose of the organization was to give attention to teacher education, teacher certification, the accreditation of teacher education programs, and other matters affecting the standards of the teaching profession. The idea that prompted the establishment of the commission was that the teaching profession itself should assume responsibility for the improvement and enforcement of standards of preparation and practice for teachers. The idea that the teaching profession should be master of its own destiny was regarded by some people as being revolutionary, although certain other major professions had won recognition of their professional autonomy and responsibility long before.

The National Commission on Teacher Education and Professional Standards had an immediate effect on the certification requirements for teachers. In commenting on the progress of teacher certification following the establishment of the NCTEPS, Stinnett made the observation that:

> I doubt that in any other period in the history of the teaching profession--indeed, whether in the history of any other profession has there been more remarkable progress than in the area of teacher certification since the closing of World War II.[2]

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[1] The Professional Standards Movement in Teaching: Progress and Projection (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1956), p. 3.

[2] T. M. Stinnett, "Teacher Certification: Current Practices and Issues," The Certification of Teachers: Advancing Public and Professional Welfare (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1953), p. 6.

Stinnett based his opinion, in part, on the fact that between 1946 and 1953, at least half the states increased minimum requirements for the certification of elementary and secondary school teachers.[1]

In 1957, Armstrong and Stinnett reported a definite trend among the states toward simplification of certification requirements. This trend took several forms such as a reduction in the number of separately-named certificates issued, a reduction in the number of specific course titles, the prescribing of broad areas rather than courses, and the lodging of responsibility for recommending the certification of candidates in the preparing institutions.[2] Significantly, during this period 34 states reported studies in progress in which an analysis was being made of the existing certification requirements. The states were looking toward revision of certification requirements and the adoption of new regulations, policies, and procedures.

Upon the launching of a craft into outer space by Russia in 1957, apprehension among Americans developed concerning the adequacy of their schools. The resultant furor brought about a new wave of criticism of teacher education and certification requirements. As a result, the restudy of certification requirements continued and extensive revision was initiated. In their report in 1961, Armstrong and Stinnett indicated that the four intervening years between 1957 and 1961 brought the most searching reappraisal and the most drastic and significant changes in certification procedures in modern times.[3] By 1967, all states required

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[1] Ibid.

[2] W. Earl Armstrong and T. M. Stinnett, A Manual on Certification Requirements for School Personnel in the United States (Washington, D. C.: National Education Association, 1957), p. 13.

[3] Ibid., 1962 edition, p. 3.

the bachelor's degree for secondary school teachers and two states required five years of preparation. All but five states had adopted the bachelor's degree as a minimum requirement for beginning elementary school teachers.

Business Teacher Certification

Traditionalism, regional needs, fixed state laws, and incomplete research to support recommendations all have been negating factors in making specific requirements for a program of professional and specialized training for teachers of business subjects. The problem of determining certification requirements for business teachers has been complicated further by the fact that education for business and business teacher preparation are comparatively new fields in the educational structure. The first program for training business teachers was not established until 1898, and by 1929, only 20 percent of the degree-granting institutions offered courses in business teacher education.[1]

In 1939 the National Association of Business Teacher-Training Institutions assumed the leadership in giving direction to the preparation and certification of business teachers. The NABTTI established a committee which was charged with the responsibility of developing minimum standards for the certification of teachers of business subjects. The standards were to include specific recommendations for academic subjects, professional education, and subject-matter core of the curriculum. The policy committee stated that:

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[1]Thomas B. Martin, State Certification of Business Instructors, National Association of Business Teacher-Training Institutions Bulletin 31 (October, 1943), p. 3.

> Certification must keep pace with the times. If the teacher-training institutions are to break with traditions and modernize their training programs in line with present-day requirements, they must cease emphasizing narrow and highly specialized training.[1]

All the recommendations of the policy committee were stated in terms of minimum requirements, and teacher training institutions exercised flexibility in setting up their program requirements. The committee report was published by the NABTTI in 1944 but no association policy on certification was ever adopted.

In 1951 Pineault completed a significant piece of research in the area of business teacher certification. Since no organized statement of validated criteria existed which was specifically concerned with certification of secondary school teachers of business, he undertook the task of formulating such a statement.[2] The criteria developed in Pineault's study were incorporated in a proposed statement of business teacher certification policies published in 1954 by a standing committee on business teacher certification which had been established in 1951 by the NABTTI. The committee emphasized that the policies were not regulations but were intended to provide a basis for action in reviewing certification regulations. The policies were broad and were intended to form a foundation for guiding actions of state departments of education, state certification officers, and college departments of business teacher

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[1]S. J. Turille and Lelah Brownfield, "Minimum Standards of Certification for Teachers of Commercial Subjects," The Development and Present Status of the Future Teachers of America, National Association of Business Teacher-Training Institutions Bulletin 32 (January, 1944), p. 27-28.

[2]John L. Pineault, Jr., Criteria for Certification of Business Teachers, National Association of Business Teacher-Training Institutions Bulletin 56 (June, 1952), p. 11.

preparation in establishing new certification regulations or evaluating those that were in operation.[1]

Studies dealing with business teacher certification have been completed in the form of master's theses and doctoral dissertations. These were mainly status studies of business teacher certification, and no studies similar in nature to this one have been identified.

Professional Organizations

A basic function of any profession is to provide the specialized services which society has entrusted to it at the highest possible levels of competence. To facilitate the performance of this function, the members of the profession join in a professional association in order to exercise some controls over preparation and admission of members, to exchange knowledge and experience among practitioners, and to protect society from incompetents. The association also shields its members from competition of the unqualified and elevates the character and service of the profession.[2]

Educators, like other professionals, have organized many associations concerned with the interests of their professional field. These associations reflect the diversity and the complexity of education. The American educational enterprise operates on many levels, in many ways, under many localized agencies. No single center exists for its management

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[1]Theodore Woodward, ed., "Proposed Statement of Business Teacher Certification Policies," Evaluation and Measurement of Student Teaching, National Association for Business Teacher Education Bulletin 61 (December, 1954), p. 57.

[2]T. M. Stinnett, The Profession of Teaching (Washington, D. C.: Center for Applied Research in Education, Inc., 1962), p. 66.

or control. In such a complex structure, the professional associations fill a fundamental need, for through them an interrelationship of the diverse school system has been created and an essential unity of American education has been gained.[1] In this time of special-interest groups, a very real need exists for teacher organizations.

The Society of Associated Teachers, organized in New York City in 1794, was the first teachers' association to be organized in the United States, followed in 1799 by the School Association of the County of Middlesex, Connecticut.[2] Another early effort of teachers to organize for professional improvement was made in Boston in 1812 with the establishment of the Associated Instructors of Youth in the Town of Boston and Its Vicinity.[3]

State education associations had their beginning during the general educational revival in the second quarter of the nineteenth century. Alabama is credited with having established the first state organization in 1840.[4] Since that time such an organization has been set up in each state. State organizations render their largest service in interpreting educational problems to the public and in promoting legislation favorable to the school system and to the teaching profession.

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[1]Educational Policies Commission, Professional Organizations in American Education (Washington, D. C.: National Education Association, 1957), p. 6.

[2]Sidney Dorros, Teaching As a Profession (Columbus, Ohio: Charles E. Merrill Company, 1968), p. 96.

[3]Ibid.

[4]Leo M. Chamberlain and Leslie W. Kindred, The Teacher and School Organizations (Washington, D. C.: National Education Association, 1956), p. 81.

In 1857, ten state teachers' associations initiated a meeting in Philadelphia at which the National Education Association was established. It was first called the National Teachers' Association but the name National Education Association of the United States was adopted in 1906 when it was chartered by an act of Congress.[1] The National Education Association is the overall professional teacher's association in the United States and is the largest professional organization in the world.[2] The NEA is a voluntary organization of teachers, administrators, and others engaged or actively interested in educational work. It seeks to promote the interests of the entire educational system and of all workers in education regardless of rank, position, or length of service. Its purpose, as stated in the act of incorporation, is, "To elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States."[3]

The majority of educational organizations have been developed to serve some particular group or some special function. Some organizations are structured to serve the needs of those teaching particular subjects. Others have as their function the accrediting of secondary schools and colleges, the promotion of certain special phases of education, or the advancement of the interests of a particular level or division of the school system. The organizations considered in this study are two associations structured to serve the needs of education for business:

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[1]Dorros, op. cit., p. 96.

[2]Stinnett, The Teacher and Professional Organizations, op. cit. p. 83.

[3]Chamberlain and Kindred, op. cit., p. 418.

The National Business Education Association (NBEA) and the National Association for Business Teacher Education (NABTE). Two other organizations included in this study have as their function the accrediting of colleges and universities: The National Council for Accreditation of Teacher Education (NCATE) and the American Association of Collegiate Schools of Business (AACSB).

National Business Education Association

The Business Educator's Association was the first organization of business educators of any significance. The organization was formed in 1878 and consisted mainly of private business school teachers.[1] This organization became the Department of Business Education of the National Education Association in 1892 and eventually became the National Business Education Association.

Several business education professional organizations were formed after 1892, and these professional groups formed the National Council for Business Education in 1933. The purpose of the Council was to achieve unity in business education.[2] The Council merged with the Department of Business Education of the NEA in 1946 to form the United Business Education Association. From that merger came an integration of the projects of the two organizations and a full-time executive secretary for education for business. In 1947, a national headquarters office was established in Washington, D. C. to give the Association an official voice

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[1]S. J. Wanous, "A Chronology of Business Education in the United States," Business Education Forum (May, 1957), XI, p. 56.

[2]Ibid., p. 58.

in the nation's capital and an opportunity to participate in professional activities at the NEA Educational Center.[1]

In the years that followed, 50 state and five regional associations became affiliated with the UBEA. In 1962, the National Business Teachers Association, which had separated from the Department of Business Education of the NEA in 1895, joined in a plan for national unity negotiated by the regional associations and the UBEA. The unified association was renamed the National Business Education Association and remained as a department of the NEA.[2] The NBEA Executive Board authorized a change in the status of NBEA at its annual meeting on March 2, 1969. Effective July 1, 1969, the NBEA will change its affiliation with the NEA and will become an independent organization. Formerly a department of NEA, the NBEA will now be classified as an "associated organization" of NEA.[3] The purpose of the Association is: ". . . to promote all phases of business education, including vocational and nonvocational, and to serve as a unifying agency among regional and other groups dedicated to this goal."[4]

The NBEA publishes the Business Education Forum, the National Business Education Quarterly, and the National Business Education Yearbook.

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[1]Hollis Guy, "Working Together Professionally Through National Unity," Business Education Forum, XIII (December, 1958), p. 1.

[2]"The National Business Education Association in Brief," Business Education Forum, XXII (May, 1968), p. 31.

[3]"New Status Established for NBEA," Business Education Forum, XXIII (May, 1969), p. 29.

[4]"Articles of Incorporation: National Business Education Association," Business Education Forum, XXIII (May, 1969), p. 33.

The four divisions of NBEA are the National Association for Business Teacher Education, the International Division and United States Chapter of the International Society for Business Education, the Division for Teaching, Supervision, and Administration, and the Research Division. These four divisions are responsible for publishing the National Business Education Quarterly and special bulletins and for providing national conventions that emphasize their areas of specialization.

The NBEA is important to this study because of its role as the national organization representing education for business. As such, it is directly concerned with the overall progress of education for business and especially with the contribution adequately-prepared business teachers can make to that progress.

National Association for Business Teacher Education

The National Association for Business Teacher Education (NABTE) was established in 1927 as the National Association of Commercial Teacher-Training Institutions. Later the name was changed to National Association of Business Teacher-Training Institutions and in 1957 the name was changed to its current title. The organization became the teacher education division of the NBEA (then UBEA) in 1949.[1] The objectives of NABTE are:

1. Improvement of programs for training teachers of business subjects.
2. Elevation of standards for the certification of teachers of business subjects.
3. Promotion of research in business education.
4. Development of proper recognition among school administrators and teachers of the significance of business education.[2]

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[1]Wanous, op. cit., p. 58.

[2]"Constitution and Bylaws of the National Association for Business Teacher Education," Duplicated sheet distributed by the National Association for Business Teacher Education, February, 1963.

Membership in the NABTE is open to all accredited colleges and universities that prepare business teachers and to individuals who hold a comprehensive membership in the National Business Education Association. Each member school is entitled to one representative at the annual convention. The NABTE has published bulletins periodically since 1927, and one bulletin each year is incorporated as the winter issue of the National Business Education Quarterly. A NABTE publication of particular significance to this study is the Proposed Guidelines for Business Teacher Education published in 1969. The guidelines are to serve the following purposes:

1. To provide guiding statements of good practices for institutions that are establishing new programs of business teacher education.
2. To serve as a self-evaluative instrument for appraising existing business teacher education programs.
3. To alert NCATE visiting teams to the strengths and weaknesses of programs of business teacher education, which may serve as the basis for preliminary judgment as to the status and acceptability of business teacher education programs offered by the institution.[1]

The NABTE is vital to this study because it is the teacher education division of the NBEA and is directly concerned with the improvement of programs for training teachers of business subjects and the elevation of standards for the certification of teachers of business subjects. Through its publications, conventions, and research, the NABTE has become an important influence in the improvement of business teacher preparation.

American Association of Collegiate Schools of Business

In 1916, the deans of 17 schools of business met to formalize the establishment of the American Association of Collegiate Schools of

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[1]Proposed Guidelines for Business Teacher Education (Washington, D. C.: National Association for Business Teacher Education, 1969), p. vi.

Business (AACSB). The Association set as its major objective in 1916, "The improvement of collegiate education for business,"[1] This same objective is retained today as the major purpose of the AACSB. To fulfill its goals, the AACSB has centered its activities on: the development of sound standards for collegiate business education, the accreditation of graduate and undergraduate programs, the evaluation of collegiate business programs, the attraction of qualified students, and the development of qualified faculty.[2]

Membership in the Association constitutes accreditation for professional collegiate education for business. The Association's first set of minimum standards was adopted in 1919. The original standards have been revised several times, and by 1966, standards had been set for both undergraduate and master's degree programs in business. The standards require that schools be judged not only on the quantitative factors of the core program, the degrees of the faculty, the facilities, and the admission standards for students but also on the overall qualitative factors. These latter aspects include the research activities of the faculty and the general academic outlook of the students.[3]

Consideration of the AACSB is essential to this study because in numerous colleges and universities, including many that are members of the AACSB, business teacher education is the responsibility of schools of business. The same core program is often adopted for business

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[1]American Association of Collegiate Schools of Business, The American Association of Collegiate Schools of Business, 1916-1966 (Homewood, Illinois: Richard D. Irwin, Inc., 1966), p. 11.

[2]Ibid.

[3]Constitution, Bylaws, and Standards for Accreditation (St. Louis: American Association of Collegiate Schools of Business, 1968), p. 16.

administration and education for business majors. The nature of the program of pre-service preparation for business teachers in member schools is, then, affected by the requirements for membership in the AACSB.

National Council for the Accreditation of Teacher Education

The National Council for the Accreditation of Teacher Education (NCATE) is the national accrediting agency for education. The Council was formed in 1952, largely through the efforts of the National Education Association and the National Commission for Teacher Education and Professional Standards. The Council deals exclusively with programs of teacher education at both the undergraduate and graduate levels. The programs which it evaluates and accredits are offered by several types of colleges and universities, including state teachers colleges, private and parochial liberal arts colleges, state and private universities, and land-grant colleges. The NCATE is not a branch of any education organization or association. Instead, the NCATE is completely autonomous in the policies it adopts and the procedures it follows.

Only institutions accredited by the appropriate regional accrediting associations and approved by the state department of education in the state in which the institution is located are eligible for accreditation by the NCATE. An institution may be accredited for one or more of three categories: elementary, secondary, and school service personnel. The programs to be evaluated may be undergraduate, graduate, or a combination of both.[1] The NCATE's standards are broad and general in nature, emphasizing basic principles in the belief that specific quantitative standards

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[1]John R. Mayor, Accreditation in Teacher Education (Washington, D. C.: National Commission on Accrediting, 1965), p. 57.

would impose a uniformity on institutions that is not only undesirable but probably untenable in the absence of generally accepted criteria for the preparation of teachers.[1] The standards are based on the assumption that certain factors in a program of teacher education ought to indicate the quality of the program. While the most obvious indication of the quality of the program is the quality of the teachers produced, the NCATE recognizes the difficulty of measuring the quality of the product with any degree of accuracy. Instead, the standards are designed to measure what might be called the indices of quality in a program.[2] Approximately 70 percent of all teachers are being prepared by institutions accredited by the NCATE. A majority of the states accept the credits for certification of any teacher who graduates from an NCATE-accredited teacher education program. The NCATE has, in effect, provided for national reciprocity in certification.[3]

The American Association of Colleges of Teacher Education, a constituent organization of the NCATE, was instrumental in forming the Associated Organizations for Teacher Education in 1958. The purposes of the organization are: (1) to coordinate the efforts of similar nature by the respective teacher education organizations to the end that their common objectives may be more fully realized and (2) to facilitate

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[1]Bruce M. Thomas, "The Purposes and Policies of the National Council for Accreditation of Teacher Education," Journal of Teacher Education, XV (1964), p. 132.

[2]Ibid., p. 133.

[3]Philip Peak, Newer Developments in Business Teacher Education, National Association for Business Teacher Education Bulletin 78 (Washington, D. C.: National Association of Business Teacher Education, 1963), p. 7.

cooperative and joint undertakings which would be neither feasible nor possible if undertaken separately by the respective organizations in teacher education.[1] The NABTE is a member of the AOTE, and Dr. Elvin S. Eyster, an outstanding business educator, has represented NABTE in the AOTE and serves as a member of the AOTE Executive Committee.

The National Council for Accreditation of Teacher Education has significance for this study because of its position as the accrediting agency for teacher education at the national level. With approximately 70 percent of all teachers being prepared in institutions accredited by the NCATE, the pre-service program of preparation of many business teachers in member schools is affected by the requirements of the NCATE.

Federal Legislation

The federal government prior to 1917 enacted a number of laws providing federal aid for education programs under the control of institutions of higher learning in the United States. During the early years of the twentieth century, the demand for vocational education of less than college grade at public expense became pronounced. Federal aid was suggested to stimulate the public schools to provide this type of training. Federal aid had proved effective in establishing the agricultural and mechanical programs of the land-grant colleges. Consequently, the movement for federal aid which resulted in the passage of the Smith-Hughes Act and subsequent vocational education laws had its beginning.

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[1] Associated Organizations for Teacher Education, Duplicated sheet distributed by the American Association of Colleges for Teacher Education, 1958.

Smith-Hughes Act

The Smith-Hughes Act enacted in 1917 stands as the most significant landmark in the development of vocational education. The purpose of the act was:

> To provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure.[1]

The act provided a continuing appropriation for vocational education, and although the act was concerned mostly with agriculture, home economics, and trade and industrial education, it had implications for education for business. The act authorized the United States Office of Education to make or cooperate with other agencies in making studies, investigations, and reports to aid states in establishing vocational schools and classes in commerce and commercial pursuits.[2] After the passage of the Smith-Hughes Act, vocational education became widespread in the public schools, and the advocates of a liberal education had to yield an important place in the curriculum to the newer vocational subjects.

George-Deen and George-Barden Acts

During the time intervening between the passage of the Smith-Hughes Act in 1917 and the present, the federal government has passed a number of acts relative to aspects of vocational education. The George-Deen Act was passed in 1936 to authorize the appropriation of additional money

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[1]U. S. Statutes at Large, Vol. XXXIX, pt. I, (1915-1917), February 23, 1917, p. 927.

[2]William Selden, Administration and Supervision of Business Education (New York: Eastern Business Teachers Association, 1966), p. 34.

for vocational education in agriculture, distributive education, home economics, and trades and industry. Distributive education was included for the first time in the history of federal legislation for vocational education. The purpose of the act was, "To provide for the further development of vocational education in the States and Territories."[1]

The George-Barden Act of 1946 superseded and expanded the George-Deen Act. This act authorized increased appropriations for the programs of vocational education specified in the George-Deen Act and provided for more flexibility in the use of the funds. This act made no specific allocation of funds for teacher training or for vocational guidance, but each state board for vocational education was permitted to use such amounts for these purposes as it deemed necessary. In its original form, the George-Barden Act provided for reimbursement for training for office occupations. Because of the pressure brought to bear in congress against the use of federal funds for office occupations, the act was amended to include distributive occupations only.[2]

Vocational Education Act of 1963

In recognition of the need to strengthen and improve and to expand education for occupations to meet the needs of a technological society, the Eighty-eighth Congress of the United States passed the Vocational Education Act of 1963. The purpose of the act was to:

> . . . authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational

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[1]U. S. Statutes at Large, Vol. XLIX, pt. I, (1935-1936), June 8, 1936, p. 1488.

[2]C. A. Nolan, et. al., Principles and Problems of Business Education, (3rd ed., Cincinnati: South-Western Publishing Company, 1967), p. 532.

> education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.[1]

This act is bringing about a more rapid development of vocational education for business at the secondary and at the post-secondary levels than any previous federal legislation. Congress, recognizing the tremendous need for trained workers in the business offices of the nation as evidenced by the fact that in the decade 1950-1960 this group of workers increased by nearly 50 percent, specifically included training for business and office occupations in the act.[2] For the first time, federal money was provided for education for office occupations.

A state that desires to receive allotments of federal funds is required to submit its plan for the use of the funds to the United States Commissioner of Education. The plan must meet guidelines established by the United States Office of Education. The guidelines include such items as the specific policies and procedures that the state expects to follow in allocating the funds for the various uses specified by the act; the minimum qualifications for teachers, supervisors, directors, and others having responsibilities in connection with the training programs; the

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[1] U. S. Statutes at Large, Vol. LXXVII, pt. I, (1963), December 18, 1963, p. 403.

[2] Nolan, op. cit., p. 533.

fiscal control and accounting procedures it will establish; and the type of reports to be required. Because of differences in the organization and administration of the different state departments of vocational education, there are considerable differences in the way states administer the funds.

The Vocational Education Act of 1963 is considered in this study because in the act, for the first time, education for business and office occupations was allocated federal funds. In preparing state plans, each state takes into consideration the guidelines established by the United States Office of Education for implementing the provisions of the act. One of the guidelines is concerned with stating the minimum qualifications for teachers in the programs covered by the act. The qualifications of the teachers indicated in the state plan, then, become a factor in the preparation and certification of business teachers.

Vocational Education Amendments of 1968

The Vocational Education Amendments of 1968 was signed into law on October 16, 1968. This new measure is a consolidation of existing programs in the field of vocational education. Existing vocational programs provided by congress, such as the Smith-Hughes, George-Barden, and the 1963 Vocational Education Act, were united into this bill. The purposes of the act and the designated uses of federal funds are virtually the same as those in the Vocational Education Act of 1963 with a few exceptions. The provisions of the Vocational Education Amendments of 1968 are currently being implemented by the states. Insufficient time has elapsed since the passage of the bill for the provisions to be reflected in current certification requirements of the states.

Summary

Background information on teacher certification, on professional organizations, and on federal legislation has been presented in this chapter. The purpose of this presentation is to develop the proper perspective for understanding the data presented in subsequent chapters and to point out the relevancy of the professsional organizations and federal legislation considered in this study. Chapter 3 deals with the fundamental elements in the certification of business teachers.

CHAPTER III

FUNDAMENTAL ELEMENTS IN BUSINESS TEACHER CERTIFICATION

The need for assurance of quality in the preparation of teachers is self-evident. Teacher certification, as a device for assuring that quality, is widely accepted by the teaching profession and by the public. Important segments of both the public and the profession accept as their continuing responsibility the direction of efforts toward improving the efficiency of certification. These efforts frequently culminate in revisions and adjustments in the certification requirements of the states. The focus here is the definition of current fundamental elements composing business teacher certification as it is recognized by the 50 states for teaching business subjects at the secondary school level.

Most of the data are presented in tabular form for clarity. In certain instances, the data are merely discussed and not presented in tabular form, since any clarity afforded by a table was deemed unnecessary. College credit hours, when mentioned in this study, are illustrated in semester hours. Some states reported data in quarter hours, and these quarter hours were converted to semester hours. Credit fractions were converted to the nearest whole number. The percentages shown in this study were, in most instances, also converted to the nearest whole number. While business teacher certification may be divided into numerous components, the elements considered important to this study were:

certificates issued to business teachers, preparation needed for business teacher certification, agencies which determine certification requirements, and reciprocity agreements defined by the states. These elements are discussed under four main headings in the remainder of this chapter.

Certificates Issued to Business Teachers

A variety of certificates are issued by the states to public school personnel from kindergarten teachers to teachers' college teachers. Of essential concern here are the certificates issued to business teachers at the secondary school level.

Kinds of Certificates

An indication of the diversity in teacher certification is readily discernible from the variety of kinds of certificates issued to business teachers (Table 1). The 50 states issue to business teachers a total of 36 differently-named certificates. The four most commonly issued certificates are standard, provisional, emergency, and professional. These four certificates comprise 52 percent of the total number of certificates issued. Twenty states issue the standard certificate; the validity of this certificate ranges from three years to life, with five years being the most frequently indicated. The provisional certificate is issued by 21 states. Although the validity ranges from one to 10 years, in most states the provisional certificate is valid for one year. The emergency certificate is valid for one year in each of the nine states that issue this certificate. The professional certificate is issued by 15 states. The range of validity of the professional certificate extends from three years to life, with life validity being the most frequently indicated.

TABLE 1

NATURE AND SCOPE OF CERTIFICATES ISSUED TO BUSINESS TEACHERS

Kinds of Certificates	Total States Issuing	Percent of the Fifty States	Percent of Total Certificates Issued
Collegiate	1	2	1
Continuing Five-Year	1	2	1
Emergency	9	18	7
Graduate	1	2	1
Intermediate	1	2	1
Life	4	8	3
Permanent	4	8	3
Prestandard	1	2	1
Probationary	2	4	2
Professional	15	30	12
Professional, Advanced	1	2	1
Professional, Basic	1	2	1
Professional, Collegiate	1	2	1
Professional, First-Grade	1	2	1
Professional, High School	1	2	1
Professional, Permanent	2	4	2
Professional, Postgraduate	1	2	1
Professional, Special Subject Teacher	1	2	1
Provisional	21	42	17
Provisional, Four-Year	1	2	1
Provisional, Special Subject Teacher	1	2	1
Secondary	4	8	3
Secondary, Advanced	1	2	1
Secondary, Basic	3	6	2
Secondary, Class A	2	4	2
Secondary, Class AA	2	4	2
Secondary, Class B	1	2	1
Secondary, General	1	2	1
Secondary, Master's	1	2	1
Secondary, Professional Five-Year	1	2	1
Secondary, Professional Four-Year	1	2	1
Secondary, Teacher's Specialist	1	2	1
Secondary, Three-Year	1	2	1
Six-Year	1	2	1
Standard	20	40	16
Temporary	7	14	6
Total Certificates Issued	118		

Diversity in the kinds of certificates is apparent from the data. Seven differently-named certificates have life validity, yet only one is called a "life certificate." Many of the certificates are probably comparable in validity and in purpose, but different terminology is used in titling. Apparently little success has come from attempts to standardize the kinds of certificates and certificate terminology.

Specialized Certificates

Forty-one states issue to business teachers the 12 specialized certificates listed (Table 2). These certificates are "specialized" in that they are concerned with the specific field of business and that each is concerned with specific subject matter within the field of business. The four most commonly issued specialized certificates are the vocational business education, comprehensive, secretarial, and general or basic business. These four certificates represent 83 percent of the total number of specialized certificates issued. General secondary certificates, rather than specialized certificates, are issued by eight states with the specific subjects that the holder of the certificate is eligible to teach endorsed on the certificate. One state, Louisiana, did not indicate whether or not specialized certificates are issued. Six states did not respond.

The comprehensive certificate, issued by 66 percent of the states, is designed to permit the holder to teach a variety of business subjects. The vocational business education certificate is the most frequently issued certificate and is designed to permit the holder to teach in federally reimbursed programs.

TABLE 2

SPECIALIZED CERTIFICATES ISSUED TO BUSINESS TEACHERS

Certificates	Number of States Issuing	Percent of The Fifty States	Percent of Total Certificates Issued
Accounting	1	2	1
Bookkeeping	13	26	10
Bookkeeping and Clerical Practice	1	2	1
Bookkeeping--Data Processing	1	2	1
Comprehensive Business	33	66	25
General Office Procedures	1	2	1
General or Basic Business	14	28	11
Office Machines and Clerical Practice	2	4	2
Secretarial	18	36	14
Social Business	1	2	1
Stenography	1	2	1
Vocational Business Education	43	86	33
Total Certificates Issued	129		

The number of specialized certificates issued to business teachers is indicative of the breadth of offerings of the business area at the secondary school level. The business educator who wishes to specialize has extensive alternatives from which to make his choice.

Specific Subjects and Credit Hours

The specific subjects a business teacher is eligible to teach are listed or endorsed on the teaching certificates in 15, or 30 percent, of the states. The discussion in the preceding section on specialized certificates discloses that only eight states issue endorsed certificates. The disparity between the two totals lies in the fact that seven states not only issue specialized certificates but also endorse the certificates with the subjects the holder is eligible to teach.

Twenty-two states, or 44 percent, require a minimum number of hours of pre-service preparation in each subject taught. Only two states listed the minimum number of hours required: one state requires six hours and the other requires one college course in each subject taught.

The completion of a program of study leading to certification for one of the specialized areas, does, in essence, require the completion of a specified number of hours in specific subjects. For example, the secretarial certificate of a state may require the holder to complete nine semester hours of shorthand and nine semester hours of typewriting. Thus, the minimum number of hours are specified but were not reported by the respondents on the questionnaires. The nature and amount of credit hours for the specialized certificates are often determined by the preparing institution and are not listed as part of the requirements of the states. In some instances, the states do require a specific total number

of credit hours in business subjects for a particular certificate but do not specify what the subjects should be.

Certification in a Second Teaching Field

Only five, or 10 percent, of the states reported that business teachers are required to be prepared for certification in a second teaching field other than business. Four of those states were Alabama, California, Idaho, and Nevada. West Virginia reported that a second field is required for holders of the secretarial certificate but is not required for holders of the comprehensive certificate. Both Montana and Washington let the teacher preparation institutions determine whether or not a second teaching field is required. While the majority of states do not require a second teaching field, data concerning the number of teacher preparation institutions requiring a minor area of study would make an interesting comparison with the data presented in this study.

In answering the question, "Are teachers certified in other fields who seek certification in business required to meet the minimum requirements demanded of business teachers?" only one state, Vermont, answered negatively. The fact that 98 percent of the states demand minimum requirements for all teachers of business subjects should insure adequately prepared business teachers, at least to the extent the minimum requirements do, in fact, insure adequately prepared teachers.

Certificate Renewal

The states issue a variety of teaching certificates and specify renewal requirements for each of these certificates. No attempt has been made in this study to tabulate all of the certificates with the renewal

requirements for each. Rather, a general summation of the requirements specified by the states as being necessary for renewal of one or more certificates is presented. The acquisition of additional semester hours was the most frequently mentioned renewal requirement with 41, or 82 percent, of the states indicating this requirement. The amount of semester hours required ranges from four hours to a master's degree, with six semester hours, indicated by 27 states, the number of semester hours most frequently required.

The second most frequently reported requirement for certificate renewal was the acquisition of additional teaching experience. Seventeen states listed this requirement. The required amount of additional teaching experience ranged from one-half year to six years, with three years being required by the largest number of states.

One state, North Carolina, reported four semester hours of in-service training and two semester hours of travel as being acceptable methods of meeting the requirements for certificate renewal. Neither the type or length of in-service training nor the type or length of travel were indicated by the respondent from North Carolina. Additional business experience was not reported by the states as a requirement for certificate renewal. One state, Maryland, substitutes in-service training for additional credit hours for the first renewal of a certificate, but additional renewals must be secured through additional credit hours only. Massachusetts issues only life certificates and has no requirements for certificate renewal.

The information presented here should not be misinterpreted because the data listed are only a general summation of the certificate renewal requirements reported by the states. Some states require both additional

credit hours and additional teaching experience for renewal of a particular certificate. Other states require either additional credit hours or additional teaching experience, and still others require additional credit hours for the renewal of one certificate and additional teaching experience for renewal of another certificate.

Preparation Needed for Business Teacher Certification

The preparation required of teachers is the major concern in teacher certification. The preparation needed by business teachers is necessarily broad because of the breadth in subject matter, because of the span in grade levels at which business subjects are taught, and because of the scope of both the academic and vocational goals of education for business.

Minimum Degree Requirement

All states require at least a bachelor's degree for initial certification of business teachers. All states, however, do not require a degree in business education to teach business subjects. Forty states, 80 percent, require a degree in business education and 10 states, or 20 percent, do not require a degree in business education (Table 3).

Only one state, California, requires five years of preparation for initial certification of business teachers, and only two states, Vermont and Georgia, are considering the possibility of raising the minimum collegiate requirement to teach business subjects to five years. The state of Washington requires five years of preparation after one year of teaching experience, and Missouri requires a master's degree after five years of teaching experience. The state of Arizona reportedly requires a fifth year of preparation for initial certification of teachers at the secondary school level, but the respondent from Arizona did not confirm

TABLE 3

MINIMUM PREPARATION REQUIRED BY THE STATES FOR INITIAL BUSINESS TEACHER CERTIFICATION

Requirement	Number of States Answering "Yes"	Percent of The Fifty States
Bachelor's Degree with a Major in Business Education	40	80
Bachelor's Degree with no Major in Business Education	10	20
Five Years of Preparation	1	2
Approved-Approach Plan	42	84
Considering Raising Requirement to Five Years	2	4

this practice for business teachers. The requirement of a fifth-year program of preparation for business teachers has been mentioned frequently in professional literature during the last two decades. Little success in formulating these suggestions into certification requirements of the states is apparent.

The approved-approach plan is utilized by 42, or 84 percent, of the states. Under this plan, teachers are automatically issued a certificate if they have graduated from a teacher preparation institution whose program meets the minimum requirements established by the state department of education. The teacher preparation institution must recommend the teacher candidate for certification. In some states, the teacher preparation institutions are given freedom in determining the nature and scope of the total program of preparation of the graduates. The freedom given the institutions varies from one state to another, however, and some states maintain strict control over the nature of teacher preparation programs. Since certain states do maintain strict control over teacher preparation programs, the fact that a majority of the states indicate they utilize the approved-approach plan does not mean, necessarily, that the professional educators are given an extensive role in determining the nature of teacher education programs. The approved-approach plan may be, however, a first step in the direction of giving the"professionals" a major role in the determination of teacher certification requirements. This plan should afford some consolation to advocates of the practice of permitting the teacher preparation institutions to issue teaching certificates with only minimal state requirements.

Major Aspects of Total Preparation

The major aspects of the total pre-service preparation of a business teacher includes general education, professional education, and business specialization. Data were collected showing the approximate percentage of the total preparation for each of these elements required by the states for business teacher certification (Table 4). Percentages were used rather than semester hours because these data are most frequently reported in percentage form. In those cases where states did report in semester hours, the semester hours were converted to percentage.

General education requirements represent, most frequently, between 30 and 39 percent, or 37 to 48 semester hours, of the total preparation of business teachers. The percentage ranges from 20-24 percent required by two states to 50-60 percent required by nine states. Nine states did not indicate the percentage of total preparation required for general education.

General professional education and specialized professional education were listed as separate items on the questionnaire. However, only four states indicated this separation on the returned questionnaires. The other 46 states indicated a combined percentage for general professional education and specialized professional education. The data from the four states listing the separation were then combined so the data from all states could be presented under one item. All but one state reported a percentage for combined professional education. The most frequently mentioned percentage for the combined professional education was 5-14 percent, or 6-17 semester hours, with 23 states indicating this percentage. The range, 15-19 percent, was the second most frequently mentioned

TABLE 4

PREPARATION REQUIRED BY THE STATES IN THE MAJOR ASPECTS OF TOTAL PREPARATION FOR BUSINESS TEACHER CERTIFICATION

Item	Percent of Total Preparation							Number of States Indicating	Percent of The Fifty States
	5-14	15-19	20-24	25-29	30-39	40-49	50-60		
General Education	-	-	2	1	19	10	9	41	82
Combined General and Specialized Professional Education	23	20	6	-	-	-	-	49	98
Business Specialization	-	2	17	10	17	2	-	48	96

percentage, with 20 states reporting. Six states require between 20 and 24 percent.

Forty-eight states indicated the percentage of total preparation which must be devoted to business specialization. The ranges 20-24 and 30-39 percent are the most frequently required percentages for business specialization, with 17 states reporting each percentage range. These percentages represent a semester hour range of 24 to 29 and 37 to 48. The percentage for business specialization ranged from 15-19 percent, required by two states, to 40-49 percent also required by two states.

Statements that a lack of agreement exists as to what should constitute the program of pre-service preparation of business teachers are substantiated by the data. The percentage of total preparation devoted to business specialization ranges from 15-19 percent to 40-49 percent. If the purpose of a teaching certificate is to indicate proficiency, can such a range in preparation be reconciled to this purpose? These data probably indicate either that some teachers are being inadequately prepared or that some are receiving more preparation than is necessary.

The data can be misleading, however. Even though the percentage required for general education, for example, ranges from 20-24 percent to 50-60 percent, an alarming difference to most educators, the data do not represent all considerations. The percentages reported by the states may in some cases be minimum requirements and may in other cases be maximum requirements. The teacher preparation institutions have freedom in some states in determining the nature and scope of the three major aspects of the total preparation of business teachers. To obtain a more accurate

description of the breakdown of the total preparation of business teachers, the teacher preparation institutions should be surveyed.

General Education Preparation

Nine different areas of study were reported as being required by the states for general education (Table 5). The four areas most frequently mentioned were natural and physical science, 23 states; social science, 20 states; mathematics, 18 states; and English usage and literature, 17 states. The most frequently reported semester hours required in these areas of study are: natural and physical science, six semester hours, with a range from four to 12; mathematics, four states requiring three semester hours and four states requiring six semester hours, with a range of from three to six; English, 12 semester hours, with a range from six to 14 hours.

The data contained in Table 5 are representative only of the states reporting. Twenty-seven of the 50 states did not report a breakdown of the requirements for general education. Several of these states indicated that the areas of study and semester hours are determined by the teacher preparation institutions. An analysis of the data reveals that, for those states reporting, the major emphasis in general education is placed on understanding and using the communication skills, on understanding human behavior, and on understanding the physical world through science and mathematics. Most business educators would probably concur that these areas of study are essential for the well-educated person functioning in a technological society.

Professional Education Preparation

A total of 21 different courses in professional education are required by the states for business teacher certification (Table 6). The

TABLE 5

AREAS OF STUDY IN GENERAL EDUCATION REQUIRED FOR BUSINESS TEACHER CERTIFICATION

Areas of Study	Number of States Requiring	Percent of The Fifty States
English Usage and Literature	17	34
Fine Arts	11	22
Foreign Language	5	10
Health and Physical Education	12	24
Humanities	10	20
Mathematics	18	36
Natural and Physical Science	23	46
Psychology	2	4
Social Science	20	40

TABLE 6

NATURE AND SCOPE OF PROFESSIONAL EDUCATION REQUIRED BY THE STATES FOR BUSINESS TEACHER CERTIFICATION

Subjects	Number of States Requiring	Percent of The Fifty States
Educational Foundations	2	4
History of Education	6	12
Introduction to Education	2	4
Philosophy of Education	6	12
Principles of Education	7	14
Adolescent Psychology	4	8
Educational Psychology	15	30
Human Growth and Development	10	20
Principles of Learning	1	2
Psychological Foundations	4	8
Student Development and Learning	1	2
Tests and Measurements	2	4
Human Behavior	1	2
School and Society	2	4
Sociological Foundations	1	2
Curriculum Foundations	8	16
High School Problems and Administration	1	2
Counseling Principles	1	2
Educational Guidance	3	6
Methods of Teaching	28	56
Student Teaching	28	56

four most frequently reported were student teaching, 28 states, 56 percent; educational psychology, 15 states, 30 percent; methods of teaching, 28 states, 56 percent; and human growth and development, 10 states, 20 percent. The range of semester hours required for student teaching is from three to six, with six being the most frequently required; the range for educational psychology is from two to three hours, with three the most frequent; the range of semester hours for methods of teaching is from two to three hours, with three the most frequent; the range in human growth and development is from one semester hour to six semester hours, with three the most frequently mentioned.

Twenty-two states did not report a breakdown of required courses in professional education. These states reported that, in certain instances, the teacher preparation institution determines the nature and scope of professional education. In other cases, the student can choose, within limitations, the composition of his professional education.

In those states reporting, major emphasis was placed on the growth and development of students, on how they learn, and on the methods and practices of teaching. Although no reports were received, the assumption could probably be made that in some states more than one methods course in business is required. The number of methods courses required would depend on the area of specialization of the prospective teacher and on whether or not he is certified for a comprehensive certificate.

Business Specialization Preparation

The nature of the data reported by the states for the breakdown of subjects required for each of the specialized certificates was so varied and sparse that a meaningful tabulation of the data is difficult. A

breakdown of courses was indicated (Table 7) for only six of the 12 specialized certificates issued. Fourteen separate courses are required for the comprehensive certificate. The most frequently indicated courses were typewriting and shorthand, each required by 11 states. Accounting is required by eight states, and business law, five, and economics, five.

The most frequently required courses for the secretarial certificate are shorthand, six states, and typewriting, five states. Three states require both accounting and office management for the secretarial certificate.

For the bookkeeping certificate, six states require accounting, three states require typewriting, and two states require management. One state issues the bookkeeping-data processing certificate and requires typewriting, accounting, data processing, and business principles.

For the general or basic business certificate, two states require economics. One state requires typewriting, shorthand, accounting, business mathematics, and business law.

The stenography certificate is issued by one state. Typewriting, shorthand, accounting, and business principles and management are required to qualify for this certificate.

The scant data reported in the breakdown of courses for the specialized certificates can be attributed to the practices of the states. These practices vary; some states specify the total number of semester hours of business courses the teacher must have but do not specify which courses are required. Other states indicate certain courses which must be taken for only a portion of the total semester hours required, and the rest is determined by the individual. The majority of the states, however, reported that the teacher preparation institution must determine the

TABLE 7

NATURE AND SCOPE OF BUSINESS SPECIALIZATION REQUIRED BY THE STATES FOR BUSINESS TEACHER CERTIFICATION

Subjects	Comprehensive Certificate	Secretarial Certificate	Bookkeeping Certificate	General or Basic Business Certificate	Stenography Certificate	Bookkeeping-Data Processing Certificate
	Number of States	Number of States	Number of States	Number of States	Number of States	Number of States
Accounting	8	3	6	1	1	1
Basic Business and Economics	1	0	0	0	0	0
Business Communications	1	1	1	0	0	0
Business Law	5	0	1	1	0	0
Business Math	3	1	0	1	0	0
Business and Office Machines	4	2	0	0	0	0
Business Principles and Management	0	0	0	0	1	1
Data Processing	0	0	0	0	0	1
Economics	5	1	1	2	0	0
Finance Principles	1	0	0	0	0	0
Management Principles	1	1	2	0	0	0
Marketing Principles	3	1	1	0	0	0
Office Management	4	3	1	0	0	0
Office Practice	1	0	0	0	0	0
Shorthand	11	6	0	1	1	0
Typewriting	11	5	3	1	1	1

composition of the program of pre-service preparation needed to qualify for the specialized certificates.

Vocational Business Teacher Preparation

Forty-three states recognize a certificate for vocational business teachers teaching in federally reimbursed programs. One state, Rhode Island, does not participate in federally reimbursed programs in business, and three states make no distinction between regular certification of business teachers and certification under federal programs. Two states are currently reviewing their requirements and did not send copies. Six states did not respond.

In certain instances, states specified courses or requirements for vocational business teacher certification, and in other instances, the states mentioned a list of courses or requirements from which the teacher must make a selection with none of the courses being definitely required. A total of 20 differently-named courses or requirements were listed for vocational business teacher certification (Table 8). The four most frequently reported were occupational work experience, 37 states, 74 percent; principles and philosophy of vocational education, 12 states, 24 percent; techniques of coordination in business and office education, 11 states, 22 percent; and materials and methods in teaching business and office education, 10 states, 20 percent.

An analysis of the certification requirements of the states revealed that the states do specify a bachelor's degree for vocational business teachers. But, for the most part, no indication was made as to whether the requirements were to be a part of the total program of the bachelor's degree or whether these requirements were to be obtained after completing

TABLE 8

TECHNICAL CONTENT REQUIREMENTS FOR VOCATIONAL BUSINESS TEACHER CERTIFICATION

Subjects	Number of States Listing	Number of States Specifying	Total Number of States	Percent of The Fifty States
Administration and Supervision of Office Occupations Programs	3	3	6	12
Adult Vocational Education	1	0	1	2
Conference Leading	1	0	1	2
Cooperative Office Occupations	0	1	1	2
Curriculum Development	1	0	1	2
Guidance Principles	3	1	4	8
Individual Instructional Techniques	0	1	1	2
Materials and Methods in Teaching Business and Office Education	3	7	10	20
Measurement and Evaluation	0	1	1	2
Methods in Cooperative Program	1	1	2	4
Occupational Analysis	2	2	4	8
Occupational Work Experience	0	37	37	74
Office Occupations Seminar	1	0	1	2
Office Occupations Workshop	1	0	1	2
Organization and Administration of Business Education	1	0	1	2
Principles and Philosophy of Vocational Education	5	7	12	24
Professional Problems in Office Occupations	1	0	1	2
Techniques of Coordination in Business and Office Occupations	7	4	11	22
Teaching Experience	0	4	4	8
Work Experience in High Schools	1	0	1	2

the bachelor's degree. Only three states indicated that the requirements for vocational business teacher certification must be met at the graduate level.

Most of the technical content requirements for vocational business teachers can be categorized as professional education. An interesting comparison can be made with the data reported as professional education for regular business teacher certification (Table 6). Only two courses, guidance and measurement and evaluation, are indicated in both lists. Yet, both lists contain professional education requirements for business teachers. Since one goal of education for business for several decades has been preparation for vocational competency, such diversity in professional education requirements between regular business teacher certification and vocational business teacher certification would not be anticipated.

Work Experience

The professional business education literature of past decades reveals concern about whether business teachers should be required to obtain on-the-job experience in a business occupation. The data collected for this study disclosed only three states now requiring work experience for regular certification of business teachers. An analysis of the data for vocational business teacher certification under federally-aided programs, however, revealed an entirely different outlook. Thirty-six states require work experience for vocational business teacher certification. One year is the amount of work experience most frequently required by the states, with the amounts required ranging from three-fourths of a year to three years. Four states reported the work experience requirement could

be met through the completion of a cooperative work experience program supervised by a teacher preparation institution.

No doubt the major reason for a difference between the work experience requirement for regular business teacher certification and vocational business teacher certification is the nature of the federally-reimbursed programs. With cooperative work experience programs established in secondary schools as a result of federal aid, the teacher-coordinator must be versed in office occupations, employment procedures, and many other essential aspects peculiar to cooperative work experience programs.

Examinations and Proficiency

The certification of teachers up to the turn of this century frequently involved written or oral examinations. The data in this study revealed that none of the states require a written or oral examination administered by the state department of certification to provide evidence of competency in addition to college credits. North Carolina requires that all teachers take the National Teachers Examination. The respondent from North Carolina did not indicate how the test is utilized in determining the certification of teachers. An analysis of the certification requirements indicated that some states do give examinations to substitute for a required course, to validate work done privately or at an unaccredited college, and to establish advanced credit in college.

Only five states, 10 percent of the total, require an indication of proficiency for business teachers in typewriting and shorthand. These states are Kentucky, Nevada, Georgia, Maryland, and Mississippi. Other states reported that the teacher preparation institutions are responsible for determining the proficiency in shorthand and typewriting of business

teachers. Three states reported a recommendation from the teacher preparation institution attesting to the proficiency of the teacher is required.

The requiring of examinations has apparently been replaced by the completion of course work and by the recommendation of the teacher preparation institutions. Of the five states reporting a need for an indication of proficiency in typewriting and shorthand, none revealed the standards which must be met nor whether the indication should be in the form of test scores or merely a report from the teacher preparation institution attesting to the proficiency of the teacher. One state did report the passing of a proficiency test would be acceptable in lieu of course work in typewriting and shorthand.

Special Requirements

A review of professional literature concerning the preparation and certification of business teachers prompted the inclusion of four questions on the questionnaire which have been grouped under the heading, "Special Requirements." Only one state, Maine, reported that definite requirements are specified for business teachers who teach academically talented students. None of the states specify differences in certification requirements for those who teach in small secondary schools and those teaching in large secondary schools. New Mexico is the only state that specifies definite requirements for those who teach the culturally disadvantaged in secondary schools. Thirty-four states, 68 percent of the total, require preparation by all business teachers to teach general or basic business subjects.

The recognition that the teaching of the academically talented and the culturally disadvantaged compels the teacher to be specially prepared has received increased emphasis in recent years. Yet, only one state requires definite preparation by business teachers for teaching the academically talented, and only one state requires definite preparation for business teachers for teaching the culturally disadvantaged. Many explanations may be projected for this lack of requirements. Perhaps the states have not yet determined what specific preparation is needed and, thus, have not incorporated requirements into their certification programs. Perhaps another explanation is that an insufficient number of students from either of these groups enroll in business courses to warrant special preparation on the part of business teachers.

In the professional literature for education for business, concern has been expressed in past years regarding the need for a different type of preparation for business teachers teaching in small high schools from those teaching in large high schools. Those teaching in small schools frequently teach a variety of subjects, both within and without the business area, while those in large schools can specialize more readily in one area. The states ignore this concern to the extent that no differences in requirements are recognized. Perhaps the issuance of comprehensive certificates to those required to teach a variety of subjects and the issuance of specialized certificates to those who specialize in their teaching eliminates any problem. The issue then becomes one of whether teachers should be issued a comprehensive certificate or a specialized certificate.

The professional literature in education for business reveals concern by business educators regarding the adequacy of instruction in general or

basic business subjects. Sixty-eight percent of the states require that all business teachers be prepared to teach general or basic business subjects. These data reveal that probably a sufficient number of business teachers are available for teaching these subjects, but no assurance is given that the teachers are adequately prepared. Perhaps concern should be directed toward whether or not those teachers prepared to teach general or basic business are, in fact, adequately prepared rather than concern directed toward whether or not all teachers should be prepared to teach these subjects.

Agencies Determining Requirements

The State Board or Department of Education is given the major responsibility for determining the certification requirements in 37, or 74 percent, of the states. In five states, the State Department of Certification is given the major responsibility for determining certification requirements; in three states, the Teacher Education Advisory Council is given this responsibility. The Teacher Training and Licensing Commission in Indiana determines the certification requirements, and the State Legislature in Rhode Island is given this responsibility.

The teacher preparation institutions in Missouri issue teaching certificates and determine their own requirements for these certificates. The State Board of Education in Missouri determines the certification requirements for teachers coming from out of state.

Although 74 percent of the states give major responsibility to the State Board or Department of Education in determining certification requirements, Stinnett reported in 1967 that every state had either an Advisory Committee on Teacher Education and Certification or a Teacher

Education and Professional Standards Commission.[1] The major function of these groups is to make recommendations for teacher certification. These groups are frequently composed of the state superintendent of public instruction, classroom teachers, administrators, and representatives from colleges and universities and parent-teacher associations. Recommendations for teacher education and certification are made by these groups, and final approval is then given by the state agency. These data are significant in that educators do have a role in the determination of certification requirements regardless of which agency gives final approval.

The recommendations of professional business education organizations for the certification of business teachers are considered by 41 states, or 82 percent of the total. Eighty-eight percent of the 50 states reported that business educators are members of advisory committees which offer recommendations for business teacher certification.

Business educators do, in the majority of the states, have a role in the determination of certification requirements. Although 100 percent of the states have an advisory committee for making recommendations for certification requirements, only 88 percent have business educators as members of an advisory committee. The majority of business educators would probably view this practice as wholly unacceptable.

Reciprocity Agreements Defined by the States

Accreditation by the National Council for the Accreditation of Teacher Education is frequently discussed in professional education literature as being a vehicle for national reciprocity in teacher

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[1]Stinnett, A Manual on Certification Requirements for School Personnel in the United States, op. cit., pp. 246-252.

certification. In answering the question as to whether out-of-state teachers are readily issued a teaching certificate if they have graduated from an NCATE-approved teacher preparation institution, 41 states, 82 percent of the total, answered affirmatively. NCATE accreditation does, then, provide for national reciprocity in a majority of the states.

Only eight states reported they had formal reciprocity agreements with other states. Disagreement appears to exist, however, as to which states do have agreements with other states, or the extent to which the agreements are honored. The respondent from Massachusetts reported that that state and 10 other states have a general agreement that a teacher who holds a certificate in one of the 11 states and has three years of teaching experience may have initial certification in any of the other states. Yet, only two of the states listed by the respondent from Massachusetts as being a part of the agreement substantiated the report. Apparently some difficulties have arisen concerning this agreement. Six states did not indicate that they had reciprocity agreements. The states of New Jersey and South Dakota reported they had an informal reciprocity agreement with all states.

NCATE accreditation appears to be a solution to the reciprocity problem. If NCATE accreditation were accepted for national reciprocity in teacher certification, the necessity for agreements between the states could be virtually eliminated. Teacher preparation institutions not yet accredited by NCATE perhaps would be encouraged to meet NCATE accreditation standards.

Summary

The fundamental elements in business teacher certification are identified in this chapter and are discussed under the following headings:

(1) Certificates Issued to Business Teachers, (2) Preparation Needed for Business Teacher Certification, (3) Agencies Determining Requirements, and (4) Reciprocity Agreements Defined by the States. All 50 states issue a teaching certificate to business teachers. A total of 36 differently-named certificates are issued and renewal requirements are indicated for these certificates. Twelve specialized certificates are issued covering the breadth of business subject matter taught at the secondary school level.

All business teachers must have a bachelor's degree to teach business subjects, and one state requires a fifth year of preparation. General education, professional education, and business specialization are required as part of the preparation of business teachers. The portion of the total preparation devoted to each of these areas of study varies extensively among the states. Vocational business teachers are required to have a bachelor's degree, but a different sequence of professional education courses are required for those teachers from the sequence required for regular business teacher certification. As a rule, the states do not require special preparation for teaching the academically talented and the culturally disadvantaged.

The state board or department of education is given the major responsibility for determining certification requirements in the majority of the states with recommendations by educators and laymen. NCATE accreditation serves as a basis for reciprocity in teacher certification in a majority of the states.

Chapter IV contains an analysis and synthesis of ideas, suggestions, observations, recommendations, and requirements pertinent to the

preparation and certification of teachers appearing in the literature published by the professional organizations and appearing in the federal legislation considered in this study. Most of the analysis in Chapter IV relates directly to the data in Chapter III.

CHAPTER IV

AN ANALYSIS OF THE VIEWS OF PROFESSIONAL ORGANIZATIONS AND THE EMPHASES IN THE FEDERAL LEGISLATION RELATIVE TO BUSINESS TEACHER CERTIFICATION

Documented statements were included in Chapter I relating the influence professional education organizations and federal legislation have upon the certification requirements for teachers. Chapter II consists of a discussion of professional education organizations and federal legislation which are concerned with the preparation and certification of business teachers. The organizations are: National Association for Business Teacher Education, National Business Education Association, American Association of Collegiate Schools of Business, and National Council for Accreditation of Teacher Education. The Vocational Education Act of 1963 makes up the legislation of concern here. The fundamental elements in business teacher certification are identified in Chapter III. These elements are discussed under the following headings: Certificates Issued to Business Teachers, Preparation Needed for Business Teacher Certification, Agencies Determining Requirements, and Reciprocity Agreements Defined by the States.

The purpose of this chapter is to present an analysis and synthesis of ideas, suggestions, observations, recommendations, and requirements pertinent to the preparation and certification of teachers appearing in

the literature published by the professional organizations and appearing in the federal legislation considered in this study. The source materials included journals, yearbooks, quarterlies, bulletins, published statements, and U. S. Statutes at Large.

Most of the analysis in this chapter relates directly to the data in Chapter III. The headings for the sections of this chapter are the fundamental elements in business teacher certification. Under each heading, data from only the professional organizations and federal legislation pertinent to the topic are included. In certain instances, no comments were forthcoming, such as the NCATE having no statements concerning specialized certificates for business teachers and the federal legislation containing no statements concerning reciprocity in teacher certification.

Certificates Issued to Business Teachers

The value of the system of education depends on the professional effectiveness of the teacher. The issuance of a certificate is commonly considered an important means for assuring teacher effectiveness. Thus, one of the educational functions of a state is the certification of its teachers. Through certification requirements, a state may raise or lower teaching standards and thus, raise or lower the standards of business teaching within that state. The teacher, the administrator, and the staff of the teacher preparation institutions all should have a knowledge of the current certification requirements. The teacher should know what requirements he must meet and should appreciate the functional value of the requirements. The teacher can gain satisfaction in being identified as personally and professionally qualified for service in the schools. The

teacher who is contemplating a move to another state may be impressed by the diversity of requirements and the classification of positions for which specialized training is required. One of the most important responsibilities of the administrator is that of personnel management. With current restrictions, however, his major preoccupation in selection of staff must be with certification requirements. The staff of a preparing institution recognizes flexibility and adaptability as being essential qualities in the preparation of business teachers. Traditional ways of preparing teachers can become obsolete almost overnight. Yet, whoever determines certification requirements controls the program of preparation. To the extent that the staffs of preparing institutions have roles in the determination of certification requirements, an awareness of current requirements can lead to change effected by those staffs.

Kinds of Certificates

Educators and professional education organizations, for some time, have recognized a need to simplify and standardize the kinds of certificates issued and the terminology used in identifying the certificates. Two kinds of certificates have been frequently mentioned, provisional and standard. The National Association for Business Teacher Education published in 1954 a proposed statement of business teacher certification policies. Policy 11 of the statement indicates that only two forms of certificates should be issued, provisional and standard.[1] The provisional certificate should be based on a minimum of four years of preparation and the standard certificate on five years of preparation. The

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[1]Woodward, op. cit., p. 57.

NABTE suggested that the provisional certificate should be valid for a period of approximately four to five years and be non-renewable. The standard certificate should be valid for a period of approximately four years and be renewable on the basis of demonstrated professional growth and competence.[1] The important element in the NABTE policy is the limited term of certification. The NABTE policymakers agreed that a certificate should be subject to cancellation at stated periods unless the individual shows evidence of increased preparation. The policymakers also agreed that the permanent or life certificate is unwarranted.

In 1956, the National Commission on Teacher Education and Professional Standards, a constituent organization of the National Council for Accreditation of Teacher Education, adopted as one of its goals the development of certificates representing different levels of professional preparation. The initial or probationary certificate should be issued with four years of college preparation. An additional year of college work in teacher education, plus evidence that the individual has been a successful teacher during a probationary period, should be required before the individual is considered a fully qualified teacher.[2] A similar agreement emerged from discussion groups at the 1961 NCTEPS conference. The participants agreed that a clear distinction should be evident between provisional and permanent certificates.[3]

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[1] Ibid.

[2] T. M. Stinnett, "Working Papers," The Professional Standards Movement in Teaching: Progress and Projection (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1956), p. 95.

[3] Miriam M. Heffernan and Herbert Schuler, "An Interpretative Report," The Education of Teachers: Certification (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1961), p. 13.

The need to discontinue the life certificate is frequently expressed in the professional literature. The predominant feeling appears to be that the quality teacher will meet any reasonable periodic requirements for professional growth. The life certificate protects those teachers who will not continue to improve and who do not deserve the protection afforded.

Contrast is evident between the thought expressed in professional literature and the current practices of the states regarding the kinds of certificates issued. The states issue 36 differently-named certificates, and the professional organizations suggest only two certificates. While the states issue 36 differently-named certificates, many of them are probably similar in purpose. Yet, confusion in the kinds of documents indicating proficiency adds little to the professionalization of teaching. Attention has been directed toward the standardization of kinds of certificates and terminology by professional organizations. Action by the states appears imperative.

Specialized Certificates

When business teacher education was introduced into the colleges, only one curriculum was offered--the comprehensive curriculum. The prospective teacher acquired a sufficient business subject-matter background, including special methods, to be qualified to teach <u>all</u> business subjects. Every business teacher was "prepared" in shorthand, typewriting, bookkeeping, as well as in the related subject areas of arithmetic, geography, and penmanship. Within the last few decades, the pattern of business teacher education has changed somewhat in colleges with the offering of differentiated business teacher education curriculums.

In these programs, the student may prepare to teach only the secretarial subjects or he may prepare to teach bookkeeping, the basic business courses, and perhaps typewriting, but not necessarily shorthand. These same schools also offer comprehensive business teacher education curriculums where students can prepare to teach all business subjects.

In policy 13 of the proposed statement of certification policies, the NABTE, in 1954, suggested the following specialized certificates for business teachers: comprehensive, bookkeeping, secretarial, general business, and office machines and clerical practice.[1] The NABTE was careful to indicate that the certifying agency in each state should determine which of the titles or designations to be used. Yerian suggests diversified business curriculums should be provided in departmental programs large enough to accomodate them. Not all business teachers desire or are capable of teaching every phase of the business offerings. Typewriting might be common to all and at least one specialty should be picked from the following: bookkeeping, general business, and stenographic-secretarial.[2] Perhaps Rowe expressed the feeling of most business educators concerning specialized certificates in a speech in which he said, "It is high time we stop trying to be all things to all people."[3] He recommended the undergraduate student have a differentiated curriculum to provide an adequate background in the area in which he is

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[1]Woodward, op. cit., p. 58.

[2]Theodore Yerian, "Principles to be Considered in Teacher Education Curriculum Construction," The Business Education Curriculum, National Association for Business Teacher Education Bulletin 63 (December, 1955), p. 8.

[3]John L. Rowe, "Preparation of Business Education Teachers," Business Education: Innovations and Expectations, National Association for Business Teacher Education Bulletin 86 (Fall, 1967), p. 44.

planning to teach. He feels teacher preparation might be centered around a comprehensive curriculum, a secretarial curriculum, or a basic business curriculum.[1]

Agreement between the views of business educators and current practices of the states is evident regarding differentiated curricula leading to specialized certificates. The comprehensive certificate, designed to prepare the holder to teach a variety of business subjects, is issued by 66 percent of the states. The holder of this certificate must obtain broad preparation to be adequately prepared. The issuance of comprehensive certificates is probably questionable without assurance that the teacher has adequate preparation to teach all subjects. With such a breadth of preparation needed, the difficulty lies in being able to obtain adequate preparation within the confines of a bachelor's degree. Few areas of study at the secondary level represent as much variety in subject matter as does the business area. The diversity in subject matter, such as the difference between bookkeeping and shorthand, would appear to necessitate resorting to issuing specialized certificates to insure adequately prepared teachers.

Specific Subjects and Hours of Preparation

Since the work of business teachers in the secondary school is of a kind requiring specialized technical preparation, the NABTE indicated in Policy 12 of the proposed certification policies that a teaching certificate should bear the names of specific subjects which the teacher is qualified to teach. As the teacher acquires competency in additional

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[1] Ibid.

subjects, these should be added to the certificate.[1] In Policy 14, the NABTE proposed that, when subject endorsements are written on a certificate, the endorsements be based on a specified minimum number of hours of study for each subject.[2] To state specifically what credit-hour requirements should be set forth for endorsement in the various subjects was felt by the NABTE to be questionable. The NABTE suggested that the number of hours of study for each subject should be developed through the cooperative effort of all those individuals and groups concerned with the preparation and certification of business teachers.

Only 30 percent of the states list on the certificate the specific courses a teacher is eligible to teach. Twenty-two states, or 44 percent, require a minimum number of hours of pre-service preparation in each subject taught. The proposed policies of NABTE are being followed by less than half the states. The assurance that a teacher's services are being utilized in an area in which he has sufficient preparation is the rationale for specifying the subjects a teacher is eligible to teach and for specifying a minimum number of hours of preparation in each subject taught. These practices are pertinent to criticisms, for example, of business teachers teaching economics without sufficient preparation, and of business teachers teaching shorthand who lack a sufficient grasp of shorthand theory and performance skill. In those states in which specialized certificates are issued without subject endorsements or without minimum hour requirements indicated, the responsibility for

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[1]Woodward, op. cit., p. 58.

[2]Ibid., pp. 58-59.

insuring adequately prepared teachers should lie with the teacher preparation institutions and with the administrators hiring teachers.

Certification in a Second Teaching Field

Until recent years, business teachers, particularly in small secondary schools, often had to teach not only a variety of business subjects but subjects outside the business area. The certification requirements of the states frequently specified a minor as well as a major area of concentration. No statements were found in the professional literature regarding the practice of requiring business teachers to be prepared for certification in a second field other than business. Only one statement was found concerning the minimum requirements for teachers from other areas seeking certification to teach business subjects. Policy 15 of the NABTE certification policies states that, "No teacher otherwise certified, should be allowed to teach in the business field unless he meets the minimum requirements."[1] Teachers from other fields seeking certification to teach business subjects should be required to present evidence of preparation equal to that of those teachers whose primary teaching responsibility is teaching business subjects. Whether or not a teacher from another area should have practice teaching in business subjects in addition to the practice teaching in their original area of concentration was not specified by NABTE.

Only five states require business teachers to be certified to teach in a second field, and only one state reported that teachers from other areas teaching business subjects do not have to meet minimum requirements

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[1] Ibid., p. 59.

established for business teachers. Apparently, neither the states nor professional organizations consider a second teaching field a major concern in business teacher certification. The need for maximum preservice preparation in the major area of specialization appears to be recognized.

Certificate Renewal Requirements

The requirements for certificate renewal have received increased emphasis in recent years as the requirements for initial certification have advanced. Two decades ago when a degree frequently was not required for initial certification, little concern was evident regarding certificate renewal. As initial certification requirements were raised to provide more adequately prepared teachers, a need for continued professional growth was recognized as a means of maintaining teaching proficiency.

Evidence of professional growth and competence is the suggestion of the NABTE for determining whether or not a certificate should be renewed. Either continued certification based on acquisition of credit hours or professional training of an institutional nature, is acceptable to the NABTE. In addition to further academic study, the NABTE suggests that credit should be given for in-service preparation, additional business experience and other similarily enriching experiences and activities.[1]

In presenting the conference report of the annual meeting of the National Commission on Teacher Education and Professional Standards in 1956, Allen points out that the conference participants believed that all teachers, regardless of the extent of their professional preparation, should be required to show evidence of effort to improve themselves

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[1]Ibid., p. 58.

professionally, at least every 10 years,[1] All the participants were agreed that the teacher who leaves professional service for an extended period, such as five years, should be required to undertake further study in order to renew certification. The opinion was general that the experiences, to be acceptable for certificate renewal, should be broad in nature, including a variety of enrichment activities in addition to college study, such as work experience and workshop and conference activities.

The data in Chapter III indicate that 82 percent of the states require additional credit hours and 34 percent of the states require additional teaching experience for certificate renewal. Little disagreement is apparent between educators and the practices of the states regarding certificate renewal requirements. Educators do, however, recognize a variety of experiences in addition to additional credit hours and additional teaching experience that would be suitable for meeting renewal requirements, such as in-service training, work experience, and conference activities.

Preparation Needed for Business Teacher Certification

The preparation required of teachers is the major concern in teacher certification. The preparation needed by business teachers is necessarily broad because of the breadth in subject matter, because of the span in grade levels at which business subjects are taught, and because of the scope of both the academic and vocational goals of education for business.

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[1]Wendell C. Allen, "Conference Report," The Professional Standards Movement in Teaching: Progress and Projections (Washington, D. C.: National Commission for Teacher Education and Professional Standards, 1956), p. 83.

The curricular patterns for the preparation of business teachers have evolved from the policies of the private business schools. During the early history, business teachers were recruited from the private business schools. Business teachers entering public school teaching were technical specialists. While capable in their specialization, their backgrounds were somewhat limited in general education preparation as compared to their teaching counterparts in the traditional teaching areas. As business programs grew, the demand for qualified teachers required the development of programs and facilities for business teacher education. The normal schools filled this void and provided a program of general and professional education in addition to specialized business training. The preparation of business teachers, then, became more consistent with the preparation of teachers in other areas.[1]

Minimum Degree Requirements

The NABTE suggested in 1954 in the proposed statement of certification policies that minimum standards be established and that higher standards be developed for states and regions where possible. The NABTE proposed that minimum certification standards should be based on a bachelor's degree with a major concentration in business education from an accredited four-year college.[2] While the NABTE proposed that minimum preparation be four years, the requirement of five years was recognized as being

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[1]James G. Marmas, "Strengths of the Past and Present," Business Education: An Evaluative Inventory, National Business Education Association Yearbook, No. 6 (Washington, D. C.: National Business Education Association, 1968), pp. 333-334.

[2]Woodward, op. cit., p. 55.

desirable. A preference for the four-year pre-service curriculum was evident in the professional literature published in the late 1940's and early 1950's. Concern was expressed about unnecessarily delaying young people in their desire to get started in their life's work. In 1949, Turille felt the feasibility of the adoption of the five-year proposal at that time was problematic. He agreed with the fundamental thesis that the five-year curriculum had the greatest training potentialities and should turn out a more finished product, but he felt the five-year curriculum was a desire that must be fulfilled in the future.[1]

Numerous recommendations for meeting the challenges facing the preparation of business teachers have been made. One suggestion points out that, since an apparent difficulty exists in completing all the necessary education of students within the limits of four years, consideration should be given to adding a year's schooling to the program.[2] Another suggestion was to defer general education course work to a post-specialization period or to defer specialized education to the graduate level. One solution to the problem was a suggestion to follow the example of law and medical schools and require an undergraduate general education degree before admittance to specialized instruction.[3]

Nine major goals were identified for the improvement of teacher education programs in 1956 at the Parkland Conference of the National

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[1]Stephen J. Turille, "Panel on the Business Teacher-Training Curriculum--the Four-Year Curriculum," Proceedings of the Twenty-Second Annual Convention, National Association of Business Teacher-Training Institutions Bulletin 48 (June, 1949), p. 3.

[2]John L. Rowe, "Education for Curriculum Planning," New Dimensions in the Preparation of Business Teachers, National Association for Business Teacher Education, Bulletin 74 (October, 1961), p. 16.

[3]Ibid.

Commission on Teacher Education and Professional Standards. One of these goals was the adoption and endorsement of the minimum preparation requirement of the completion of a four-year teacher education program for beginning teachers. For a fully qualified member of the teaching profession, the goal should be a minimum requirement of five years of college with full certification being given only after one or two years of successful teaching experience.[1]

Under the approved-approach plan, state departments of education officials responsible for teacher certification approve teacher education programs in the colleges and universities of their state and accept for teacher certification those graduates recommended by the colleges as having satisfactorily completed approved programs. This plan could provide the maximum degree of autonomy to each institution, within the framework of a few basic requirements, to develop its own concept of a sound teacher education program, whether it be a four- or a five-year program. Theoretically, the preparing institution could determine that three years would be sufficient for the preparation of business teachers. Heffernan and Schuler consider the approved-approach plan a promising way of using the expert judgment of the institution preparing the teacher in determining the candidate's eligibility for a certificate. They add that this approach places grave responsibility on the institution and will succeed only to the extent that each participating institution adheres to commonly accepted standards.[2]

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[1]Daryl Pendergraft, "Conference Report," The Professional Standards Movement in Teaching: Progress and Projection (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1956), p. 50.

[2]Heffernan and Schuler, op. cit., p. 13.

Disagreement is evident in the professional literature as to whether four or five years of preparation should be required for teacher certification. However, the most recent literature indicates a preference for a fifth-year program. Perhaps the increase in the amount of knowledge to be absorbed and disseminated has influenced the thinking of educators. Only one state requires five years of preparation, and only two states are considering a fifth year of preparation. Little success in formulating a fifth-year program into the certification requirements of the states is apparent. Should a fifth-year program be required of the business teacher before he can be considered a fully qualified teacher? What should be the composition of the fifth year? Should a fifth year be required before or after teaching experience?

Major Aspects of Total Preparation

Suggested guides to define the balance among the general education, professional education, and subject specialization parts of the teacher preparation program vary greatly in the professional literature. A tabulation of the range in the percent of the total program suggested for these areas indicated that for general education, the range was from 22 percent to 40 percent of the total program; for professional education, the range was from 14 percent to 33 percent; and the range for subject-matter specialization was from 32 percent to 40 percent. The professional literature revealed a trend in recent years toward suggesting a higher percent of the total program of preparation for general education and subject specialization than that suggested in the past. Diversity is present, however, among educators as to the breakdown of the total preparation which should be devoted to these areas of study.

The NABTE proposed in the statement of certification policies for business teachers that the program of preparation be composed approximately as follows: general education, 38-42 percent, professional education, 16-24 percent, and business specialization 38-42 percent.[1] In the proposed guidelines for preparing business teachers, published in 1969, the NABTE indicated the general studies component of the program for prospective business teachers should comprise from 40 percent to 60 percent of the baccalaureate degree.[2] This range is broad but the NABTE points out that no sharp demarcation can be drawn between the general studies and the professional components of educational programs.

The NCATE standard for the curriculum for teacher education does not prescribe guides to define the balance among the general education, professional education, and subject specialization parts of the program. No mention is made of required subject-matter work in any of the three areas, and no maximum or minimum credit hours are specified. The standard is:

> Each curriculum should be specifically planned in terms of the common needs of all teachers and the special needs of persons who fill the position for which the teacher education curriculum is designed. The planning should be with reference to both the subject matter and the professional education needed to prepare for a specific school position.[3]

To complement the standard on the teacher education curriculum, the NCATE suggests the following guidelines in the development of teacher education curricula at both the undergraduate and graduate levels:

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[1]Woodward, op. cit., p. 57.

[2]Proposed Guidelines for Business Teacher Education, op. cit., p. 5.

[3]Standards for Accreditation of Teacher Education (Washington, D. C.: National Council for Accreditation of Teacher Education, 1960), p. 7.

1. An institution should plan a sequence or pattern for each teacher education curriculum consisting of the basic subject-matter and professional education courses which all persons must take in order to complete that curriculum.
2. All teacher education curricula should require a pattern of general education in such amount and of such nature as to assure that all teachers will be broadly educated and cultured persons.
3. The nature and amount of subject-matter concentration required in each teacher education curriculum should be such as to assure adequate background for the position to be filled. There may be differences between the patterns of such programs for elementary and secondary teachers and among the various teaching fields in the secondary level.
4. The nature and amount of professional education required for each curriculum should be such as to assure competence for the position to be filled.
5. The total pattern for each teacher education curriculum should provide general education, subject specialization, and professional education in such amount as to assure reasonable competence in each area and provide balance in the total program.[1]

While the NCATE does not specify a breakdown in the areas of study, a letter from the associate director of the NCATE revealed this comment:

> In reply to the question about the percentage of total preparation among general education, professional education, and teaching field specialization can be answered by saying that the institution must decide that balance. Normally, however, about 1/3 of an undergraduate program is done in general education, another 1/3 is done in a major subject or related subjects and 1/6 is required in professional education. This allows about 1/6 of the work in electives, or a minor field of preparation.[2]

The NCATE relies on the regional accreditating agencies and the teacher preparation institutions to determine the breakdown of general and professional education and subject-matter specialization.

The standards for accreditation by the American Association of Collegiate Schools of Business specify that the curricula for business

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[1] Ibid., p. 8.

[2] Personal letter from Mr. Bernard V. Rexabek, Associate Director, National Council for Accreditation of Teacher Education, April 8, 1969.

students shall approximate, quantatively and qualitatively, the standards in effect in recognized collegiate schools of business, due allowance being made for the meeting of regional or other special objectives. The standard defines the proportion of the total program which should be devoted to general education and business specialization:

> A portion of the four years of college work for the undergraduate degree may be taken in some other college, such as liberal arts or an engineering college, of approved standards. At least forty percent of the total hours required for the bachelors degree must be taken in business and economic subjects; the major portion of the courses in the group shall be in business administration. At least forty percent of the total hours required for a bachelors degree must be taken in subjects other than business and economics provided that economic principles and economic history may be counted in either business or nonbusiness groups. With respect to the latter, breadth, not specialization, is the objective.[1]

The AACSB standard has particular significance for the preparation of business teachers. In numerous colleges and universities, including many that are members of the AACSB, business teacher education is the responsibility of schools of business. The same core program is often adopted for education for business majors and business administration majors. In meeting the AACSB standard, the nature of the program of pre-service preparation for business teachers is affected.

A comparison of the data from the professional literature and from the states reveal a similar diversity in the percent of the total preparation which should be devoted to the major aspects of teacher preparation. These data substantiate statements that a lack of agreement exists as to what should constitute the pre-service program of preparation of business teachers. What should the breakdown be? Should all business teachers

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[1]Constitution, Bylaws, and Standards for Accreditation (St. Louis: The American Association of Collegiate Schools of Business, 1968), p. 17.

be prepared in the same manner? How much influence does the specialization of the teacher have to do with the breakdown? Perhaps major consideration should be given to the knowledges needed to prepare an effective business teacher rather than attempting to categorize the overall requirements into general education, professional education, and business specialization. For example, to what extent does the business teacher need preparation in the communication skills? Could not a portion of the preparation in communication skills be obtained in the area of specialization as well as in general education?

General Education

General education is of central concern in any consideration of the proper training of teachers. A statement frequently expressed in professional literature is the general education program should be the same for a teacher as for any other educated member of society, and no difference should exist between the general education requirements for prospective teachers at various levels or teaching fields.

The business teacher needs a broad acquaintance with his own language. In this regard, he needs to be able to read intelligently, to write effectively, to listen sensitively, and to speak clearly. These are essential tools a well-educated person must possess in order to increase and improve his knowledge.[1] Technical change in the past few years has been accomplished through the combined efforts of technical know-how brought about through the advancements in the physical sciences and the efforts of industry to produce the results of the ideas of the

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[1]F. Kendrick Bangs, "Curriculum Revision in Business Education," National Business Education Quarterly, XXVIII (May, 1960), p. 14.

scientists. A well-educated man will have acquaintanceship with and appreciation of the advances and accomplishments of mankind in the physical science area.[1] The world of human society plays a strong role in the understandings and beliefs of a well-educated person. Consideration should, then, be given to the social sciences and to the humanities. The program of preparation of a business teacher needs to include an opportunity to explore the great civilizing forces of the world of human society which are found in the liberal arts courses of language, literature, government, law, fine arts, and economics.

Culver expresses concern that the higher education pendulum has swung decidedly in the direction of increased emphasis on general education. He believes this trend has implications for the business teacher educator of the future because:

> It is this aspect of higher education that is lengthening the time required to complete a certificate program for teachers in some states. As hours are added in general education, either a reduction of hours in the areas of concentration or in professional education must result or the total program must be extended beyond the conventional 124 semester hours.[2]

Business subjects are recognized by business educators and others as being rich in contributions to general education. At the annual conference of the American Association of Colleges for Teacher Education in 1953, the participants observed that:

1. Business education can share in the general education of all learners and in the development of socially desirable behavior.

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[1] Ibid.

[2] Culver, op. cit., p. 37.

2. An understanding of business concepts should not be confined to the field of business education.
3. Much value may be found in general survey courses for non-specialized students, such as the study of general business or personal finance for students who are not specializing in the field of business.
4. A particular course or subject, such as economics, may be thought of either as general or specialized, according to the objective of an individual student.[1]

The areas in general education receiving major emphasis by the states are: natural and physical science, social science, English usage and literature, and fine arts. These data compare favorably with the thought expressed in professional literature. The effect of the trend to increase the amount of general education required of business teachers remains to be seen. Will a reduction in professional education or business specialization be necessary? Will this trend increase the possibilities of requiring a fifth-year program?

Professional Education

The business teacher receives specific preparation for his professional responsibilities. The teacher must be able to interpret for the students the things about the nature of society that are important for those students just entering the society to understand. The teacher obtains general understandings from his general education courses. Their implications for teaching the teacher obtains from his professional education courses.[2]

From the standpoint of professional education, the teacher needs to understand the problems that youth face in their efforts to mature

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[1]Robert C. Williams, "Business Teacher Education," American Association of Colleges for Teacher Education, Sixth Yearbook (Washington, D. C.: American Association of Colleges for Teacher Education, 1953), p. 149.

[2]Bangs, op. cit., p. 15.

physically, emotionally, and intellectually. He must be aware of what young people are capable of understanding at various levels of maturity, and he needs to know how to interpret behavior of individuals.[1] He should become acquainted with materials of instruction and evaluation. The professional education of the prospective business teacher should include an understanding and appreciation of the history of education and should help him develop a wholesome philosophy of education. To develop the proper insight toward education as a profession and the ability to transfer that insight to the youth of our country, such courses as an introduction to education, the American secondary school, educational psychology, principles and procedures of teaching in high schools, and specialized methods courses should be included in the curriculum of business teachers. The experience which the student has in student teaching brings to focus all the areas covered in the professional education courses, and gives him, under supervision, a chance to "try his wings" before actually assuming full responsibility in the classroom.[2]

The NABTE proposed several guidelines relating to the professional education of prospective business teachers. The professional studies should include instruction in the humanistic studies, e.g., the history and philosophy of education, and should include relevant aspects of the behavioral disciplines such as sociology, anthropology, psychology, economics, and political science.[3] The prospective business teacher

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[1] Ibid.

[2] Ibid.

[3] Proposed Guidelines for Business Teacher Education, op. cit., p. 5.

should study teaching-learning theories and instructional practices derived from application of psychology to cognitive and motor skill development in business subjects.[1] The laboratory and clinical experiences of the business teacher should offer him an opportunity to observe adolescent learning situations, teaching situations, seminars, case studies, and field studies prior to his student teaching assignment.[2] The business teacher should also participate in student teaching in each of the major areas of specialization for which he is preparing to teach.[3] The prospective business teacher should develop sound concepts of research in general and of business education in particular, and he must learn the rudiments of how to read and interpret literature addressing itself to research and development.[4]

At the NABTE convention in 1961, a discussion group identified four major challenges relating to business teacher preparation:

1. Business education teachers should develop a philosophy of education. Business teachers do not know enough about the theory of education. A good philosophy of education helps teachers to understand what education really is.
2. Professional education courses should be upgraded on a quality basis. Business teachers need to know the objectives of the various levels of education and the place of business education in the curriculum.
3. Business teachers must help to make teaching a profession. The relationship between the history of education and business education must be kept in mind.
4. Preparation for teaching should include both general and special methods. Many student teachers who have not had

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[1] Ibid., p. 6.

[2] Ibid., p. 7.

[3] Ibid., p. 8.

[4] Ibid., p. 11.

> special methods courses show insufficient preparation when situations arise which have not been covered in general methods courses.[1]

Those who advocate a single general methods course say that the course should present a few basic facts. The students who complete the general methods course should be able to make their own adaptation and application of the basic principles studied. Carlson believes that special methods courses should be required. He believes that each special methods course should be taught by a specialist in that area because the four areas of bookkeeping, general business, shorthand, and typewriting have no more in common than English, mathematics, science, and foreign languages.[2]

The NCATE standard relative to professional education preparation of teachers states that:

> Courses in the professional education sequence such as child growth and development, educational psychology, and methods should provide appropriate laboratory experiences for all students under the direction of the faculty member who teaches each course. . . . The professional laboratory experiences should culiminate in a continuous period of student teaching so organized as to provide for a wide range of professional activities in which teachers should engage, and so administered as to assure that the activities contribute substantially to the learning of students.[3]

The NCATE explains that the curriculum should be so organized to make possible for the student to participate fully in the laboratory experiences and that the experiences provided should be characterized by consistency.

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[1]"Dimensional Challenges of General Professional Education Related to the Preparation of Business Teachers," New Dimensions in the Preparation of Business Teachers, National Association for Business Teacher Education, Bulletin 74 (October, 1961), p. 17.

[2]Paul A. Carlson, "Professional Methods Courses in Business Teacher Education," Creativity in Business Teacher Education--A Prospectus, National Association for Business Teacher Education, Bulletin 70 (Fall, 1959), p. 53.

[3]Standards for Accreditation of Teacher Education (Washington, D. C.: National Council for Accreditation of Teacher Education, 1960), p. 9.

One area in the preparation of business teachers which has not received much emphasis in the past is guidance. Increasing concern exists about including guidance in the preparation of business teachers. Dame points out that the business teacher should be especially involved with guidance because he, more than most teachers, deals with the subject matter and students that are definitely closer to the working world.[1] Guidance counselors are admonished to work closely with teachers and others who work with students. This means that guidance services to students cannot be fully implemented without the active cooperation and participation of classroom teachers. Teachers should be prepared for useful ancillary roles in guidance.[2]

The data in Chapter III relative to professional education requirements indicate that major emphasis is placed on the growth and development of students, on how they learn, and on the methods and practices of teaching. Comparable attention is given to these areas of study in the professional literature. Some disagreement is apparent in the professional literature, however, regarding whether or not a general methods course or special methods courses should be required. None of the states indicated whether general or special methods courses were required.

Concern that guidance be a part of the business teacher's professional education is indicated in the professional literature. The increasing number of students of all abilities attending the secondary school, the variety of individuals being provided educational opportunities under

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[1]J. Frank Dame, "Guidance in Business Education," Business Education Forum, XII (January, 1950), p. 6.

[2]George L. Spinelli, "Vocational Guidance Preparation for Teachers," National Business Education Quarterly, XXXVII (December, 1968), p. 231.

federally-aided programs, and the continuous alterations in job descriptions and the creation of new jobs, all have implications for guidance preparation for business teachers. Only three states, however, require guidance in the preparation of business teachers. If the guidance work of business teachers is to complement the work of the counselor, the type of instruction needed to prepare business teachers to be effective in the guidance program should be defined. Is the guidance instruction given to business teachers to be the same as that for the counselor, or is it to be specialized so business teachers will be able to provide supplemental guidance?

The professional education of teachers has been a matter of controversy for some time. Statements by educators and others question the value of professional education courses and the portion of the total preparation devoted to it. Cannot the knowledges in professional education demanded of the teacher be obtained in fewer semester hours? Cannot these requirements be obtained through greatly improved experiences in fewer education courses?

Business Specialization

Education for business at the secondary school level has been characterized as having two facets: education <u>about</u> business and education <u>for</u> business. There is no question but that education about business can contribute to the fundamental goals of American secondary education relating to the personal development of the student and that education for business can contribute to the vocational competency of the student. Since education for business at the secondary level does have these

facets, the program for preparing teachers for the business curriculum in high schools should include opportunities for the prospective teacher to understand and appreciate the values of business subjects for students for both vocational and nonvocational uses.[1]

The NABTE proposed guidelines for preparing business teachers contains three guidelines relative to business specialization. One guideline deals with the need to include provision for basic general business and economic learnings regardless of the occupation for which the teacher will be prepared to teach. Another guideline states the business teacher education curriculum should include study of the functions of business through such courses as marketing, finance, management and administration, accounting, and business law and provide opportunity to elect additional business administration subjects such as insurance, transportation, and data processing. A third guideline provides for, through course work and work experience, developing competency in the business occupations for which the teacher will be preparing students.[2]

Pucket emphasizes that as important as is a knowledge of subject matter to the classroom teacher, he must also possess a broad knowledge of business and how it operates. He should round out his subject-matter fields with fundamental business and economics courses. The broader the knowledge of the business functions of distribution, financing, accounts,

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[1]M. Bernadine Bell, "Preparing Teachers for the New Business Education Program," Business Education Forum, XIV (January, 1960), p. 24.

[2]Proposed Guidelines for Business Teacher Education, op. cit., pp. 2-3.

budgets, and production, the better the teacher is prepared to make the world of business real and understandable to his students.[1]

Bangs says:

> Business teachers in the high school need to be firmly grounded in the understanding of business and how it operates in our economic system. This means that we cannot be satisfied with skill competencies in shorthand, typewriting, and bookkeeping only. The business specialization for the business teacher should not be only the technical, or skill, subject matter which they intend to teach, but should include basic courses in the functional areas of business, such as accounting, marketing, management, finance, statistics, and business law. If the business teacher is to be able to upgrade the business understandings of the high school students, he will need to have progressed to a point where he can use his knowledge for problem solving in business, and for decision making as a result of analysis, and for applying imagination and creativity to decisions.[2]

Little uniformity exists in subject-specialization requirements among colleges and universities which prepare business teachers. In some colleges a trend exists toward adoption of the same core for education for business and business administration students. The Ford Foundation Report,[3] the Carnegie Series in American Education,[4] and the membership requirements in the American Association of Collegiate Schools of Business have had an impact on the core curriculum in the undergraduate business program. All of the business teacher programs that come under the aegis of the AACSB

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[1]Cecil Pucket, "The Good Business Education Department is Staffed With Competent Teachers," National Business Education Quarterly, XVIII (December, 1949), p. 46.

[2]Bangs, op. cit., p. 16.

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

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

must conform to specialized core curricula requirements. Price believes that business teachers should take the same core of business administration and economics courses that are required of business administration majors. He reasons that:

1. A knowledge of business in general is as important to business teachers as general knowledge of medicine is to doctors, however much they may specialize.
2. The drive to raise the level of economic literacy in the United States makes it imperative that business teachers be at least as well informed as the lay citizens about the place of business in our economic system.
3. If business education is to warrant consideration as an important contributor to the development of economic understanding, business teachers must have the background needed for teaching the basic business subjects.
4. Since graduate students in business education are taking more work in content courses in business administration and economics than they did formerly, it is important they acquire the foundation for their graduate work during their undergraduate preparation.[1]

In a complex society, greater and greater need exists for economic literacy on the part of the citizens. Much has been written in recent years concerning the contribution that education for business should make to economic education. A report released in 1960 by the Policies Commission for Business and Economic Education recommended that all students in all secondary schools have a course or courses relating to a better understanding of business-economic problems.[2] The recommendations of the Commission

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[1]Ray G. Price, "Should Business Teacher Education Programs at the Undergraduate Level Require the Same Core of Business Administration and Economic Subjects that are Required in Business Administration Undergraduate Programs?" Current Issues in Business Teacher Education, National Association for Business Teacher Education Bulletin 80 (Fall, 1964), pp. 30-32.

[2]"A Proposal for Business-Economic Education for American Secondary Schools," Prepared by the Policies Commission for Business and Economic Education, sponsored by the United Business Education Association and Delta Pi Epsilon, 1960.

would suggest that business educators should play an important role in economic education. Yet, often the courses in the business curriculum most directly concerned with economic education are the least popular to the staff and are frequently assigned to the teacher with the least tenure on the staff.

The placing of data processing instruction in the curriculum of the collegiate teacher education programs and of the secondary school business programs has engendered important concern in recent years. Gibson defends the practice of teaching data processing in the secondary school by stating that:

> Business teachers are faced with one all-pervading fact--their students graduate into a business or educational world already making much use of data processing equipment. Not to teach these students about the facts of business life they will meet is criminal.[1]

Gibson complains that most business teachers stay as far away from this equipment as possible, and few even try to become acquainted with it. If business teachers are not taught on the college level as part of their regularly required business and education courses, few of them will do anything about data processing.[2]

Hoskinson contends that a course or courses in automated data processing should not be required in the preparation of all business teachers. The preparation of those teachers who will teach automated data processing in technical schools, colleges and universities is

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[1]E. Dana Gibson and Robert E. Hoskinson, "Should A Course or Courses in Data Processing be Included in the Preparation of All Business Teachers?" Current Issues in Business Teacher Education, National Association for Business Teacher Education, Bulletin 80 (Fall, 1964), p. 49.

[2]Ibid.

extensive and specialized enough to justify a program significantly different from that usually required for business teachers.[1]

A group of participants at the 1965 NABTE convention agreed that each business teacher should have some understanding of the concepts involved in data processing. The goals should be twofold: first, to make every undergraduate and graduate in the business teacher education program aware of data processing, how it is used, and how it relates to each business subject; and second, to provide for selected trainees a program designed to fit them for teaching the technical work on whatever level the community dictates. Thus, the teacher education program will have begun to provide for the varying electronic data processing training needs which are now existent.[2]

The data reported by the states regarding courses required in business specialization were so scant a comparison with the data presented in this chapter would have little meaning. The data presented in this section reveal a tendency to expect the business teacher to obtain a broad knowledge of business subjects regardless of whether he will teach for vocational or nonvocational objectives. What constitutes the program of preparation for the broadly-educated business educator? Should the program of preparation in business specialization be the same for all business teachers except for special consideration given those who do not wish to teach typewriting and shorthand? The determination of the business and economic knowledges desirable for the secondary school

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[1] Ibid., p. 58.

[2] F. Wayne House, ed., Changing Emphasis in Business Teacher Education, National Association for Business Teacher Education, Bulletin 82 (Fall, 1965), p. 24.

student to obtain should probably be the first step in resolving the preparation needed by the business teacher to teach in these areas. Why do many business educators find teaching the basic business subjects and economics less than desirable? Is their preparation insufficient? Is a special methods course desirable for preparing to teach economics? Business educators believe data processing should be a part of the preparation of business teachers, yet, only one state requires data processing. Do business educators need only basic instruction in data processing to round out their preparation or should their knowledge of data processing have more depth? What knowledges should secondary school students have concerning data processing?

Vocational Business Teacher Preparation

Business and office education was included in the Vocational Education Act of 1963. While education for business has had a vocational goal since its inception, unlike other vocational areas, it was not federally aided until the Act of 1963. As a result of this legislation, the minimum preparation of the teachers in federally-aided programs had to be determined. The Act states that:

> A state which desires to receive its allotments of Federal funds under this part shall submit through its State board to the Commissioner a State plan, in such detail as the Commissioner deems necessary, which . . . (3) provides minimum qualifications for teachers, teacher-trainers, supervisors, directors, and others having responsibilities under the State plan.[1]

The requirements for the preparation of vocational business teachers were presented in Chapter III. The differences in professional education requirements of vocational business teachers and regular business teachers

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[1]U. S. Statutes at Large, Vol LXVII, pt. I, (1963), December 8, 1963, p. 404.

are apparent from these data. Only three states, for example, require work experience for regular business teachers, and 37 states require work experience for vocational business teachers. In the lists of professional education courses for vocational business teachers and regular business teachers, only two courses are indicated in both lists. Why should such diversity be present in the requirements when one goal of both regular business teachers and vocational business teachers is the same, teaching for vocational preparation? Some diversity could be expected because of the nature of the federally reimbursed programs, particularly in the cooperative work experience aspect. But, the question can be raised whether or not such diversity should exist when the goal of the holders of both types of certificates is essentially the same. One explanation is that the states patterned their state plans, and, thus, the requirements for vocational business teachers, after the state plans of the areas of vocational agriculture, vocational home economics, and vocational trades and industry. The states were urged by the Policies Commission for Business and Economic Education to use the state plans of the other vocational education areas as a framework to prepare state plans for vocational business and office education, since these areas had had extensive experience with state plans.[1] Thus, minimum requirements for the preparation of teachers in other vocational education areas are being utilized, to an extent, for vocational business teachers.

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[1]"The Vocational Education Act of 1963 and Suggested Lines of Action Relating to Vocational Education for Business and Office Occupations," Business Education Forum, XVIII (January, 1964), p. 31.

Work Experience

The desirability of requiring occupational business experience for business teachers has been recognized by many authorities; its value has been questioned by some. The major objective of business experience is enhancement of the business teacher's background to make him as effective a business teacher as possible.[1] The educational system must keep pace with business if graduates are to fit readily into business. Teachers must continue research, preferably through exposure to actual experiences in business, in order to keep abreast of changes. No one can accurately relate experiences that have not been encountered. The teacher must narrow the gap between what goes on in business and what is taught.[2]

The NABTE Policy 18 states that, "It is desirable that applicants for business teaching certificates have occupational business experience."[3] The NABTE policy explains that, while business experience is generally considered desirable as a facet of preparation for business teaching, to require it prior to granting of initial certification is a different question. In those instances where occupational experience is required, the program should be supervised or approved by the college department responsible for preparation of business teachers. Where practicable, the experience should be acquired in businesses of different sizes and types and in as many capacities as circumstances permit. The variety in business experience should be related insofar as possible with the types

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[1]Woodward, op. cit., p. 60.

[2]A. E. Riddle, "Work Experience--A Must for Business Teachers," Business Education Forum, XV (February, 1961), p. 28.

[3]Woodward, op. cit., p. 61.

of jobs most directly related to the business courses the teacher is teaching or the prospective teacher may teach.

The feeling of business educators toward requiring occupational business experience for teachers can probably best be expressed through a report of a group discussion at the 1951 NABTTI convention. The report indicates that, "The group of about fifteen participants assumed that business experience for business teachers is desirable, but none was ready to say that it is indispensable."[1] The group of participants reached agreement on several items connected with work experience. Among these were:

1. Studies are needed to prove that teachers with business experience are better classroom teachers than those without such experience.
2. The problems of implementing a work experience program need to be defined and procedures worked out.
3. While most important, business experience should be a supplemental type of training rather than a substitute for other needed training areas.[2]

Coleman suggests that a portion of the occupational experience requirement might better be met with supervised observational experiences than through a program devoted exclusively to pure work experience. He reasons that two years of occupational experience as an office worker may not be as worthwhile as one year of well supervised observation in a variety of settings. Provision for supervised occupational experience that will

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[1]S. J. Turille, ed., "Report of the Discussion of Work Experience for Business Teachers," Crucial Problems in Business Teacher Education, National Association of Business Teacher-Training Institutions, Bulletin 54 (Fall, 1951), p. 40.

[2]Ibid.

provide variety is needed; otherwise, teachers will have a narrow view of the world of work for which they are preparing people.[1]

That occupational business experience is desirable but not an absolute necessity appears to represent the thinking of business educators. Only three states require work experience for regular certification of business teachers. Yet, 37 states require work experience for vocational business teachers. Why this difference in requirements? No doubt the major reason for a difference between the work experience requirement for regular business teacher certification and vocational business teacher certification is the nature of the federally-reimbursed programs. With cooperative work experience programs established in secondary schools as a result of federal aid, the teacher-coordinator must be versed in office occupations, employment procedures, and many other essential aspects peculiar to cooperative work experience programs. Nevertheless, would not work experience be equally as valuable for all business teachers regardless of whether they have regular or vocational certification?

Examinations and Proficiency

The certificate of teachers up to the turn of this century frequently involved written or oral examinations. With teachers having limited educational backgrounds, the examinations were considered the best method of determining teacher competency. As the educational qualifications of teachers improved, examinations decreased in emphasis. In recent years, the examination of teachers has served these general

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[1]Brendon Coleman, "Implication for Vocational Office Occupations," Business Education: An Assessment for the Technological Era, National Association for Business Teacher Education Bulletin 88 (Fall, 1967), p. 30.

purposes: (1) to substitute for a required course, subject, or field, (2) to validate work done privately or at an unaccredited college, (3) to establish advanced credit in college, and (4) to provide evidence of competence in addition to credit in college courses.[1] A vast difference exists between knowing the right answer on a test, recognizing the correct procedure to follow, and being able to implement the procedure in a classroom. To the extent that a test discovers the presence or absence of the knowledge of the right thing to do, it has value. To the extent that it fails completely to find out whether or not the individual teacher can and will follow through in the classroom, the test is questionable for the purposes of granting a teaching certificate.[2] The data in Chapter III revealed that none of the states require a written or oral examination administered by the state department of certification for the purpose of providing evidence of competence in addition to college credits.

Typewriting and shorthand teachers are unique among secondary school teachers in that they teach skill subjects. The quantity and quality of preparation in these subjects for the prospective teacher varies from one teacher preparation institution to another. A question frequently raised is, "What proficiency in typewriting and shorthand should the teacher have before being qualified to teach?" Several points of view have been presented concerning the degree of skill required of the

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[1]Earl E. Mosier, "Proficiency Examinations--A Wise or Unwise Policy?" The Education of Teachers: Certification (Washington, D. C.: National Council for Teacher Education and Professional Standards, 1960), p. 243.

[2]Ibid., p. 235.

prospective teacher. One view holds that the teacher should demonstrate greater skill than those that he teaches. Another point of view is that the teacher coming to the secondary school to teach skill subjects does not necessarily need the skill of 120 words per minute in shorthand or 60 words per minute in typewriting in order to teach students on this level. During a discussion at the 1959 NABTE convention on the improvement of instruction in business teacher education, the point was made that emphasis should not be on skill alone. If too much time is spent on the development of skill, an inclination develops to leave out important aspects essential to a well-educated business teacher. The members of the group strongly advocated that the prospective teacher should have actual business experience as evidence of competency in typewriting and shorthand.[1]

Rowe says that the teacher of office education should have as a minimum the same background in shorthand, typewriting, accounting, and office technology that would be expected of his graduates to pursue successful employment. Such a standard would mean that the typewriting teacher should be able to type 50 to 60 words a minute and have a broad knowledge of application and production typewriting. The shorthand teacher should possess a dictation skill of at least 80 to 100 words a minute and the ability to transcribe at mailable rates of speed.[2]

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[1]Harry Huffman, ed., "Improvement of Instruction in Business Teacher Education," Creativity in Business Teacher Education--A Prospectus, National Association for Business Teacher Education, Bulletin 70 (Fall, 1959), p. 35.

[2]John L. Rowe, "Recommendations for Teacher Certification in Office Education," Business Education: An Assessment for the Technological Era National Association for Business Teacher Education, Bulletin 88 (Fall, 1967), p. 18.

Only five states require an indication of proficiency in typewriting and shorthand for certification to teach these subjects. The majority of states rely on the teacher preparation institutions to determine the proficiency. If the same college requirements are specified for both prospective business teachers and prospective secretaries, the proficiency in typewriting and shorthand of business teachers should be assured. The limited concern shown in the professional literature for an indication of proficiency perhaps denotes an acceptance on the part of business educators to let course work signify proficiency.

Special Requirements

A review of professional literature concerning the preparation and certification of business teachers prompted the inclusion of four items on the questionnaire utilized in this study. The discussion of these items has been grouped under the heading, "Special Requirements."

In recent years, emphasis has been placed upon developing special programs for the academically talented students at the secondary school level. A generally accepted definition of the academically talented includes those students in the top 15 to 20 percent in ability of the total secondary school population.[1] The joint NEA-UBEA publication on business and economic education for the academically talented points out that:

> In view of the important part that the academically talented will in all probability play in our society, it is vital that these future business, social, and political

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[1]Milton C. Olson and Eugene L. Swearingen, eds., Business and Economic Education for the Academically Talented (Washington, D. C.: National Education Association and United Business Education Association, 1961), p. 11.

> leaders graduate from secondary school with a high degree of economic understanding. They must be proficient in handling their personal business and economic problems.[1]

This same publication also points out that:

> Skill courses such as typewriting, shorthand, office practice, and clerical practice have personal-use and vocational values for many academically talented students. Also, there are recognized general educational and vocational values for study of other business education courses, including bookkeeping, business law, economic geography, and general business.[2]

Hosler suggests that where enrollments and facilities permit, experimentation should take place in education for business with a third track program designed for the academically talented. In such a program, an attempt should be made to develop in one year the skills and knowledges that have been developed in the traditional two-year program.[3] He believes that, in addition to the vocational objective, stress should be given to the values of business subjects as tools for the gifted, tools that will permit these talented individuals to progress to a much greater degree in whatever field of endeavor they may choose.

Waggoner points out that the teacher education institutions have a responsibility in helping teachers to better teach the academically talented. The institutions should assist new teachers to become proficient in the use of new media and new techniques and should offer

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[1] Ibid.

[2] Ibid., p. 53.

[3] Russell J. Hosler, "Some Present-Day Challenges in Business Education," New Dimensions in the Preparation of Business Teachers, National Association for Business Teacher Education Bulletin 74 (Fall, 1961), p. 8.

in-service courses to older teachers that will help keep them abreast of rapidly changing developments in education.[1]

The business educator teaching the academically talented should have a broad general education, and if he is effectively to develop economic competence, he should have a solid background in the foundations of business and economics. As a part of his preparation:

> The teacher of the academically talented should have taken some courses himself that stressed case studies, problem-solving, and decision-making situations. His professional preparation should have included consideration of the psychological descriptions of academically talented students, their drives, interests, and potentialities. His experience in methods classes and in teaching should have provided opportunities for teaching individuals and groups who were working on special projects. A teacher of the talented should have been schooled in research techniques. He should be familiar with research in his field and know how to assess the importance of the findings of research.[2]

The discussion on teaching the academically talented strongly suggests that the business teacher should be specifically prepared to teach the academically talented. Yet, only one state requires definite preparation for teachers teaching the academically talented. Perhaps the states have not yet determined what specific preparation is needed and, thus have not incorporated requirements in their certification programs. What should be the nature of the program to prepare business teachers to teach the academically talented? Does the teacher need special courses to help prepare him or can the subject matter be incorporated into presently existing courses?

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[1]Carrol E. Waggoner, "Teaching the Academically Talented in High School," Newer Developments in Business Education, National Association for Business Teacher Education, Bulletin 78 (Fall, 1963), p. 70.

[2]Olson and Swearingen, op. cit., p. 59.

Another topic of concern appearing in the professional literature is whether a different type of training should be required for those teaching in small high schools from those teaching in large high schools. When business teacher education was introduced into colleges for the purpose of preparing teachers, only one curriculum was offered--the comprehensive curriculum. The prospective teacher acquired a sufficient business subject-matter background and education methods to be qualified to teach all business subjects. The secondary schools were small and only one business teacher was employed, which necessitated the teaching of all business subjects. As the secondary schools grew larger through increased enrollments and through school consolidations, more than one business teacher was employed to teach business subjects. As a result, within the last few decades, the pattern of business teacher education has changed in colleges through differentiated curricula. Business teachers may now specialize in one particular area of study.

McGill believes that:

> Those who prepare business teachers must recognize that there is a considerable difference in the preparation needed for teaching in a small secondary school, where the business teacher not only handles business classes but may be assigned to teach in one or two other fields, and the requirements in the large schools, where they may specialize in one particular subject area in business.[1]

McGill argues that differentiated curricula will enable business educators to better meet the demands placed upon them.

Policy 8 of the NABTE proposed statement of certification policies contains a statement on the point that, where conditions are such that

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[1]E. C. McGill, "The Business Teacher Education Curriculum," National Business Education Quarterly, XXIV (December, 1955), p. 3.

prospective teachers can reasonably expect to secure employment in highly departmentalized school systems, reason exists to specialize in one or two sub-fields of business. However, the great majority of prospective business teachers are likely to find initial employment in small schools. They are likely to be required to teach a large portion of the program of business studies in those schools. After the beginning teacher has had some experience and has decided upon a subject field in which to concentrate, then he may develop a specialization.[1]

None of the states require a difference in the preparation of business teachers whether they teach in large or small high schools. The statements made favoring a difference in preparation were made some time ago. In recent years, the high schools have become even larger due to consolidations. With more business teachers needed in these schools, an opportunity exists for business teachers to specialize in one teaching area.

Education of the culturally disadvantaged students has attracted concern in recent years. Various terms are used to identify these students in addition to culturally disadvantaged such as culturally deprived youth and socio-economically handicapped. The Vocational Education Act of 1963 provides federal funds for several purposes, but one purpose in particular is to provide funds for programs to teach persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program.[2] Eyster points out that since the Vocational Education Act of 1963 provides for such

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[1]Woodward, op. cit., p. 56.

[2]U. S. Statutes at Large, Vol. LXXVII, pt. I, (1963), December 18, 1963, p. 403.

vocational education, education for business must explore the possibilities of developing occupational education programs that are especially designed to meet the needs of these students.[1] These programs have implications for business teacher education. Eyster believes that the professional preparation of a business teacher who has the qualifications to deal effectively with disadvantaged youth must provide a knowledge and practical background in the facets of educational psychology and sociology that will enable him to understand the disadvantaged youth and the environment in which he lives. This professional knowledge and understanding will require special preparation for business teachers. In dealing with phenomena pertaining to feelings, emotions, values, and personal growth and satisfactions, professional preparation must provide for coping with those problems.[2] The curriculum for disadvantaged youth in preparation for business employment involves the creation of some entirely new subject matter in education for business. The methods, devices, and techniques of instruction traditional to business courses may need to be superseded. Business teachers should be capable of preparing and refining such instructional materials. Business teachers must be competent to detect need for modification, and they must be sufficiently resourceful to devise more appropriate methods for the instruction of the disadvantaged youth.[3]

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[1]Elvin S. Eyster, "Vocational Education for the Disadvantaged: Implications for Business Teacher Education," Challenge of Change in Business Teacher Education, National Association for Business Teacher Education, Bulletin 84 (Fall, 1966), p. 38.

[2]Ibid., p. 41.

[3]Ibid., p. 42.

White makes the point that the first challenge facing business teachers today is to provide vocational education for business to meet the needs of all students--the advantaged as well as the disadvantaged. If business education is to serve all the students, then a different kind of business teacher is needed.[1] Obviously, if a different kind of business teacher is needed, then a different kind of preparation for teaching business is also needed. Colleges and universities will have to change their curricula in order to prepare business teachers to teach culturally deprived students. Teacher trainees need to know more about the culture of poverty, the effect of home environment on motivation and attitude, the social and economic deprivation existing among low-income families, the weaknesses in the whole range of communication skills, and the psychology of the slow learner. The business teacher might consider a double major in sociology or psychology.[2] White believes vocational education for disadvantaged youth has the following implications for teacher education:

1. Business education teachers need a broader general education in order to understand the cultural backgrounds of their students.
2. Business education teachers need to be taught how to teach skills, attitudes, and knowledges about business to students of widely varied abilities, aptitudes, and cultural and social backgrounds.
3. Business education teachers need to become involved, while they are still in college and particularly when they are on the job, with other disciplines and to plan educational programs for all students.

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[1]James L. White, "Vocational Education for the Disadvantaged: Implications for Business Teacher Education," The Challenge of Change in Business Teacher Education, National Association for Business Teacher Education, Bulletin 84, (Fall, 1966), p. 46.

[2]Ibid.

4. Business education teachers need to secure more first-hand information about the world of work: jobs, job classifications, job descriptions, and all of the principles related to job entrance and promotion.
5. Business education teachers need in-service courses, seminars, field trips, data processing training, workshops, and a host of other curricular and extra-curricular activities to prepare them to teach the disadvantaged youth.[1]

The challenge to meet the needs of all students can be met only by a different philosophy of education for business, by a different kind of business teacher, and by a different kind of business curriculum.

One state requires definite requirements for the preparation of those teaching the culturally deprived students. Yet, important concern is evident among business educators regarding a need for business teachers to be specifically prepared to teach these students. Can the necessary preparation be obtained within the confines of the present bachelor's degree with careful selection of courses? Should a special program of study be developed to prepare business teachers to teach the culturally deprived? What specific preparation is needed for business teachers teaching the culturally deprived?

The preparation of business teachers to teach the basic business subjects and economics has been presented in this chapter under the heading, "Business Specialization." The discussion here is concerned with whether or not all business teachers should be prepared to teach the basic business subjects. Policy 16 of the proposed statement on certification by the NABTE states that, "All business teaching certificates should be so designed as to require preparation in and

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[1] Ibid., p. 47.

authorization to teach elementary, general, or basic business."[1] The nature of the requirements in each case would determine whether the authorization would be granted for teaching a single course called elementary, general, or basic business or a group of courses commonly grouped in some schools under the title of basic business. The exact nature of the requirements as to preparation and limitations upon authorization to teach must necessarily be left to the discretion of the various state certifying agencies working in cooperation with professional teacher education associations and teacher education institutions.[2]

Writing in 1955, Price gives responsibility to the teacher education institutions for seeing that state standards with respect to the teaching of basic business are clarified. He notes that some states still certify business teachers to teach all the business subjects on the basis of minimum preparation and, commonly, non-business teachers teach basic business subjects. He makes the point that, if basic business is not to lose out by default, the need for better preparation of teachers must be recognized and met.[3]

The discussion under the heading, "Business Specialization," and the discussion here indicate that business educators are more concerned about the adequacy of preparation of the basic business teacher than with whether or not all business teachers should be prepared to teach these

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[1]Woodward, op. cit., p. 59.

[2]Ibid.

[3]Ray G. Price, "The Preparation of Basic Business Teachers," National Business Education Quarterly, XXIV (December, 1955), p. 45.

subjects. Sixty-eight percent of the states do require that all business teachers be prepared to teach basic business. No assurance is given, however, that the teachers are adequately prepared.

Agencies Which Determine Certification Requirements

Educators, while recognizing that official state agencies have the legal responsibility to establish and enforce certification requirements, agree that a strong certification program requires the participation of all elements of the profession--professional organizations, teacher education institutions, local school systems, and national and regional accrediting agencies. A second area of agreement is that, in the determination and review of standards for certification, the establishment of advisory commissions at the state level with representatives of all responsible elements of the profession is to be commended as helping to provide the necessary liaison of influence and communication between legally constituted authorities and the profession itself. Education for business is a specialized area of study and business educators place significance on being assured that specialists in education for business are consulted in determining certification requirements for business teachers.

The NABTE proposed statement of certification policies contains three policies pertaining to the agencies determining certification requirements. Policy 4 states that:

> The Association should serve in an advisory capacity through a standing committee to help various states improve their standards for business teacher certification. It should inform all state certification agencies and regional associations of certifying officers of its services.[1]

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[1]Woodward, op. cit., p. 54.

In the discussion of this policy, the NABTE explains that, on the whole matter of policy formulation in teacher certification, plans and policies should be shaped through cooperation of professional teacher organizations, teacher education institutions, and state education officials. The NABTE Policy 5 explains that:

> Since business teacher certification is largely a function of the state department of education, the Association should develop some means of working with certifying agencies to acquaint them with the important aspects of business teacher education as they relate to teacher certification.[1]

This policy explains that the state agency charged with the certification of teachers should exercise leadership in the development of sound programs of teacher certification and teacher education. The NABTE should be in a position to assist those state officers charged with the certification responsibility to develop appropriate regulations for the certification of business teachers.[2] Policy 6 states that: "The Association should identify and clarify the issues involved in business teacher certification, such as reciprocity, special certification, and so forth."[3] The NABTE believes that the Association should strive to bring about needed changes in certification regulations where such changes are desirable. Further, the Association could, through cooperative effort with other groups interested in certification of teachers in general, point out inadequacies in present regulations.[4]

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[1] Ibid., p. 55.

[2] Ibid.

[3] Ibid.

[4] Ibid.

In the 1956 report of the annual conference of the NCTEPS, Allen relates general agreement among the participants that the closest possible working relationship should exist between the state education agency, the professional education associations, and interested lay groups in the development of standards for teacher certification. The belief was prevalent that state education agencies should take the initiative in developing wholly democratic processes for determining certification standards prior to their adoption.[1] Delegation of authority by the state legislature to the state education agency to establish standards for the certification of teachers was considered to be essential. The retention of this function by the legislature makes orderly development and improvement of standards an extremely difficult process.[2]

Educators place significance on being assured that members of the profession are given a role in determining certification requirements for teachers. The state board or department of education is given the major responsibility for determining certification requirements for 74 percent of the states. All states, however, have either an advisory committee on teacher education and certification or a teacher education and professional standards commission composed of educators from various levels, administrators, and laymen. The function of these groups is to make recommendations for teacher certification. Members of the profession do, then, have a role in determining teacher certification requirements. Eighty-two percent of the states consider the recommendations of professional education for business organizations for the certification of

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[1]Wendell C. Allen, "Conference Report," ibid., p. 83.

[2]Ibid., p. 84.

business teachers. Eighty-eight percent of the states reported that business educators are members of advisory committees which offer recommendations for business teacher certification.

Reciprocity Agreements

Although not a new problem, teacher mobility has in recent years been a cause for renewed concern. Graduates of teacher education programs must meet certification requirements in order to teach; when teacher certification reciprocity among states does not prevail, considerable inconvenience often results.

Because of differences in certification requirements, a teacher certified in one state may have to return to college to take additional course work before he can be certified to teach in another state. Pineault indicated the need for national reciprocity over a decade ago when he stated:

> Certification terminology should be simplified and made more uniform among the various states. The states, through group action, should adopt a common pattern of terms and definitions of terms peculiar to certification standards, policies and requirements. Development and adoption of a simplified, uniform pattern of terminology should assist materially in the program toward establishment of nationwide reciprocity.[1]

With the mobility of today's labor force, national reciprocity is becoming increasingly important.

A study made by the NCTEPS on interstate reciprocity revealed that the major obstacles to the interstate recognition of teaching credentials are: phenomenal differences in standards of institutions preparing teachers, variation in course requirements both in certification bureaus

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[1]Pineault, op. cit., p. 13.

and in institutions, specific required courses peculiar to individual states, variations in student teaching requirements, lack of information on accreditation of institutions, and inflexibility in administration of certification regulations.[1]

The NCATE accreditation has proved to be at least a partial answer to the certification of out-of-state applicants. At present, 42 states readily grant certification for graduates of NCATE-approved institutions. The National Association of State Directors of Teacher Education and Certification adopted a recommendation in 1958 that the NCATE accreditation should be made the basis of reciprocity among the states. In other words, graduates from an institution accredited by the NCATE should be sufficient basis for reciprocity in teacher certification.

The NCATE has adopted a statement to the effect that it does not encourage state agencies to use NCATE accreditation as the only basis for issuing reciprocal certificates to teachers trained in another state, but it does encourage these agencies to use the NCATE as one means of facilitating the movement of teachers across state lines. Put another way, the fact that teachers do move in vast numbers across state lines every year is one of the major arguments for a national accrediting agency.[2]

Teachers should be entitled to secure positions of their choice in whatever state they select. The right of American citizenship, as a

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[1]Finis E. Engleman, "Standards for Teacher Education as Viewed by Certification Administrators in State Departments of Education," Fourth Yearbook, American Association of Colleges of Teacher Education (Washington, D. C.: American Association of Colleges of Teacher Education, 1951), p. 21.

[2]Thomas, op. cit., p. 131.

general rule, carries with it the right of the qualified person to practice a vocation in any state. State lines should not define the qualified teacher.

Summary

An analysis and synthesis of ideas, suggestions, observations, recommendations, and requirements pertinent to the preparation and certification of teachers appearing in the literature published by professional education organizations and appearing in federal legislation was the basis for this chapter. Most of the analysis relates directly to the data in Chapter III.

Contrast is evident between the views expressed in professional literature and the current practices of the states regarding the kinds of certificates issued. The states issue 36 differently-named certificates, and business educators suggest only two certificates. Differentiated curricula leading to specialized certificates is considered desirable by business educators. The most recent professional literature indicates a preference for a fifth-year program of preparation. The professional literature reveals diversity in the portion of the total preparation which should be devoted to the major aspects of teacher preparation. Business educators indicate that major emphasis in professional education for business teachers should be placed on the growth and development of students, on how they learn, and on the methods and practices of teaching. Concern that guidance be a part of the business teacher's professional education is indicated in the professional literature. The data reveal a tendency to expect the business

teacher to obtain a broad knowledge of business regardless of whether he will teach for vocational or non-vocational objectives. The same core program is suggested for both business administration majors and education for business majors. Business teachers should obtain depth in economics and should have preparation in the principles of data processing. The program of preparation of vocational business teachers has been patterned after the vocational areas of agriculture, home economics, and trades and industry. Business educators believe that teaching the academically talented and the culturally disadvantaged present sufficient challenge to warrant specific preparation for the business teacher.

Educators place significance on being assured that members of the profession be given a role in determining certification requirements for teachers. Teachers, administrators, and laymen are expected to be represented in determining certification requirements. Reciprocity in teacher certification continues to be a concern of educators. Commonality of certification terminology and requirements are necessary before reciprocity can take place. The educators feel NCATE accreditation is a desirable basis for national reciprocity.

CHAPTER V

SUMMARY

The quality of education for business depends to a large extent upon the quality of teaching. The native abilities of the teacher, the cultivation of his capacities in the art of teaching, and both his general and specialized education are at issue. These facets taken together are the chief determinants of the kind and character of education available through the schools. The teaching certificate is a major instrument through which the quality of education for business is assured. The teaching certificate protects the child's right to education under competent teachers, it protects society's effort to maintain a school system to produce an educated citizenry, and it protects the teaching profession by establishing criteria for membership. The reshaping of programs of business teacher preparation is often necessary in order to conform with modifications in certification requirements. The certificate cannot be effective unless it is supported by a program of pre-service education which genuinely prepares teachers who are competent to practice. Properly conceived, the license to teach is an indication that all of the basic segments of teacher education are strong.

Restatement of the Problem

The problem of this study was to isolate and define the fundamental elements in business teacher certification and to analyze the influence

of pertinent professional education organizations and federal legislation upon the determination of certification requirements. The purpose of the study was to develop statements of concern and hypotheses regarding the quality and quantity of business teacher preparation.

This study consisted of four major phases: (1) investigating background information, (2) collecting data from the 50 states relative to business teacher certification requirements, (3) analyzing and synthesizing data appearing in professional literature and federal legislation relative to the preparation and certification of business teachers, and (4) formulating statements of concern and hypotheses regarding the quality and quantity of business teacher preparation.

A major aspect of this study was the formulation of statements of concern and hypotheses relative to the quality and quantity of business teacher preparation. This procedure contrasts sharply with other studies in which attempts are made to determine definite effects.

Nature of the Findings

The formulation of specific findings of the type usually found in a doctoral dissertation was not expected as a basis for conclusions. Rather, the following general statements are made as being indicative of the nature of the findings revealed by the data collected for this study.

The fundamental elements in business teacher certification are identified in this study and are discussed under the following headings: (1) Certificates Issued to Business Teachers, (2) Preparation Needed for Business Teacher Certification, (3) Agencies Determining Requirements, and (4) Reciprocity Agreements Defined by the States. Areas of agreement

and disagreement are apparent between the current practices of the states regarding the fundamental elements in business teacher certification and the views and emphases of educators and federal legislation. Contrast is evident between the views expressed in the professional literature and the current practices of the states regarding the kinds of certificates issued. The states issue 36 differently-named certificates, and business educators suggest only two certificates. Differentiated curricula leading to specialized certificates is considered desirable by business educators and the states issue 12 specialized certificates.

Disagreement is evident in the professional literature as to whether four or five years of preparation should be required for teaching certificates. The most recent literature indicates preference for a fifth-year program of preparation, but only one state requires a fifth-year program. A comparison of the data from the professional literature and from the states reveals a similar diversity in the percent of the total preparation which should be devoted to the major aspects of teacher preparation. Little agreement is evident among educators and among state requirements concerning the percent of total preparation which should be devoted to general education, professional education, and business specialization. The areas of study in general education receiving major emphasis by the states are: natural and physical science, social science, English usage and literature, and fine arts. These data compare favorably with the thought expressed in professional literature. Similar agreement exists between the current practices of the states and the thought of business educators regarding the professional education of business teachers. The major emphasis in professional education is placed on the

growth and development of students, on how they learn, and on the methods and practices of teaching. Business educators indicate a concern for including guidance instruction in the professional preparation of business teachers, but this concern is not reflected in the certification requirements of the states.

The data reveal that business educators expect the business teacher to obtain a broad knowledge of business subjects regardless of whether he will teach for vocational or nonvocational objectives and that the same core program should be demanded for both business administration majors and education for business majors. Business teachers should study economics in depth and should have preparation in the principles of data processing.

The states have patterned their certification requirements for vocational business teachers after the vocational areas of agriculture, home economics, and trades and industry. The professional education requirements of vocational business teachers, then, differs from those required for regular business teacher certification. A major contrast in the preparation of regular business teachers and vocational business teachers is the occupational work experience requirement. Thirty-seven states require work experience for vocational business teachers and only three states require work experience for regular business teachers.

Business educators believe that specific training is necessary for business teachers who teach the academically talented and the culturally disadvantaged. Only one state requires specific training for business teachers to teach the academically talented, and one state requires specific training for business teachers teaching the culturally disadvantaged.

Educators place significance on being assured that members of the profession are given a role in determining certification requirements. All states have advisory committees on teacher education and certification composed of teachers, administrators, and laymen. These committees make recommendations for teacher certification. NCATE accreditation is suggested by educators as being a desirable basis for reciprocity in teacher certification. A majority of the states readily issue certificates to out-of-state teachers who have graduated from NCATE accredited colleges or universities.

Statements of Concern

The nature of this study was such that the development of conclusions of the type usually found in a doctoral dissertation was not appropriate. In accordance with the format expected in the preparation of a doctoral dissertation, and in lieu of conclusions, certain broad statements of concern are presented here:

1. Changes in society, changes in business organization and operation, changes in occupational patterns, and changes in educational philosophy and methodology are inevitable. The emphasis on change places a premium upon the more broadly educated and adaptable employee as compared with the employee with a narrow range of skills. Teaching is needed to provide the future employee with the ability to learn new jobs quickly and to take initiative in changing job procedures. The preparation of business teachers should, then, include those experiences necessary to develop individuals with a knowledge of how things are done in business and of how to bring about improvements in doing them.

2. One of the greatest challenges facing most teaching fields is that of securing an adequate number of persons of high quality to enter teaching. Education for business is no exception. The recruiting efforts of business teachers will determine to a large measure the quality of persons who enter business teacher education. Commendable certification programs and excellent programs of pre-service preparation can be developed for business teachers, but the advantages of these programs can be effected only if individuals of sufficiently high quality avail themselves of the programs.

3. Teaching can be a scholarly endeavor, yet, an individual cannot sustain himself for very long as a teacher unless he is also a learner. A respect for scholarship and its pursuit is an indispensable requisite to successful teaching. Certification renewal requirements for business teachers do provide for additional learning experiences but only to a limited extent. The teacher must decide for himself whether or not he will pursue additional learning experiences. Scholarship is an individual matter and can be pursued in a variety of activities. The business teacher must be impressed with his responsibilities to cultivate his own scholarship through research, seminars, workshops, professional service, reading, and other outlets to suit his needs.

4. The social business subjects, such as general business, business law, and economics have increased in importance for the general education of all students to the extent that specialists are needed to teach these courses. The best qualified teacher should teach these courses whether he is a business teacher or a social studies teacher. Social business teachers probably need to be broadly enough prepared so that they are

competent to teach both in the social business area and in at least one of the social studies areas. Efforts should be directed toward developing a curriculum for social business teachers that adequately meets current demands.

5. Differences in structure of pre-service programs for business teacher preparation is encouraged. Freedom to experiment and to meet individual circumstances should be an intrinsic part of these programs. Reasonable uniformity could be expected, however, in the quantity of preparation required of the three major aspects of business teacher preparation: general education, professional education, and business specialization. The credits allocated for each of the content areas vary so extensively as to be alarming. Leading business educators should arrive at a semblance of agreement regarding the portions of total preparation that are to be devoted to general education, to professional education, and to business specialization.

6. A fifth year of preparation is desirable as a requirement for all business teachers. A discussion of the composition of the fifth year and the relationship it has with the first four years of the program is almost totally lacking in the professional literature. Whether or not the fifth year should be graduate work, whether it should be a period of specialization for either general education or major field of study, or whether it should be merely an extension of the undergraduate program has received little attention in professional literature. If the fifth-year program is to become a requirement, business educators should be thinking, planning, and projecting. Discussion is prerequisite to implementation.

7. Business educators feel instruction in data processing should be given an important position in the curriculum of the teacher education program. The nature and extent of data processing instruction in the pre-service preparation of business teachers remains largely undefined. The major question to be answered is whether the business teacher education curriculum should include a course or courses in data processing or whether an acquaintanceship with the principles of data processing should be provided through courses now in the curriculum. The position of data processing instruction in the business teacher education program should be defined.

8. Nearly all secondary schools have guidance personnel who have the responsibility of organizing and providing guidance services to all the students in the school. For this program to be most effective, the guidance personnel must have the cooperation and assistance of all the classroom teachers. The preparation of business teachers should include instruction to help them perform educational and vocational guidance services to students as part of their classroom duties. Whether the instruction in guidance for business teachers is to be the same as that for general guidance or whether the instruction is to be specialized so that the business teacher will provide supplemental guidance has not been decided. The guidance component needed in the preparation of business teachers should be defined.

Hypotheses Resulting from the Study

The hypotheses, drawn from analysis and interpretation of the data, are stated in the null. This should encourage the future development of

research designs capable of providing the data necessary for testing the hypotheses.

Hypothesis 1. There are no significant differences in the classroom practices of those teachers who have had occupational business experience and the classroom practices of those teachers who have not had occupational business experience.

Hypothesis 2. There are no significant differences in the classroom practices of those business teachers who have completed the same business core as business administration majors and those business teachers who have not completed that basic core.

Hypothesis 3. There are no significant differences in the general education, professional education, and business specialization preparation of business teachers whose qualifications to teach are based on identified competencies and those business teachers whose qualifications are based on specifically mandated courses and credit hours.

Hypothesis 4. There are no significant differences in the preparation needed by those business teachers who teach under federally-reimbursed programs and those business teachers who do not.

Hypothesis 5. There are no significant differences in the cultural, sociological, psychological, and economic facts, knowledges, understandings, and concepts needed by those business teachers teaching the culturally disadvantaged and those business teachers not teaching the culturally disadvantaged.

Hypothesis 6. There are no significant differences in the classroom practices of those teachers who teach the academically talented and the classroom practices of those teachers who do not teach the academically talented.

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APPENDIX

BUSINESS TEACHER CERTIFICATION QUESTIONNAIRE

BUSINESS TEACHER CERTIFICATION

QUESTIONNAIRE

PURPOSE: The purpose of this questionnaire is to aid the Business Education Department at the University of Oklahoma in making an analysis of some of the forces that have influenced certification requirements for business teachers. The first step is to determine current certification requirements for business teachers in each of the 50 states.

DIRECTIONS: For each of the following statements or questions, please indicate your reaction by checking the appropriate "Yes" or "No" blank or by inserting the information requested. Please return this questionnaire and a copy of your state's certification requirements for regular and vocational business teachers to:

Robert E. Hoffman
Administrative Services Department
College of Business Administration
University of Oklahoma
Norman, Oklahoma 73069

Name of State _____

Name of Person Completing Questionnaire _____

Would you like to receive an abstract of the completed study? Yes __ No __

MINIMUM PREPARATION

1. Is a bachelor's degree in education for business from an accredited four-year college necessary for initial certification to teach business subjects in your state? Yes __ No __
2. Does your state require five years of preparation for initial certification to teach business subjects? Yes __ No __
3. Is your state considering the possibility of raising the minimum requirement to teach business subjects to five years? Yes __ No __
4. Is the issuance of teaching certificates in your state based on an "approved approach" plan in which a teacher is eligible for a certificate if he has completed a program of a teacher preparation institution which has been state approved? Yes __ No __

SPECIALIZED CERTIFICATES

5. Please check which of the following specialized certificates your state issues to business teachers:

   Comprehensive Business Certificate Yes __ No __

   Secretarial Certificate Yes __ No __

Bookkeeping Certificate Yes __ No __

Office Machines and Clerical Practice Certificate Yes __ No __

General or Basic Business Certificate Yes __ No __

Vocational Business Education Certificate Yes __ No __

Others (please specify)

_____

_____

_____

KINDS OF CERTIFICATES

6. Please check which of the following kinds of certificates your state issues to business teachers and the years of validity:

Standard Certificate	Yes __ No __	Years Valid __
Temporary Certificate	Yes __ No __	Years Valid __
Provisional Certificate	Yes __ No __	Years Valid __
Emergency Certificate	Yes __ No __	Years Valid __
Life Certificate	Yes __ No __	Years Valid __

Others (please specify)

_____ Years Valid __

_____ Years Valid __

_____ Years Valid __

CERTIFICATE RENEWAL

7. Please check which of the following items are necessary for certificate renewal in your state:

		Number of Years	or	Number of Credit Hours
Additional Credit Hours	Yes __ No __	___		___
Additional Teaching Experience	Yes __ No __	___		___
Additional Business Experience	Yes __ No __	___		___
Inservice Training	Yes __ No __	___		___
Others (please specify)				
_____		___		___
_____		___		___
_____		___		___

SPECIFIC SUBJECTS AND HOURS OF PREPARATION

8. Are the names of the specific subjects that a teacher is eligible to teach designated on the business teacher certificates issued by your state? Yes __ No __

9. Does your state specify a minimum number of hours of pre-service preparation in each subject taught by a teacher? Yes __ No __

OVERALL PREPARATION

10. Please indicate the approximate percentage of the total program required for business teacher certification for each of the major areas of pre-service education by drawing a circle around the appropriate figures:

	Percentage			
General Education	10-20	30-39	40-49	50-60
General Professional Education	5-14	15-19	20-24	25-30
Specialized Professional Education	5-14	15-19	20-24	25-30
Business Specialization	15-19	20-29	30-39	40-50

VOCATIONAL BUSINESS TEACHER CERTIFICATION

11. Does your state issue a special certificate for vocational business teachers who teach in programs which are reimbursed with federal funds? Yes __ No __

AGENCIES WHICH DETERMINE CERTIFICATION REQUIREMENTS

12. Please check which agency in your state is given the major responsibility for determining the certification requirements for business teachers:

State Legislature ___

State Board or Department of Education ___

State Department of Certification ___

Teacher-Preparation Institutions ___

Others (please specify)

_____

_____

_____

13. Are the recommendations of professional business education organizations considered in determining certification requirements for business teachers in your state? Yes __ No __

14. Are business educators members of advisory committees that offer recommendations for certification requirements for business teachers in your state? Yes __ No __

BUSINESS SPECIALIZATION

15. Please indicate the number of semester or quarter hours of business specialization courses required for the following certificates:

Certificates

Semester Hours ___

Quarter Hours ___ (please check which)

Courses	Comprehensive Hrs.	Secretarial Hrs.	Bookkeeping Hrs.	Office Machines and Clerical Practice Hrs.	General or Basic Business Hrs.	Vocational Business Education Hrs.	Others (please specify) Hrs.	Hrs.
Typewriting								
Shorthand								
Accounting								
Business and Office Machines								
Office Management .								
Business Communications .								
Data Processing . .								
Business Law . . .								
Finance								
Economics								
Marketing								
Management								
Others (please specify)								
_____ .								
_____ .								
_____ .								

SECOND TEACHING FIELD

16. Are business teachers in your state required to be prepared for certification in a second teaching field other than business? Yes __ No __

17. Are teachers who are certified in other fields who seek certification in business required to meet the minimum requirements demanded of business teachers? Yes __ No __

SPECIAL REQUIREMENTS

18. In addition to the regular requirements, does your state specify definite requirements for business teachers who teach the academically talented students? Yes __ No __

19. Does your state specify any differences in requirements for certification between those teachers who teach in small secondary schools and those teaching in large secondary schools? Yes __ No __

20. In addition to the regular requirements, does your state specify definite requirements for those teachers teaching the culturally disadvantaged? Yes __ No __

21. Are the teaching certificates issued by your state designed to require preparation by all business teachers to teach general or basic business subjects? Yes __ No __

EXAMINATIONS AND PROFICIENCY

22. Is a formal written or oral examination administered by the certifying authority in your state used to provide evidence of competency of business teachers in addition to college credits? Yes __ No __

23. Does your state require an indication of proficiency for business teachers who teach typewriting and shorthand? Yes __ No __

WORK EXPERIENCE

24. Does your state require work experience in a business occupation for business teachers for initial certification? Yes __ No __

25. If your state does require work experience for business teachers, how many years, months, or hours are required?

Years ___ Months ___ Hours ___

RECIPROCITY

26. Are teachers from out-of-state readily issued a teaching certificate in your state if they have graduated from an NCATE-approved college or university? Yes __ No __

27. With which of the following states does your state have a reciprocal agreement for business teacher certification?

___Alabama	___Indiana	___Nebraska	___South Carolina
___Alaska	___Iowa	___Nevada	___South Dakota
___Arizona	___Kansas	___New Jersey	___Tennessee
___Arkansas	___Kentucky	___New Hampshire	___Texas
___California	___Louisiana	___New Mexico	___Utah
___Connecticut	___Maryland	___New York	___Vermont
___Delaware	___Massachusetts	___North Carolina	___Virginia
___Florida	___Michigan	___North Dakota	___Washington
___Georgia	___Minnesota	___Oklahoma	___West Virginia
___Hawaii	___Mississippi	___Oregon	___Wisconsin
___Idaho	___Missouri	___Pennsylvania	
___Illinois	___Montana	___Rhode Island	