THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

EDUCATION FOR BUSINESS IN CHURCH-RELATED LIBERAL ARTS COLLEGES

A THESIS

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

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Norman, Oklahoma

1955

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EDUCATION FOR BUSINESS IN CHURCH-RELATED

LIBERAL ARTS COLLEGES

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ACKNOWLEDGMENT

The author wishes to express his sincere appreciation to the chairman of his doctoral committee and advisor, Dr. Gerald A. Porter, for his valuable assistance and helpful guidance in the development of this investigation. He is grateful to all members of his doctoral committee for their encouragement and assistance during the period of graduate study.

Acknowledgment is made to the administrators of programs of education for business in the church-related liberal arts colleges who contributed data for this investigation.

TABLE OF CONTENTS

		Page
LIST OF TABLES		vii
Chapter		
I.	THE PROBLEM	1
	Introduction	1
	Statement of the Problem	18
	Delimitation	19
	Sources of Data	19
	Procedure	20
II.	RELATED STUDIES	24
III.	BACKGROUND DATA PERTINENT TO THE INVESTIGATION	38
	Religion-Education Relationships	40
	Church-College Communities	43
	Accreditation	47
	Organization for Instruction	50
	General Objectives of the Colleges	51
	Summary	55
IV.	CIRCUMSTANCES SURROUNDING EDUCATION FOR BUSINESS	57
	Objectives of Instruction	58
	Organization for Instruction	62
	Degrees and Certificates Granted	67
	Business Subjects Offered	73
	Physical Facilities for Instruction	111
	Student Personnel Services	124
	The Business Faculty	129
	Summary	131
V.	IMPLICATIONS FOR EDUCATION FOR BUSINESS AT BETHANY NAZARENE COLLEGE BASED ON AN ANALYSIS OF THE BASIC DATA IN THIS STUDY	135

Introduction 135
Objectives of Instruction. 140
Organization for Instruction 142
Degrees and Certificates Granted 143
Business Subjects Offered. 145
Physical Facilities for Instruction. 149
Student Personnel Services 151
The Business Faculty 154
Specific Implications for Bethany Nazarene College . 155

VI. SUMMARY AND CONCLUSIONS. 159

Summary. 161
Conclusions. 171

BIBLIOGRAPHY. 175

APPENDIXES

APPENDIX A 178
APPENDIX B 180
APPENDIX C 189
APPENDIX D 197
APPENDIX E 204
APPENDIX F 211

LIST OF TABLES

Table		Page
I.	Religious Affiliations of 156 Church-Related Liberal Arts Colleges	44
II.	Areas of Concentration of Study Leading to Degrees in Business Offered by 156 Church-Related Liberal Arts Colleges	68
III.	Degrees Granted in Business in 156 Church-Related Liberal Arts Colleges	70
IV.	Areas of Concentration of Subjects Leading to Certificates in Business Offered by 156 Church-Related Liberal Arts Colleges	74
V.	Summary of Data Relative to the Offering of Education For Business in 156 Church-Related Liberal Arts Colleges.	77
VI.	Office Machines and Equipment Used for Instructional Purposes in 156 Church-Related Liberal Arts Colleges in 1953-1954.	118
VII.	Extent to Which Physical Facilities for Instruction Were Adequate in 156 Church-Related Liberal Arts Colleges in 1953-1954	123

EDUCATION FOR BUSINESS IN CHURCH-RELATED LIBERAL ARTS COLLEGES

CHAPTER I

THE PROBLEM

Introduction

The vast majority of colleges established in the United States prior to the Civil War originated through the efforts of religious groups. The prime motive for establishing these church-related colleges was to develop and maintain sources of adequately prepared ministers. According to Tewksbury:

> . . . with the exception of a few state universities, practically all of the colleges founded between the Revolution and the Civil War were organized, supported, and in most cases controlled by religious interests.[1]

As the nation expanded westward, efforts were made to establish colleges in even the most remote regions. Zealous graduates of the eastern colleges, especially of Yale University and Princeton University, founded church-related colleges as a means of promoting the Gospel in the western outposts of the United States. Many of the various religious groups believed that they were obligated to render

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[1]Donald G. Tewksbury, The Founding of American Colleges and Universities Before the Civil War (New York: Teachers College, Columbia University, 1932), p. 55.

a public service by establishing colleges. It was anticipated that the colleges would serve as a means of promoting evangelism and the extension of home missions.

Westward expansion from the Atlantic coast was rapid following the development of railroad transportation. The railroads affected every phase of the life of the pre-Civil War period, including the institutions of higher learning. Actually, the establishing of new colleges generally followed the establishment of railroads, and as Kelly points out: "A railroad map during the latter part of this period is also a map of college sites."[2]

In their enthusiasm for establishing colleges, some religious groups established more institutions than could possibly survive. As a result, many of the colleges were forced to close during times of financial stress. Tewksbury found that of the 516 colleges founded in 16 states before the Civil War only 104 were still operating in 1927-1928.[3]

In the decades immediately following the Civil War extensive changes occurred in the manner in which people lived and thought. The works of Emerson, Darwin, and Herbert Spencer exerted powerful influences on the philosophical and scientific understandings. New emphasis was placed upon the scientific method. Population shifts, the growth of large corporations, and the expansion of the railroads created new social and industrial problems. Kelly enumerates a number of the

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[2]Robert Lincoln Kelly, The American Colleges and the Social Order (New York: The Macmillan Co., 1940), p. 267.

[3]Tewksbury, op. cit., p. 28.

scientific and social forces which were at work during the period from 1865 to 1900 and outlines their influence upon higher education in the United States:

> Among the currents of doctrine to which these years gave impetus were several which had a profound influence upon higher education in the United States. First, there was this new birth of science. Second, there was the democratic trend which expressed itself in (1) the great extension of the common school; (2) the opening up of unexplored educational areas by the land-grant colleges and state universities; and (3) the establishment of both separate and co-educational schools and colleges for women. Third, there was greatly extended recognition of a new conception of the place of youth in the process of education. Fourth, there were multiplying signs of new methods of administrative organization and of curriculum building in the old line colleges.[4]

During the period immediately following the Civil War, efforts of religious groups to found new colleges were renewed. In spite of the establishment of numerous state normal schools and universities, the church-related colleges flourished as never before. The increasing wealth of the nation, the shift of the center of population of the United States toward the West, and the formation of new and distinct religious denominations enhanced the demands for colleges which could adequately serve the needs of particular denominations. The motives of the religious groups in continuing to establish colleges are aptly expressed by Espy:

> . . . the churches desired and needed colleges of their own which had full freedom to develop programs of higher education and which would give a central place to religion. They considered it important that Christian belief and practice should be propagated in the field of education as in all other areas of life. Religion should be made an integral part, they felt, of the intellectual development of young men and women. Christian education needed also to reach thousands of potential

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[4]Kelly, op. cit., p. 62.

> students, particularly on the expanding western frontiers, who otherwise would receive no college education of any kind. Under the impetus of these and closely related motives, church-related colleges multiplied in number, size, and influence.[5]

Since 1900, the efforts of certain religious groups have been aimed at the consolidation of many small, remote colleges into a few centrally located colleges in or near large centers of population. As a result, many of the religious schools and colleges have not survived as separate entities but have continued to function within multiple-purpose institutions. Mergers and amalgamations have taken place quite extensively. These developments have tended to consolidate and conserve the interests of higher education in the existing institutions and have not necessarily led to any lessening of the amount and quality of the service rendered.

In a comprehensive survey of 35 four-year liberal arts colleges related to the Methodist Episcopal Church, it was determined that half of the colleges were founded before 1860.[6] The following conclusions were reached by the survey staff:

> . . . the tendency during the last generation has not been one of expansion in the number of colleges maintained by the Methodist Episcopal Church. Instead there is evident a trend toward actual reduction in the number of separate institutions. The policy of the Church has evidently been looking toward the conservation of the welfare of established institutions rather than toward expansions in the number of colleges maintained.[7]

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[5]R. H. Edwin Espy, The Religion of College Teachers (New York: Association Press, 1951), p. 2.

[6]Floyd W. Reeves, et. al., The Liberal Arts College (Chicago: The University of Chicago Press, 1932), p. 6.

[7]Ibid., p. 7.

Through the years certain factors have tended to weaken the denominational ties which exist between the colleges and their related churches. In the period prior to the Civil War, a number of the colleges which had been established by church interests became the nuclei for state colleges and universities. Financial considerations have caused many colleges to convert from church domination to administrative control by other interests which could provide adequate financial support. A need for financial and legal counsel has caused certain church groups to adopt the policy of electing a portion of the boards of trustees of their colleges from outside the memberships of the related churches. For similar reasons members of certain boards of trustees have been empowered to elect their successors.

As a result of various arrangements, many of the colleges which were established by religious groups now function as public or independent institutions. Other colleges still maintain their relationships to religious groups but are not bound by close supervision and control. A minority of the church-related colleges pride themselves on a high degree of adherence to religious authority. Practically all of the church-related colleges proclaim "non-sectarianism" as their aim and welcome students of all denominations.

A recent development in higher education in the United States has been the great influx of students endeavoring to become prepared for semi-professional and professional occupations. The educational needs of the labor force in the United States have greatly increased. As a result of these influences, colleges and universities have extended their offerings to meet these needs. In writing about changing

occupational patterns and higher education in Minnesota, Eckert and Dobbin clearly indicate the trend in the educational programs of institutions of higher education: "The colleges now are being challenged to offer professional training in a great number of fields in addition to the traditional fields of medicine, law, and theology."[8]

Today, the objectives of church-related colleges are more diversified than they were in the early stages of the development of education at the collegiate level. In describing the history of the relationship between colleges and churches in the United States, Kelly reports:

> There is probably not a liberal college in the United States which now considers its major objective to be the recruiting and training of clergymen. All colleges have a more comprehensive program. They recognize their obligation to serve the church, the state, and society in general, in innumerable ways. Liberal education cannot be held within a single channel of human experience. Colleges are devoted to the general welfare.[9]

Among the areas of instruction that have received greatest emphasis because of the diversity of interests of college students is the area of education for business. There has developed a demand for business subjects which enable students to meet the technical requirements of business. The demand for "practical" education has paralleled the expansion of business and industrial activity which characterized the nation during the first half of the twentieth century. New and improved methods of production, the development of scientific

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[8]Minnesota Commission on Higher Education, Higher Education in Minnesota (Minneapolis: University of Minnesota Press, 1950), p. 28.

[9]Kelly, op. cit., p. 36.

management, the development of a close relationship between government and business, and the ever-increasing problems of labor and management have necessitated a high level of preparation for office workers and business executives. These developments have greatly expanded the responsibility of institutions of higher education for meeting the occupational and professional needs of students.

As in the public and independent institutions, most of the development of education for business in the church-related colleges has come since 1920. Prior to 1900, only three institutions of higher education in the United States had established departments of business or schools of business. The first successful school of business in a church-related college was established in 1903. In that year, the School of Commerce and Finance was established within James Millikin University, a Presbyterian institution.[10]

In response to the demands for business subjects at the collegiate level, many church-related colleges began offering instruction in business subjects following World War I. Most of these colleges tended to offer such instruction as an adjunct to already established departments of social science. They did so merely by adding a few subjects in the fields of accounting, economics, and/or finance. Some of the colleges set up separate departments of business or schools of business in order to meet the substantial demands for instruction in business. In his inaugural address as president of Birmingham-Southern College, Birmingham, Alabama, in 1921, Guy E. Snavely advocated close

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[10]Raymond A. Kent, Higher Education in America (New York: Ginn and Company, 1930), pp. 79-81.

cooperation with the communities served by the colleges. President Snavely made the following proposals:

> . . . it seems to us that the most intimate relationship possible to their communities should be held by the colleges and the universities, whether they are state, church, or independent. If any of these types of colleges is located in or near a large city, its administration should establish schools to offer courses that would be of the greatest benefit to the citizens of the community. For example, it should so arrange its schedule that courses of importance for teachers could be given in late afternoon hours and Saturday morning hours for those desiring to make progress in their profession. Likewise, courses in accounting and business administration should be offered for those desiring advancement in the business world. A number of institutions, which are really city universities, have made great progress in this respect, but there is no reason why all educational institutions similarly situated should not offer the same advantages to their respective communities.[11]

Lloyd L. Ramseyer, President of Bluffton College, Bluffton, Ohio, has expressed his belief that instruction in business and economics in church-related colleges constitutes a means of combating unethical tendencies on a nation-wide basis. He has urged church-related colleges to maintain strong departments of business. In 1952, President Ramseyer said:

> Christian colleges should develop businessmen and economists who place human values above material values. . . . Christian colleges should make a positive contribution to the present idealogical struggle by educating businessmen with Christian principles in such important areas as attitude toward labor, responsibility for the common good, ethical competition, and the like.[12]

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[11]David Andrew Weaver (ed.), Privately Controlled Institutions, Vol. I of Builders of American Universities (Alton, Illinois: Shurtleff College Press, 1950), p. 237.

[12]Lloyd L. Ramseyer, "Christian Higher Education and the Crisis of Our Age," Christian Education, XXXV (June, 1952), 157.

S. T. Ludwig, Secretary of the Department of Education of the Church of the Nazarene, has recognized the responsibility of the church-related college in the development of Christian laymen. In a speech before the Educational Conference of the Church of the Nazarene, he declared: "If the colleges of the Church of the Nazarene are to make an impact on the present day culture, we must do vastly more than train ministers and missionaries."[13]

Leaders in many of the church-related colleges have been reluctant to depart from the traditional points of emphasis. It has been difficult for them to realize that there is a place for instruction in business subjects in church-related institutions of higher education. Administrators and faculties in these colleges have held the view that instruction in business subjects is incompatible with the prime or basic purposes of their institutions. Extensive resistance to the demands for instruction in business subjects has existed in some church-related colleges even in recent years. Charles J. Turck, President of Macalester College, St. Paul, Minnesota, has deplored the stubbornness with which some church-related colleges have attempted to resist the demands for instruction in business subjects. Commenting upon the trends of higher education in 1951, President Turck stated:

> The fact is that the liberal arts colleges have always been vocationally centered. The earliest colleges maintained a curriculum that trained ministers and lawyers for their vocations. A little later, with the introduction of courses in natural science, the training of doctors and research scientists became acceptable ends. Still later, with the increased emphasis given to the social sciences, especially

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[13]S. T. Ludwig, "The Church College in a Changing Culture," Vital Speeches, XVII (November 1, 1950), 57.

> economics, the drift towards the training of business administrators could not possibly be resisted. In my judgment, this trend ought not to be resisted in the case of any occupation or calling in which there is needed a strong intellectual discipline as the foundation for success. Not every college can train for all occupations, but within limits of its strength, it may well insist that in every department it maintains there shall be a vocational outlet for its graduates. One point of weakness in the church-related colleges is the stubbornness with which they have clung to the ancient notion that practical business occupations are for some reason less worthy, less intellectual, less respectable than the so-called learned professions. It will be our strength if we learn how to train under Christian auspices men and women who will go from our colleges into every significant and worthy occupation.[14]

In introducing the problem involved in this investigation, it appears that consideration should be given to the circumstances which exist in specific church-related colleges. Because of the association of the author with a church-related college in the State of Oklahoma and the accessibility to him of information concerning the church-related colleges of that state, the programs of the church-related senior colleges of Oklahoma are briefly outlined.

The development of church-related colleges in the State of Oklahoma has been comparable to that of other states. Various religious groups have established colleges in Oklahoma to serve their particular needs. Although a majority of these institutions have undergone periods of struggle and uncertainty, they have also experienced periods of rapid growth in enrollments, expansion of physical facilities and curricula, and increased recognition from other educational agencies.

One senior college in Oklahoma which was originally a church-related college now functions as a municipal university. The University

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[14]Charles J. Turck, "Significant Developments in Higher Education," Christian Education, XXXIV (December, 1951), 333-334.

of Tulsa was established in 1894 by the Presbyterian Church. The institution was originally located in Muskogee and was known as Henry Kendall College. In 1907, the college was moved to Tulsa. In 1920, the name of the institution was changed to The University of Tulsa and it became more closely affiliated with the City of Tulsa than with the Presbyterian Church.

In 1954, there were 12 church-related colleges in Oklahoma. The educational programs of these colleges varied considerably because of the nature of the individual institutions, the character of the constituencies served by the institutions, and the types of communities in which the institutions were located.

Two of the church-related colleges in Oklahoma confine their offerings to theological and religious education subjects. These institutions are located near universities, and their students are permitted to enroll in liberal arts subjects in the nearby institutions. Midwest Christian College, Oklahoma City, is affiliated with the Christian Church, and the Oklahoma School of Religion, Langston, is owned and operated by the Baptist Church.

Five of the church-related colleges in Oklahoma are organized as junior colleges. These institutions, which offer preparation in liberal arts, pre-professional, and terminal education, include: Bacone College, Bacone, a co-educational institution established by the Church of Christ; Oklahoma Presbyterian College, Durant, a co-educational institution established by the Presbyterian Church; St. Gregory's College, Shawnee, a men's institution established by the Catholic Church; and Southwestern Bible College, Oklahoma City, a

co-educational institution established by the Pentecostal Holiness Church.

Five of the church-related institutions of higher education in Oklahoma are primarily liberal arts senior colleges offering the Bachelor of Arts and the Bachelor of Science degrees. Specialized degrees are also offered by certain of the institutions. Programs of education for business have been developed in these church-related colleges in response to the demands of students for business subjects that will enable them to obtain employment. All of the church-related senior colleges of Oklahoma maintain departments of business or schools of business and offer degrees to students who are graduated from their curricula. To indicate the conditions which exist among the church-related senior colleges of Oklahoma, selected information concerning each of these institutions is summarized in the following paragraphs.

Benedictine Heights College,[15] a Catholic institution, was founded in 1889 at Guthrie. Formerly known as St. Joseph's Academy and later as Catholic College of Oklahoma for Women, the institution admits only women students. Benedictine Heights College follows the divisional plan of organization, with six divisions: religion and philosophy, humanities, social sciences, natural science and mathematics, education, and applied arts. Instruction in business subjects at Benedictine Heights College is offered in the Department of Business Education, which is in the Division of Applied Arts. A concentration for a degree program may be pursued in business teacher preparation. Students

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[15]Benedictine Heights College, Bulletin, 1954-1956 (Guthrie, Oklahoma: Benedictine Heights College, 1954).

completing the business curriculum are granted the Bachelor of Science degree. Although Benedictine Heights College offers secretarial subjects, no certificate program is offered in this field.

Bethany Nazarene College,[16] an institution controlled by the Church of the Nazarene, is the result of the merger of six educational institutions operated by the Church of the Nazarene in Arkansas, Kansas, Oklahoma, and Texas. The college was founded in 1899 at Peniel, Texas, as Peniel University. In 1920, Peniel University was merged with Oklahoma Holiness College, Bethany, and the name of the institution was changed to Bethany-Peniel College. In 1955, the name of the college was changed to Bethany Nazarene College. The several departments of instruction are grouped according to five divisions: humanities, social science, natural science, philosophy and religion, and fine arts. Instruction in business subjects is offered in the Department of Economics and Business and in the Department of Secretarial Science. Both of these departments are in the Social Science Division of the college. Degree programs in business may be pursued in general business administration and in business teacher preparation. Upon completing the business curricula, students are granted the Bachelor of Science degree. Students may also pursue a two-year secretarial course. Upon the completion of the requirements of this curriculum, students are awarded the Certificate in Secretarial Science.

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[16]Bethany-Peniel College, Bulletin, 1953-1955 (Bethany, Oklahoma: Bethany-Peniel College, 1953).

Oklahoma City University,[17] a Methodist institution, was established in 1904 as Epworth University. Instruction in some phases of business was offered in Oklahoma City University as early as 1907, when typewriting and shorthand were taught in the College of Liberal Arts. In 1922, a downtown school was established in the business district of Oklahoma City. The primary purpose in establishing the school was to serve the needs of individuals who were employed during the day, and many of the subjects offered were in the area of business. In 1946, the School of Business was established within Oklahoma City University. The University comprises a college of arts and sciences, a school of business, a school of music, a school of law, and a technical training school. Instruction in all business subjects is offered in the School of Business. Courses in the field of economics are offered in both the School of Business and the College of Arts and Sciences.

Although the School of Business of Oklahoma City University is not a member of the American Association of Collegiate Schools of Business, it does attempt to conform to the standards of the Association. For instance, candidates for degrees in the fields of business are required to complete a minimum of 40 per cent of their college work in non-professional subjects outside the School of Business. Concentrations of subjects for degree programs are offered in the following specialized fields: accounting, economics, finance, general business

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[17]Oklahoma City University School of Business, Catalog, 1953-1954 (Oklahoma City: Oklahoma City University, 1953).

administration, management, marketing, secretarial administration, and business teacher preparation. Students who complete the requirements of the degree programs are granted the Bachelor of Science degree. Students of Oklahoma City University may also pursue one- and two-year programs in business. Upon the completion of the requirements of these programs, certificates are awarded.

Phillips University,[18] an institution controlled by the Disciples of Christ, was founded as Oklahoma Christian College in 1907 at Enid. In 1913, the name of the institution was changed to Phillips University in honor of T. W. Phillips, Butler, Pennsylvania, who had provided liberal financial support to the institution. Phillips University is composed of a college of the Bible, a college of the arts, and a school of fine arts. The College of the Arts consists of a Division of Liberal Arts and a Division of Applied Arts. Instruction in business subjects is offered in the Department of Business Administration in the Division of Applied Arts. Degree programs may be pursued in the following specialized fields: accounting, economics, marketing and management, and secretarial science. Upon completion of the requirements for the degree programs, students are granted the Bachelor of Science Degree in Business Administration. Students may also pursue a two-year secretarial curriculum. Upon completion of the requirements of this curriculum, students are granted certificates in secretarial science.

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[18]Phillips University, Bulletin, 1953-1954 (Enid, Oklahoma: Phillips University, 1953).

Oklahoma Baptist University[19] was established in 1911 at Shawnee after two other Baptist institutions of higher education in Oklahoma had ceased to exist because of unsatisfactory locations. Recognizing the valuable contribution that a college can make to a community, the City of Shawnee donated a sixty-acre tract of land to the institution for the development of an attractive campus. Oklahoma Baptist University consists of a college of liberal arts and a college of fine arts. Instruction in business subjects is offered in the Department of Business and in the Department of Economics. Both of these departments are in the College of Liberal Arts. Degree programs may be pursued in the following specialized fields: accounting, economics, finance, management, and secretarial science. Graduates of the degree programs are granted the Bachelor of Science degree. Students may also pursue the one- and two-year secretarial curricula. Upon completion of the requirements of these curricula, students are granted certificates.

It is apparent that the five church-related senior colleges of Oklahoma have followed similar patterns of development. Founded by five different religious denominations, these institutions were established within a twenty-two year period from 1889 to 1911. Four of the institutions are co-educational; one is a college for women. During their half-century of existence, these institutions have demonstrated the likelihood of their continued existence at their present locations.

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[19]Oklahoma Baptist University, Quarterly Bulletin (Shawnee, Oklahoma: Oklahoma Baptist University, 1953).

Variations exist in the administrative procedures for offering instruction in business in the five church-related senior colleges of Oklahoma. There exists a lack of uniformity in: (1) instructional organizations, (2) areas of concentration, (3) provisions for degree programs, and (4) provisions for one- and two-year certificate programs. A further analysis of the programs of instruction in business in these institutions would reveal a lack of uniformity in other phases of education for business. Similar investigations of circumstances surrounding education for business in other church-related colleges in the United States would undoubtedly reveal an even greater lack of uniformity.

The unique characteristics of the church-related colleges, the recency of the development of programs of business education in these institutions, and the extreme variations which exist in the conditions surrounding education for business in the church-related institutions present peculiar problems in the administration of programs of education for business in these colleges. Problems arise in coordinating the various phases of instruction in business and economics, in relating the objectives of education for business to the general objectives of the institutions, and in providing direction for the future development of education for business.

If coordination of the various phases of education for business is to be achieved, if objectives of education for business are to be clearly understood, and if direction is to be provided for the future development of education for business in the church-related colleges in the United States, there is a need for an understanding of

the current practices and policies in these institutions. An investigation of the circumstances surrounding education for business in the church-related colleges of the United States should provide information of value in evaluating and in improving education for business in individual institutions.

Statement of the Problem

The problem of this investigation is to determine the status of education for business in the church-related colleges of the United States and to interpret information relative to education for business in order to provide a means of directing the future development of individual programs.

Specifically, the investigation is designed to reveal information relative to the present status and current trends in the development of education for business in church-related colleges of the United States. Basic to this study is consideration of such phases of education for business as: (1) objectives of instruction, (2) organization for instruction, (3) subjects offered, (4) physical facilities for instruction, (5) student personnel services, and (6) the business faculty.

The primary purpose for making this investigation is to reveal information which may be used by church-related colleges throughout the United States in the evaluation of programs of education for business. The findings and conclusions reached in this study should enable administrators of business programs in church-related colleges to initiate or re-emphasize practices and procedures conducive to effective

programs in business and economics. The study will have value to the author in terms of its immediate implications for education for business at Bethany Nazarene College where he is the director of the program of education for business.

Delimitation

This investigation is limited to education for business as it is currently offered in co-educational liberal arts colleges which are related to protestant religious denominations. Institutions with such characteristics are considered to be comparable to Bethany Nazarene College.

Excluded from the study are: (1) church-related institutions which are organized as junior colleges or technical institutions offering less than four years of college preparation; (2) church-related senior colleges which are primarily teacher preparatory, professional, or technical institutions; (3) church-related institutions which offer such a variety of subjects and have such extensive educational facilities that it is apparent that they are not primarily liberal arts colleges; and (4) institutions which have been developed especially for the education of Negroes.

No attempt is made in this study to evaluate the effectiveness of the instruction offered in business and economic subjects in the various church-related colleges.

Sources of Data

The data for this investigation were obtained primarily by means of questionnaires (see Appendix B) which were sent to the

administrators of programs of education for business in the colleges included in the study. Data from the catalogs of the colleges were used to augment the information obtained by means of the questionnaire.

Questionnaires were mailed to the administrators of programs of education for business in 202 church-related liberal arts colleges which listed economics, business administration, and/or secretarial subjects in their catalogs. Questionnaires were returned by 164 of the administrators, or 81.2 per cent of the group contacted. Eight of the respondents reported that business subjects were not currently being offered in their institutions. Therefore, 156 completed questionnaires involving colleges in 37 states and the District of Columbia constitute the primary source of data for this study (see Appendix C for a list of the 156 institutions).

Procedure

The first step in making this investigation was to determine the specific phases of education for business to be included in the study. This step involved extensive reading of the general literature of education for business at the collegiate level. It also involved the analysis of a number of related studies.

The second step involved determining the research technique which would best provide the data necessary for the solution of the problem. Because of certain advantages inherent in the interview technique, the author at first planned to collect the data by making personal visits to each of a limited number of campuses. However, when it became apparent that a variety of practices and procedures

needed to be investigated in a large number of colleges, the decision was made to utilize the questionnaire technique in order that the study might be more comprehensive and have a broader scope. Careful analysis of the catalogs of the church-related colleges revealed that extensive information concerning administrative policies and practices relative to education for business could be obtained directly from the catalogs. Therefore, it was decided to utilize the catalogs of the institutions to supplement and to verify portions of the data obtained from the questionnaires.

The third step consisted of the preparation of the questionnaire to be used in obtaining the data. This step involved the preparation of a tentative questionnaire to be used in preliminary activities. In order to refine the questionnaire, personal interviews were held with the administrators of programs of instruction in business in eight church-related colleges located in four states: Oklahoma, Kansas, Nebraska, and Idaho. In addition, the trial questionnaire was sent to the chairman of the department of business in a church-related college in Idaho and to another in California. Both of these questionnaires were completed and returned with suggestions for revisions. These preliminary procedures indicated that certain items in the questionnaire were ambiguous or difficult to interpret. The items were revised and copies of the final questionnaire were prepared.

The fourth step was to compile the list of church-related colleges to be included in the investigation. The 1952-1953 Education

Directory[20] was used in preparing the list of church-related colleges to contact. In order to restrict the list to colleges from which information could be obtained which would be pertinent to the investigation, criteria for selection were developed. The final list of colleges to be involved in this study included institutions with certain characteristics in common. All of the colleges were: (1) liberal arts in nature, (2) currently offering business subjects, (3) related to protestant religious denominations, (4) co-educational, and (5) attended primarily by white students.

The fifth step was commenced in November, 1953, when questionnaires were mailed to the administrators of programs of education for business in 202 church-related colleges. A covering letter (see Appendix A) explaining the purpose of the investigation and seeking the cooperation of the recipients was included with each questionnaire. In January, 1954, two months after the first mailing, a second questionnaire was sent to those individuals who had failed to return the first copy. In March, 1954, a follow-up letter was mailed to those individuals who had failed to return either of the questionnaires. A second follow-up letter was mailed in June, 1954, to those individuals who had thus far failed to respond. This procedure resulted in the return of 81.2 per cent of the questionnaires.

The sixth step was to tabulate and interpret the data obtained by the questionnaires and by analysis of the college catalogs.

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[20]United States Office of Education, Education Directory 1952-1953, Part 3, Higher Education (Washington: Government Printing Office, 1952).

The final step consisted of the preparation of this report. In Chapter II, analysis is made of related studies. The background data pertinent to the investigation are presented in Chapter III. Circumstances surrounding education for business in 156 church-related liberal arts colleges are presented in Chapter IV. In Chapter V, comparative data are presented, with implications for Bethany Nazarene College. A summary of findings and conclusions based on the findings are provided in Chapter VI.

CHAPTER II

RELATED STUDIES

A search in the standard indexes for studies relating to education for business reveals very few studies which were made from the specific point of view of the church-related college. Studies have been made of certain phases of education for business in: (1) teacher-training institutions, (2) colleges and universities in general, and (3) colleges related to particular religious denominations. While these studies reveal information concerning current practices and trends in education for business on the collegiate level, they provide only a limited amount of information pertinent to this investigation.

One of the phases of education for business which have been the subject of investigation is that of business-teacher preparation in teacher-training institutions. In 1952, Bast[1] made a study of business-teacher preparation in 90 state-supported teacher-training institutions in the United States. Thirty-five states and the District of Columbia were represented in the study. After analyzing studies relative to the preparation of teachers of business subjects in secondary schools, Bast concluded that such studies were few in number and of limited scope.

[1]Milton Lowell Bast, "A Comparative Study of the Preparation of Business Teachers With Specific Implications for the State of Oklahoma" (Unpublished Ed. D. dissertation, University of Oklahoma, Norman, 1952).

The area of business-teacher preparation most frequently studied was that of student teaching.

The data for Bast's study were based primarily upon information obtained by means of questionnaires which were sent to the chairmen of the business departments of the 90 teacher-training institutions. The basic data in Bast's study were supplemented by means of letters from the respondents to the questionnaires and by analysis of college catalogs. Since business-teacher preparation is an important phase of education for business in church-related colleges, it is interesting to note the conclusions reached by Bast:

1. Approximately one-third of the study program of a business teacher should be devoted to acquiring business information and skills.
2. Approximately three-eighths of the study program of a business teacher should be devoted to acquiring a knowledge of general education which provides a broad cultural background for the individual.
3. In professional education, approximately 15 semester hours should be devoted to subject-matter courses in how to teach.
4. Student teaching should be required of all prospective teachers.
5. Students with secondary-school credit in typewriting and shorthand should be encouraged to enroll for credit in the most advanced course for which they are qualified when continuing their study in these subjects in college.
6. Business-teacher preparation should include an opportunity for students to obtain practice in the use of: (1) reference materials such as professional education books, magazines, monographs, bulletins, and other printed information; and (2) audio-visual materials such as films, slides, and recordings.
7. Prospective business teachers in the 90 teacher-training institutions are not required or even encouraged to obtain business experience to the extent frequently advocated in recent published literature and at business-teacher conventions.
8. Business teacher-training programs should specifically include: (1) the study of general business and consumer economics, (2) methods courses dealing with general

business and consumer economics, and (3) an opportunity to use these subjects for student teaching purposes.[2]

Another phase of education for business which has been the subject of investigation is that of instruction in business subjects in colleges and universities in general. Included in these studies are a number of church-related colleges as well as public and independent colleges. In 1936, Peterson[3] made a catalog study of the offerings in business and economics in 21 institutions of higher education in Kansas. Included in his investigation were six public institutions, one independent institution, and 15 church-related institutions.

The purpose of Peterson's study was to provide information that would be of value in determining the business and economic subjects that should be included in the curricula of the institutions of higher learning in Kansas. The findings of his study revealed a diversity of practices with regard to the administration of programs of education for business in the 21 institutions. On the basis of his study, Peterson reported the following findings:

1. The enrollments in the 21 institutions of higher learning range from an average of 158.0 in the three smallest institutions to an average of 2,678.6 in the three largest institutions.
2. The 81 instructors teaching business and economic subjects in the 21 institutions of higher learning hold eight different degrees. Sixty-seven of these instructors are men and 14 are women. Forty male instructors and 7 women instructors hold master's degrees. Seventeen male instructors hold doctor of philosophy degrees. All of the instructors hold at least a bachelor's degree.

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[2] Ibid., pp. 145-148.

[3] E. Albin Peterson, "Business and Economics in 21 Institutions of Higher Learning in Kansas" (Unpublished Master's thesis, Colorado State College of Education, Greeley, 1936).

3. Separate curricula of business and economics are maintained in 20 of the 21 institutions. However, in many institutions these curricula are but a part of some larger divisions, notably the social science division.

4. The number of instructors teaching business and economic subjects range from one, in three institutions, to 18, in one institution. The most popular number of instructors is two, maintained in 9 of the institutions.

5. Ten different degrees with majors in business and economics are offered by 20 of the 21 institutions. One degree is on the master's level, while the other 9 are on the bachelor's level.

6. The number of semester hours of credit required for a major in business and economics range from 20 hours in two institutions to 56 hours in one institution. The mode is 24 semester hours of credit.

7. The total number of semesters of training in business and economic subjects range from six semesters in one subject to one semester in 234 subjects.

8. Entrance requirements to the 21 institutions of higher learning may be met by 10 different methods, high school graduation being the most popular.

9. The 20 institutions offering a major in business and economics make provision for practice teaching, but only 9 specify that practice teaching is available in business and economic subjects.

10. Fifty-two different business and economic subjects are offered in the 21 institutions. Nine subjects are offered in 13 or more of the institutions, while 22 subjects are reported only once in the 21 institutions.

11. The semester hours of credit range from one hour in penmanship to 18 hours in accounting. Three semester hours of credit is the average amount of credit offered in any one subject.[4]

No uniform practices prevailed in the following phases of education for business in the 21 institutions of higher learning in Kansas: (1) the nature of the subjects and the credit granted, (2) the educational preparation of instructors of business subjects, (3) the amount of credit required for a degree in business and economics, (4) entrance requirements of the institutions, and (5) the offering of practice teaching for prospective business teachers.

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[4]Ibid., pp. 123-125.

In 1946, Hitch[5] made a study of contemplated changes in education for business in 87 colleges and universities in Ohio, Indiana, Illinois, Iowa, Missouri, and Kansas. Questionnaires were sent to the business-department heads. The data in the questionnaires were supplemented by information obtained from college catalogs and personal letters. Since this study was made soon after the close of World War II, it is interesting to note the changes that were being planned at that time. Hitch found new emphasis being placed upon the following phases of education for business in the 87 colleges: work experience, guest lecturers, merchandising, and general business classes.

Most of the colleges and universities surveyed by Hitch were planning immediate changes in their offerings and programs in business. Of the institutions with an enrollment of less than 500 students, 60 per cent were planning immediate changes. The contemplated changes, in the order of their frequency of mention, are:

1. The addition of shorthand and typewriting subjects.
2. The addition of refresher courses for veterans.
3. The reconsideration of aims and objectives.
4. The addition of Time and Motion Studies.
5. The addition of Office Machines.[6]

Of the institutions with an enrollment of 500 students and over, 70 per cent were planning immediate changes. The contemplated changes, in the order of their frequency of mention, are:

1. The addition of two-year terminal curricula.
2. The expansion of offerings in accounting.
3. The requirement of work experience for a degree.

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[5]Robert L. Hitch, "What Tomorrow's Teacher is Studying," The Business Education World, XXVII (September, 1946), 11-12.

[6]Ibid.

4. The addition of refresher courses for veterans.
5. The addition of a curriculum in merchandising.[7]

In 1947, Shores[8] made a catalog study of offerings in business in 14 institutions of higher education in Arkansas. His study included six public institutions, two independent institutions, and six church-related institutions. His study involved the 11-year period from 1936 to 1946. Since six of the institutions included in the study were church-related colleges, the findings are somewhat related to the present investigation. Some of Shores' findings are as follows:

1. There was no uniformity in the titles given to the departments in which instruction in business was offered.
2. There seemed to be a tendency to increase the offerings from 1936 to the outbreak of the Second World War and thereafter to show a slight decrease in the number of courses offered.
3. Most of the colleges offered two or three courses in the fundamental principles of accounting, and in addition, made available a few specialized courses for those students with particular interests in the field of accounting.
4. The colleges were rather consistent in offering either one or two years' work in typewriting.
5. Two special types of courses in stenography were offered: one relating to the fundamentals of shorthand and the other to more advanced work in this field. Some offered courses relating to a particular type of stenography, such as court reporting, medical shorthand, and business correspondence.
6. All colleges offered one or more courses in the acquisition of skill in office practices or techniques. However, only three provided courses designed specifically for giving training in the use and care of office machines.
7. Most of the courses in economics as a part of the curriculum in business related to the fundamental principles of economics, history of economic development, and the economic history of the United States.
8. The senior colleges offered a fairly comprehensive list of studies relating to finance, banking, and investment.

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[7] Ibid., p. 12.

[8] P. T. Shores, "A Study of Curricular Offerings in Business in the Colleges of Arkansas for the Period from 1936 to 1946" (Unpublished Master's thesis, North Texas State College, Denton, 1947).

9. Courses in business law and commercial law, in business English and correspondence, in commercial mathematics, and in statistics were the principal ones available as studies related to the field of business and offered as a part of the curriculum of business.

10. Little emphasis was placed upon those phases of business relating to retail marketing, salesmanship, and advertising.

11. Insufficient effort was being made to train students to become teachers of business subjects.[9]

In 1952, Dellasega[10] made a study of the development and present status of education for business at the University of Oklahoma. The study was confined to an analysis of the operation of the College of Business Administration. Dellasega analyzed the following phases of education for business at the University of Oklahoma: objectives, course offerings, enrollment, methods of instruction, allocation of funds, auxiliary services, and physical plant. The data for Dellasega's study were obtained from two types of sources: (1) personal interviews with various individuals connected with the University, and (2) bulletins and records of the University. Data obtained from a study of a college of business administration in a state-supported university with 10 large departments offering instruction in business subjects may appear to be only remotely related to the present study. Yet, in terms of objectives, programs of instruction, and course offerings, similarities exist. For this reason, the conclusions of Dellasega are summarized:

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[9] Ibid., pp. 131-133.

[10] Charles Joseph Dellasega, "The Development and Present Status of Education for Business at the University of Oklahoma" (Unpublished Ed. D. dissertation, University of Oklahoma, Norman, 1952).

1. Education for business at the University of Oklahoma has in the past and is currently meeting the needs of the students and businessmen in the state of Oklahoma.

2. Instruction in business administration and economics in a collegiate school of business should serve three types of students: (1) those preparing for junior-executive positions in business, (2) those who supplement their major business field with courses in other areas of business, and (3) those students who want only one or two basic courses to add to their general knowledge of economics and business.

3. The programs of instruction in business administration and economics are designed to provide students with an opportunity to prepare systematically for business careers. Also the programs of instruction are intended to enable individuals to develop the qualities that are essential to world citizenship.

4. Since the 1920's there has been a consistent increase in enrollment and the number of courses offered in business at the University of Oklahoma. With the exception of the World War II years, the variations in enrollment in the College of Business Administration have paralleled the changes in the enrollment of the University as a whole. However, the evidence revealed in this study indicates that as economic and political conditions vary, the number of men enrolled in business fluctuates to a great extent while the number of women enrolled remains constant throughout the years.

5. Instruction in business courses on the collegiate level tends to conform to two basic patterns. In classes where instruction is designed to enable students to develop an understanding of the principles and policies of business and economics, teachers commonly rely on the lecture method of teaching. In classes where the primary objective involves the development of business skills and techniques, instruction consists primarily of teacher demonstration and production work by students.

6. In the last two years the funds allocated to all colleges in the University of Oklahoma have been limited. Despite the curtailment of funds, the curricular offerings of the College of Business Administration have been expanded. The evidence in this study indicates that any collegiate program of instruction in business is dependent upon the provision of substantial amounts of money for the development of well-qualified instructors and the purchase and maintenance of business machines for use in instruction.

7. Education for business on the collegiate level should be vitally concerned with aiding the businessmen of today through such activities as short courses and lectures, marketing service, correspondence study, off-campus classes, and placement.

8. The nature of programs of instruction, such as those offered in the College of Business Administration, requires that they be provided by means of especially designed physical facilities apart from those utilized in the general education programs on most college and university campuses.[11]

A few studies have been made which were specifically planned to provide information relative to education for business in church-related colleges. These studies are of especial significance to the present investigation since they reveal practices and trends in education for business in church-related colleges in particular. In 1932, Thompson[12] made a catalog study of the business offerings in 45 Presbyterian colleges in the United States. The purpose of Thompson's research was to determine the status of education for business in the Presbyterian colleges of the United States in terms of: (1) subjects offered, (2) credit granted, (3) qualifications of instructors, and (4) the degrees granted. Selected findings of Thompson are:

1. There is a separate department of business education in every Presbyterian College in the United States, of which there are 45.
2. The enrollment in these 45 Presbyterian colleges ranged from 143 students in the smallest college to 1,604 students in the largest college.
3. Thirty-seven different subjects are offered in business education in these 45 colleges.
4. Sixty-one per cent of these subjects are offered one semester. Twenty-six per cent are offered two semesters.
5. The credit offered in these 37 subjects ranges from no credit to 12 semester hours. One subject, namely, accounting, which is an exception gives a total of 37 semester hours credit. The average amount of credit given in any one subject is three semester hours.

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[11] Ibid., pp. 221-224.

[12] James M. Thompson, "The Status of Business Education in Presbyterian Colleges" (Unpublished Master's thesis, Colorado State College of Education, Greeley, 1932).

6. In the 45 Presbyterian colleges represented in this study 42 grant degrees to students majoring in business education. The bachelor of arts degree leads in popularity. This degree is offered by 40 of the 45 colleges.

7. One instructor is maintained in the department of business education in 43 per cent of the colleges reporting. Two instructors are maintained in this department by 34 per cent of the colleges. Two colleges report six instructors in the department of business education.

8. The instructors in the departments of business education of the 45 Presbyterian colleges in the United States are represented by 13 different degrees as the highest degree held. Thirty-two instructors hold the master of arts degree as their highest degree and 21 hold the doctor of philosophy. No degree was reported for five of the instructors in the department of business education.[13]

In 1940, Wagner[14] made a study of education for business in 118 Catholic colleges and universities of the United States. Thirty states and the District of Columbia were represented in her study. Wagner obtained her data from an examination of the college catalogs of the 118 institutions and from an analysis of questionnaires completed by the presidents and business teachers in the 118 institutions. The purpose of the study was to obtain data relative to the following phases of education for business in the 118 Catholic colleges and universities: (1) objectives, (2) subjects offered, (3) credit granted, (4) degrees granted, (5) qualifications of instructors, (6) enrollments, and (7) equipment. Some of Wagner's findings are as follows:

1. Only four of the institutions are not listed by state, regional, or national accrediting agencies.

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[13] Ibid., pp. 92-93.

[14] Sister M. Alexius Wagner, "A Survey of Business Education Offered in Catholic Colleges and Universities" (Unpublished Master's thesis, Colorado State College of Education, Greeley, 1940).

2. A majority of the colleges give their students a background of understanding of purposes and problems and a greater resourcefulness in meeting changing conditions rather than preparation for particular business positions.

3. Seventeen different degrees are offered by the 118 colleges to students completing the requirements in business. Forty-nine, or 41.5 per cent, of the colleges grant the Bachelor of Arts degree and 29, or 24.6 per cent, grant the Bachelor of Science degree.

4. Only 35 of the 118 colleges maintain business clubs.

5. There are 567 different business subjects offered by the 118 colleges.

6. Principles of Economics is offered in 111 of the 118 colleges.

7. Principles of Accounting is offered in 103 of the 118 colleges.

8. Over 50 per cent of the instructors held master's degrees and 29 per cent held bachelor's degrees only. Over 80 per cent of the instructors holding bachelor's degrees had completed some graduate work.

9. Fees are charged in 10 business subjects. These fees range from $1 to $15 a semester.

10. Instruction on calculating machines is offered in 27 colleges; instruction on adding machines is offered in 41 colleges; and instruction on duplicating machines is offered in 54 colleges.[15]

On the basis of her investigation, Wagner recommended that: (1) the degrees granted to business students be confined to such degrees as bachelor of business administration or bachelor of science in business; (2) more uniformity be obtained in the titles of business subjects and the credit granted for the completion of business subjects; (3) departmental titles be made more uniform; (4) work experience be offered; (5) fees for business subjects be removed; (6) business clubs be maintained in the colleges; (7) follow-up studies be made of the graduates of business programs; and (8) community surveys be conducted.

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[15] Ibid., pp. 108-111.

In 1946, Maphet[16] conducted a catalog study of business offerings in 22 Presbyterian institutions of higher education in the United States. Since these institutions were located in southern states, the study did not duplicate the one by Thompson which was made in 1932. Maphet investigated education for business in the 22 colleges in terms of: (1) subjects offered, (2) credit granted, and (3) degrees and certificates granted. The following statements indicate the major findings of Maphet's study:

1. Although all of the 22 colleges offered business subjects, only 12 offered sequences in business leading to bachelor's degrees.
2. Sixty-nine different titles of courses were offered.
3. Principles of Economics was offered in 20 of the colleges.
4. Principles of Accounting was offered in 19 of the colleges.
5. Shorthand and typewriting were offered in 16 of the colleges.
6. Money and Banking, Business Law, and Secretarial Practice were offered in 12 colleges.
7. Two specialized secretarial courses were offered: Medical Shorthand and Church Office Skills.
8. Graduation requirements ranged from 120 to 124 semester hours for the Bachelor of Arts degree and from 122 to 130 semester hours for the Bachelor of Science degree.
9. Nine colleges provided programs leading to certificates in business.[17]

In 1950, Thiessen[18] made a study of education for business in 20 church-related colleges of Kansas. Of the institutions included in

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[16]Princie Maphet, "A Catalogue Study of Business Offerings in Colleges of the Presbyterian Church, U. S." (Unpublished Master's thesis, Women's College of the University of North Carolina, Greensboro, 1946).

[17]Ibid., pp. 28-32.

[18]Emil A. Thiessen, "The 1949-1950 Status of Business and Economic Education in Church-Related Colleges of Kansas" (Unpublished Master's thesis, Kansas State Teachers College, Emporia, 1950).

the study, 14 were senior colleges and 6 were junior colleges. This study was based upon an analysis of the catalogs of the institutions, questionnaires completed by the presidents of the institutions, and questionnaires completed by the chairmen of the business departments of the institutions. The following aspects of education for business in the 20 church-related colleges of Kansas were considered: (1) historical background, (2) accreditation, (3) purposes, (4) teacher qualifications, (5) enrollments, (6) credit granted, (7) fees charged, (8) subjects offered, (9) textbooks used, (10) office machines, and (11) library facilities.

The data obtained by Thiessen relate specifically to education for business in church-related colleges. Therefore, his findings are of particular significance to the present investigation. The findings of Thiessen are as follows:

1. The rise of the church-related colleges of Kansas has been rather slow, but there has been a steady increase in their number.
2. The majority of the colleges are co-educational.
3. The majority of the senior colleges are accredited by recognized accrediting agencies.
4. Many of the business instructors have had actual business experience.
5. Many students elect to take one or more business subjects, but fewer students major in the field.
6. The requirements for credit in shorthand and typewriting are based chiefly on the attainment of a certain speed.
7. The charging of fees for courses involving the use of office machines is a general practice.
8. Accounting, business law, typewriting, shorthand, and economics are offered by most of the colleges.
9. In the subjects which are offered by a majority of the colleges, the textbooks used are the same.
10. The office machines on which instruction is offered are the machines most frequently used in business offices.

11. A wide selection of library materials are available to business students in the colleges.[19]

The studies reviewed in this chapter verify the report of Bast that research in the field of education for business on the collegiate level has been limited. Especially is this true with regard to studies pertinent to education for business in church-related colleges. Such studies have been limited to particular religious denominations or to certain states.

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[19]Ibid., pp. 52-54.

CHAPTER III

BACKGROUND DATA PERTINENT TO THE INVESTIGATION

Church-related colleges constitute over one-third of the institutions of higher education in the United States. They constitute approximately 85 per cent of all liberal arts colleges. Of the 1,889 colleges and universities functioning in 1952, 733 were church-related institutions, 643 were public-controlled institutions, and 513 were independently-controlled institutions.[1] In 1952, 2,148,284 students were enrolled in institutions of higher education in the United States. Although accurate data concerning enrollments in church-related colleges are not accessible, it is known that 536,207 students were enrolled in liberal arts colleges in 1952.[2] In view of the large proportion of liberal arts colleges that are church-related, it would appear that approximately one-fourth of the students of higher education in 1952 were enrolled in church-related colleges. It is apparent, then, that enrollments in the church-related colleges tend to be smaller than enrollments in publicly-controlled and independently-controlled institutions.

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[1]United States Office of Education, op. cit., p. 11.

[2]United States Office of Education, Fall Enrollment in Higher Educational Institutions (Washington: Government Printing Office, 1952), p. vii.

As indicated on page 22 of this report, the colleges involved in this investigation have in common certain basic characteristics. All of the 156 colleges are: (1) liberal arts colleges, (2) currently offering business subjects, (3) related to protestant religious denominations, (4) co-educational, and (5) attended primarily by white students. There are 202 church-related colleges in the United States which conform to the criteria used in preparing the list of institutions to be included in this study. Questionnaires were mailed to the administrators of programs of education for business in the 202 church-related colleges. Replies were received concerning education for business in 164 of the colleges. Eight of the respondents reported that the business subjects listed in their college catalogs were not currently being offered. Therefore, 156 completed questionnaires constitute the basic data for this study. The catalogs of the 156 institutions also served as sources of certain specific information.

Certain conditions which are peculiar to church-related colleges directly or indirectly affect education for business in such institutions. An understanding of these conditions is essential background for analyzing the programs of education for business in the colleges. Information is presented in this chapter relative to the administrative relationship between religion and education in the 156 institutions of higher education. In addition, information is presented regarding: (1) the place of the church-related college in the community, (2) accreditation, (3) organization for instruction, and (4) general objectives.

The data in this chapter were obtained primarily from the catalogs of the 156 church-related liberal arts colleges. Certain information was obtained from three other sources. The 1952-1953 Education Directory[3] was used to supplement information gained from the college catalogs concerning the religious affiliations of the colleges. Lovejoy's College Guide[4] was used to obtain information relative to the environments of the colleges. The 1952 bulletin, Accredited Institutions of Higher Learning,[5] was used to obtain information relative to the accreditation of the colleges.

The Religion-Education Relationship

The relationships which exist between the 156 colleges and the religious denominations with which they are affiliated vary considerably. In a few instances, college catalogs indicate that the institutions are owned and directly controlled by denominational groups. This type of relationship involves close supervision and direction. An example of this close religion-education relationship exists at Bridgewater College, Bridgewater, Virginia, where the college is "owned and controlled by the Church of the Brethren."[6] A similar relationship exists at Northwest Nazarene College, Nampa, Idaho, where the college

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[3] Ibid.

[4] Clarence E. Lovejoy, Lovejoy's College Guide (New York: Simon and Schuster, 1952).

[5] United States Office of Education, Accredited Higher Institutions (Washington: Government Printing Office, 1952).

[6] Bridgewater College, Bulletin (Bridgewater, Virginia: Bridgewater College, 1953), p. 20.

is "owned and operated by the Church of the Nazarene."[7] These catalog statements appear to indicate rather close religion-education relationships.

In contrast, the college catalogs of a few of the institutions indicate that they are not subject to direct denominational control but are administered by non-profit corporations. The corporations, in turn, are controlled by boards of trustees that consist primarily of individuals who are members of the related churches. An illustration of this indirect religion-education relationship is found at Chapman College, Los Angeles, California, where the college is "controlled by a private corporation of Christian men and women,"[8] and is "sponsored by the Christian Churches of California, Arizona, and Utah."[9] Doane College, Crete, Nebraska, is a church-related college which was founded by Congregationalists. The college catalog indicates that the institution "continues in active cooperation with Congregational Christian churches but is not subject to church control."[10] The catalog of Hanover College, Hanover, Indiana, states that "the Trustees of Hanover College are independent of ecclesiastical control."[11] Functioning as an

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[7]Northwest Nazarene College, Bulletin (Nampa, Idaho: Northwest Nazarene College, 1953), p. 20.

[8]Chapman College, Bulletin (Los Angeles, California: Chapman College, 1953), p. 19.

[9]Ibid., p. 12.

[10]Doane College, Bulletin (Crete, Nebraska: Doane College, 1953), p. 18.

[11]Hanover College, Bulletin (Hanover, Indiana: Hanover College, 1953), p. 11.

independent corporation, however, Hanover College does obtain financial assistance from Presbyterian churches and "maintains a strong and constant relationship with the church."[12]

The catalogs of a majority of the 156 colleges omit reference to the specific types of denominational relationships involved. Thus, the specific relationships between the colleges and the church organizations with which they are affiliated are not always immediately evident, even though the catalogs do indicate in various ways the kinds of affiliations that exist. For example, Calvin College, Grand Rapids, Michigan, is a church-related college functioning "under the auspices of the Christian Reformed Church in America."[13] Another church-related college, Iowa Wesleyan College, Mount Pleasant, Iowa, is "affiliated with the Methodist Church."[14] A similar indication of relationship is found at Trinity University, San Antonio, Texas, where the college is "under the general supervision of the Presbyterian Church."[15]

Regardless of the type of administrative control involved, all of the 156 colleges included in this investigation may be classified as church-related colleges. Of significance is the fact that 103 colleges, or 65.9 per cent, are related to four denominational groups: Methodist, Presbyterian, Lutheran, and Baptist. Thirty-six, or 23.1

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[12] Ibid., p. 12.

[13] Calvin College, Bulletin (Grand Rapids, Michigan: Calvin College, 1952), p. 17.

[14] Iowa Wesleyan College, Bulletin (Mount Pleasant, Iowa: Iowa Wesleyan College, 1954), p. 3.

[15] Trinity University, Bulletin (San Antonio, Texas: Trinity University, 1953), p. 24.

per cent, are related to Methodist, Wesleyan Methodist, or Free Methodist religious groups; 28, or 17.9 per cent, are related to Presbyterian, Reformed Presbyterian, or United Presbyterian denominations; 20, or 12.8 per cent, are related to Lutheran, United Lutheran, Evangelical Lutheran, or Augustana Lutheran denominations; and 19, or 12.2 per cent, are related to Baptist or Seventh Day Baptist denominations. In all, 26 religious denominations are represented by the 156 colleges. Table I, page 44, constitutes a summary of the information relative to the religious denominations with which the 156 church-related liberal arts colleges of this study are affiliated. See Appendix C for complete data concerning the names, locations, and religious affiliations of the 156 colleges.

Church-College Communities

In general, church-related colleges have been in existence for sufficient years to have become integral parts of the communities in which they are located. Ninety-three per cent of the church-related colleges included in this study were established prior to 1910; 50.7 per cent were established before 1880. Lycoming College, Williamsport, Pennsylvania, a Methodist institution, is the oldest of the colleges, having been established in 1812. Harding College, Searcy, Arkansas, is the youngest of the colleges, having been established by the Church of Christ in 1924. More of the church-related colleges were established within the decade, 1880 to 1890, than in any other ten-year period. In that decade, 32, or 20.5 per cent of the institutions, were established. The tabulation on page 45 indicates

TABLE I

RELIGIOUS AFFILIATIONS OF 156 CHURCH-RELATED LIBERAL ARTS COLLEGES

Religious Groups		Number of Colleges	Per Cent of 156 Colleges
Methodists:			
Methodist	33		
Free Methodist	2		
Wesleyan Methodist	1	36	23.1
Presbyterians:			
Presbyterian	23		
United Presbyterian	3		
Reformed Presbyterian	2	28	17.9
Lutherans:			
Lutheran	11		
United Lutheran	5		
Evangelical Lutheran	3		
Augustana Lutheran	1	20	12.8
Baptists:			
Baptist	18		
Seventh Day Baptist	1	19	12.2
Seventh Day Advent		8	5.1
Church of the Brethren		7	4.5
Church of Christ		5	3.2
Evangelical United Brethren		5	3.2
Friends		5	3.2
Church of the Nazarene		4	2.6
Disciples of Christ		4	2.6
Congregational		4	2.6
Mennonite		4	2.6
Church of God		2	1.3
Christian Reformed Church		2	1.3
Brethren in Christ		1	.6
Evangelical and Reformed		1	.6
Latter Day Saints		1	.6
Totals		156	100.0

in ten-year periods when the 156 colleges of this study were established.

Period of Establishment of 156 Church-related Colleges	Number of Colleges	Cumulative Number and Per Cent of 156 Colleges	
1810 - 1819	2	2	1.3
1820 - 1829	6	8	5.1
1830 - 1839	9	17	10.9
1840 - 1849	15	32	20.5
1850 - 1859	15	47	30.1
1860 - 1869	13	60	38.5
1870 - 1879	19	79	50.7
1880 - 1889	32	111	71.2
1890 - 1899	18	129	82.7
1900 - 1909	16	145	93.0
1910 - 1919	5	150	96.2
1920 - 1929	6	156	100.0

A majority of the 156 church-related liberal arts colleges included in this investigation are located in small cities and towns. Ninety-eight, or 62.8 per cent, of the institutions are in small cities or towns and 46, or 29.5 per cent, are in urban or suburban centers, whereas only 12, or 7.7 per cent, are in rural areas. These statistics indicate that none of the religious denominations are particularly inclined to establish colleges in rural areas. The 12 institutions which are located in rural areas, moreover, are related to six different religious denominations.[16]

The communities served by church-related liberal arts colleges are not restricted to the local cities or towns in which the institutions are situated. The colleges serve the larger communities of their church constituencies as well. The constituency of a church-related college may be within the immediate state in which the college is

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[16]Lovejoy, op. cit.

located, or it may include a number of states. Students are attracted to church-related colleges from distant states because of their denominational affiliations. Dakota Wesleyan University, Mitchell, South Dakota,[17] is related to the Methodist Church, and serves the Methodist churches of South Dakota. Likewise, Nebraska Wesleyan University, Lincoln, Nebraska,[18] serves the Methodist church constituency of the single state of Nebraska. Muskingum College, New Concord, Ohio,[19] a Presbyterian institution, serves a church constituency of four states: Michigan, Ohio, Pennsylvania, and West Virginia. McPherson College, McPherson, Kansas,[20] an institution related to the Church of the Brethren, serves a church constituency involving 15 states: Arkansas, Colorado, Idaho, Iowa, Kansas, Louisiana, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, and Texas.

The number of students who attended the 156 church-related liberal arts colleges in 1952-1953 ranged from 127 students to 3,705 students. The average enrollment of the 156 institutions was 784 students. These statistics include summer school enrollments but exclude preparatory students, special students, and students engaged in correspondence or extension work. One-third of the institutions

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[17]Dakota Wesleyan University, Bulletin (Mitchell, South Dakota: Dakota Wesleyan University, 1952), p. 13.

[18]Nebraska Wesleyan University, Bulletin (Lincoln, Nebraska: Nebraska Wesleyan University, 1953), p. 6.

[19]Muskingum College, Bulletin (New Concord, Ohio: Muskingum College, 1953), p. 22.

[20]McPherson College, Bulletin (McPherson, Kansas: McPherson College, 1953), p. 10.

enrolled fewer than 500 students; three-fourths enrolled fewer than 1,000 students. Only four of the institutions enrolled more than 2,000 students. The following tabulation indicates the enrollments in the 156 church-related liberal arts colleges for the school year 1952-1953:

Enrollments	Number of Colleges	Per Cent of 156 Colleges
127 - 499	52	33.3
500 - 999	66	42.3
1,000 - 1,499	24	15.4
1,500 - 1,999	10	6.4
2,000 - 3,705	4	2.6
Totals	156	100.0

Accreditation

Accreditation is the process by which instructional and other facilities of educational institutions are appraised to determine the extent to which they conform to prescribed or desirable standards. Thus, an educational institution is said to be accredited when an agency certifies that the institution is maintaining standards that render its graduates acceptable for admission to higher or more specialized institutions. The accreditation of institutions of higher education in the United States is accomplished through governmental agencies, educational associations, and professional groups.

State departments of education may approve the educational programs of colleges and universities within their states for general purposes and for teacher certification. In cases where transfers of credits are involved, state universities may approve the work completed

in other colleges and universities. Such approval serves as a guide for evaluating the educational work of these colleges and universities. Regional accrediting associations admit institutions to membership on the basis of the attainment of certain standard requirements. Students of member institutions are ordinarily accepted by other member institutions without loss of academic credit. The six regional accrediting associations in the United States are:

New England Association of Colleges and Secondary Schools
Middle States Association of Colleges and Secondary Schools
North Central Association of Colleges and Secondary Schools
Northwest Association of Secondary Schools and Higher Schools
Southern Association of Colleges and Secondary Schools
Western College Association

Professional organizations also exert considerable influence over colleges and universities by setting up specific standards or criteria for membership. The two professional associations which are significant to this investigation are:

American Association of Colleges for Teacher Education
American Association of Collegiate Schools of Business

Accrediting agencies perform useful services to individuals who are concerned with the institutions and to the institutions themselves. These services are summarized by The Council of State Governments:

> Accrediting agencies endeavor to promote and maintain high standards of education in the arts and sciences and in the professions, to guide prospective students and their parents in the selection of accredited schools, to facilitate the transfer of students among institutions, to aid institutions in securing adequate staff and facilities, to protect the integrity of the institutions against outside pressures, and to protect society against educational frauds.[20]

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[20]The Council of State Governments, Higher Education in the Forty-eight States (Chicago: The Council of State Governments, 1952), pp. 56-57.

It is significant that 128, or 82.1 per cent, of the 156 colleges included in this investigation are accredited by one or more of the six regional accrediting associations; 147, or 94.2 per cent, operate under circumstances in which credit is accepted by state universities within their particular states; and 152, or 97.4 per cent, are approved by their state departments of education for general purposes or for teacher certification. Since these are the same agencies which grant approval for the educational programs of colleges and universities under public and independent auspices, it may be assumed that most of the church-related colleges included in this study maintain standards that are comparable to those which prevail in public and independent institutions.

In 1952, 253 institutions of higher education held memberships in the American Association of Colleges for Teacher Education. Since education for business includes the preparation of secondary school business teachers, memberships in this professional association are significant to this study. Two of the church-related colleges included in this study held memberships in the American Association of Colleges for Teacher Education in 1952. The member institutions were Bethany College, Lindsborg, Kansas, and Willmington College, Willmington, Ohio.

As far as education for business is concerned, the most significant professional accrediting association is the American Association of Collegiate Schools of Business. In 1952, the schools of business in 69 institutions of higher education in the United States held memberships in this professional association. No church-related college

involved in this study was affiliated with the Association. The School of Business of Oklahoma City University, Oklahoma City, the only school of business in the 156 church-related colleges, was not a member of the American Association of Collegiate Schools of Business in 1952. If additional schools of business are established in church-related colleges, the standards of this professional association will undoubtedly be utilized to guide the development of such schools.

Organization for Instruction

Approximately 75 per cent of the church-related liberal arts colleges included in this investigation are small institutions, enrolling fewer than 1,000 students each year. Generally, instruction in these small liberal arts colleges is offered under the auspices of one administrative unit. Departments of instruction are maintained in each of the principal subject-matter fields offered by the institutions.

Certain of the church-related liberal arts colleges are organized on the university plan and are composed of more than one administrative unit. In these institutions, related departments of instruction are grouped into schools or colleges, each of which is administered as a unit. Illustrative of this type of organization is the existence in numerous church-related colleges of schools such as arts and sciences, religion, and music. While 17, or 10.9 per cent, of the 156 church-related colleges are composed of more than one school, only one of the institutions maintains a school of business. Oklahoma City University, a Methodist institution, organized its School of Business in 1946.

It appears that the current trend in instructional organization in church-related liberal arts colleges is toward the divisional type of organization. In this type of organization, instructional departments are grouped into divisional units offering instruction in subject matter that is related. Illustrative of this trend is the existence in many church-related colleges of divisions such as social sciences, natural sciences, religion, fine arts, and applied arts. The divisional organization of instruction exists in 71, or 45.5 per cent, of the 156 church-related liberal arts colleges included in this study. In the church-related colleges which are organized on the divisional plan, 51 offer instruction in business subjects in divisions of social sciences, while 20 offer instruction in business subjects in divisions of applied arts. In 7 of the 20 church-related colleges which maintain divisions of applied arts, education for business constitutes the entire offering.

General Objectives of the Colleges

The colleges included in this study have been developed over a period of years in which educational philosophy and principles of education have changed considerably. However, each church-related liberal arts college has been established for definite and specifically stated purposes. These purposes are generally stated by the founder or founders of the institution and appear in the institutional charter. Information in original documents constitutes the basis for the published objectives of the colleges. The general objectives of church-related colleges appear in the introductory sections of the catalogs.

In this section are presented composite statements of general objectives which have been formulated on the basis of analysis of the objectives stated in the catalogs of the 156 church-related colleges. Of the church-related colleges included in this study, 150, or 96.2 per cent, clearly state their general objectives. The objectives of the remaining six institutions are somewhat obscure as presented in the introductory statements concerning the institutions.

An examination of the general objectives of the 156 church-related liberal arts colleges reveals three basic purposes of the institutions. The three composite statements of basic purposes presented here were derived through analysis of the many statements provided in the 156 college catalogs.

To enable students to develop an understanding and an appreciation of their cultural heritage.--The general objective to enable students to obtain a cultural education was expressed in 123, or 78.8 per cent, of the college catalogs. Since all of the institutions are liberal arts colleges, it is understandable why this objective is stated for such a large number of the colleges. It appears that in emphasizing cultural development the church-related colleges are endeavoring: (1) to enable students to fully develop their personalities, based upon an understanding of their own interests, needs, and abilities; (2) to enable students to become acquainted with cultural resources; and (3) to enable students to become responsible and enlightened citizens. Some of the catalog statements on which this composite general objective of enabling students to obtain a cultural education was derived are presented here:

To develop intelligent, responsible, and well-rounded citizens. (7)[21]

To provide students with an acquaintance with the major fields of knowledge. (18)

To promote intellectual development in the sciences, the arts, and the philosophies. (19)

To give students a deeper realization of cultural values. (21)

To give students an understanding and an appreciation of the cultural and scientific achievements of man. (28)

To enlarge students' knowledge of scientific truth and cultural heritage as factors contributing to the evaluation and enrichment of life. (34)

To enable students to build lives which will reflect both culture and character. (44)

To orient young men and women in the values of contemporary culture. (68)

To enable students to develop a Christian philosophy which will be conducive to effective Christian leadership.--The general objective to enable students to develop a Christian philosophy of life was apparent in 111, or 71.1 per cent, of the statements of objectives of the colleges. The inclusion of this objective reflects the closeness of the religion-education relationship which characterizes the church-related colleges. This objective appears to have three phases: (1) to provide students with opportunities to engage in Christian practices and procedures, (2) to enable students to develop Christian attitudes toward life, and (3) to enable students to integrate Christian practices and attitudes as they prepare to become Christian leaders.

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[21]The number appearing at the end of each quoted statement was assigned for compilation and reference purposes. It may be checked with the list of church-related colleges which appears in Appendix C.

The second composite objective pertaining to the development of a Christian philosophy was derived from such individual catalog statements as:

> To surround students with a cultural environment oriented to the religious view of life and conducive to the development of Christian character, conduct, and citizenship. (25)
>
> To assist students in developing a wholesome and well-integrated Christian personality. (27)
>
> To help students to synthesize scholarship and Christianity in the good life. (50)
>
> To prepare Christian leaders for contemporary society. (57)
>
> To provide young men and women training in a Christian environment for constructive participation in society. (68)
>
> To maintain an academic community which expresses the spiritual ideals of the church. (86)
>
> To maintain an environment conducive to the Christian life. (88)
>
> To develop within individual students the Christian philosophy as a motivating force in life. (116)
>
> To provide essential training necessary to produce resourceful, enlightened, and competent leaders of the church. (127)

To enable students to achieve occupational efficiency in selected vocations.--The general objective to enable students to attain proficiency in the vocations of their choice was indicated in 22, or 14.1 per cent, of the college catalogs. Most of the catalog statements were in broad terms of preparation for a variety of vocations. However, some of the statements were in terms of preparation for certain specific occupations such as teaching and business. The following statements are

examples of how the third composite objective to achieve occupational efficiency was expressed in the college catalogs:

> To provide means of achieving occupational efficiency by which family, social, and civic life on a satisfying level may be secured. (12)
>
> To prepare students for honorable vocations to sustain life's economic needs. (19)
>
> To prepare students for efficient vocational or professional service. (34)
>
> To educate men and women for church vocations, teaching, business, pre-medicine, pre-law, pre-engineering, and other professions. (41)
>
> To provide fully for the preparation of elementary school and of secondary school teachers. (47)
>
> To prepare teachers, homemakers, and businessmen. (140)

From an analysis of the catalog statements relative to the general objectives of the 156 institutions, it is apparent that in a majority of the church-related liberal arts colleges the primary purpose of instruction is to enable students to pursue cultural studies in a Christian environment. In certain instances, the general objectives of the institutions include provisions for specialization in fields of learning which are closely related to the students' vocational aspirations.

Summary

The most effective method of summarizing the background information presented in this chapter appears to be to describe the "typical" church-related college. Because of the original delimitation placed on the scope of the problem, all of the colleges included in this study are:

1. Liberal arts colleges.
2. Currently offering business subjects.
3. Related to protestant religious denominations.
4. Co-educational.
5. Attended primarily by white students.

In addition to those characteristics common to all of the colleges, a majority of the 156 church-related colleges are very similar in other ways. The "typical" church-related liberal arts college included in this study:

1. Was established between 1870 and 1910.
2. Is located in a small city or town.
3. Enrolls between 500 and 1,000 students each year.
4. Is affiliated with the Methodist, Presbyterian, Lutheran, or Baptist denomination.
5. Is accredited by one or more regional accrediting associations.
6. Offers instruction in business subjects under the auspices of one administrative unit.
7. Aims to provide an educational program which will enable students to pursue cultural studies in a Christian environment.

CHAPTER IV

CIRCUMSTANCES SURROUNDING EDUCATION FOR BUSINESS

This investigation involves consideration of instruction in business subjects in 156 church-related liberal arts colleges. The investigation is designed primarily to reveal information concerning the present status and current trends in the development of education for business in the institutions. In Chapter III an analysis was made of the background information pertinent to the investigation. Information relative to the religion-education relationships, church-college communities, accreditation of the colleges, organization for instruction, and general objectives of the colleges was presented. On the basis of this information the generalization was reached that church-related liberal arts colleges consider their basic purpose to be that of enabling students to pursue cultural studies in a Christian environment.

Institutions of higher education which emphasize cultural development and the Christian environment appear to be unique settings for instruction in business subjects. Yet, such instruction is offered in each of the 156 church-related liberal arts colleges. An examination of the conditions surrounding education for business in the 156 institutions should reveal distinctive practices and procedures.

This chapter consists of an analysis of the circumstances surrounding education for business in 156 church-related liberal arts colleges. In it is revealed information relative to the following phases of education for business in the colleges: (1) objectives of instruction, (2) organization for instruction, (3) degrees and certificates granted, (4) subjects offered, (5) physical facilities for instruction, (6) personnel services, and (7) the business faculty.

The data for this chapter were obtained primarily from questionnaires completed by the administrators of programs of education for business in the 156 institutions. Data obtained from the catalogs of the colleges were used to supplement that obtained from the questionnaires.

Objectives of Instruction

One hundred and twenty-five of the 156 respondents involved in this study stated the objectives of education for business which existed in their institutions. An examination of the 125 responses revealed three major objectives of education for business which currently prevail in church-related colleges. The three composite statements of objectives presented here were derived through an analysis of the individual statements of the 125 respondents.

To enable students to develop an understanding of basic business and economic information which is of value to all people.--Eighty-six respondents, or 68.8 per cent of those reporting objectives, stated that to enable students to develop an understanding of basic business information is an objective of education for business. The statements

in the questionnaires indicated that the basic business information which students should understand is that information which has value to all people engaged in normal business activities.

It appears that there are three kinds of basic business information which the respondents believed should be taught to students in church-related colleges. The three kinds of information are: (1) information pertinent to the conducting of personal and social business activities; (2) information which is fundamental to the development of business and economic concepts; and (3) information relative to opportunities for careers in the business world. The following statements are some of the individual responses on which the composite statement of the first objective was based:

> To promote thinking about economic problems with critical attitudes. (15)[1]
>
> To provide students with an understanding of the business institutions of the present day. (26)
>
> To give students an understanding of the requirements, limitations, and opportunities of business. (28)
>
> To give students a broad background of general business knowledge. (30)
>
> To enable students to understand the business society better and to observe how our business economy functions. (53)
>
> To enable students to conduct their personal business affairs economically and satisfactorily. (85)
>
> To develop scientific attitudes toward the major economic problems confronting our society. (93)
>
> To develop an understanding of our economic system. (102)

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[1]The number appearing at the end of each quoted statement was assigned for compilation and reference purposes. It may be checked with the list of church-related colleges which appears in Appendix C.

> To arouse a desire within students to participate in civic activities in the community and to aid them in solving social business problems. (103)
>
> To enable students to become acquainted with the vocabulary, practices, and techniques of business. (118)
>
> To enable students to cultivate habits and practices of efficiency in business. (151)

To enable students to develop knowledges and skills which will be useful in specific business occupations.--Sixty-three, or 50.4 per cent, of the 125 respondents stated that an objective of education for business is to enable students to gain knowledges and skills which may be utilized in specific business occupations. The substantial number of individuals reporting this objective indicates that administrators of instructional programs in business in the church-related colleges are accepting responsibility for preparing individuals for specific vocations as well as for life in general.

The specific statements of the respondents indicate that there are several types of knowledge and skill involved in preparation for a specific business occupation. The student needs to acquire knowledge of such subjects as accounting and business law; he needs to acquire skills such as typewriting and shorthand; and he needs to develop traits and work habits conducive to success in a business position. The following comments are some of those upon which the statement of objective to enable students to develop knowledges and skills which will be useful in specific business occupations is based.

> To prepare accountants, bookkeepers, credit men, and junior administrators for the organized work of the church. (8)

To prepare high school business teachers in the subject content, the required skills, and the methods of teaching business subjects. (23)

To give students adequate specialized preparation so that they may be qualified to fill junior executive positions. (30)

To prepare students for secretarial positions. (54)

To enable students to develop proficiency in the vocations of their choices. (64)

To provide preparation for prospective church secretaries. (69)

To enable students to acquire the rudiments of practical business training. (93)

To provide preparation for students who contemplate establishing their own businesses. (101)

To enable students to qualify for positions in accounting. (105)

To enable young men and women to learn how to earn their own living. (140)

To enable students to develop a Christian philosophy of life.--The objective to enable students to develop a Christian philosophy of life was expressed by 31, or 24.8 per cent, of the respondents. This objective as reported by individuals engaged in education for business indicates that departments of business education in church-related colleges recognize their obligation to provide a Christian environment for their students. In seeking to attain this objective, of course, the business teachers are contributing directly to the fulfillment of the basic over-all objectives of their institutions. In the final analysis it is the avowed purpose of every church-related college to provide a Christian environment in which students may be aided in developing Christian ideals and principles. The following individual

statements are some of those which were used in formulating the composite statement of the objective pertaining to Christian philosophy.

> To provide a Christian environment for studying business subjects. (7)
>
> To develop the application of ethical and Christian principles to everyday life. (45)
>
> To aid students in organizing and unifying their experiences into workable and satisfying philosophies of life. (97)
>
> To build Christian ideals, principles, and standards. (100)

The three composite statements of objectives of education for business in the church-related liberal arts colleges were derived from an analysis of the specific statements made by the 125 administrators of programs of education for business who responded to this section of the questionnaire. It should be noted that the three objectives of education for business presented in this section have a close affinity to the basic institutional objectives reported in Chapter III. It appears that teachers and administrators in the field of education for business in the church-related colleges are fully cognizant of the overall purposes of their institutions and are endeavoring to meet the peculiar responsibilities of the church-related college. There seems to be agreement that education for business in the church-related college should enable students to gain basic business and economic information and prepare for business occupations in a Christian environment.

Organization for Instruction

Three types of organizational units for providing instruction in business subjects are utilized by the 156 church-related liberal

arts colleges. The three plans of instruction organization used are:

1. The departmental plan whereby instruction in business subjects is offered through a separate business department, functioning under the direction of a department chairman.

2. The divisional plan where instruction in business subjects is offered through a separate business department, functioning under the immediate direction of a department chairman who is ultimately responsible to a division chairman.

3. The school of business plan wherein instruction in business subjects is offered through a separate administrative unit of the institution, functioning under the direction of a dean.

The departmental plan of instructional organization exists in 84, or 53.8 per cent, of the 156 church-related colleges. In this type of organization, education for business functions under the direction of a department chairman. All phases of education for business are offered through a single department in each of 56 of the 84 institutions that utilize the departmental plan. In these 56 colleges, responsibility for coordination of instruction in business in each institution resides with the individual chairman. Instruction in business subjects is offered through two departments in each of 25 of the 84 colleges that use the departmental plan. The extent of coordination of education for business in each of the 25 institutions depends upon the degree of cooperation between the department heads. In the remaining 3 of the 84 colleges, three departments offer instruction in different phases of education for business. Responsibility for coordination of instruction in business in these three institutions resides with the chairmen of the departments. In actual practice, circumstances exist in many of

the church-related colleges whereby the chairman of one instructional department is also chairman of another related department. Where the chairman of one department offering instruction in business subjects is also the head of another business department, the two departments actually function as one.

A lack of uniformity exists in the titles used by the 84 colleges to designate the departments in which instruction in business subjects is offered. Seventeen different titles are used by the 84 institutions. The 17 titles of the business departments in church-related colleges that utilize the departmental plan of instructional organization are:

Business
Business Administration
Business Administration and Commercial Education
Business Administration, Economics, and Secretarial Science
Business Administration and Secretarial Science
Business Administration and Social Science
Business Education
Business Skills
Commerce
Commercial Arts
Economics
Economics and Business
Economics and Business Administration
Economics and Business Education
Economics and Commerce
Secretarial Science
Social Science

The departmental designation most frequently used by the 56 church-related colleges which center instruction in education for business in single departments is Department of Economics and Business Administration. In the 25 colleges in which education for business is the responsibility of two departments, the combination of titles most frequently used is Department of Economics and Department of Business

Administration. In the three colleges in which education for business is offered through three different departments, the combination of titles used in each instance is Department of Economics, Department of Business Administration, and Department of Secretarial Science.

Seventy-one, or 45.5 per cent, of the 156 colleges utilize the divisional plan of instructional organization. Responsibility for co-ordination of instruction in the various phases of education for business in each of these institutions is under the immediate direction of the chairman of the business department. The chairman of the business department, in turn, is responsible to the division chairman. The divisional organizations in these 71 institutions are designated by 17 different titles. The 17 titles of divisions in which instruction in business subjects is offered are:

Applied Arts
Applied Arts and Sciences
Applied Arts and Vocations
Business
Business Administration
Business Administration, Economics, and Commercial Arts
Business Administration and Secretarial Science
Commerce
Economics and Business Administration
Man and His Vocations
Practical Arts and Letters
Professional Studies
Social Sciences
Vocational Arts
Vocational Arts and Letters
Vocational and Professional Training
Vocational Training

The title most frequently used to designate divisions in which instruction in business subjects is offered is Division of Social Sciences. This title is used by 51 of the 71 institutions that utilize the divisional plan of instructional organization. The remaining 20

institutions offer instruction in business subjects in applied or vocational arts divisions. In 7 of the 20 applied arts divisions, business subjects constitute the entire offering.

The school of business plan of instructional organization is used by Oklahoma City University for the administration of education for business. Instruction is provided in the following fields of business: accounting, economics, finance, general business administration, management, marketing, secretarial administration, and business teacher preparation. Coordination of instruction in the various phases of education for business is under the direction of the Dean of the School of Business.

The data in this section indicate that there is a great variety in the titles used to designate organizational units in which instruction in business subjects is offered in the 156 church-related colleges. Certain variations in titles may indicate differences in emphasis in particular phases of instruction in business and economics. In the past, the subject of economics has been offered primarily with a social science approach. Only in recent years has the subject matter of economics taken on significance as preparation for a career in business. The word "economics" in the name of a department or division continues to suggest an emphasis on the development of culture. The words "business administration" suggest that the emphasis in instruction is on the development of business leadership. The words "secretarial science" suggest that instruction in the particular department is concerned primarily with specific subject matter that constitutes preparation for secretarial positions.

It should be noted that instruction in business subjects in the church-related colleges is not confined to organizational units where the primary purpose is to provide instruction in business subjects. In two instances, all phases of business are offered through social science departments where other subject matter predominates. Instruction in certain business subjects is frequently offered through departments of instruction other than business departments. The departmental placement of instruction in business communication, business education methods, business statistics, economic history of the United States, consumer economics, and business mathematics is not uniform.

Degrees and Certificates Granted

The variations which exist in the titles of organizational units in which instruction in education for business is offered are reflected in the degree programs provided. Within the organizational units, students pursue educational programs leading to degrees and certificates in business.

As already indicated, the most frequently recurring title used to designate departments of instruction in which business subjects are offered is Department of Economics and Business Administration. Likewise, the degree program most frequently provided is in general business administration. Business administration is offered as an area of concentration in 126, or 80.8 per cent, of the 156 church-related colleges. Economics, business teacher preparation, secretarial administration, and accounting are also offered as areas of concentration by many of the church-related colleges. Table II, page 68, indicates

TABLE II

AREAS OF CONCENTRATION OF STUDY LEADING TO DEGREES IN BUSINESS OFFERED BY 156 CHURCH-RELATED LIBERAL ARTS COLLEGE

Areas of Concentration	Number of Colleges	Per Cent of 156 Colleges
Business Administration	126	80.8
Economics	63	40.4
Business Teacher Preparation	50	32.1
Secretarial Administration	42	26.9
Accounting	28	17.9
Marketing	12	7.7
Finance	6	3.8
Personnel Administration	5	3.2
Industrial Management	4	2.6
Management	4	2.6
Medical Secretarial	4	2.6
Church Secretarial	3	1.9
Economics and Sociology	2	1.3
Clerical Training	2	1.3
Pre-law	1	.6
Business Organization	1	.6
Insurance	1	.6
Production	1	.6
Public Administration	1	.6
No degree program offered in business	8	5.1

the areas of concentration leading to degrees in business which are available to students in 156 church-related colleges.

An examination of the catalogs of the 156 church-related colleges included in this investigation indicates that degree programs in business are offered by 148 of the institutions. Eighty-six of the 148 colleges offer only one degree, although that degree is not the same in all of the colleges. All students who complete degree requirements in business in each of the 86 institutions are granted the same degree, no distinction being made for variations in the programs of study pursued. In 62 of the 148 institutions, the degree granted in business depends upon the area of concentration in which work is completed.

The two degrees most frequently offered by the colleges included in this study are the Bachelor of Arts and the Bachelor of Science degrees. The Bachelor of Arts degree is granted to students completing requirements in business in 127, or 81.4 per cent, of the 156 church-related colleges. In 56, or 35.9 per cent, of the colleges, the Bachelor of Science degree is granted. Table III, page 70, indicates the extent to which nine different degrees are granted by the 156 church-related colleges.

The distinctions made in requirements for the Bachelor of Arts degree and the Bachelor of Science degree are not uniform among the 156 colleges. Certain of the institutions reserve the Bachelor of Arts degree for students who complete specific requirements in such areas as: humanities, social sciences, religion, and fine arts. These institutions may grant the Bachelor of Science degree to students who complete degree requirements in natural science. For example, Iowa

TABLE III

DEGREES GRANTED IN BUSINESS IN 156 CHURCH-RELATED LIBERAL ARTS COLLEGES

Degrees Granted	Number of Colleges	Per Cent of 156 Colleges
Bachelor of Arts	127	81.4
Bachelor of Science	56	35.9
Bachelor of Science in Business Administration	21	13.5
Bachelor of Business Administration	5	3.2
Bachelor of Science in Secretarial Science	3	1.9
Bachelor of Arts in Business Administration	1	.6
Bachelor of Science in Business Education	1	.6
Bachelor of Science in Commerce	1	.6
Bachelor of Science in Economics	1	.6
No degrees granted in business	8	5.1

Wesleyan College grants the Bachelor of Arts degree to students who complete requirements in any department or division of the college. The Bachelor of Science degree is granted only to students who complete the requirements for graduation in the areas of biology, chemistry, physics, or in the Division of Natural Sciences. Buena Vista College follows somewhat the same procedure in distinguishing between the two degrees. The Bachelor of Arts degree is conferred upon students who complete the requirements for graduation in the areas of social science, art, Bible, business administration, English, history, mathematics, music, physical education, and sociology. Students who complete the requirements for graduation in the areas of general science, biology, chemistry, mathematics, or physics are granted the Bachelor of Science degree.

Certain church-related colleges differentiate between the Bachelor of Arts and the Bachelor of Science degrees in terms of professional specialization rather than in terms of the areas of concentration completed. These institutions grant the Bachelor of Arts degree to students who complete requirements primarily in the arts and sciences. The Bachelor of Science degree is conferred upon students who complete requirements for graduation in such specialized, or professional, areas as: business, home economics, and education. For example, Olivet Nazarene College grants the Bachelor of Arts degree to students who complete the requirements for graduation in the following areas: biology, chemistry, classical language, English, French, history, mathematics, philosophy, psychology, sociology, and zoology. The Bachelor of Science degree is granted to students who complete the

requirements for graduation in the professional areas of education, secondary education, music education, business administration, and home economics. While Anderson College grants the Bachelor of Arts degree to students who complete the requirements for graduation in any area in which the college offers a major, the Bachelor of Science degree is granted only to students in four areas of specialization: business, teacher education, music, and religious education.

Analysis of Table III, page 70, reveals that only a few institutions included in this investigation offer specialized degrees in business. The Bachelor of Science in Business Administration degree, the most frequently offered degree other than the Bachelor of Arts or the Bachelor of Science, is granted by only 21 of the colleges and the Bachelor of Business Administration degree is granted by only 5 institutions. If the types of degrees granted by the church-related liberal arts colleges are indicative of the extent of specialization permitted in fields of business, it appears that church-related colleges are not offering highly specialized programs of instruction in business. This lack of extreme specialization is in accord with the basic objectives of the institutions as indicated in Chapter III.

Educational programs leading to certificates of achievement are offered by 58 of the church-related liberal arts colleges included in this study. The one- and two-year certificate programs commonly require work in business subjects which is also included in the four-year degree programs in business. Only two of the colleges which offer certificate programs do not offer four-year degree programs. In the remaining 56 institutions which offer one- and two-year certificate

programs in business, students who earn certificates may continue their studies for degrees in business without loss of academic credit.

All of the 58 church-related colleges which offer certificate programs in business grant general secretarial certificates. Three of the colleges which offer programs of instruction leading to general secretarial certificates also offer programs culminating in medical secretarial certificates. Two colleges offer educational programs leading to church secretarial certificates. No college offers programs leading to both medical secretarial certificates and church secretarial certificates.

Only a few of the church-related liberal arts colleges offer programs of instruction leading to certificates in other fields than secretarial science. Five colleges offer programs leading to certificates in general business; three offer programs leading to certificates in accounting; and one offers an educational program leading to a certificate in salesmanship.

Analysis of the programs of instruction leading to certificates in business indicates that the two-year sequence is more frequently offered than the one-year sequence. Table IV, page 74, constitutes a summary of data relative to the areas in which one- and two-year certificate programs are offered by the 156 church-related liberal arts colleges included in this investigation.

Business Subjects Offered

An impressive array of subjects is offered in the area of business by the 156 church-related liberal arts colleges included in this

TABLE IV

AREAS OF CONCENTRATION OF SUBJECTS LEADING TO CERTIFICATES IN BUSINESS OFFERED BY 156 CHURCH-RELATED LIBERAL ARTS COLLEGES

Certificate Programs	Sequences		Number of Colleges	Per Cent of 156 Colleges
	1-Year	2-Year		
Secretarial	5	53	58	37.2
General Business.	0	5	5	3.2
Accounting.	1	2	3	1.9
Medical Secretarial	0	3	3	1.9
Church Secretarial.	0	2	2	1.3
Salesmanship.	0	1	1	.6
No certificate program offered in business	0	0	98	62.8

study.[2] The extensiveness of the business offering cannot be attributed to variations in nomenclature in various colleges; the different titles used to designate the same or very similar business subjects are not listed separately. For example, the term "Business Finance" is used in this report to designate both business finance and corporation finance as listed in the college catalogs. Likewise, the term "Foreign Trade" is used to designate either foreign trade or international trade. Furthermore, the term "Business Communication" designates business communication, business English, and business correspondence. A careful analysis of catalog descriptions of the subjects was made to insure proper designation of subjects.

To facilitate discussion in this section, the business subjects offered by the 156 church-related liberal arts colleges are grouped into 11 related fields and the offerings in each of the fields are discussed separately. No rigid standards were used to determine various fields of instruction to be discussed here; the 11 groups merely provide a convenient approach to analysis of the individual business subjects offered by the 156 institutions. The business subjects offered are classified in terms of instruction in: (1) accounting, (2) business communication, (3) business education methods, (4) business law, (5) business management, (6) business statistics, (7) economics,

[2]The data obtained concerning the business subjects offered in the 156 colleges were extensive and resulted in voluminous tabulations. Most of the tabulated information was placed in the appendixes of this report so that the continuity of the report might not appear to be interrupted. Information relative to the frequency of offering various business subjects is presented in Appendix D, enrollment data are provided in Appendix E, and the credit granted for the completion of business subjects is summarized in Appendix F.

(8) finance, (9) geography, (10) marketing, and (11) secretarial science. In addition to the 11 fields of instruction in business, opportunities are provided in some of the colleges to do independent study or to participate in work experience programs. Independent study, independent readings, seminars, honors courses, and work experience programs transcend subject-matter boundaries and cannot be accurately classified in the 11 fields of instruction.

In Table V, page 77, data are summarized relative to the subject offerings in the 11 fields of education for business in the school year 1953-1954. The data indicate that 165 different business subjects were offered in the 156 church-related colleges. The 165 business subjects were offered 4,866 times. It should be noted that enrollment data were not available for all of the business subjects offered. Eighty-five respondents reported complete enrollment data on all subjects offered in their business departments, 46 respondents reported enrollments in certain business subjects, and 25 respondents did not report enrollment data. Therefore, the information presented relative to enrollments in business subjects is limited to the offerings for which data were available. The most popular fields of business in terms of total number of offerings and total enrollments reported were secretarial science, accounting, and economics.

More offerings were reported in the field of secretarial science than in any other field of education for business. The 23 secretarial subjects listed were offered 1,094 times. The enrollment in 777 of the secretarial subjects offered totaled 12,032 students. The information obtained in this investigation indicates that secretarial subjects are

TABLE V

SUMMARY OF DATA RELATIVE TO THE OFFERING OF EDUCATION FOR BUSINESS IN 156 CHURCH-RELATED LIBERAL ARTS COLLEGES

Business Field	Number of Colleges Offering One or More Subjects	Number of Different Subjects Offered	Total Number of Offerings of Subjects	Number of Offerings In Which Enrollments Were Reported	Total Enrollment Reported for 1953-1954	Per Cent of Total Enrollment
Secretarial Science	127	23	1,094	777	12,032	17.4
Accounting.	152	24	905	682	12,267	17.7
Economics	154	21	824	610	17,115	24.7
Finance	139	28	542	400	6,861	9.9
Marketing	131	26	499	349	6,426	9.3
Business Management	101	12	276	211	5,070	7.3
Business Law.	142	9	238	194	4,468	6.5
Business Statistics	98	2	108	83	1,289	1.9
Business Education Methods.	73	5	85	63	384	.6
Business Communication. . .	77	4	93	47	835	1.2
Geography	70	4	88	64	1,840	2.6
Independent and Special . .	70	7	114	79	684	.9
Totals.		165	4,866	3,559	69.271	100.0

designed to enable students (1) to prepare for employment in business offices, (2) to prepare to teach business subjects in secondary schools, and/or (3) to supplement their preparation in other fields of endeavor. It is undoubtedly true that enrollments in secretarial subjects are substantial because of the multiple ways in which secretarial skills may be used.

Twenty-four different accounting subjects were offered 905 times by the church-related colleges included in this study. Actually, 152, or 97.4 per cent, of the 156 colleges offer one or more accounting subjects. Enrollments resulting from 682 of the offerings in accounting totaled 12,267 students. The large number of offerings in accounting may be attributed to the fact that, in general, all business students are expected to complete at least the one-year course involving a study of accounting principles.

There were 824 different offerings of economics subjects reported in the 156 church-related colleges. Twenty-one different economics subjects were offered by 154, or 98.7 per cent, of the 156 colleges. Enrollments resulting from 610 of the offerings in economics totaled 17,115 students. The total number of offerings in the fields of secretarial science and accounting in which enrollment data were available exceeded the number in economics. Yet, the total enrollment reported in economics subjects far exceeded the enrollment reported in either secretarial science or accounting. It is evident that enrollments in economics subjects tend to be higher than enrollments in either secretarial subjects or accounting subjects. Since a knowledge of the fundamental principles of economics is basic to a study of other fields

of business as well as of the upper-level economics subjects, students who pursue degree programs in business are generally required to complete the first course in economics which provides a study of economic principles. The popularity of the field of economics is no doubt due to the widespread recognition of the contribution which a knowledge of economic principles makes to the social science core requirements of liberal arts colleges. Students frequently enroll in the basic economics subjects even though their major fields of interests are not in the area of business.

Methods of extending the offerings in education for business are utilized by some of the church-related liberal arts colleges. In general, the institutions are small, enrolling fewer than 1,000 students each year in their regularly-scheduled classes. Individual colleges frequently lack instructors and facilities for offering a wide range of business subjects. A majority of the 156 colleges rely upon one or more of the following methods of extending their offerings in business subjects to students: summer session classes, evening classes, off-campus classes, and correspondence instruction.

One hundred and twenty-one, or 77.6 per cent, of the 156 colleges offer instruction in business subjects in summer sessions as a means of extending their offerings in business. Instruction in business subjects is offered in summer session classes occasionally by 44 church-related colleges, and regularly by 77 colleges. Instruction in business subjects in evening classes is offered less frequently than instruction in summer session classes. Instruction in business subjects is offered in evening classes occasionally by 29 colleges and regularly

by 46. In all, 75, or 48.1 per cent, of the 156 colleges offer instruction in business subjects by means of the evening class arrangement. Only 26, or 16.7 per cent, of the 156 colleges offer instruction in business subjects by extension or off-campus classes. Such instruction is offered occasionally by 15 colleges and regularly by 11. Even fewer church-related colleges offer instruction in business subjects by correspondence. Actually, correspondence work is offered occasionally by 8 colleges and regularly by another 8. It is evident from this analysis that the church-related liberal arts colleges included in this study frequently offer instruction in business subjects in summer sessions, but do not generally offer such instruction in evening classes, extension or off-campus classes, or by correspondence.

Alternating business subjects which are in little demand is a common practice in the church-related colleges. Generally, upper-level subjects are offered in alternate years. In a few instances, these subjects are offered only when there is sufficient demand for them.

In the following sections of this chapter, analysis is made of the offerings in each of 11 fields of instruction in education for business. The discussion includes information relative to the following circumstances: (1) individual subjects offered, (2) frequency of offering subjects, (3) enrollments, (4) credit granted, (5) contemplated additions to the subject-matter offerings, and (6) departmental placement of certain subjects. The data for this section were obtained from analysis of the questionnaires completed by the administrators of programs of instruction in business in 156 church-related colleges. Respondents were consistent in providing information which was available

to them. Data relative to enrollments in individual subjects, however, were not readily accessible. Consequently, certain respondents could not report enrollment statistics. Nevertheless, adequate enrollment data were available to enable certain comparisons to be made of enrollments in various business subjects.

In the sections which follow, the offerings in the various fields of business are discussed separately. For convenience of reference, the 11 fields of instruction are arranged in alphabetic order.

Accounting

Accounting is offered by 152 of the 156 church-related colleges included in this investigation.[3] The number of colleges offering instruction in accounting is exceeded only by the number offering work in the field of economics. Instruction in economics is offered by 154 of the church-related colleges. Twenty-four different accounting subjects are offered by the colleges. These subjects ranged from instruction in elementary bookkeeping procedure to a comprehensive review of problems encountered in certified public accountant examinations. Of course, not all of the 152 colleges that offer instruction in accounting make available to students all of the 24 accounting subjects. Principles of Accounting is the only subject offered by all of the 152 colleges.

Six of the 24 accounting subjects offered by the church-related colleges are taught in a majority of the institutions. Information

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[3]For complete data concerning the subject of accounting and of each of the subjects discussed in this section, reference should be made to Appendixes D, E, and F.

concerning the number and per cent of the 156 colleges which offer these six accounting subjects is provided in the following summary:

Accounting Subjects Offered By a Majority of the Colleges	Number of Colleges	Per Cent of 156 Colleges
Principles of Accounting (first semester)	152	97.4
Principles of Accounting (second semester)	148	94.9
Intermediate Accounting	124	79.5
Elementary Cost Accounting	104	66.7
Advanced Accounting	96	61.5
Elementary Income-Tax Accounting	85	54.5

The basic principles of accounting are commonly taught in a two-semester sequence of subjects. The summary of accounting subjects offered indicates that 152, or 97.4 per cent, of the 156 church-related liberal arts colleges offer the first semester of Principles of Accounting and that 148, or 94.9 per cent, offer the second semester of the subject. Thus, four colleges offer no instruction in accounting and four others limit their offering in accounting to a single subject. Most of the colleges, however, offer specialized or upper-level accounting subjects as well as the basic course in accounting principles.

While 66.7 per cent of the 156 colleges offer Elementary Cost Accounting and 54.5 per cent offer Elementary Income-Tax Accounting, it should be noted that only 10.3 per cent offer Advanced Cost Accounting and that only 4.5 per cent offer Advanced Income-Tax Accounting. The only subject matter in accounting that is commonly offered in a two-semester sequence is that involving the general principles of accounting.

The first and second semesters of Principles of Accounting are commonly offered in the first and second semesters of each school year.

Other accounting subjects are commonly offered in alternate years only. By alternating accounting subjects, a college is enabled to offer a comparatively wide selection of subjects with only a limited number of instructors.

Average enrollments in 1953-1954 in each of the two subjects involving the principles of accounting were more than double the enrollments in any other accounting subject. This extreme variation in enrollments becomes even more significant when one realizes that instruction in the elementary principles of accounting is ordinarily offered at least once each year while instruction in other phases of accounting is commonly offered only once in two years. It is apparent that large numbers of students in the church-related colleges enroll in elementary accounting subjects and many students pursue the study of accounting into the intermediate theory of accounting. Few students, however, continue the study of accounting into the advanced and technical phases.

In the first semester of Principles of Accounting, enrollments in 1953-1954 ranged from 5 to 183 students and averaged 33.6 students per college. Second semester enrollments in Principles of Accounting decreased slightly, ranging from 5 to 128 students and averaging 27.4 students per college. In contrast to the comparatively high enrollments reported in Principles of Accounting, enrollments in Intermediate Accounting ranged from 2 to 84 students and averaged 11.5 students per college; in Advanced Accounting, enrollments ranged from 1 to 21 students and averaged 9.8 students per college; in Elementary Cost Accounting, enrollments ranged from 2 to 51 students and averaged 11

students per college; and in Elementary Income-Tax Accounting, enrollments ranged from 1 to 51 students and averaged 14.4 students per college. These circumstances indicate that the primary demand for instruction in accounting in the church-related colleges included in this study exists in the basic instruction pertaining to elementary accounting principles.

The evidence in this study indicates that four classes in accounting were taught in church-related colleges in the school year 1953-1954 with only one student in each class, and that 94 classes were taught with not over five students enrolled. The practice of offering accounting subjects in which enrollments are extremely low should undoubtedly be appraised in the light of the needs of the individual institutions and the availability of such instruction in other colleges and universities located in the vicinity.

The amount of credit granted for the satisfactory completion of an accounting subject is almost invariably 3 semester hours. The most significant variations from this practice occur with regard to the two semesters of Principles of Accounting. Twenty-seven colleges grant 4 semester hours of credit for the completion of each of the two semesters of Principles of Accounting.

The subject-matter offerings in accounting appear to be adequate to fulfill the need for instruction in accounting in the church-related colleges included in this study. Only nine respondents indicated one or more accounting subjects which they believed should be included in the offerings of their institutions. The subjects for which need was expressed are: Intermediate Accounting, Advanced Accounting, Machine

Accounting, Governmental Accounting, and Budgetary Accounting. It should be noted that two of the foregoing subjects, Intermediate Accounting and Advanced Accounting, are currently offered by a majority of the 156 colleges and that the other three accounting subjects are offered by only a few of the colleges.

It appears that the accounting subjects offered by the 156 church-related liberal arts colleges are in general similar to the accounting subjects offered by public and independent institutions. A comparison of the data in this section with the data obtained by Null[4] concerning the offering of accounting in the colleges and universities of Oklahoma indicates that titles of subjects and catalog descriptions are much the same. Only one subject offered in just two church-related colleges is especially unique. The subject entitled "Denominational Accounting" is taught in two church-related colleges for the purpose of preparing individuals to fulfill the duties of accountants in religious institutions.

In only a few instances have accounting instructors developed materials especially for instruction in church-related colleges. These materials consist primarily of short units of instruction included in various accounting subjects. In two instances, practice sets have been prepared by instructors for use in Denominational Accounting. The purpose of developing such teaching material is to enable students to make direct application of accounting principles to business transactions involving church funds.

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[4]Elsie La Hassa Null, "Accounting at the Collegiate Level" (Unpublished Ed. D. dissertation, University of Oklahoma, Norman, 1954).

Business Communication

The study of business communication involves the application of effective expression to business writing. A knowledge of the psychological aspects of business and a familiarity with business terminology form a useful foundation for successful communication in business. Instruction in business communication generally involves application of the principles of effective business writing to the solution of problems encountered in business activities including selling goods by mail, granting and refusing credit, collecting accounts, adjusting complaints, and writing business reports.

Instruction in business communication is offered in 121 of the 156 church-related colleges. The instruction is provided through departments of business in 77 of the 121 colleges. Such instruction is provided by means of a single one-semester subject in 65 of the 77 church-related colleges. It consists of a two-semester sequence of subjects in 21 other colleges. Only three church-related colleges offer Direct Mail Advertising as a third semester of instruction in business communication and two colleges offer Report Writing.

In 54 of the 77 colleges that offer Business Communication as a one-semester subject, it is offered at least once a year; in 20 colleges, it is offered only in alternate years; and in 3 colleges, it is offered only on demand. When the subject is taught as a two-semester instructional sequence, it is commonly offered in alternate years. In 8 of the 12 colleges that offer the second semester of Business Communication, the subject is offered only in alternate years. In the colleges offering

instruction in Direct Mail Advertising and Report Writing, the subjects are offered only infrequently as occasions demand.

In the colleges reporting enrollments for the first semester of Business Communication, the enrollments ranged from 4 to 60 students with an average of 17.5 students per college. The enrollments reported for the second semester of the subject ranged from 12 to 30 students with an average of 22.3 students per college.

The credit commonly granted for the satisfactory completion of the first semester of Business Communication is 3 semester hours. Fifty-one of the 77 colleges that offer the subject grant 3 semester hours of credit for its completion. However, 17 colleges grant only 2 semester hours of credit for the completion of the first semester of Business Communication. It appears to be the general practice to grant 3 semester hours of credit for the second semester of the subject.

Apparently the current subject-matter offerings in the field of business communication are adequate to fulfill the need for such instruction in the church-related colleges included in this study. Only one respondent, in a church-related college where such instruction was not being offered, indicated a need for instruction in business communication. From no college where one or more semesters of instruction were being offered was there an indication that additional instruction was needed.

In addition to the instruction in business communication provided in departments of business by 77 church-related colleges, 43 of the 156 colleges offer such instruction through departments of English. In all, 121 church-related colleges included in this study offer

instruction in business communication. Information regarding the 43 cases where business communication is offered through departments of English is not included in the data for this study.

The practice of offering instruction in business communication through departments of English may insure that the subject is taught by individuals thoroughly versed in the basic principles of English usage. When business communication is offered through departments of business, it is likely to be taught by individuals thoroughly acquainted with the business problems to be solved by means of business writing. Perhaps only in occasional circumstances is the subject taught by individuals who are fully prepared in both aspects of the subject.

Business Education Methods

In recent years there has developed at the collegiate level a need for instruction in methods of teaching business subjects in secondary schools. Instruction in general methods of teaching has not fulfilled the peculiar needs of students who plan to teach business subjects involving technical business information and business skills. In many colleges and universities, such instruction is offered by means of a single subject which provides instruction in methods of teaching all secondary school business subjects. In other colleges and universities, instruction in methods of teaching business subjects is offered by means of two or more subjects dealing with specific phases of secondary school business education. These latter institutions offer such instruction as: methods of teaching basic business subjects, methods of teaching bookkeeping, and methods of teaching secretarial subjects.

Instruction in methods of teaching business subjects in secondary schools is offered in 98 of the 156 church-related colleges. The instruction is provided by departments of business in 74 of the 98 colleges. Nearly all of the colleges that offer such instruction provide a one-semester subject which enables students to obtain specific preparation for teaching both basic business information and business skills.

Fifty-nine of the 74 colleges offering instruction in business education methods through departments of business offer Methods in Business Education as a one-semester subject providing instruction in methods and techniques of teaching all secondary school business subjects. A subject dealing specifically with methods of teaching secretarial subjects is offered by 14, or 9 per cent, of the colleges. This subject includes instruction in methods of teaching subjects involving the use of the business skills of typewriting and shorthand. A subject dealing specifically with methods of teaching bookkeeping is offered by 6, or 3.8 per cent, of the colleges. Three colleges offer instruction which involves methods of teaching basic business subjects. Included in this instruction are methods and materials for teaching such basic business subjects as generalbusiness, business arithmetic, business law, business English, and business economics.

Student teaching for prospective business teachers provides students with the experience of observing teachers of secondary school business subjects in classroom situations and of teaching these subjects themselves. Such experience is commonly supervised by departments of education. In his study of 90 teacher-training institutions in the

United States, Bast found that:

> . . . the education department of the teacher-training institutions is responsible for assigning student teachers to teach specific subjects and for supervising them during their teaching.[5]

Apparently the education departments of the church-related colleges also have the responsibility of assigning and supervising student teachers. Only three colleges reported the offering of instruction in student teaching through departments of business. The remaining church-related colleges that provide practice teaching for prospective business teachers offer such instruction through departments of education.

The frequency of offering instruction in methods of teaching business subjects in secondary schools varies. Such instruction is seldom offered more often than once each year. The common practice appears to be to offer the instruction in alternate years or on demand. Methods in Business Education, including instruction in all phases of business education methods, is offered in alternate years or on demand by 33 of the 59 colleges which offer the subject. It is offered each year by 25 colleges and two times a year by 2 colleges. Other subjects which provide instruction in methods of teaching business subjects are commonly offered in alternate years or on demand also.

Enrollments in 1953-1954 were comparatively low in subjects in which instruction in methods of teaching business subjects in secondary schools was provided. The highest enrollments were reported in Methods in Business Education, where the range was from 1 to 18 students and the average was only 6.2 students per college.

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[5]Bast, op. cit., p. 103.

Thirty of the 59 colleges that offer Methods in Business Education grant 2 semester hours of credit for its completion and 21 colleges grant 3 semester hours of credit. Although many of the colleges grant 3 semester hours of credit for instruction in business education methods subjects, the prevailing practice appears to be to grant only 2 hours credit.

Analysis of the completed questionnaires reveals that 5 classes in business education methods were taught in the school year 1953-1954 with only one student in each class, and that 38 classes were taught with not more than 5 students enrolled. The practice of combining instruction in methods of teaching basic business subjects, methods of teaching bookkeeping, and methods of teaching secretarial subjects may be a partial solution to the problem of small enrollments. Offering these subjects in alternate years or on demand may be another means of avoiding extremely small enrollments. Yet, if it is determined that it is necessary to offer such instruction each year in order to adequately prepare prospective business teachers, it may be desirable to offer business education methods subjects annually in spite of the small enrollments that may be expected.

Respondents evidently believe that their offerings in methods of teaching business subjects are adequate. One respondent in an institution that does not currently offer instruction in business education methods, however, indicated a need for subjects which would enable students to qualify for state teachers' certificates in the field of business education.

In addition to the 74 church-related colleges that offer instruction in methods of teaching business subjects through departments of business, 24 colleges offer such instruction through departments of education. In all, instruction in business education methods is offered in 98 of the 156 colleges. Specific information relative to the offering of instruction in methods of teaching business education subjects through departments of education is not included in this report.

In instances where instruction in methods of teaching secondary school business subjects is offered through departments of education, the instruction is given by teachers who have an educational background in the field of education. In those colleges where the instruction is provided through departments of business, the instruction is given by teachers who are thoroughly prepared in the field of business, and who are teaching business subjects on the collegiate level. Undoubtedly there are instructors of business education methods in the church-related colleges who have a comprehensive background in the field of education and who also have extensive preparation in the techniques and skills of business.

Business Law

The subject of business law involves a study of the fundamental legal principles of law which relate to the usual business transactions and the application of the general principles to definite situations. The application of the principles of law is generally accomplished through the briefing, or analyzing, of actual court case materials.

Among the topics commonly included in the study of business law are the principles of law applicable to contracts, agency agreements, sales, negotiable instruments, partnerships, corporations, real and personal property, insurance, and the regulation of trade.

Instruction in the general principles of business law is provided in a one-semester subject in 57 of the 156 church-related colleges. In another 84 colleges, the instruction is provided through a two-semester sequence of subjects. In all, 141, or 90.3 per cent, of the 156 church-related colleges offer instruction in the elementary principles of business law.

The law of contracts is basic to the study of all specialized forms of law. In the general survey of principles of business law, a large portion of the time is often devoted to a study of the elements of contracts. Four church-related colleges offer instruction which involves a detailed study of the law of contracts. Three of the colleges that offer this instruction also offer two semesters of the subject pertaining to elementary principles of business law. For one college, a study of contracts is the only offering in the field of business law.

Specialized business law subjects are offered by six church-related colleges. Corporation Law is offered by 3 colleges; Negotiable Instruments, by 2; and The Law and Ethics of the Press, Insurance Law, Real Estate Law, and The Law of Common Carriers, by one each.

In general, business law subjects are offered each year. The first semester of the survey course in business law is offered at least once each year by 92 of the 141 colleges that offer the subject and in

alternate years or on demand by 49 colleges. The second semester of the survey course is offered at least once a year by 61 of the 84 colleges that offer it and in alternate years or on demand by 23 colleges. The colleges that offer instruction in contracts and in the other upper-level business law subjects commonly offer the instruction at least once a year.

In the first semester of the general survey course in business law, enrollments in 120 offerings ranged from 2 to 86 students and averaged 23.2 students per college. Enrollments in the second semester decreased slightly. In 66 offerings, enrollments ranged from 6 to 81 students and averaged 22.6 students per college. In the other business law subjects, enrollments tended to be approximately the same as in the survey course.

The practice of granting 3 semester hours of credit for the successful completion of each business law subject strongly predominates. Over 75 per cent of the colleges that provide instruction in the elementary principles of business law allow 3 semester hours of credit for the completion of each semester. All of the colleges that offer business law subjects in addition to the general survey of business law grant 3 semester hours of credit for their completion.

Subject-matter offerings in business law are apparently adequate to fulfill the need for such instruction in the business departments of the church-related colleges. Only two respondents in colleges where the subject is not currently taught indicated that business law subjects were needed in their institutions.

Business Management

A study of business management involves instruction in the policies and procedures which are best suited to the efficient organization of a business enterprise. A knowledge of the organization and management of business enterprises is an aid to one who is planning a career in the field of business. One of the primary objectives of education for business in the church-related colleges included in this investigation is to enable students to develop knowledges and skills which will be useful in specific business occupations. Included in this objective is preparation for junior executive positions.

While instruction in one or more business management subjects is offered by 83 church-related colleges, only one of the subjects is offered by a majority of the colleges. Business Organization is offered as a one-semester subject by 57 of the 156 colleges and as a two-semester sequence of subjects by 26 other colleges. Introduction to Business and Personnel Management are offered as two-semester courses by 3 colleges each.

Practice varies with regard to the frequency of offering business management subjects. Most of the colleges, however, offer these subjects every year or every other year. Business Organization is offered every year by 44 colleges, in alternate years by 33, and on demand by 4. Personnel Management is offered every year by 27 colleges, in alternate years by 26, and on demand by 5. Introduction to Business is offered at least once a year by 50 colleges and in alternate years by 5.

Enrollments reported in 41 offerings of Introduction to Business in 1953-1954 ranged from 8 to 125 students and averaged 36.6 students per college. In view of the fact that this subject is commonly offered every year, it appears that comparatively large numbers of students enroll in it. Eighty-seven offerings of the first semester of Business Organization resulted in enrollments ranging from 4 to 89 students and averaging 19.7 students per college. In Personnel Management, enrollments in 46 offerings ranged from 2 to 67 students and averaged 22.4 students per college.

The practice of granting 3 semester hours of credit for the satisfactory completion of each business management subject strongly predominates. In none of these subjects is there a tendency to vary from this practice. Seventy-two of the 83 colleges that offer Business Management grant 3 semester hours of credit for it. Of the 58 colleges that offer Personnel Management, 48 of them grant 3 semester hours of credit for the subject. Forty-one of the 55 colleges that offer Introduction to Business grant 3 semester hours for it.

The subjects offered in the field of business management are apparently adequate to fulfill the needs of the church-related colleges. Only three business management subjects were listed as needed: Business Ethics, Personnel Management, and Industrial Relations. Although Personnel Management and Industrial Relations are both offered by other church-related colleges, none of the 156 colleges included in this investigation reported the offering of Business Ethics. Undoubtedly the subject of business ethics is given consideration in many business subjects in these colleges.

Business Statistics

A knowledge of the statistical process aids the business man in interpreting relationships between data and provides him with a means of detecting trends in operation. The statistical process is applied to such items as labor turnover, absenteeism, incentive systems, accidents, and selection of employees.

Two business statistics subjects are offered in the 156 church-related colleges: Elementary Statistics and Advanced Statistics. Business statistics is offered as a one-semester subject by 88 colleges and as a two-semester sequence of subjects by 10 other colleges. In all, 98, or 62.8 per cent, of the 156 colleges offer instruction in business statistics.

Little uniformity exists with regard to the frequency of offering the first semester of business statistics. While 50 colleges offer Elementary Statistics in alternate years or on demand, 48 colleges offer the subject one or more times a year. When a second semester of the subject is offered, it is commonly offered every year.

Enrollments in 75 offerings of Elementary Statistics ranged from 3 to 92 students and averaged 15.6 students per college. In Advanced Statistics, enrollments in 8 offerings ranged from 3 to 40 students and averaged 15.1 students per college.

It is the practice of the colleges that offer instruction in business statistics to grant 3 semester hours of credit for the completion of each semester of the subject. Eighty-six of the 98 colleges that offer Elementary Statistics grant 3 semester hours of credit for it.

Of the 10 colleges that offer Advanced Statistics, 9 grant 3 semester hours of credit for its completion.

Apparently the respondents believed that their offerings in business statistics were adequate. From none of the respondents was there an indication that additional instruction in business statistics was needed in their institutions.

Business statistics is taught in other departments of instruction almost as frequently as it is taught in business departments. Approximately 55 per cent of the colleges that offer the subject teach it through departments of business. In approximately 38 per cent of the colleges, the subject is taught in departments of mathematics; in approximately 5 per cent, in departments of education; and in approximately 2 per cent, in departments of psychology.

Economics

A wide selection of economics subjects is offered in the 156 church-related colleges. Twenty-one different economics subjects are offered by 154 of the colleges. More of the church-related colleges offer instruction in economics than in any other field of business.

Three of the 21 economics subjects are offered by a majority of the church-related colleges. Two of the three subjects involve a study of the elementary economic principles. The first semester of Principles of Economics is offered by 154, or 98.7 per cent, of the 156 colleges, and the second semester of the subject by 143, or 91.7 per cent. Labor Problems, the only upper-level economics subject offered by a majority of the colleges, is offered by 117, or 75 per cent.

Although the two-semester sequence of subjects involving the elementary principles of economics is commonly offered each year, other economics subjects are more frequently offered in alternate years or on demand. One hundred and thirty-one of the 154 colleges that offer the first semester of Principles of Economics offer the subject each year and 121 of the 143 colleges that offer the second semester of the subject offer it each year. Labor Problems, however, is offered in alternate years by 67 of the 117 colleges that offer it.

Enrollments reported in both semesters of Principles of Economics averaged higher than the enrollments in any other business subject. Enrollments in the first semester of Principles of Economics ranged from 5 to 215 students and averaged 49.5 students per college. Enrollments reported for the second semester of the subject were somewhat lower, ranging from 5 to 158 students and averaging 42.7 students per college. It should be noted that the median enrollment in the first semester of Principles of Economics was 35 and the median enrollment in the second semester of the subject was 32.5. It appears that the average enrollments in these two subjects were comparatively high because of extremely high enrollments reported in a few institutions. Enrollments in Labor Problems averaged less than half the average enrollments in either first or second semester of Principles of Economics. In Labor Problems, enrollments ranged from 4 to 60 students and averaged 17.4 students per college.

The practice of granting 3 semester hours of credit for the completion of each semester of economics strongly prevails. Three semester hours of credit are granted for the completion of the first

semester of Principles of Economics by 137 of the 154 colleges that offer the subject. Three colleges grant 5 semester hours of credit for the first semester of Principles of Economics. In these 3 colleges the basic principles of economics are taught as a one-semester subject. While 130 of the 143 church-related colleges that offer the second semester of Principles of Economics grant 4 semester hours of credit for its completion, none of the colleges grant 5 semester hours of credit. Three semester hours of credit are granted by 114 of the 117 colleges that offer Labor Problems.

A need for additional economics subjects was expressed by five of the 156 respondents. The economics subjects reported as needed are: Economic History of the United States, Labor Problems, Business Cycles, Business and Government, and History of Economic Thought. It should be noted that Labor Problems is currently offered by a majority of the colleges and that the other four subjects are offered by 36 to 70 of the colleges. Thus, all of the economics subjects for which a need was expressed are currently offered by comparatively large numbers of church-related colleges.

Three of the 21 economics subjects are taught in other departments of instruction as well as business departments. Instructors in other social science departments frequently have educational preparation which enables them to teach economics subjects. The three economics subjects occasionally taught in other departments of instruction are: Economic History of the United States, Principles of Economics, and Consumer Economics.

Economic History of the United States is offered through departments of business in 70 colleges and through other departments of instruction by 34 other colleges. In all, 104 church-related colleges offer the subject Economic History of the United States. Economic History of the United States is taught in departments of business in 56 colleges, in departments of history in 36 colleges, and in departments of social science in 12 colleges. Specific information concerning Economic History of the United States in this study relates to the 70 offerings of the subject through departments of business.

In 141 of the 154 colleges that offer Principles of Economics, the subject is taught in departments of business. In 11 colleges it is taught in social science departments, and in 2 colleges it is taught in history departments. Thus, Principles of Economics is taught in departments of business in nearly all of the colleges that offer it.

Consumer Economics is offered through departments of business by 36 colleges and through other departments of instruction by 26 colleges. Thus, Consumer Economics is offered by 62, or 39.7 per cent, of the colleges included in this study. The data in this study relate specifically to the 36 offerings of Consumer Economics through departments of business. In 36 colleges Consumer Economics is taught in departments of business, in 23 colleges it is taught in departments of home economics, and in 3 colleges it is taught in departments of social science.

Finance

The operation of a business involves the use of capital invested in plant, materials, and labor. The use of capital in a business

produces a constant series of financial transactions. The management of this constant flow of money and credit through business concerns presents problems of business finance. These financial problems affect governments and individuals also. The field of finance is a study of the problems connected with the handling of money and credit.

Twenty-eight different finance subjects are offered by the 156 church-related colleges. Fourteen of the 28 subjects, however, are offered in only one college each. Instruction relative to finance is offered by 139 of the 156 colleges. The first semester of Money and Banking is offered by each of the 139 colleges that offer finance subjects.

Three of the 28 finance subjects offered by the church-related colleges are offered by a majority of the institutions. Money and Banking is offered by 139, or 89.1 per cent, of the 156 church-related colleges; Public Finance is offered by 101, or 64.7 per cent; and Business Finance is offered by 90, or 57.7 per cent.

Finance subjects are commonly offered as one-semester sequences of subjects by the church-related colleges. Four finance subjects, however, are offered as two-semester sequences of subjects by a few of the colleges: Money and Banking, Public Finance, Business Finance, and Mathematics of Finance. Money and Banking is offered as a one-semester subject by 124 of the 139 colleges that offer the subject. Public Finance is offered as a one-semester subject by 96 of the 101 colleges that offer it. Eighty-seven of the 90 colleges that offer Business Finance offer it as a one-semester subject, and 28 of the 31 colleges that offer Mathematics of Finance offer it as a one-semester subject.

In none of the finance subjects is the practice of offering two-semester sequences predominant.

Enrollments reported in Money and Banking, the most frequently offered subject in the field of finance, ranged from 1 to 87 students and averaged 17.6 students per college. In only one finance subject did enrollments average over 20 students per college. In Personal Insurance, enrollments ranged from 6 to 81 students and averaged 23.3 students per college.

Finance subjects are commonly offered once a year or in alternate years. The first semester of Money and Banking is offered every year by 64 colleges and in alternate years by 65. The other 10 colleges that offer the subject offer it two or more times a year or only as the occasion demands. The first semester of Public Finance is offered in alternate years by 58 colleges, once a year by 33 colleges, on demand by 8 colleges, and twice a year by one college. Forty-nine colleges offer Business Finance in alternate years, 36 colleges offer the subject each year, and 5 colleges offer it more than once a year or only as the occasion demands.

The prevailing practice of the colleges is to grant 3 semester hours of credit for the satisfactory completion of each subject in the field of finance. One hundred and twenty-three of the 139 colleges that offer Money and Banking grant 3 semester hours of credit for its completion. Three semester hours of credit are granted for Public Finance by 88 of the 101 colleges that offer it. A similar practice exists with regard to Business Finance. Seventy-eight of the 90 colleges that offer Business Finance grant 3 semester hours of credit for it.

One respondent indicated that there was a need in his institution for Public Finance. This subject is currently offered by nearly two-thirds of the institutions.

Geography

Instruction in geography is offered through departments of business by 70, or 44.9 per cent, of the 156 church-related colleges. Only four different geography subjects are offered: Human Geography, Economic Geography (first semester), Economic Geography (second semester), and Conservation of Natural Resources.

Economic Geography is offered as a one-semester subject by 58 colleges and as a two-semester sequence of subjects by another 12 colleges. The other geography subjects are offered as one-semester subjects by each of the colleges that offer them.

Geography subjects are commonly offered each year. Forty-two of the 70 colleges that offer the first semester of Economic Geography offer the subject each year, 25 colleges offer it in alternate years, and three colleges offer it twice a year. Nine of the 12 colleges that offer the second semester of Economic Geography offer it each year and the remaining three colleges offer it in alternate years.

Enrollments reported in Economic Geography were comparatively high. The enrollments reported for the first semester of Economic Geography ranged from 6 to 90 students and averaged 28.1 students per college. Second-semester enrollments in Economic Geography ranged from 20 to 90 students and averaged 37.2 students per college.

The prevailing practice of the colleges is to grant 3 semester hours of credit for the completion of each semester of geography. Fifty-two of the 70 colleges that offer the first semester of Economic Geography grant 3 semester hours of credit for its completion. Eight of the 12 colleges that offer the second semester of the subject grant 3 semester hours for it.

Apparently the geography subjects currently offered by the 156 church-related colleges are sufficient to meet the needs of the institutions. None of the respondents to the questionnaire indicated that there was a need for additional geography subjects.

Marketing

Marketing involves all activities involved in the transfer of goods from the producers to the ultimate consumers. In the modern world of specialization, producers and consumers rarely deal on a direct personal basis. Marketing is a facilitating process whereby goods and services are exchanged. The study of marketing is concerned with the activities involved in this exchange of goods and services.

Twenty-six different marketing subjects are offered by 131 of the 156 church-related colleges. The subject involving the elementary principles of marketing is offered by each of the 131 institutions.

Only one marketing subject is offered by a majority of the 156 institutions. The first semester of Principles of Marketing is offered by 131, or 84 per cent, of the 156 colleges. The second semester of the subject is offered by only 11, or 7.1 per cent, of the colleges. The common practice of the colleges, then, is to offer marketing

subjects as one-semester sequences of subjects. A few of the colleges, however, offer Principles of Marketing, Foreign Trade, Advertising, and Retailing as two-semester sequences of subjects.

The practice of offering marketing subjects in alternate years prevails. Seventy-two of the 131 colleges that offer the first semester of Principles of Marketing offer the subject in alternate years. The subject is offered each year by 55 colleges, twice a year by 2 colleges, and only on demand by one college. Other marketing subjects also are commonly alternated.

Enrollments reported for the first semester of Principles of Marketing ranged from 3 to 123 students and averaged 20 students per college. Enrollments reported for the second semester of the subject decreased slightly, ranging from 14 to 22 students and averaging 18 students per college.

Nearly all of the colleges grant 3 semester hours of credit for the completion of each marketing subject. Three semester hours of credit are granted for the completion of the first semester of Principles of Marketing by 115 of the 131 colleges that offer the subject. In only one marketing subject is there a tendency to vary from this practice. Although 51 of the 76 colleges that offer Salesmanship grant 3 semester hours of credit for its completion, 20 colleges grant only 2 semester hours of credit for the subject.

Apparently the respondents to the questionnaire believe that the marketing subjects offered by their colleges are adequate. Only two marketing subjects were listed as needed. Two respondents indicated a need for Salesmanship. It should be noted that Foreign Trade is

currently offered by 65 colleges and that Salesmanship is offered by 76.

Secretarial Science

A wide selection of secretarial subjects is offered by the 156 church-related liberal arts colleges. Twenty-three different secretarial subjects are offered by 127 of the colleges. Instruction in typewriting is offered by 127 colleges and instruction in shorthand by 125.

Six secretarial subjects are offered by a majority of the 156 colleges. Information concerning the number and per cent of the 156 colleges that offer these six subjects is provided in the following summary:

Secretarial Subjects Offered By a Majority of the Colleges	Number of Colleges	Per Cent of 156 Colleges
Elementary Typewriting	127	81.4
Elementary Shorthand	125	80.1
Intermediate Shorthand	123	78.8
Intermediate Typewriting	122	78.2
Advanced Shorthand	103	66.0
Secretarial Practice	98	62.8

The summary indicates that a majority of the colleges offer two semesters of instruction in typewriting, three semesters of instruction in shorthand, and one semester of instruction in secretarial practice.

Secretarial subjects are commonly offered each year. Instruction in the elementary phases of shorthand and typewriting, however, are frequently offered more than once a year. Ninety-one of the 127 colleges that offer Elementary Typewriting offer the subject each year and 28 colleges offer the instruction more than once a year. Of the 125

colleges that offer instruction in Elementary Shorthand, 106 offer the subject each year and 10 more colleges offer the subject twice a year. Although secretarial subjects in general are offered once a year, Office Management and Secretarial Practice are frequently offered only in alternate years.

The enrollments reported in Business Mathematics were higher than in any other secretarial subject. Enrollments in the first semester of Business Mathematics ranged from 4 to 85 students and averaged 30.4 students per college. Enrollments in typewriting subjects averaged slightly higher than those in shorthand. In Elementary Typewriting, enrollments ranged from 1 to 100 students and averaged 18.8 students per college, whereas in Elementary Shorthand, enrollments ranged from 2 to 62 students and averaged 15.8 students per college. This difference in enrollments was even more pronounced in second-year typewriting and second-year shorthand. Enrollments in the first semester of Advanced Typewriting ranged from 2 to 50 students and averaged 15.5 students per college, whereas enrollments in the first semester of Advanced Shorthand ranged from 2 to 42 students and averaged 10.9 students per college. It should be noted that enrollments reported in both typewriting and shorthand tended to decrease with each semester of instruction offered.

With the exception of instruction in typewriting, the prevailing practice of the colleges is to grant 3 semester hours of credit for the completion of each semester of secretarial subjects. Eighty-two of 125 colleges that offer Elementary Shorthand grant 3 semester hours of credit for its completion. Seventeen colleges grant 4 semester hours

of credit for Elementary Shorthand. Two colleges that offer instruction in the elementary phase of shorthand grant no academic credit for its completion. In contrast with the practice followed with regard to instruction in shorthand, the church-related colleges generally grant only 2 semester hours of credit for the completion of typewriting, office machines, and filing subjects. Sixty-six of the 127 colleges that offer Elementary Typewriting grant 2 semester hours of credit for its completion. Twelve church-related colleges that offer the first semester of typewriting instruction grant no academic credit for the instruction. Seven of the 122 colleges that offer instruction in the second semester of typewriting grant no academic credit for the subject.

There is evidence in this study to indicate that additional secretarial subjects are being contemplated by several of the institutions that are not now offering such subjects. Five respondents indicated a need for secretarial subjects but did not specify the particular subjects needed. Instruction in secretarial subjects is not currently offered by these five church-related colleges. Three respondents from colleges where instruction is currently provided by their institutions expressed a need for instruction in the use of office machines.

Independent and Special Subjects

In 70 of the 156 church-related colleges, opportunities are provided to do independent study or to participate in work experience programs. This type of instruction cuts across subject-matter lines and involves study or experience in multiple fields. The specific

programs offered by the church-related colleges vary considerably because of the nature of the instruction.

A business seminar is offered as a one-semester subject by 29 church-related colleges and as a two-semester sequence of subjects by 11 other colleges. In all, 40 of the 70 colleges that offer independent and special instruction offer seminars. Thirty-one church-related colleges offer opportunities for independent study. Independent readings are available to students in 12 church-related colleges. Honors work is offered by three colleges. Students who are permitted to enroll in honors courses are generally selected on the basis of their maturity and capacity to do independent work. Work experience programs were reported by nine respondents. Students participating in work experience programs complete clerical and secretarial tasks for the primary purpose of gaining experiences which will be useful to them in their chosen vocations. Students who are permitted to participate in these programs are, in general, those who are planning to become secretaries or those who are planning to teach the secretarial subjects in secondary schools.

The frequency with which independent and special business subjects are offered varies. In the 40 colleges that offer a one-semester seminar, 26 offer it each year, 7 offer it in alternate years, 5 offer it on demand, and 2 offer it twice a year.

Enrollments reported in independent and special business classes were comparatively low. Average enrollments ranged from 4.5 students per college in Readings to 14.9 students per college in the second semester of Seminar. Analysis of the returned questionnaires indicates

that four independent and special classes were conducted with only one student enrolled. In 16 instances, the enrollment consisted of only five or fewer students. It appears that independent study in the church-related colleges involves only a few students.

Little uniformity exists in the granting of credit for independent and special instruction. Fourteen of the 30 colleges that offer opportunities for independent study grant 3 semester hours of credit for the completion of the first semester. The credit granted for the completion of the first semester of independent study ranges from 1 to 5 semester hours. Seventeen of the 40 colleges that offer a one-semester seminar grant 2 semester hours credit for its completion, and 14 colleges grant only 1 semester hour of credit for it. In honors work, one college grants 3 semester hours of credit for each subject, one college grants credit in quarter hours, and another grants no academic credit at all for the work. Credit for work experience varies from no academic credit at all to as high as 8 semester hours of credit.

A demand for additional independent and special subjects existed only in the cases of work experience programs. Several respondents reported that work experience programs were needed in their institutions.

Physical Facilities for Instruction

Much of the instruction in education for business can be provided in classrooms identical with those used in other departments of instruction. Instruction in such business subjects as economics, finance, marketing, and business law requires no physical facilities other than those available in any well-arranged classroom. Chalk-boards, bulletin

boards, desks, and chairs commonly used in college classrooms are satisfactory for such instruction. Instruction in certain phases of education for business, however, necessitates the provision of special kinds of physical facilities. In accounting and in shorthand, for example, instruction customarily requires the use of specially designed desks and tables. Adequate room for working materials and writing space is needed. Instruction in typewriting requires the use of tables and chairs of various heights. Adjustable tables and chairs are frequently used to care for the varying needs of different groups of students who utilize the same facilities. Many machines used for instructional purposes are electrically powered. Sufficient electrical outlets are needed to provide for the machines in use. Adequate storage space for supplies and equipment used in business classes is an aid to their proper care and maintenance.

Educators today recognize that many phases of education for business are costly as compared with other fields of instruction. In addition to the provision of specially designed classrooms and laboratories for many business classes, the purchase of office machines and equipment requires the expenditure of large sums of money. The adequacy of physical facilities used for education for business depends primarily upon the funds available.

The subject of physical layout and equipment for education for business has commanded the attention of many writers and speakers in recent years. Articles in magazines of interest to business teachers have given much space to the problem of providing adequate physical facilities for instruction in business. Programs at conventions of

business teachers have been devoted to the study and analysis of requirements for satisfactory classroom and laboratory facilities. One of the outcomes of the consideration given to this problem has been the preparation of evaluative schedules relative to the basic requirements for the physical facilities. One such evaluative schedule[5] indicates specifically the physical facilities required for instruction in business at the college level. The required facilities may be summarized as follows:

1. Classrooms conveniently located in relation to each other and to other units of the institution.
2. Classrooms that are suitable in terms of the general features of lighting, coloring, acoustics, ventilation, heating, and safety.
3. Classrooms of adequate size with suitable provisions for chalkboards, bulletin boards, display space, furniture, and utilities.
4. Laboratories properly arranged and equipped to simulate office or store conditions.
5. Business machines and equipment in sufficient number, variety, and quality.
6. Faculty offices readily accessible to students and adequately equipped for both students and faculty.
7. Library space and holdings adequate to meet the needs of business students and faculty.
8. Audio-visual equipment in adequate quantity and quality.

Classrooms

In general, conveniently located classrooms tend to conserve the time of students and faculty and increase the efficiency of an

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[5]"Physical Layout and Equipment," Standard VIII of Evaluative Schedule, Business Education Supplement (American Association of Colleges for Teacher Education, 1952).

institution. When all business classrooms are in one building, more efficient use can be made of machines and equipment by business students. Classrooms that are near the college library and near other classrooms used by business students are conducive to more effective use of institutional facilities. Analysis of the completed questionnaires indicates that in over two-thirds of the 156 church-related colleges instructional facilities for education for business are conveniently located. Nearly one-third of the respondents reported that all business classes in their respective institutions were held on one floor of a building housing the department of business. Over 95 per cent of the 156 respondents reported that classrooms used for education for business were conveniently located in relation to other units of their institutions. The locating of all classrooms used for instruction in business subjects in a single building appears to be accomplished by a majority of the church-related colleges. In addition, it should be noted that the small and compact campuses of most of the colleges allow for convenient locations of nearly all instructional departments.

The atmosphere of a classroom is affected directly by such general features as the type of lighting utilized, the ventilation, and the soundproofing. Adequate lighting facilities were reported by 114 of the 156 respondents, adequate ventilation by 107, and adequate soundproofing by 60. An analysis of the responses indicates that 39 respondents believed that the general features of the classrooms used for education for business in their institutions were entirely adequate, and, conversely, 17 believed that they were wholly inadequate.

The instructional facilities in a classroom are dependent to a great extent upon the general characteristics of the buildings available for instructional purposes. Although certain inadequacies exist with regard to instructional facilities, it was the opinion of 128 of the 156 respondents that the space available was satisfactory. A majority of the respondents also reported that chalkboards, bulletin boards, furniture, and electrical outlets were adequate. Chalkboards were reported adequate by 138 respondents, bulletin boards by 111, furniture by 108, and electrical outlets by 97. Fewer than a majority of the respondents, however, reported satisfactory arrangement regarding space for display of audio-visual aids and for storage. Only 62 of the 156 respondents reported adequate display space for audio-visual aids and only 62 reported adequate storage space. In general, all instructional facilities were reported adequate by 25 respondents, some were reported adequate and others inadequate by 127 respondents, and all were reported inadequate by only 4.

Evidence was found in the comments submitted by certain of the respondents to indicate that facilities for instruction in education for business in a few church-related colleges are being substantially improved and expanded. Five respondents reported that the business departments in their institutions are occupying space in new or recently remodeled buildings. In one of the colleges instruction in business subjects is offered in a completely air-conditioned building. If present plans are completed, additional church-related colleges will have fully adequate space and facilities for instruction in education for business. Thirteen respondents in institutions, where

unsatisfactory conditions exist, reported that plans are under way to provide new and expanded facilities within a year.

Ninety-three per cent of the 156 church-related colleges were established prior to 1910; a majority of them were in existence before 1880. A few of the departments of business are housed in buildings that were constructed at the time of the establishment of the colleges. Old buildings and lack of finances to construct new buildings constitute the reasons stated by 12 respondents for inadequate physical surroundings for offering education for business.

Special Laboratories and Equipment

Instruction in such subjects as accounting, statistics, and secretarial science commonly require the use of laboratories. The general features of the laboratories, the size of laboratories, and the providing for chalkboards, bulletin boards, display space, furniture, and utilities in the laboratories are much the same as for regular classrooms. In providing instruction in subjects that enable students to prepare for business employment, schools frequently arrange laboratories in office or store style. Desks and work tables are arranged to facilitate the flow of work in the laboratory and to aid students in formulating work habits that are desired in business employees. While 98 of the 156 church-related colleges offered the subject of Secretarial Practice and 50 offered Office Machines in 1953-1954, only 7 respondents reported that model offices were provided for instructional purposes. Seventy-six church-related colleges offered Salesmanship and 46 offered Retailing, but only 2 reported the use of model stores. Evidently the

use of model offices and model stores is not widespread among the church-related colleges.

Instruction in the use of office machines was provided in 1953-1954 by 137 of the 156 church-related colleges. Instruction was offered in the use of 21 different types of machines and equipment in the 156 colleges. A majority of the 156 colleges offered instruction on full-keyboard adding machines, ten-key adding machines, rotary calculators, fluid process duplicators, stencil duplicators, filing equipment, standard typewriters, voice-recording machines, and transcribing machines. Table VI, page 118, provides information relative to the number and per cent of the 156 colleges offering instruction on each type of machine.

Instruction in the use of office machines and equipment is commonly provided on the vocational-use level through several of the secretarial science subjects. A limited amount of instruction in the use of adding and calculating machines is frequently provided through accounting and statistics subjects as the needs for such instruction arise. The study of office management frequently involves instruction in the use of office machines on the acquaintanceship level.

The evidence in this investigation indicates that most of the colleges that offer instruction in typewriting provide a variety of makes of typewriters. Instruction is seldom limited to one make of machine. Of the 127 institutions that offered instruction in typewriting in 1953-1954, 85 utilized both pica and elite types of machines. Sixty-five respondents reported that copyholders were provided for

TABLE VI

OFFICE MACHINES AND EQUIPMENT USED FOR INSTRUCTIONAL PURPOSES IN 156 CHURCH-RELATED LIBERAL ARTS COLLEGES IN 1953-1954

Machines and Equipment	Number of Colleges	Per Cent of 156 Colleges
Standard typewriter	127	81.4
Stencil duplicator	108	69.2
Full-keyboard adding machine	106	67.9
Ten-key adding machine	95	60.9
Filing equipment	92	59.0
Fluid process duplicator	87	55.8
Voice recording machine	83	53.2
Rotary calculator	82	52.6
Transcribing machine	82	52.6
Electric typewriter	73	46.8
Key-driven calculator	71	45.5
Mimeoscope	68	43.6
Addressing machine	42	26.9
Bookkeeping and posting machine	36	23.1
Gelatin duplicator	33	21.2
Check protector	26	16.7
P. B. X. switchboard	22	14.1
Offset duplicator	13	8.3
Cash register	8	5.1
Weighing and measuring device	8	5.1
Machine shorthand device	6	3.8

typewriting students in their institutions. Demonstration stands for the use of typewriting instructors were available in 66 colleges.

The original costs of machines and equipment used for instruction in business subjects involve large expenditures of money. The cost of replacing all of the machines in any one year is prohibitive. Therefore, educators commonly recommend that allowances be made for depreciation of machines and for the replacement of portions of the machines at regular intervals. Proper care of machines requires the provision for maintenance and repair by expert mechanics. Such care commonly requires continuous outlays of money and adds to instructional costs. Ninety-two of the respondents involved in this investigation indicated that definite provisions were in effect in their institutions for the replacement of worn-out and obsolete machines. Definite provisions for the maintenance and repair of existing machines were reported to be in effect in 126 colleges. Nine respondents reported that provisions for replacement of machines and repair of machines covered typewriters only. Other machines in these nine colleges are replaced or repaired only as needed. Provisions for the repair of office machines commonly call for annual upkeep, although a few of the respondents reported provisions for the repair of machines every two years or every three years. One respondent, an expert repairman, reported a unique method of providing for the proper care of machines in his institution. Certain business students are given instruction in machine repair. These students then repair office machines used in other units of the institution as well as those used in the business department for instructional purposes.

Sixty-three of the respondents to the questionnaire indicated that the office machines used in their institutions were sufficient in number and in variety. A need for additional office machines for instructional purposes was expressed by 69 respondents. Sixteen different types of machines were listed by one or more of the 69 respondents. Need for three types of machines predominated. Calculating machines were reported as needed by 23 respondents; adding machines by 16; and bookkeeping machines by 12. It should be noted that instruction in the use of adding machines and calculating machines is currently offered by a majority of the 156 church-related colleges.

Office Space

Adequate office space to accomodate faculty personnel is conducive to efficient faculty service. An easily accessible office where students may confer with faculty members constitutes an aid to the counseling program. The evidence in this study indicates that individual offices are provided for the business faculty in 73, or 46.8 per cent, of the 156 colleges. In the 83 colleges where individual offices are not provided for all of the faculty, offices are shared by two or more of the faculty or classrooms are used for offices. In 140, or 89.7 per cent, of the 156 colleges, however, faculty offices were reported to be in easy access to students. Ninety-three respondents reported that satisfactory shelving, filing, and other storage space was available in faculty offices in their institutions. A majority of the institutions lacked inter-communication systems for faculty offices. Only 35

respondents reported that inter-communication systems were available in faculty offices in their institutions.

In general, faculty offices in the church-related colleges appear to be adequate. Respondents in 139, or 89.1 per cent, of the 156 colleges reported that offices provided for the business faculty were adequate.

Library

Adequate library facilities are essential in any field of education. Because of the scope of education for business, extensive library facilities are perhaps more essential than in many other fields of instruction. Undoubtedly expenditures for library facilities for education for business should be at least as great as those of most other fields. In terms of student enrollment, 124 respondents reported that the expenditures for library reference books and periodicals in business were comparable to those in other fields of instruction. Funds for reference books and periodicals in several institutions are allocated to the various departments on the basis of enrollments in the departments. In these institutions, business departments receive allotments of library funds in the same manner as other departments. In many of the insitutions library facilities are supplemented by the personal libraries of the instructors, public and private libraries in the communities, and occasional student subscriptions to certain periodicals. In a few instances respondents reported that students are required to subscribe to such periodicals as The Wall Street Journal and Today's Secretary.

A majority of the colleges maintain relatively complete files of the government printing office pamphlets available for general distribution; fewer colleges maintain files of business and trade publications. Government printing office pamphlets were reported to be available in 107 institutions; business house organs in 69; trade union materials in 64; and trade catalogs in 52.

The evidence in this investigation indicates that films, slides, and other audio-visual materials are not commonly available in the libraries of church-related colleges. Only 39 respondents reported that audio-visual materials were owned and were available in their libraries. It should be noted that such materials are frequently obtained by church-related colleges from other sources on a rental or a free basis. The film libraries of nearby universities constitute such a source of many audio-visual materials. Arrangements are made to secure audio-visual materials from other sources by 122 of the 156 colleges. Visual-aid projection equipment is avaiable in 135 colleges.

Summary

Physical facilities for instruction in education for business vary greatly among church-related colleges. A few colleges provide extensive and costly facilities and have definite provisions for the replacement and repair of all such equipment. Other colleges, however, furnish only a minimum of facilities and in some cases use equipment long after it has become obsolete and inadequate. Table VII, page 123, summarizes the data obtained in this investigation relative to the physical facilities for instruction in business subjects as offered in 156 church-related colleges in 1953-1954.

TABLE VII

EXTENT TO WHICH PHYSICAL FACILITIES FOR INSTRUCTION IN BUSINESS SUBJECTS WERE ADEQUATE IN 156 CHURCH-RELATED LIBERAL ARTS COLLEGES IN 1953-1954

Adequacy of Physical Facilities	Number of Colleges	Per Cent of 156 Colleges
Classrooms and laboratories were conveniently located:		
In relation to each other	107*	68.6
In relation to other units of the college	149	95.5
Classrooms and laboratories were adequate in terms of the general features of:		
Lighting	114	73.1
Soundproofing	60	38.5
Ventilation	107	68.6
Classrooms and laboratories were adequate in terms of the instructional features of:		
Area	128	82.1
Bulletin boards	111	71.2
Chalkboards	138	88.5
Display space for visual aids	62	39.7
Electrical outlets	97	62.2
Furniture	108	69.2
Faculty offices were comparable to the offices provided in other fields of instruction	139	89.1
Library space and holdings were comparable to those provided in other fields of instruction	124	79.5
Office machines and equipment for instructional purposes were adequate in numbers and variety	63	40.4

*In each case, the number in this column indicates the number of colleges in which the physical facilities were considered adequate.

Student Personnel Services

Personnel service is an essential part of any student-centered college program. The personal needs of college students are constantly becoming broader and more complex in scope. The coordination of personnel services for college students is commonly the responsibility of an administrative officer of the college, usually referred to as the Dean of Students. In general, problems faced by college students may be classified within the areas of education, vocational, social, health, and financial problems. Certain activities are designed to aid the students in solving their individual problems. The business educator needs to know the types of problems faced by his students in order to properly assist them in making wise choices. He shares responsibility in the total college program of providing student personnel services.

The evidence in this investigation indicates that numerous personnel services are provided for business students in the 156 church-related colleges. In this section, analysis is made of such phases of student personnel services in the church-related colleges as: (1) tests for guidance and counseling purposes, (2) instruction in vocational guidance, (3) community surveys, (4) departmental clubs, (5) placement and follow-up of students, and (6) utilization of community resources. It should not be inferred, however, that these are the only phases of personnel services available to business students in the church-related colleges.

Tests for guidance purposes are given to business students in 130 church-related colleges as a part of the over-all testing programs

for all incoming students. Although a majority of the 156 colleges administer intelligence tests, aptitude tests, and psychological tests, such tests for guidance and counseling purposes are not often provided especially for business students. Intelligence tests are a part of the student personnel services for all students in 109 colleges, aptitude tests in 96 colleges, and psychological tests in 95 colleges. These tests provide means of determining the abilities of students and in predicting their success in certain areas of instruction. A lesser number of church-related colleges administer interest inventories, proficiency tests, and prognostic tests. Interest inventories are given to students of business by 74 church-related colleges, frequently on an optional basis. The proficiency tests provided in 57 of the colleges are chiefly in the fields of English and mathematics. Only 24 of the respondents reported that prognostic tests were administered to business students, and no indication was given as to the types of tests provided. Two of the colleges are official testing centers for the National Office Management Association tests for prospective office workers. Students who satisfactorily complete these tests are especially well prepared for employment in office positions. All of the guidance and counseling tests used are designed to help students plan their educational experiences and to meet occupational standards.

Information concerning various phases of vocation guidance is provided business students in 110 church-related colleges. This information is generally provided for in regularly scheduled business classes and does not consist of individual instruction or instruction by means of special classes. Such information is often provided through conferences,

special lectures, and the activities of business clubs. A majority of the 156 church-related colleges provide information relative to the following aspects of vocational guidance:

How to apply for a position.
How to write a letter of application.
Proper conduct during an employment interview.
What may be expected in an employment interview.
Requirements of a variety of business occupations.

Other aspects of vocational guidance provided by a few of the colleges are: ethical practices involved in obtaining and leaving a position, good work habits, relations with other employees, telephone technique, proper grooming, and personality development.

Data obtained by means of community surveys are used as a basis for planning curricula. There were 52 community surveys, involving the communities of 34 church-related colleges, conducted between 1948 and 1953. The 52 surveys consisted of 23 job opportunity analyses, 17 surveys of office machines used in the businesses of the communities, and 12 surveys of office standards used in the businesses of the communities. Some of the respondents gave reasons for not conducting surveys in their local communities. Reasons given for not making surveys were: (1) surveys conducted by other colleges and universities in the communities are available; (2) students of church-related colleges seldom seek permanent employment in the local communities; and (3) the local communities served by the church-related colleges are small enough that formal surveys are unnecessary. One of the respondents reported that no formal surveys were necessary in his community because of its rural nature.

Business clubs offer opportunities for guidance. Business clubs were reported to be functioning on the campuses of 72 of the 156 church-related colleges in 1953-1954. Five additional clubs were in the process of being organized. The predominant type of club organization mentioned by the respondents was the unaffiliated local organization. These local organizations were functioning on the campuses of 59 colleges. In addition, a chapter of Pi Omega Pi, national honorary business education fraternity, was functioning in one college; Future Business Leaders of America chapters were functioning in 4 colleges; and other national fraternities were functioning in 8 colleges. The reasons given by a few of the respondents for not maintaining business clubs are: (1) competition with other clubs and activities on the campuses, (2) lack of interest by the students, and (3) failure of previously organized clubs to continue to function.

The services of central placement bureaus are available to the business students in 122 of the 156 church-related colleges. Placement of students in business positions is commonly provided through the same bureaus that aid other students of the colleges seeking employment. In 113 church-related colleges, central placement bureaus provide for the placement of students in jobs during summer vacations and in part-time jobs during the school year. In a few instances, business departments in these colleges provide placement services for their own students. In one of the church-related colleges the chairman of the Department of Business is the chief placement office of the college. He is in constant touch with the business men of the community, and placement of students is often on an informal basis.

Follow-up services are provided for business students in 60 of the 156 church-related colleges. In general, such services are provided by the central placement bureaus of the colleges on an informal basis. No actual follow-up studies of business graduates or drop-outs were reported. The chief follow-up program of these colleges appears to be that of providing placement services for all former students. Other follow-up services in addition to placement of students include: (1) personal contacts by instructors, (2) continuous efforts of alumni organizations to keep in contact with graduates, and (3) efforts of individual former students to obtain assistance from the colleges. The chief reasons given by respondents for not providing central placement services for business students are that jobs are plentiful and students do not need such assistance. In a few instances, campus employment is sufficient to care for all students who need part-time jobs while in college.

A majority of the church-related colleges make use of their community resources by enlisting individual businessmen to talk to business classes. Such arrangements are utilized in 125 of the 156 colleges. During the school year 1952-1953, there were 652 such contacts. The number of different contacts with businessmen of the communities ranged from 1 to 40.

Directed visitations made to business offices were reported by 113 of the 156 respondents. The number of such visits reported for the school year 1952-1953 ranged from 1 to 36 visits per college and totaled 411. "Career Days" in which outside speakers are invited to the colleges to discuss careers are held in 53 church-related colleges.

Arrangements are made for exhibits of business equipment in 47 of the 156 church-related colleges. Twenty-five of the respondents involved in this study reported that business equipment loaned to their institutions by business firms is utilized for instructional purposes without charge.

As a means of relating instruction to the particular needs of business, materials are often secured from business sources and used for instructional purposes. Many of the 156 church-related colleges reported availing themselves of such services. The securing of sales materials from business sources for instructional purposes was reported by 74 respondents; employee manuals, by 73; job descriptions, by 54; employment tests, by 37; and old business correspondence, by 34.

The Business Faculty

The catalogs of church-related colleges commonly provide some information about faculty members. In general, the information indicates the teaching department, academic rank, degrees held, and date of first appointment to the respective institutions. In this section, analysis is made of the information which was obtained from the 156 college catalogs. Administrators of programs of education for business in the 156 colleges listed the members of the faculty in their institutions who were teaching one-half or more time in the area of business. With this information it was possible to obtain data needed in this section from the college catalogs. Most of the catalogs provided complete information about all teachers and administrative officers of the institutions. A few of the catalogs, however, provided little information.

There were 484 full-time business teachers in the 156 church-related liberal arts colleges during the year 1953-1954. This number included 354 men and 130 women. It did not include the many part-time faculty members who were teaching only one or two business subjects.

Teachers in colleges and universities are commonly assigned academic ranks in accordance with their years of experience and their scholarly attainments. Scholarly attainment, evidenced chiefly by degrees earned, is generally given the primary role in determining promotions in rank. The academic ranks usually recognized, in ascending order, are instructor, assistant professor, associate professor, and professor. Data were available in the college catalogs relative to the academic ranks of 371 of the 484 business teachers. Of the 371 business teachers, 81 were instructors, 129 were assistant professors, 76 were associate professors, and 85 were professors.

Information was available in the college catalogs concerning the degrees held by 416 of the 484 business teachers. The highest academic degrees held by the 416 business teachers were tabulated. The data indicate that bachelor's degrees were held by 80, or 19.2 per cent, of the 416 business teachers, master's degrees were held by 252, or 60.6 per cent, and doctor's degrees were held by 80, or 19.2 per cent. Four of the business teachers had not completed sufficient educational preparation to have earned bachelor's degrees. In addition to academic degrees, 13 of the business teachers held certified public accounting certificates. Two of the 13 Certified Public Accountants also held bachelor's degrees, 9 held master's degrees, and 2 held doctor's degrees. Analysis of the information relative to the sources of degrees held by

business teachers indicates that 84 held degrees from institutions in which they were currently teaching.

Information concerning tenure was available for 300 of the 484 business teachers. Forty-two of the business teachers were in their first year at the institutions where they were currently teaching. One hundred and thirty business teachers had taught in their respective institutions from 1 to 5 years. Thus, 172, or 57.3 per cent, of the 300 business teachers for which data were available had been teaching in their respective institutions less than six years. An additional 80, or 26.7 per cent, had accumulated from 6 to 10 years of tenure in their respective institutions. The tenure of the 300 business teachers ranged from 1 to 38 years and averaged 6.2 years per faculty member. The median number of years of tenure was 5. Analysis of the specific data indicates that approximately two-thirds of the 300 business teachers had accumulated less than eight years of tenure. These faculty members had obtained their present teaching positions since World War II.

Summary

An examination of the responses of 125 of the 156 administrators of programs of education for business in church-related colleges revealed three primary objectives. Three composite objectives of education for business were prepared through analysis of the 125 individual responses. The three composite objectives are:

1. To enable students to develop an understanding of basic business information which is of value to all people.
2. To enable students to develop knowledges and skills which will be useful in specific business occupations.

3. To enable students to develop a Christian philosophy of life.

To provide instruction in business subjects, three types of organizational units are utilized by the 156 church-related colleges. These organizational plans are: (1) the departmental plan, (2) the divisional plan, and (3) the school of business plan. The departmental plan of organization is utilized by 84, or 53.8 per cent, of the 156 church-related colleges. In each of 56 of the 84 colleges, all phases of education for business are offered through a single department and responsibility for coordination of instruction in business subjects resides in the individual chairman. In 25 of the 84 colleges, instruction is offered in two different business departments. In the remaining 3 of the 84 colleges instruction is offered in three different business departments. The departmental title used most frequently is Department of Economics and Business Administration. Seventy-one of the 156 church-related colleges utilize the divisional plan of instruction for the administration of education for business. The title most frequently used to designate divisions of instruction in which business subjects are offered is Division of Social Sciences.

The areas of concentration in business most frequently provided by the 156 church-related colleges are: general business administration, economics, business teacher preparation, and secretarial administration. The degrees commonly granted by the church-related colleges to students completing the requirements in business are the Bachelor of Arts and the Bachelor of Science. Fifty-eight of the 156 church-related colleges

offer programs of instruction leading to certificates of achievement in secretarial science.

Instruction is offered in 11 fields of business by the 156 church-related colleges included in this investigation. The business subjects offered may be classified in terms of instruction in: (1) accounting, (2) business communication, (3) business education methods, (4) business law, (5) business management, (6) business statistics, (7) economics, (8) finance, (9) geography, (10) marketing, and (11) secretarial science. The three most popular fields of business in terms of numbers of offerings and numbers of different subjects offered are secretarial science, accounting, and economics.

In all, there were 165 different business subjects offered by the 156 church-related colleges. Twenty-four of the 165 business subjects were offered by a majority of the 156 colleges. The 24 subjects are:

Principles of Accounting I
Principles of Accounting II
Intermediate Accounting
Advanced Accounting
Elementary Income-Tax Accounting
Elementary Cost Accounting
Business Communication
Business Law I
Business Law II
Business Organization
Elementary Statistics
Labor Problems
Principles of Economics I
Principles of Economics II
Money and Banking
Business Finance
Public Finance
Principles of Marketing
Elementary Shorthand
Intermediate Shorthand
Advanced Shorthand
Elementary Typewriting
Intermediate Typewriting
Secretarial Practice

Most of the introductory and beginning business subjects are commonly offered once each year. The upper-level business subjects, however, are more frequently alternated or offered only on demand. Enrollment data reported for business subjects offered in 1953-1954

revealed that approximately 60 per cent of the enrollments were in the three fields of secretarial science, accounting, and economics.

Instruction is offered on 21 different types of business machines and equipment by the 156 church-related colleges. Instruction is offered in the use of nine different machines by a majority of the 156 colleges. In general, respondents to the questionnaire believed that classrooms and laboratories used for instruction in business subjects were adequate. It appears that the convenience of location of classrooms and laboratories and the accessibility of faculty offices to students were particularly satisfactory.

There were 484 full-time business teachers in the 156 church-related colleges in 1953-1954. Information was available concerning the business faculty in most of the college catalogs in terms of academic rank, degrees held, and tenure. A majority of the business teachers held at least the rank of assistant professor and approximately three-fourths of the teachers held master's or doctor's degrees. While 42 business teachers were teaching in their present positions for the first year, 15 had accumulated at least 25 years of tenure. The tenure of 300 of the 484 business teachers ranged from 1 to 38 years and averaged 6.2 years per faculty member. The median number of years of tenure was 5.

CHAPTER V

IMPLICATIONS FOR EDUCATION FOR BUSINESS AT BETHANY NAZARENE COLLEGE BASED ON AN ANALYSIS OF THE BASIC DATA IN THIS STUDY

Introduction

Bethany Nazarene College is one of the six institutions of higher education in the United States which are affiliated with the Church of the Nazarene. The college was originally established in 1899, as Peniel University, in Peniel, Texas. By 1899, the year in which Peniel University was founded, over three-fourths of the 156 church-related colleges included in this investigation had already been established. In 1920, the college was moved to Bethany, Oklahoma, and was merged with Oklahoma Holiness College. From 1920 until 1955, the institution was known as Bethany-Peniel College. The present name, Bethany Nazarene College, was adopted in February of 1955. Study of the development of the college indicates that its history is very similar to that of many other church-related colleges.

The religion-education relationship between the Church of the Nazarene and Bethany Nazarene College is more direct than that which exists between a majority of the religious denominations and the colleges with which they are affiliated. The catalog of the college

states that the institution is "under the ownership, control, supervision, and patronage"[1] of the Church of the Nazarene.

During the school year 1953-1954, 902 students were enrolled in Bethany Nazarene College. The enrollment of the college exceeded the average enrollment in the 156 church-related colleges included in this study by 118 students, or approximately 15 per cent. While owned and operated by the Church of the Nazarene, the college welcomes students of other religious denominations. Approximately 10 per cent of the 902 students who attended the college in the year 1953-1954 were members of religious denominations other than the Church of the Nazarene.

The City of Bethany, Oklahoma, is primarily a suburban residential community, having a population of approximately 10,000 people. Bethany is adjacent to Oklahoma City, a metropolis of nearly 300,000 people. The present site of Bethany Nazarene College was, in the early years of the college, a rural community approximately eight miles west of Oklahoma City. Industrial development and the extensive building of homes have caused the area to assume a suburban influence. In constrast with the suburban character of the community in which Bethany Nazarene College is located, 62.8 per cent of the 156 church-related colleges included in this study are located in small towns or cities apart from metropolitan areas. Only 29.5 per cent of the 156 colleges are situated in areas similar to that of Bethany, Oklahoma. Twelve of the colleges were established in and have continued to exist in rural areas.

While many of the students of Bethany Nazarene College come from the local community, approximately 56 per cent of the 902 students who

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[1] Bethany-Peniel College, op. cit., p. 14.

attended the college during the school year 1953-1954 came from outside the State of Oklahoma. In reality, the college serves a church constituency consisting of seven states: Nebraska, Kansas, Oklahoma, Texas, Missouri, Arkansas, and Louisiana. Approximately 90 per cent of the students who attended the college in 1953-1954 came from these states.

The educational program of Bethany Nazarene College is similar to that of the 156 church-related colleges included in this investigation in that it is primarily liberal arts. Professional and pre-professional preparation is provided in business, teacher education, theology, and home economics. Students who attend the college may transfer to other institutions of higher education in the State of Oklahoma, including the University of Oklahoma, without loss of academic credit. Although the college was not a member of a regional accrediting association in 1954, it did participate in the educational study program of the North Central Association of Colleges and Secondary Schools. The teacher-education program of Bethany Nazarene College is approved by the State Department of Education of Oklahoma. In comparison, approximately 82 per cent of the 156 church-related colleges are accredited by one or more of the various regional accrediting associations and approximately 97 per cent are approved by the state departments of education in their respective states for purposes of teacher certification.

Departments of instruction at Bethany Nazarene College are grouped into five divisions: humanities, social sciences, natural sciences, philosophy and religion, and fine arts. Instruction in the various divisions is planned in the light of the primary objective of

the college and of the needs of individual students. Within the Division of Social Sciences, instruction in education for business is offered through the Department of Economics and Business and the Department of Secretarial Science. The two departments that offer instruction in business subjects are under the chairmanship of one individual and actually function as a single unit. The evidence in this investigation indicates that in 51 of the 71 church-related colleges utilizing the divisional plan of instructional organization education for business is offered in divisions of social sciences. The placement of instruction in business subjects in the Division of Social Sciences at Bethany Nazarene College, then, is in harmony with the practices of most of the church-related colleges that utilize the divisional plan of instructional organization.

The primary objective of Bethany Nazarene College, as stated in the college catalog, is: "To orient students to their cultural and physical environment and their Spiritual heritage which will make for an integrated Christian personality and a Christian social order."[2] This statement of objective indicates that it is the primary purpose of Bethany Nazarene College to enable students to obtain a cultural education with a Christian viewpoint. Such an objective is similar to the objectives of other church-related colleges. In Chapter III it was determined that the over-all objective of the church-related colleges included in this investigation may be summarized as that of "providing a cultural education in a Christian environment." It appears that

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[2] Ibid.

Bethany Nazarene College is in general attempting to accomplish a goal which is very similar to the goal of other church-related colleges.

One of the purposes of this investigation was to obtain information concerning the circumstances surrounding education for business in church-related colleges in the United States which are comparable to Bethany Nazarene College. Such information should be the means of providing direction for the immediate and future program of education for business at Bethany Nazarene College. Practices and procedures which prevail in church-related colleges in general do not necessarily provide adequate criteria for evaluating individual programs of education for business. Likewise, the policies may not necessarily reveal trends in the development of education for business in church-related colleges. Nevertheless, the current practices of these colleges are indicative of the thinking of a number of administrators of programs of education for business in church-related colleges. Undoubtedly, many of the respondents to the questionnaire have been associated with these colleges at the times when programs of education for business were being inaugurated. Therefore, this comparative study of an individual program of education for business with the policies and practices discovered to be representative of the church-related colleges in general should provide information of value in directing the future development of education for business.

In this chapter, circumstances surrounding education for business in Bethany Nazarene College are compared and contrasted with those of the 156 church-related liberal arts colleges included in this investigation. The following phases of education for business are

analyzed: (1) objectives of instruction, (2) organization for instruction, (3) degrees and certificates granted, (4) subjects offered, (5) physical facilities for instruction, (6) personnel services, and (7) the business faculty.

Objectives of Instruction

Composite objectives of education for business as offered in church-related colleges were presented in Chapter IV. These objectives were derived through analysis of the individual responses of administrators of programs of education for business in 125 of the 156 church-related colleges included in this study. The three composite statements of objectives of education for business are:

1. To enable students to develop an understanding of basic business information which is of value to all people.

2. To enable students to develop knowledges and skills which will be useful in specific business occupations.

3. To enable students to develop a Christian philosophy of life.

The objectives of education for business at Bethany Nazarene College were first formulated by the members of the business faculty in 1946. These objectives were subsequently adopted by the faculty of the college and published in the college catalog. They have been re-examined and revised somewhat since 1946 and now appear in the catalog as follows:

1. To develop skills and acquire knowledge which will enable students to assume responsibility for their personal, family, and social business activities.
2. To develop proper social, economic, and business understandings which will enable students to lead satisfactory lives as individuals and as useful members of society.
3. To develop skills and techniques which will prepare students for professional opportunities in teaching.

4. To develop skills and attitudes which will enable students to secure initial positions and make shorter their apprenticeship period in the field of business.[3]

It should be noted that two significant differences exist between the composite objectives of education for business in the church-related colleges included in this study and the objectives prevailing at Bethany Nazarene College. The composite objectives include emphasis on the development of a Christian philosophy of life. Although the Christian philosophy concept functions throughout the college, no identical objective is included in the published objectives of education for business in Bethany Nazarene College. In providing students with opportunities to engage in Christian practices and procedures, departments of business in church-related colleges attempt to contribute to the primary objectives of their institutions.

Another difference between the composite objectives of education for business in the church-related colleges and the published objectives of Bethany Nazarene College is with regard to provision for the preparation of secondary school business teachers. One of the primary objectives of education for business at Bethany Nazarene College is to provide preparation for business teachers in secondary schools. This preparation does not appear to be a primary objective of many of the church-related colleges. However, since 1946, the first year that degrees were granted to students completing the requirements in business in Bethany Nazarene College, approximately one-half of the business graduates have obtained teaching positions.

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[3] Ibid., p. 83.

Organization for Instruction

Three patterns of instructional organization for offering education for business predominate among the 156 church-related colleges included in this study. The departmental plan is utilized by 84 colleges, the divisional plan by 71 colleges, and the school of business plan by one college. In each of 56 of the 84 colleges that utilize the departmental plan of organization, all phases of education for business are offered through a single department. In each of 25 of the 84 colleges, such instruction is offered through two different departments. In the remaining three colleges, instruction in business subjects is offered through three different departments. The most frequently used title to designate departments which offer instruction in business subjects is Department of Economics and Business Administration. The divisional plan of instructional organization is utilized by 71 colleges. In 51 of the 71 colleges that utilize the divisional plan, business subjects are offered through divisions of social sciences. One church-related college utilizes the school of business plan of instructional organization.

Education for business at Bethany Nazarene College is offered through the Department of Economics and Business and the Department of Secretarial Science. Both of these departments are in the Division of Social Sciences. In 1953-1954, coordination of instruction in the various phases of education for business functioned under the immediate direction of a single individual. One individual was chairman of both

departments which offered instruction in business subjects and the two departments actually functioned as one.

Responsibility for coordination of instruction in education for business resides with the administrators of such programs. In an institution where all phases of education for business function under the direction of a single chairman, administrative detail is decreased, duplication of effort is less likely, and much confusion is avoided. It appears, then, that the current practice of offering education for business through two departments at Bethany Nazarene College should be examined to determine its practicality.

Degrees and Certificates Granted

Areas of concentration for degree programs in business are maintained by 148 of the 156 church-related colleges included in this study. In 126 of the 148 colleges, students may pursue degree programs in the general area of business administration. Economics is an area of concentration that may be pursued in 63 church-related colleges and business teacher preparation is an area of concentration in 50.

The Bachelor of Arts degree is granted to students who complete the requirements in the field of business in 127 of the 148 colleges that offer degree programs in business. In 56 of the 148 colleges, the Bachelor of Science degree is granted to business students completing the requirements. Only a few of the church-related colleges grant specialized business degrees such as Bachelor of Science in Business Administration and Bachelor of Business Administration.

In Bethany Nazarene College students may pursue degree programs in the areas of general business administration and business teacher preparation. Students planning careers in business follow the general business administration area of concentration. Students planning to teach business subjects in secondary schools follow the business teacher preparation program. Students pursuing educational programs leading to degrees in business in Bethany Nazarene College are required to complete a core program of 44 semester hours in general education. The Bachelor of Arts degree is granted to business students who complete certain additional prescribed subjects, particularly in the field of modern languages. The Bachelor of Science degree is granted to business students who complete additional subjects within their areas of concentration. In the Bachelor of Science degree program, then, students complete a more extensive concentration of subjects in the field of business.

It appears that the areas of concentration for degree programs in business in Bethany Nazarene College are similar to those offered in other church-related colleges. The areas of general business administration, economics, and business teacher preparation are offered by more of the 156 colleges than any other areas of concentration. Although Bethany Nazarene College does not offer a major area of concentration in the field of economics, students pursuing degree programs in business complete at least the one-year sequence of subjects involving a study of basic economic principles.

The Bachelor of Arts degree and the Bachelor of Science degree granted to students completing requirements in business in Bethany

Nazarene College are the two degrees most frequently granted to business students in the 156 church-related colleges. It appears that Bethany Nazarene College is following a pattern similar to that existing in most of the 156 colleges by not granting specialized degrees in business such as the Bachelor of Science in Business Administration, the Bachelor of Science in Business Education, or the Bachelor of Business Administration.

Educational programs leading to certificates of achievement in business are offered by 58 of the 156 church-related liberal arts colleges. All of the 58 colleges offer programs leading to certificates in secretarial science ordinarily involving two years of college preparation. Students completing certificate programs may continue their education by pursuing the four-year degree programs in business without loss of academic credit.

A two-year educational program leading to a Certificate in Secretarial Science is offered at Bethany Nazarene College. Students completing the program of studies obtain instruction which enables them to obtain office positions. The two-year secretarial certification program offered at Bethany Nazarene College appears to be similar to the certificate programs offered by other church-related colleges that provide such instruction.

Business Subjects Offered

Instruction is offered in 11 fields of business by the 156 church-related liberal arts colleges. The 11 fields of instruction are: accounting, business communication, business education methods, business

law, business management, business statistics, economics, finance, geography, marketing, and secretarial science. Opportunities are also available for students to do independent study and to participate in work experience programs in many of the colleges. One hundred and sixty-five different business subjects were offered in 1953-1954 by one or more of the 156 colleges. Of the 165 business subjects offered by the 156 colleges, 24 were offered by a majority of the colleges.

In Bethany Nazarene College, instruction is offered in each of the 11 fields of business in which instruction is commonly offered by the 156 colleges. Opportunities for directed study and work experience are also provided. Bethany Nazarene College offers instruction in 20 of the 24 business subjects offered by a majority of the 156 colleges. In addition to the business subjects offered by a majority of the colleges, Bethany Nazarene College offers 14 other business subjects. In all, the college offers instruction in 34 different business subjects.

Instruction in secretarial science is offered by 127 of the 156 church-related colleges. Each of the 127 colleges offers instruction in typewriting. In all, 21 different secretarial subjects are offered by the 156 colleges. Ten different secretarial subjects are offered by Bethany Nazarene College. The number of secretarial subjects offered by Bethany Nazarene College is influenced especially by the needs of the students pursuing the two-year secretarial course and the four-year degree curriculum in business teacher preparation. Not all of the 156 church-related colleges offer such educational programs. While a majority of the colleges that offer instruction in typewriting grant 2

semester hours of credit for the completion of each semester, Bethany Nazarene College grants 3 semester hours of credit for the subjects.

Twenty-four different accounting subjects were offered in 152 of the 156 church-related colleges. Six of the 24 accounting subjects were offered by a majority of the 156 colleges. The primary demand for instruction in accounting in terms of offerings and enrollments appears to be in the basic subjects involving elementary accounting principles. Bethany Nazarene College offers instruction in five different accounting subjects, two of which involve instruction in basic accounting principles. The upper-level accounting subjects offered by Bethany Nazarene College are similar to those offered by a majority of the 156 colleges.

More of the 156 church-related colleges offer instruction in economics than in any other field of business. In 1953-1954, 21 different economics subjects were offered by 154 of the 156 colleges. Three of the 21 economics subjects were offered by a majority of the 156 colleges. Instruction in elementary principles of economics was offered by each of the 154 colleges offering economics subjects. Instruction in economics at Bethany Nazarene College includes a study of the basic economic principles, consumer economics, and economic systems.

A majority of the 156 colleges offer at least one subject in each of the fields of business management, finance, and marketing. From 12 to 28 different subjects are offered in each of these three fields. Although a majority of the colleges offer at least one subject in each of the fields of business law, business statistics, and business communication, comparatively few different subjects are offered in these fields. Bethany Nazarene College offers instruction in each of the

fields of business management, finance, marketing, business law, business statistics, business communication, and business education methods. The college offers instruction in two business management subjects which are not offered by a majority of the 156 colleges: Personnel Management and Industrial Relations. On the other hand, the finance subjects of Business Finance and Public Finance which are offered by a majority of the colleges are not offered by Bethany Nazarene College.

The credit granted for the completion of business subjects by Bethany Nazarene College is comparable to that granted by other church-related colleges. A difference exists in the case of the granting of credit in typewriting. While a majority of the colleges grant 2 semester hours of credit for the completion of each semester of typewriting, Bethany Nazarene College grants 3 semester hours of credit.

Opportunities are provided for independent study and work experience in a few of the church-related colleges. However, very few students actually participate in these activities. The credit granted for independent study and work experience varies.

Independent study is required of students of Bethany Nazarene College in their senior year. The study involves an integration of the major area of concentration and culminates in the writing of a senior paper. Work experience is optional for business students of the college, but all secretarial students are urged to obtain some work experience prior to graduation. The opportunities for this activity offered by the college involve actual office experience.

Twenty-four business subjects are offered by a majority of the 156 church-related liberal arts colleges. All except four of these business subjects are offered by Bethany Nazarene College. These four subjects are: Elementary Cost Accounting, Labor Problems, Business Finance, and Public Finance. In order to facilitate comparison of the information relative to the offering of business subjects at Bethany Nazarene College with those commonly offered by the 156 colleges, the following summaries are provided:

The 20 business subjects offered by a majority of the 156 church-related liberal arts colleges and by Bethany Nazarene College are:

Principles of Accounting I	Principles of Economics I
Principles of Accounting II	Principles of Economics II
Intermediate Accounting	Money and Banking
Advanced Accounting	Principles of Marketing
Income-Tax Accounting I	Elementary Shorthand
Business Communication	Intermediate Shorthand
Business Law I	Advanced Shorthand I
Business Law II	Elementary Typewriting
Business Organization	Intermediate Typewriting
Business Statistics	Secretarial Practice

The 14 business subjects offered by Bethany Nazarene College but not by a majority of the 156 church-related liberal arts colleges are:

Elementary Auditing	Human Geography
Business Education Methods	Economic Geography
Personnel Management	Advanced Shorthand II
Industrial Relations	Advanced Typewriting
Consumer Economics	Office Management
Comparative Economic Systems	Office Machines
Sales Administration	Mathematics of Finance

Physical Facilities for Instruction

A majority of the respondents believed that classroom and laboratory facilities were adequate in terms of convenience of location, lighting and ventilation, instructional features, and library holdings.

Inadequacies appeared to exist particularly with regard to soundproofing facilities, the availability of individual offices for faculty members, and the number and variety of office machines and equipment. In a comparatively small college, such as Bethany Nazarene College, classrooms and laboratories are of necessity located near the other units of the institution. The classroom building used for education for business at Bethany Nazarene College is at the outer edge of the campus but is near the Science Building and the Liberal Arts Building, the two main classroom buildings on the campus. The Commercial Building is not far from the administration building in which the college library is located. The classrooms and laboratories used for instruction in business subjects at Bethany Nazarene College are conveniently located in relation to each other as well as to other units of the institution.

As in the case of many of the church-related colleges included in this study, the general and instructional facilities for instruction in business at Bethany Nazarene College are only partially adequate. Adequate instructional facilities such as chalkboards, bulletin boards, and electrical outlets are available in the classrooms and laboratories. Since the business department of Bethany Nazarene College has been in existence only since 1944, the library holdings consist of materials of comparatively recent origin. Funds for the purchase of needed reference books and periodicals, however, have been comparable to those provided for other departments of instruction.

The most serious inadequacies in physical facilities for instruction in business subjects in Bethany Nazarene College are in terms of the space allotted to education for business, the furniture in

the classrooms and laboratories, and the number of office machines available for instructional purposes. The classroom and laboratory facilities for education for business at Bethany Nazarene College are temporarily located in a building which was remodeled for that specific purpose and these temporary facilities are only partially adequate. Expansion of physical facilities for instruction in business in Bethany Nazarene College has not kept pace with the increasing demands of the program for space and equipment. With the addition of a contemplated library and classroom building on the campus, these facilities will undoubtedly be improved and expanded. In Bethany Nazarene College, instruction on office machines and equipment is comparable to that offered by a majority of the 156 colleges. Opportunities are provided for students to obtain instruction in the use of office machines commonly used in business offices.

Student Personnel Services

Tests for guidance and counseling purposes provided for students of business in the 156 church-related colleges commonly consist of those tests administered to all incoming students in these colleges. Intelligence tests, aptitude tests, and psychological tests are administered to all students in a majority of the 156 colleges. Relatively few of the colleges administer interest inventories, proficiency tests, or prognostic tests.

Intelligence tests and psychological tests are administered to all incoming students of Bethany Nazarene College as a part of the guidance and counseling program of the college. Interest inventories

are available to all students of the college on an optional basis. Although a majority of the church-related colleges provide aptitude tests for business students, Bethany Nazarene College does not provide such guidance service. These tests undoubtedly would be of value in counseling business students since they provide means of determining the probability of success in various vocational fields.

Most of the 156 church-related colleges provide vocational guidance information for business students in regularly scheduled business classes, conferences, special lectures, and/or through the acitivities of business clubs. Information is commonly provided relative to applying for positions, writing letters of application, preparing for employment interviews, and the requirements of a variety of business occupations. The practice of providing vocational guidance information to business students of Bethany Nazarene College appears to be similar to that followed by most of the church-related colleges.

Relatively few of the 156 church-related colleges obtain information about their local communities through community surveys. In the five year period from 1948 to 1953, only 52 such surveys were conducted, and these surveys involved only 34 of the 156 colleges. The administrators of programs of education for business do, however, make use of surveys of their communities made through other agencies. No community surveys were conducted by Bethany Nazarene College during the period 1948 to 1953. A few surveys have been conducted by agencies in the area of Oklahoma City and have provided information concerning employment. These surveys are available for use by the staff of Bethany Nazarene College. Perhaps the most recent survey in the Oklahoma City

area is that conducted by Reed[4] in 1954 which provided detailed information concerning employment conditions in that area.

While business clubs functioned on the campuses of 74 of the 156 colleges in 1954, there was evidence to indicate that additional clubs were being contemplated. The predominant type of business club was the unaffiliated local organization. The Business Club of Bethany Nazarene College was organized in 1952 as an unaffiliated business club. This organization provides opportunities for business students to engage in many practices which are conducive to the development of business leaders.

Central placement bureaus are available to business students in most of the 156 church-related colleges. These placement bureaus commonly aid students in obtaining summer vacation and part-time positions during the school year as well as full-time employment. Sixty of the colleges provide follow-up services for former students and graduates. Such follow-up programs are commonly on an informal basis and do not involve all of the students of the institutions. The central placement bureau of Bethany Nazarene College provides services to students similar to those provided by other church-related colleges. A follow-up of students who are graduated from the teacher-education program is conducted annually. The follow-up of graduates of other curricula is less systematic. While placement and follow-up of students is today recognized as one of the responsibilities of any college, it appears

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[4]James Ralph Reed, "Circumstances Surrounding the Employment of Beginning Office Workers in Oklahoma City" (Unpublished Ed. D. dissertation, University of Oklahoma, Norman, 1955).

that this type of activity at Bethany Nazarene College as in other church-related colleges is not fully adequate.

Community resources are utilized to a limited extent by the business faculty of most of the 156 church-related colleges. Occasionally businessmen are called upon to give talks to classes, visits to business offices are arranged, and instructional materials are secured from business sources. The business faculty of Bethany Nazarene College make use of the community resources of Bethany and Oklahoma City by similar contacts. These contacts serve to relate classroom instruction to occupational requirements and to acquaint businessmen to the needs of the college.

The Business Faculty

There were 484 full-time business teachers in the 156 church-related colleges in 1953-1954. There were approximately three business teachers in each of the institutions. Most of the business teachers held the rank of assistant professor or higher and had earned master's degrees or doctor's degrees. Forty-two of the business teachers were in their first year at the institutions in which they were teaching, while 15 had accumulated from 25 to 38 years of tenure. The average length of tenure of the business teachers was 6.2 years and the median number of years of tenure was 5.

Education for business at Bethany Nazarene College is offered through two departments of instruction functioning under the immediate direction of a single individual. The author of this research report serves as chairman of the two departments. He holds the rank of

associate professor and upon the completion of this research will have completed the requirements of the Doctor of Education Degree. He has accumulated 20 years of secondary and collegiate teaching experience, the last 11 of which have been at Bethany Nazarene College. In addition to teaching part time in the area of business, the author serves as Registrar of the college. A second member of the business faculty is on leave of absence for the purpose of completing the requirements of a doctor's degree. He holds the rank of associate professor. Three of his four years of teaching experience have been at Bethany Nazarene College. A third member of the business faculty holds a Bachelor of Science degree from Bethany Nazarene College and has the rank of instructor. He has had one year of teaching experience and is on temporary appointment at the college. A fourth member of the business faculty, teaching in the field of secretarial science, is a woman with the rank of instructor. She holds a Bachelor of Arts degree from Bethany Nazarene College and is in her first year of teaching at the college. This member of the faculty had four years of secondary school business teaching experience before coming to the college.

Specific Implications for Bethany Nazarene College

In this chapter, an attempt has been made to relate directly the circumstances surrounding education for business in 156 church-related liberal arts colleges and the circumstances surrounding education for business at Bethany Nazarene College. Certain strengths and weaknesses in the program of education for business at Bethany Nazarene College are revealed.

It is recognized that practices and procedures which prevail in a majority of the 156 colleges involved in this investigation are not necessarily the best which might be utilized. Likewise, the practices and procedures that are followed only infrequently are not necessarily to be condemned. However, the most common practices and procedures undoubtedly have been developed through the years as the result of continuous effort in the direction of improvement.

On the basis of extensive study in the field of business education, an enlightening experience in completing this investigation, and eleven years of teaching at Bethany Nazarene College, the author makes the following specific recommendations regarding education for business in that college:

1. The objectives of education for business should be directly related to the basic philosophy of Bethany Nazarene College which is to enable students to pursue cultural studies in an environment that is conducive to the development of a Christian philosophy of life. The philosophy of developing a Christian viewpoint should permeate the application of each of the two major purposes of education for business which are: (1) to provide all students with the opportunity to become informed concerning fundamental business and economic concepts, and (2) to provide certain students with the opportunity to become prepared to fulfill duties as employees in business positions or to teach business subjects in secondary schools.

2. Education for business should be offered through a single department of instruction within the Division of Social Sciences. Responsibility for coordination of instruction in all phases of education for business should be that of the chairman of the business department. The title utilized to designate the department should imply an emphasis upon economics, business administration, secretarial administration, and business teacher preparation. The title that appears to include these phases of education for business is Department of Business Education.

3. The program of education for business, in terms of carefully determined needs, should continue to include specific emphasis upon general education related to economics and business administration and occupational preparation relative to office positions and the teaching of business subjects.

4. A single degree, the Bachelor of Science, should be granted to students who satisfactorily complete degree requirements in business. The current practice of granting two different degrees to students of business appears to be an unnecessary distinction.

5. The two-year program of study leading to the Certificate in Secretarial Science appears to be appropriate and should be continued.

6. The subject-matter offering in business should be carefully analyzed with respect to the needs of the students, the adequacy of instructional facilities, and the availability of faculty personnel. The scope of the offering should be reduced somewhat as a result of this process. A reduction in the total subject-matter offering would undoubtedly result in the improvement of instruction in the subjects retained. Emphasis should continue to be placed upon instruction in accounting, economics, and secretarial science; basic instruction should also be offered in other fields of business. A careful analysis of the needs of students may reveal that certain phases of education for business can be provided through an introductory business subject involving instruction in several fields of business.

7. A long-range program should be evolved for improving and expanding the classroom and laboratory space provided for education for business. These improvements should entail extensive remodeling of the present facilities or the provision of entirely new quarters. The minimum space allotted to education for business should include: (1) a lecture-discussion type classroom for instruction in such subjects as business communication, business law, and economics; (2) a typewriting classroom equipped with adjustable tables and modern machines; (3) a laboratory furnished with desks or tables which provide ample writing space for instruction in such subjects as accounting and shorthand; (4) an office machines laboratory with adequate facilities for the operation of electrically-powered office machines; (5) a conference room; and (6) office space for at least three faculty members.

8. A careful study should be made of instruction involving the use of business machines and equipment. Every effort should be made to insure that the somewhat limited funds which will be available for equipment are judiciously expended.

9. Analysis should be made of the effectiveness of provisions for placement and follow-up of business graduates. Where these provisions are inadequate, the necessary steps to improve and extend the services should be effected.

10. The business faculty should include the equivalent of three full-time business teachers with one designated as the chairman. There should be one teacher qualified through education and experience to teach primarily in the field of accounting, one in economics, and one in secretarial science. Each of these three teachers should be well qualified to teach certain subjects apart from his primary interest. Thus, an instructional program with both breadth and depth in its offerings may be provided.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This investigation constitutes an analysis of circumstances surrounding education for business in church-related colleges in the United States. The primary purpose for making the study was to reveal information concerning the current practices and policies followed by the various church-related colleges in order to provide a means of guiding the future development of individual programs. The information revealed in this investigation was used in an analysis of the program of education for business at Bethany Nazarene College, Bethany, Oklahoma, and in making recommendations for its future development.

Specifically, the problem involved an investigation of the programs of education for business in 156 church-related liberal arts colleges which were considered comparable to Bethany Nazarene College. Analysis was made of the following circumstances surrounding education for business in the 156 colleges: (1) objectives of instruction, (2) organization for instruction, (3) subjects offered, (4) physical facilities for instruction, (5) student personnel services, and (6) the business faculty. The 156 institutions were: (1) liberal arts colleges, (2) currently offering business subjects, (3) related to protestant religious denominations, (4) co-educational, and (5)

attended primarily by white students. No attempt was made to evaluate instructional procedures used in the various church-related colleges.

The data for this study were obtained primarily by means of questionnaires which were completed by the administrators of programs of education for business in 156 church-related colleges. The catalogs of the institutions served as sources of certain specific information.

Numerous steps were involved in order to complete this investigation. The initial step was (1) to read extensively in the general literature of education for business at the collegiate level and (2) to analyze similar studies.

The second step was to discover the research techniques which would best provide pertinent information needed in this investigation. In order to provide the scope and extensiveness necessary, it was decided to use the questionnaire technique. Since the catalogs of the institutions contained pertinent information concerning the colleges, it was decided to use the catalogs to supplement the information obtained by means of the questionnaires.

The third step was to prepare the questionnaire to be used in obtaining the data. A preliminary draft of the questionnaire was submitted to administrators of programs of education for business in selected church-related colleges as a trial procedure. As a result of criticisms obtained during these trial measures, certain revisions were made in the questionnaire. Copies of the revised questionnaire were then prepared.

The fourth step consisted of a compilation of the list of church-related colleges to be included in the investigation. The list

of 202 church-related colleges was prepared from an analysis of the 1952-1953 Education Directory.[1]

The fifth step involved the mailing of copies of the questionnaire and letters explaining the purpose of the study to the administrators of programs of education for business in the 202 church-related colleges. Responses were received from 164, or 81.2 per cent, of the 202 colleges. Programs of education for business currently existed in 156 of the colleges.

The sixth step in this investigation consisted of tabulating and interpreting the data relative to the circumstances surrounding education for business in 156 church-related liberal arts colleges.

The final step involved the preparation of this report and the presentation of the information obtained in the investigation.

Summary

Background Data Pertinent to the Investigation

A few of the 156 colleges involved in this study have a close religion-education relationship involving ownership and direct control by religious groups. In contrast to this type of relationship, other colleges are not subject to direct control by religious denominations. These institutions are owned and operated by non-profit corporations which conduct the administration of the colleges in the interests of the religious groups. In a majority of the 156 colleges, however, the particular types of denominational relationships are not disclosed in

[1]United States Office of Education, Education Directory, op. cit.

the catalogs. In most instances, the relationship is described in such terms as "under the auspices of," "affiliated with," or "under the general supervision of" specific religious groups.

The 156 colleges included in this investigation are affiliated with 26 different religious denominations. Two-thirds of the colleges are related to Methodist, Presbyterian, Lutheran, or Baptist denominations.

Ninety-three per cent of the 156 church-related colleges were established prior to 1910; over one-half of them were established before 1880. Approximately 20 per cent of the colleges were established during the decade 1880 to 1890.

Nearly two-thirds of the 156 church-related colleges are located in small cities or towns. The colleges serve not only the local communities but also the larger communities of their church constituencies as well. The church constituencies of these colleges often include several states. Students from a number of states are attracted to many of the church-related colleges because of the church constituencies served by the colleges.

Enrollments in over 40 per cent of the church-related colleges ranged from 500 to 1,000 students during the school year 1953-1954. Three-fourths of the colleges enrolled fewer than 1,000 students. The average enrollment in the 156 colleges was 784 students.

Nearly all of the 156 church-related colleges are recognized by one or more agencies which have the responsibility of approving the educational programs of institutions of higher education. One hundred and twenty-eight, or 82.1 per cent, of the 156 colleges have regional

accreditation; 147, or 94.2 per cent, operate under conditions by which undergraduate credits earned by their students are accepted by the state universities within their states; and 152, or 97.4 per cent, are approved by their state departments of education for general purposes or for teacher certification.

While two of the church-related colleges are members of the American Association of Colleges for Teacher Education, none of the colleges have schools of business which are members of the American Association of Collegiate Schools of Business.

Instruction in business subjects in the church-related colleges is offered in specialized departments of instruction. These departments of instruction constitute the administrative units in which such programs are maintained. In 71 of the 156 colleges, related departments of instruction are grouped into divisions. When the divisional plan of instructional organization is in effect, departments of business are commonly placed in divisions of social sciences. In the colleges which maintain the divisional plan, 51 offer instruction in business subjects in divisions of social sciences and 20 offer such instruction in divisions of vocational, or applied, arts. In 7 of the 20 colleges in which business departments are in divisions of applied arts, education for business comprises the entire divisions.

The general objectives of church-related colleges are commonly stated in the introductory sections of the catalogs of the colleges. These objectives indicate the purposes of the institutions and the types of instructional programs which are offered. Three composite statements of objectives of church-related liberal arts colleges were formulated

from an analysis of the 156 individual statements of objectives. The composite statements of objectives of the church-related liberal arts colleges reveal three basic goals of the institutions: (1) cultural development, (2) Christian leadership, and (3) occupational efficiency. The three composite statements of the over-all objectives of the 156 colleges are:

> To enable students to develop an understanding and an appreciation of their cultural heritage.
>
> To enable students to develop the Christian philosophy which will be conducive to effective Christian leadership.
>
> To enable students to achieve occupational efficiency in selected vocations.

Circumstances Surrounding Education for Business

Institutions of higher education which emphasize cultural development and the Christian viewpoint appear to be unique settings for education for business. Yet, each of the 156 church-related colleges included in this investigation offers instruction in business.

Analysis of the returned questionnaires reveals three objectives of instruction in education for business. One hundred and twenty-five respondents provided information concerning the purposes of education for business in their institutions. From the 125 responses, composite statements of objectives of education for business were prepared. The objectives of education for business in the church-related liberal arts colleges are:

> To enable students to develop an understanding of basic business and economic information which is of value to all people.

To enable students to develop knowledges and skills which will be useful in specific business occupations.

To enable students to develop a Christian philosophy of life.

To implement the objectives of education for business, church-related colleges utilize three types of organizational units: the departmental plan, the divisional plan, and the school of business plan. The departmental plan of instructional organization whereby instruction in business subjects is offered through a separate department of business, functioning under the direction of a department chairman, exists in 84 of the 156 colleges. The divisional plan of organization where a department offering instruction in business subjects functions under the immediate direction of a department chairman who is ultimately responsible to a division chairman is utilized by 71 of the 156 colleges. A school of business wherein a separate administrative unit of the institution functions under the direction of a dean is found in one church-related college. The title most frequently used to designate departments of instruction which offer education for business is Department of Economics and Business Administration. The most frequently used title to designate divisions of instruction in which education for business is offered is Division of Social Sciences.

Areas of concentration leading to degrees in business are offered by 148, or 94.9 per cent, of the 156 colleges. In 126, or 80.8 per cent, of the colleges, students may pursue degree programs in the area of general business administration. Economics may be selected as an area of concentration in 63, or 40.4 per cent, of the colleges and

business teacher preparation may be selected as an area in 50, or 32.1 per cent, of the colleges.

Students who complete the requirements for degrees in 127, or 81.4 per cent, of the colleges are granted the Bachelor of Arts degree. In 56, or 35.9 per cent, of the colleges, the Bachelor of Science degree is granted to students who complete degree requirements in business. Only a few of the church-related colleges grant specialized degrees in business such as the Bachelor of Science in Business Administration, the Bachelor of Science in Business Education, and the Bachelor of Business Administration.

In 58, or 37.2 per cent, of the 156 church-related colleges, students may pursue programs of instruction leading to certificates of achievement in business. Fifty-three of the 58 colleges that offer certificate programs in business offer the two-year secretarial program. A few of the colleges offer certificate programs in the following areas: general business, accounting, medical secretarial, church secretarial, and salesmanship.

Analysis of the questionnaires indicates that the 156 church-related colleges frequently offer business subjects in summer sessions, but do not generally offer such subjects in evening classes, extension or off-campus classes, or by correspondence. While beginning business subjects and those subjects involving a study of basic principles are commonly offered each year, upper-level business subjects are more commonly offered in alternate years or only when there is sufficient demand.

One hundred and sixty-five different subjects are offered in 11 fields of business by the 156 church-related liberal arts colleges. The 11 fields of instruction are: accounting, business communication, business education methods, business law, business management, business statistics, economics, finance, geography, marketing, and secretarial science. Opportunities are also offered in a few of the colleges to do independent study, complete honors courses, or to participate in work experience programs. Enrollments in these latter activities are commonly limited to students who demonstrate their willingness and ability to do independent work.

The business subjects most commonly offered by the 156 church-related colleges are those in the fields of secretarial science, accounting, and economics. In the field of secretarial science, 1,094 offerings were reported in 23 different subjects; and in economics, 824 offerings were reported in 21 different subjects. A majority of the 156 church-related colleges offer at least one subject in each of the fields of business management, finance, and marketing. From 12 to 28 different subjects are offered in each of these three fields of business. Although a majority of the colleges offer at least one subject in each of the fields of business communication, business law, and business statistics, comparatively few different subjects are offered in these fields.

In all, 165 different business subjects are offered by the 156 church-related liberal arts colleges. Twenty-four of the 165 subjects are offered by a majority of the 156 institutions. The 24 business subjects are:

Principles of Accounting I	Principles of Economics I
Principles of Accounting II	Principles of Economics II
Intermediate Accounting	Money and Banking
Advanced Accounting	Business Finance
Elementary Income-Tax Accounting	Public Finance
Elementary Cost Accounting	Principles of Marketing
Business Communication	Elementary Shorthand
Business Law I	Intermediate Shorthand
Business Law II	Advanced Shorthand
Business Organization	Elementary Typewriting
Elementary Statistics	Intermediate Typewriting
Labor Problems	Secretarial Practice

Classrooms and laboratories used for education for business were reported to be conveniently located in relation to each other by approximately two-thirds of the 156 respondents. These facilities were reported to be conveniently located in relation to other units of the institutions by approximately 95 per cent. In a majority of the institutions, general features of lighting and ventilation were considered to be adequate. The space available for instructional purposes and the instructional features of chalkboards, bulletin boards, furniture, and utilities were also considered to be adequate by a majority of the respondents. Library space and holdings were adequate in a majority of the institutions and were comparable to the facilities provided for other fields of instruction.

Physical facilities for instruction in business subjects were reported to be inadequate by a majority of the 156 administrators with respect to soundproofing facilities, display space for visual aids, the number and variety of office machines available for instructional purposes, and the availability of individual offices for the business faculty. Analysis of individual responses indicates that many of the church-related colleges were contemplating the offering of instruction

in the use of office machines on which no such instruction was being offered in 1953-1954. Although many of the business faculty shared offices with other faculty members or used classrooms as offices, the provisions for office space were considered to be comparable to those provided in other fields of instruction.

Tests for guidance and counseling purposes provided for business students in the 156 church-related colleges commonly consist of those tests administered to all incoming students. In a majority of the 156 colleges, intelligence tests, aptitude tests, and psychological tests are administered to all business students. Relatively few of the colleges, however, administer interest inventories, proficiency tests, or prognostic tests. These latter tests are commonly administered on an individual or optional basis.

Most of the 156 colleges provide vocational guidance information for business students through regularly scheduled classes, individual and group conferences, special lecturers, and/or the activities of business clubs. The vocational guidance information commonly provided includes information concerning the applying for positions, the writing of letters of application, preparing for employment interviews, and the requirements of a variety of business occupations.

Relatively few of the 156 church-related colleges obtain information concerning employment conditions in their local communities through the means of formal surveys. In the five-year period from 1948 to 1953, only 52 such surveys were conducted by the church-related colleges and these surveys involved only 34 of the 156 colleges. The

administrators of programs of education for business do, however, have available surveys conducted by other agencies in their respective communities.

While business clubs functioned on the campuses of only 72 of the 156 church-related colleges in 1953-1954, there is evidence in the study to indicate that additional clubs were being contemplated. The predominant type of business club in 1953-1954 was the unaffiliated local organization.

Central placement bureaus were available to business students in 122 of the 156 colleges. These placement bureaus commonly aid students in obtaining summer vacation and part-time positions during the school year as well as full-time employment. Only a few of the colleges provide follow-up services for former students and graduates. Although 60 respondents indicated that some follow-up procedures were in effect in their institutions, most of the programs were on an informal basis and did not involve all of the students.

Community resources are utilized to a limited extent by the business faculty of most of the 156 church-related colleges. Occasionally businessmen are called upon to give talks to classes, visits to business offices are arranged, and instructional materials are secured from business sources. These contacts serve to relate classroom instruction to occupational requirements and to acquaint business men with the needs of the colleges.

There were 484 full-time business teachers in the 156 church-related colleges in 1953-1954. There were approximately three business teachers in each of the institutions. Most of the business teachers

held the rank of assistant professor of higher and had earned a master's degree or a doctor's degree. Forty-two of the business teachers were in their first year at the institutions in which they were teaching, while 15 had accumulated from 25 to 38 years of tenure. The average length of tenure of the business teachers was 6.2 years and the median number of years of tenure was 5.

Conclusions

Even though the church-related liberal arts college appears to be a unique setting for education for business, the data in this study relative to subject-matter offerings and enrollments indicate that education for business is a significant phase of the educational program of the church-related college. The 156 church-related colleges involved in this investigation have experienced very similar patterns of development and now offer comparable programs of education for business. A substantial number of the colleges enjoy educational stature comparable to that of publicly-supported institutions.

The conclusions presented here are based on careful and considered analysis and interpretation of the data pertaining to the circumstances surrounding education for business in 156 church-related liberal arts colleges.

1. As one phase of a total educational program designed to provide students with a knowledge of culture and a Christian philosophy of life, the objectives of education for business in a church-related liberal arts college should be: (1) to enable students to develop an understanding of basic business information which is of value to all

people and (2) to enable students to develop knowledges and skills which will be useful in specific business occupations. Programs of instruction in education for business should be planned in the light of these objectives.

2. Coordination of instruction in business subjects is best achieved through an organizational unit in which authority and responsibility are specifically designated. Regardless of the over-all organization of the instructional program of a church-related college, coordination of instruction in business subjects is best facilitated through a departmental or divisional arrangement in which ultimate responsibility resides in a single person.

3. The evidence in this study indicates that programs of education for business commonly include instruction in accounting, economics, secretarial science, and business teacher preparation. Seldom are extensive programs offered in phases of business other than accounting and secretarial science. It appears that highly specialized programs of study in numerous fields of business should be avoided. However, the programs of study by which students are prepared for specific occupations should be of sufficient scope to enable students to adjust readily to changing patterns of employment.

4. It is an accepted practice in church-related colleges to offer multiple programs leading to one or more degrees. The data compiled in this study indicate that it is neither necessary nor desirable for church-related colleges to offer more than one degree for students of business nor to offer instructional programs that imply extreme specialization.

5. The data in this study reveal that instruction is offered in church-related colleges in eleven phases of business involving 165 different business subjects. It is apparent that the current offering is extremely broad in scope as well as extensive. It may be concluded that in most of the colleges the subject-matter offering should be carefully examined in terms of the needs of students and the effectiveness of instruction. Revision of programs of education for business should result in narrowing of the scope and diminishing the extensiveness of offerings with subsequent improvement in the effectiveness of instruction in the subjects ultimately retained.

6. In many of the church-related colleges, it appears that the administrators of the programs of education for business have not been fully cognizant of the fact that instruction in business subjects frequently requires special types of physical facilities and equipment. Thus, in some instances, space, instructional facilities, and equipment are not provided for the exclusive use of education for business. Administrators of programs of education for business in church-related colleges must be made aware of these special requirements and provide adequately for them if education for business is to satisfactorily provide for the expanding needs of students.

7. The preparation of business teachers in church-related colleges varies extensively in terms of both educational background and teaching experience. There is a definite tendency in some colleges to permit individuals to teach certain business subjects with only a minimum amount of preparation. If the effectiveness of instruction in business subjects is to increase, teachers must be provided with

opportunities to extend their knowledge of subject matter and their experience in the business world. In many instances, the instructional load of individual teachers should be reduced to enable them to improve their teaching effectiveness.

8. The program of education for business at Bethany Nazarene College compares favorably with programs offered by church-related colleges throughout the United States. There is, however, evidence to indicate that the entire program should be carefully examined and revised to more adequately meet the needs of students. Every effort should be made to insure that physical facilities, instructional staff, and the administration of the program are such that students will be enabled to meet satisfactorily the general and technical requirements of business.

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APPENDIX A

Letter Included with Questionnaire

Box 775
Bethany, Oklahoma
November 20, 1953

Dear Fellow Teacher:

As a leader in the field of education for business in your institution and state, you are in a position to furnish valuable information for a national study which is being made concerning "The Role of Education For Business in the Church-Controlled Liberal Arts College." For your co-operation in this study your college will receive recognition through the listing of participating institutions in an appendix of the study. In addition, you will receive a report on the results of the study.

This study is being made under the supervision of Dr. Gerald A. Porter of the University of Oklahoma and will be in partial fulfillment of the requirements of a doctor's degree. The study will consist of a compilation of the information received from the participating institutions. Specific reference to individuals or their statements will not be made in the final report.

A copy of your current college catalog has been secured and much of the information needed in the study will be obtained from it. The enclosed questionnaire is designed to obtain information which cannot be secure from the catalog. For your convenience in completing the questionnaire, I have listed the business courses offered by your institution on page two.

Although most of the questionnaire can be completed by checking the appropriate blanks, comments concerning particular phases of your program will be appreciated. Your comments might well include specific practices which have proved useful in your institution or an elaboration of the item as you checked it.

As the questionnaire was being prepared, I had the privilege of visiting a number of church-controlled colleges. The interesting and profitable interviews which I had with the heads of the business departments of these institutions gave me a desire to visit all of the institutions included in the study. Since time will not permit many personal interviews, I am using this means of getting acquainted with you and your institution.

Can you spare one hour today to complete this questionnaire and return it to me in the enclosed envelope?

Very sincerely yours,

D. R. Danskin

APPENDIX B

Questionnaire Submitted to the Administrators of Programs of Education for Business

THE ROLE OF EDUCATION FOR BUSINESS
IN THE CHURCH-CONTROLLED LIBERAL ARTS COLLEGE

I. General Information

1. Name of respondent _____

2. Name of institution _____

3. Location of institution _____

4. Number of degrees granted last school year to students majoring in the fields of economics, business administration, and/or business education _____

5. Total number of students currently majoring in the fields of economics, business administration, and/or business education _____

6. How does education for business contribute to the attainment of the basic objectives of your institution?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

II. Subjects Taught, Frequency, and Enrollment

Subjects Offered (Cross out any subjects no longer offered. Add any subjects offered that are not listed below.)	Credit Granted	Frequency With Which Subject Is Offered (Check one.)					Current Enrollment (Give latest figure if subject is not currently taught.)
		On demand	Alternate years	Once a year	Twice a year	More than twice a year	

1. In what department are the following subjects taught in your institution?

Subject	Department
Business English, Communications, or Correspondence	
Business Mathematics or Mathematics of Finance	
Business Statistics	
Principles of Economics, Elements of Economics, or Fundamentals of Economics	
Consumer Economics	
Economic History of the United States	
Methods of Teaching Business Subjects	

2. Does your institution require some type of work experience for the business majors? Yes ___ No ___ Is credit granted for work experience? Yes ___ No ___ If work experience is required, what students are required to obtain it? (Check)

___ All students of business
___ Business education students (teacher training students)
___ Accounting students
___ Economics students
___ Marketing students
___ Secretarial students
___ Others (specify) _____

3. If work experience is not required of your business majors, may they elect to obtain it and be granted credit for it?
Yes ___ No ___

4. To what extent does your institution offer business subjects in summer school?
___ Not at all ___ Occasionally ___ Regularly

5. To what extent does your institution offer business subjects in evening classes?
___ Not at all ___ Occasionally ___ Regularly

6. To what extent does your institution offer business subjects in extension or off-campus classes?
___ Not at all ___ Occasionally ___ Regularly

7. To what extent does your institution offer business subjects by correspondence?
___ Not at all ___ Occasionally ___ Regularly

8. Does your institution use any business courses, units of courses, or other teaching materials designed especially for instruction in church-controlled colleges? Yes ___ No ___ If Yes, please list and give details as to where copies of such materials may be secured.

---

9. Are the present subject-matter offerings and programs of study sufficient to fulfill the purposes of education for business in your institution? Yes ___ No ___ If No, please list the subjects and/or programs of study that are needed.

III. Physcial Facilities

A. Classrooms and Laboratories

1. Are all of the rooms used for business classes in the same building? Yes ___ No ___ on the same floor? Yes ___ No ___

2. Are the rooms used for business classes conveniently located in relation to other units of the institution? Yes ___ No ___

3. Is a model office provided? Yes ___ No ___ a model store? Yes ___ No ___

4. Are the rooms used for instruction in business adequate in terms of the following physical facilities? (Check items that are adequate.)

___ Area
___ Blackboards
___ Bulletin boards
___ Display space for visual aids materials
___ Electrical outlets
___ Furniture
___ Lighting
___ Soundproofing
___ Storage
___ Ventilation

Please comment on the adequacy of classroom and laboratory facilities.

B. Equipment

1. Are typewriters provided in a variety of makes? Yes ___ No ___
   in a variety of styles of type? Yes ___ No ___
   Comments: _____

2. Are copyholders provided for typewriting students? Yes ___ No ___
   Comments: _____

3. Are demonstration stands provided for teachers of typewriting?
   Yes ___ No ___
   Comments: _____

4. Is visual-aid projection equipment available? Yes ___ No ___
   Comments: _____

5. On what machines and equipment is instruction offered? (Check)

   ___ Full-keyboard adding machines
   ___ Ten-key adding machines
   ___ Rotary calculators (such as the Monroe and Marchant)
   ___ Key-driven calculators (such as the Burroughs and Comptometer)
   ___ Bookkeeping and posting machines
   ___ Addressing machines
   ___ Check protectors
   ___ Fluid process duplicators
   ___ Gelatin duplicators
   ___ Offset duplicators
   ___ Stencil duplicators
   ___ Illuminated drawing boards (such as the Mimeoscope)
   ___ Filing equipment
   ___ Cash registers
   ___ Machine shorthand devices (such as the Stenotype)
   ___ Switchboards
   ___ Electric Typewriters
   ___ Standard Typewriters
   ___ Voice-recording machines
   ___ Transcribing machines
   ___ Weighing and measuring machines
   ___ Others (specify) _____

6. Does your institution have definite provisions for the replacement
   of worn-out machines? Yes ___ No ___
   Comments: _____

7. Does your institution have definite provisions for the maintenance
   and repair of existing machines? Yes ___ No ___
   Comments: _____

8. Are the machines you now have sufficient in number and in variety to fulfill the purposes of education for business in your institution? Yes ___ No ___ If No, please indicate the machines that are needed:

_____

C. Library Facilities

1. Does the library provide books in sufficient quantity and variety to serve the needs of students of business? Yes ___ No ___

2. Does the library provide periodicals in sufficient quantity and variety to serve the needs of students of business? Yes ___ No ___

3. Is a file of trade publications available? (Check those available.)
___ Business house organs (employee publications)
___ Government printing office pamphlets
___ Trade catalogs
___ Trade union materials
___ Others (specify) _____

4. Are films, slides, and other audio-visual materials available in the library? Yes ___ No ___ If No, are arrangements made to secure them elsewhere on a rental or free basis? Yes ___ No ___
Comments: _____

5. In terms of student enrollment, is the money spent for library books and periodicals in business comparable to that spent in other fields? Yes ___ No ___
Comments: _____

D. Office Facilities

1. Is an individual office available for each member of the business faculty? Yes ___ No ___ If No, what office arrangements are available? _____

2. Are faculty offices easily accessible to the students? Yes ___ No_

3. Are sufficient storage facilities available in the faculty offices? Yes ___ No ___

4. Are faculty offices connected by an inter-communication system? Yes ___ No ___

5. Are the office facilities provided for the members of the business faculty comparable to those provided in other fields of instruction? Yes ___ No ___
Comments: _____

IV. Student Personnel Services

1. Are tests for guidance and counseling purposes given to students of business? Yes ___ No ___ If Yes, what types of tests are they required to take?
   - ___ Aptitude tests
   - ___ Intelligence tests
   - ___ Interest inventories
   - ___ Proficiency tests
   - ___ Prognostic tests
   - ___ Psychological tests
   - ___ Others (specify) _____

2. Are prospective graduates of business programs given instruction in vocational guidance? Yes ___ No ___ If Yes, in what areas are they given instruction?
   - ___ Requirements of a variety of business occupations
   - ___ How to apply for a position
   - ___ How to write a letter of application
   - ___ Proper conduct during an employment interview
   - ___ What may be expected in an employment interview
   - ___ Ethical practices involved in obtaining or leaving a position
   - ___ Others (specify) _____

3. Have any surveys been made by your institution during the past five years to determine the vocational needs of the community? Yes ___ No ___ If Yes, what types of surveys have been made?
   - ___ Job opportunity analyses
   - ___ Office machines used in business
   - ___ Office standards used in business
   - ___ Others (specify) _____

4. Does your business department have an organized club or fraternity? Yes ___ No ___ If Yes, how is the club organized?
   - ___ Future Business Leaders of America
   - ___ Pi Omega Pi
   - ___ National fraternity or sorority (specify) _____
   - ___ Unaffiliated business club
   - ___ Other (specify) _____

   Comments: _____

5. Does your institution maintain a central placement bureau which is available for students of business? Yes ___ No ___

6. Are any provisions made for the placement of students of business in jobs during summer vacations? Yes ___ No ___ in part-time jobs during the school year? Yes ___ No ___

   Comments: _____

7. Are follow-up services provided for business graduates?
   Yes ___ No ___
   Comments: _____

V. Utilization of Community Resources

1. What business resources of the community are used in your business department?
   ___ Business equipment is loaned to the institution without charge.
   ___ Business people give talks to classes. (If Yes, how many such contacts have been made during the past year? ___)
   ___ Directed visitations are made to businesses, offices, or factories. (If Yes, how many such visits have been made during the past year? ___)
   ___ "Career Days" or similar programs are held in which outside speakers discuss careers.
   ___ Exhibits of business equipment and practices are arranged.
   ___ Others (describe) _____

2. What materials are secured from business sources and used in the business department?
   ___ Business forms (legal documents, invoices, sales slips, etc.)
   ___ Employee manuals
   ___ Employment tests
   ___ Old correspondence
   ___ Job descriptions
   ___ Sales materials (posters, cards, window displays, etc.)
   ___ Others (specify) _____

VI. Faculty

Please list here the names of the members of your faculty currently teaching economics, business administration, and/or business education who are teaching one-half or more of their time in these fields. Will you please supply catalog information for any who are not listed in your current college catalog?

_____

_____

Do you wish to receive a report of the results of this study? _____

Please return the questionnaire to:

Mr. D. R. Danskin
Box 775
Bethany, Oklahoma

APPENDIX C

List of Colleges Included in This Study

CHURCH-RELATED LIBERAL ARTS COLLEGES
INCLUDED IN THE INVESTIGATION

Code*	Name and Location	Religious Affiliation
	Alabama	
1	Athens College, Athens	Methodist
2	Howard College, Birmingham	Baptist
	Arkansas	
3	Arkansas College, Batesville	Presbyterian
4	Harding College, Searcy	Church of Christ
5	Hendrix College, Conway	Methodist
6	Ouachita College, Arkadelphia	Baptist
	California	
7	Chapman College, Los Angeles	Disciples of Christ
8	La Sierra College, Arlington	Seventh Day Advent
9	La Verne College, La Verne	Church of the Brethren
10	Pacific Union College, Anguin	Seventh Day Advent
11	Pasadena College, Pasadena	Church of the Nazarene
12	University of Redlands, Redlands	Baptist
13	Upland College, Upland	Brethren in Christ
	District of Columbia	
14	Washington Missionary College, Washington	Seventh Day Advent
	Florida	
15	Florida Southern College, Lakeland	Methodist
	Georgia	
16	La Grange College, La Grange	Methodist

* Code numbers are used in the body of this report to identify the individual institutions.

	Idaho	
17	College of Idaho, Caldwell	Presbyterian
18	Northwest Nazarene College, Nampa	Church of the Nazarene
19	Ricks College, Rexburg	Latter Day Saints
	Illinois	
20	Augustana College, Rock Island	Lutheran
21	Carthage College, Carthage	Lutheran
22	Eureka College, Eureka	Disciples of Christ
23	Greenville College, Greenville	Free Methodist
24	Lake Forest College, Lake Forest	Presbyterian
25	McKendree College, Lebanon	Methodist
26	North Central College, Naperville	Evangelical United Brethren
27	Olivet Nazarene College, Kankakee	Church of the Nazarene
	Indiana	
28	Anderson College, Anderson	Church of God
29	Hanover College, Hanover	Presbyterian
30	Indiana Central College, Indianapolis	Evangelical United Brethren
31	Manchester College, North Manchester	Church of the Brethren
32	Oakland City College, Oakland	Baptist
33	Valparaiso University, Valparaiso	Lutheran
	Iowa	
34	Buena Vista College, Storm Lake	Presbyterian
35	Cornell College, Mount Vernon	Methodist
36	Iowa Wesleyan College, Mount Pleasant	Methodist
37	Luther College, Decorah	Evangelical Lutheran
38	Morningside College, Sioux City	Methodist
39	Parsons College, Fairfield	Presbyterian
40	Simpson College, Indianola	Methodist
41	University of Dubuque, Dubuque	Presbyterian
42	Wartburg College, Waverly	Lutheran
43	Westmar College, Le Mars	Evangelical United Brethren
44	William Penn College, Oskaloosa	Friends

	Kansas	
45	Baker University, Baldwin	Methodist
46	Bethany College, Lindsborg	Lutheran
47	Bethel College, North Newton	Mennonite
48	College of Emporia, Emporia	Presbyterian
49	Friends University, Wichita	Friends
50	Kansas Wesleyan University, Salina	Methodist
51	McPherson College, McPherson	Church of the Brethren
52	Southwestern College, Winfield	Methodist
53	Sterling College, Sterling	United Presbyterian
54	Tabor College, Hillsboro	Mennonite
	Kentucky	
55	Georgetown College, Georgetown	Baptist
56	Kentucky Wesleyan College, Owensboro	Methodist
57	Union College, Barbourville	Methodist
	Louisiana	
58	Louisiana College, Pineville	Baptist
	Maryland	
59	Western Maryland College, Westminster	Methodist
	Massachusetts	
60	Atlantic Union College, South Lancaster	Seventh Day Advent
61	Eastern Nazarene College, Wollaston	Church of the Nazarene
	Michigan	
62	Adrian College, Adrian	Methodist
63	Albion College, Albion	Methodist
64	Alma College, Alma	Presbyterian
65	Calvin College, Grand Rapids	Christian Reformed Church
66	Emmanuel Missionary College, Berrien Springs	Seventh Day Advent
67	Hope College, Holland	Christian Reformed Church
68	Kalamazoo College, Kalamazoo	Baptist

	Minnesota	
69	Bethel College, St. Paul	Baptist
70	Concordia College, Moorhead	Lutheran
71	Hamline University, St. Paul	Methodist
72	St. Claf College, Northfield	Lutheran
	Mississippi	
73	Mississippi College, Clinton	Baptist
	Missouri	
74	Central College, Fayette	Methodist
75	Culver-Stockton College, Canton	Disciples of Christ
76	Drury College, Springfield	Congregational
77	Missouri Valley College, Marshall	Presbyterian
78	Park College, Parkville	Presbyterian
79	Tarkio College, Tarkio	United Presbyterian
80	William Jewell College, Liberty	Baptist
	Montana	
81	Rocky Mountain College, Billings	Congregational
	Nebraska	
82	Dana College, Blair	Evangelical Lutheran
83	Doane College, Crete	Congregational
84	Hastings College, Hastings	Presbyterian
85	Midland College, Fremont	United Lutheran
86	Nebraska Wesleyan University, Lincoln	Methodist
87	Union College, Lincoln	Seventh Day Advent
	New Jersey	
88	Upsala College, East Orange	Augustana Lutheran
	New York	
89	Hartwick College, Oneonta	United Lutheran
90	Houghton College, Houghton	Wesleyan Methodist
91	Roberts Wesleyan College, North Chili	Free Methodist

	North Carolina	
92	Atlantic Christian College, Wilson	Disciples of Christ
93	Guilford College, Guilford College	Friends
94	High Point College, High Point	Methodist
95	Lenoir Rhyne College, Hickory	Evangelical Lutheran
	North Dakota	
96	Jamestown College, Jamestown	Presbyterian
	Ohio	
97	Ashland College, Ashland	Church of the Brethren
98	Baldwin-Wallace College, Berea	Methodist
99	Bluffton College, Bluffton	Mennonite
100	Capital University, Bexley	Lutheran
101	Defiance College, Defiance	Congregational
102	Denison University, Granville	Baptist
103	Findlay College, Findlay	Church of God
104	Heidelberg College, Tiffin	Evangelical and Reformed
105	Mount Union College, Alliance	Methodist
106	Muskingum College, New Concord	United Presbyterian
107	Ohio Wesleyan University, Delaware	Methodist
108	Otterbein College, Westerville	Evangelical United Brethren
109	Wilmington College, Wilmington	Friends
110	Wittenberg College, Springfield	United Lutheran
	Oklahoma	
111	Oklahoma Baptist University, Shawnee	Baptist
112	Oklahoma City University, Oklahoma City	Methodist
113	Phillips University, Enid	Disciples of Christ
	Oregon	
114	Lewis and Clark College, Portland	Presbyterian
115	Linfield College, McMinnville	Baptist
116	Willamette University, Salem	Methodist

	Pennsylvania	
117	Elizabethtown College, Elizabethtown	Church of the Brethren
118	Geneva College, Beaver Falls	Reformed Presbyterian
119	Gettysburg College, Gettysburg	Lutheran
120	Juniata College, Huntingdon	Church of the Brethren
121	Lebanon Valley College, Annville	Evangelical United Brethren
122	Lycoming College, Williamsport	Methodist
123	Swarthmore College, Swarthmore	Friends
124	Thiel College, Greenville	United Lutheran
125	Waynesburg College, Waynesburg	Presbyterian
	South Carolina	
126	Erskine College, Due West	Reformed Presbyterian
127	Furnam University, Greenville	Baptist
128	Newberry College, Newberry	United Lutheran
129	Presbyterian College, Clinton	Presbyterian
	South Dakota	
130	Augustana College, Sioux Falls	Evangelical Lutheran
131	Dakota Wesleyan University, Mitchell	Methodist
132	Huron College, Huron	Presbyterian
133	Sioux Falls College, Sioux Falls	Baptist
	Tennessee	
134	Carson-Newman College, Jefferson City	Baptist
135	David Lipscomb College, Nashville	Church of Christ
136	Maryville College, Maryville	Presbyterian
137	Southern Missionary College, Collegedale	Seventh Day Advent
138	Union University, Jackson	Baptist
	Texas	
139	Abilene Christian College, Abilene	Church of Christ
140	Howard Payne College, Brownwood	Baptist
141	McMurry College, Abilene	Methodist
142	Southwestern University, Georgetown	Methodist

	Texas (Continued)	
143	Texas Lutheran College, Seguin	Lutheran
144	Texas Wesleyan College, Fort Worth	Methodist
145	Trinity University, San Antonio	Presbyterian
	Utah	
146	Westminster College, Salt Lake City	Presbyterian
	Virginia	
147	Bridgewater College, Bridgewater	Church of the Brethren
148	Eastern Mennonite College, Harrisonburg	Mennonite
149	Emory and Henry College, Emory	Methodist
	Washington	
150	Pacific Lutheran College, Parkland	Lutheran
151	Walla Walla College, Walla Walla	Seventh Day Advent
152	Whitworth College, Spokane	Presbyterian
	West Virginia	
153	Davis and Elkins College, Elkins	Presbyterian
154	Salem College, Salem	Seventh Day Baptist
155	West Virginia Wesleyan College, Buckhannon	Methodist
	Wisconsin	
156	Carroll College, Waukesha	Presbyterian

APPENDIX D

Frequency of Offering Business Subjects

FREQUENCY OF OFFERING BUSINESS SUBJECTS IN 156
CHURCH-RELATED LIBERAL ARTS COLLEGES

Business Subjects Offered	Number of Colleges	Frequency With Which Subject Is Offered				
		On Demand	Alternate Years	Once A Year	Twice A Year	More Than Twice A Year
Accounting:						
Bookkeeping	9		2	5		2
Secretarial Accounting	10	2		8		
Social Security Accounting	2	1	1			
Principles of Accounting I	152	1	6	130	10	5
Principles of Accounting II	148	2	6	129	7	4
Intermediate Accounting	125	14	33	76	1	1
Advanced Accounting	97	12	28	55	1	1
Machine Accounting	4	1		1	2	
Governmental Accounting	14	3	7	4		
Denominational Accounting	2	1	1			
Institutional Accounting	2	1	1			
Elementary Income-Tax Accounting	85	10	47	25	3	
Advanced Income-Tax Accounting	7	1	2	3	1	
Elementary Cost Accounting	104	9	60	32	3	
Advanced Cost Accounting	16		10	6		
Elementary Auditing	62	10	31	21		
Advanced Auditing	9	2	3	4		
Managerial Accounting	6	1	3	2		
Budgetary Accounting	9	2	5	2		
Accounting Systems	8		7	1		
Problems in Accounting	21	5	7	8	1	
C. P. A. Review	11	1	5	5		
Miscellaneous	2		2			

(Continued on next page)

Business Subjects Offered	Number of Colleges	Frequency With Which Subject Is Offered				
		On Demand	Alternate Years	Once A Year	Twice A Year	More Than Twice A Year
Business Communication:						
Business Communication I	77	3	20	50	2	2
Business Communication II	12	3	8	1		
Report Writing	2	2				
Direct Mail Advertising	2		1	1		
Business Education:						
Methods in Business Education	59	14	19	25	1	
Methods in Secretarial Subjects	14	5	6	3		
Methods in Basic Business Subjects	3	2		1		
Methods in Bookkeeping	6	2	3	1		
Practice Teaching	3		1	1	1	
Business Law:						
Business Law I	141	2	47	87	5	
Business Law II	84	2	21	59	2	
Contracts	4			2	1	1
Corporation Law	3	1	1	1		
Negotiable Instruments Law	2			1	1	
Miscellaneous	4			2	2	
Business Management:						
Introduction to Business I	55		5	39	10	1
Introduction to Business II	3		1	1	1	
Business Organization I	101	6	39	54	1	1
Business Organization II	26	2	8	14	1	1
Business Psychology	10	1	3	5	1	
Personnel Management I	58	5	26	27		
Personnel Management II	3		1	2		
Industrial Relations	10		6	4		
Public Relations	2			2		

(Continued on next page)

Business Subjects Offered	Number of Colleges	Frequency With Which Subject Is Offered				
		On Demand	Alternate Years	Once A Year	Twice A Year	More Than Twice A Year
Business Management (Continued):						
Time and Motion Study	4	1	3			
Job Analysis	3		3			
Miscellaneous	1			1		
Business Statistics:						
Elementary Statistics	98	10	40	44	3	1
Advanced Statistics	10	2	1	7		
Economics:						
Economic History of the U. S. I	70	11	26	31	2	
Economic History of the U. S. II	4		2	2		
Principles of Economics I	154	1	2	131	13	7
Principles of Economics II	143	3	2	121	11	6
Labor Problems	117	5	67	43	2	
Labor Legislation	17	3	11	3		
Income and Employment	3		1	2		
Price and Distribution	3	1	1	1		
Comparative Economic Systems	34	6	18	10		
Current Economic Problems	42	5	18	16	1	2
Intermediate Economic Theory	39	6	15	16	2	
Economic History of Europe	15	2	5	8		
Business Cycles	36	3	23	10		
Consumer Economics	36	2	16	16	2	
Population Problems	2		1	1		
Business and Government	40	3	19	17	1	
Agricultural Economics	5		2	3		
National Security Economics	2		2			
Socialism	3	1	1	1		

(Continued on next page)

Business Subjects Offered	Number of Colleges	Frequency With Which Subject Is Offered				
		On Demand	Alternate Years	Once A Year	Twice A Year	More Than Twice A Year
Economics (Continued):						
History of Economic Thought I.	57	7	27	23		
History of Economic Thought II	3	1	2			
Finance:						
Personal Finance	7	1	1	4	1	
Money and Banking I.	139	5	65	64	3	2
Money and Banking II	15	2	6	7		
Mathematics of Finance I	31	5	9	14	2	1
Mathematics of Finance II.	3		1	1	1	
Business Finance I	90	2	49	36	2	1
Business Finance II.	3			3		
Personal Insurance	13	3	5	5		
General Insurance.	52	7	25	20		
Public Utilities	6	2	2	2		
Investments.	52	6	32	13	1	
Public Finance I	101	8	58	33	2	
Public Finance II.	5		2	2	1	
Real Estate.	11	6	3	2		
Miscellaneous.	14		4	10		
Geography:						
Human Geography.	3		1	2		
Economic Geography I	70	6	19	42	3	
Economic Geography II.	12		3	9		
Conservation of Natural Resources. . .	3			3		
Marketing:						
Principles of Marketing I.	131	1	72	56	2	
Principles of Marketing II	11		7	4		

(Continued on next page)

Business Subjects Offered	Number of Colleges	Frequency With Which Subject Is Offered				
		On Demand	Alternate Years	Once A Year	Twice A Year	More Than Twice A Year
Marketing (Continued):						
Salesmanship	76	11	31	30	3	1
Transportation	29	5	19	4	1	
Credits and Collections	16	3	7	5	1	
Foreign Trade I	65	14	34	16	1	
Foreign Trade II	5	1	1	3		
Advertising I	63	9	28	25	1	
Advertising II	2	1	1			
Retailing I	46	6	22	18		
Retailing II	5	1	1	3		
Advertising Copy Writing	2	1		1		
Lettering	3	1		2		
Commercial Art	3	1		2		
Sales Management	18		11	7		
Cooperative Marketing	3		1	2		
Purchasing	5		3	2		
Market Research	3	1	2			
Problems in Marketing	6	2	3	1		
Miscellaneous	7	1	1	3	2	
Secretarial Science:						
Business Mathematics I	37	7	3	21	5	1
Business Mathematics II	5			4		1
Elementary Shorthand	125	7	2	106	10	
Intermediate Shorthand	123	8	3	102	9	1
Personal-Use Typewriting	5	1	1	2	1	
Elementary Typewriting	127	7	1	91	23	5
Intermediate Typewriting	122	7	1	94	15	5
Filing	18	1	1	14	2	

(Concluded on next page)

Business Subjects Offered	Number of Colleges	Frequency With Which Subject Is Offered				
		On Demand	Alternate Years	Once A Year	Twice A Year	More Than Twice A Year
Secretarial Science (Continued):						
Advanced Shorthand I	103	7	6	83	7	
Advanced Shorthand II	71	5	4	59	3	
Shorthand Reporting	3			3		
Technical Shorthand	8	1	3	4		
Advanced Typewriting I	76	8	4	59	4	1
Advanced Typewriting II	38	4	2	30	1	1
Office Management	36	5	13	17	1	
Office Machines I	50	1	5	31	10	3
Office Machines II	10	1		5	3	1
Secretarial Practice I	98	7	24	66		1
Secretarial Practice II	28	3	9	16		
Medical Secretarial Practice	5	1	1	3		
Miscellaneous	3			3		
Independent and Special:						
Honors Work	3	2			1	
Independent Study I	31	10	4	11	6	
Independent Study II	8	5		3		
Readings	12	7	3	2		
Seminar I	40	5	7	26	2	
Seminar II	11	4		7		
Work Experience	9	5	1	3		

APPENDIX E

Enrollments in Business Subjects

ENROLLMENTS IN BUSINESS SUBJECTS IN 156
CHURCH-RELATED LIBERAL ARTS COLLEGES

Business Subjects Offered	Number of Colleges	Number Reporting Enrollment	Enrollment in Each Subject			
			Total	Range	Mean	Median
Accounting						
Bookkeeping	9	4	82	12- 30	20.5	20.0
Secretarial Accounting	10	7	154	11- 37	22.0	22.0
Social Security Accounting	2	1	6	6- 6	6.0	6.0
Principles of Accounting I	152	123	4,130	5-183	33.6	30.0
Principles of Accounting II	148	110	3,013	5-128	27.4	25.0
Intermediate Accounting	125	102	1,176	2- 84	11.5	11.0
Advanced Accounting	97	71	695	1- 21	9.8	10.0
Machine Accounting	4	4	30	2- 16	7.5	6.0
Governmental Accounting	14	9	77	3- 16	8.6	10.0
Denominational Accounting	2	2	148	16-132	72.0	58.0
Institutional Accounting	2	1	15	15- 15	15.0	15.0
Elementary Income-Tax Accounting	85	58	836	1- 51	14.4	12.0
Advanced Income-Tax Accounting	7	6	60	4- 17	10.0	9.0
Elementary Cost Accounting	104	82	901	2- 59	11.0	9.0
Advanced Cost Accounting	16	13	194	5- 63	14.9	13.0
Elementary Auditing	62	40	338	1- 20	8.5	8.0
Advanced Auditing	9	8	94	4- 21	11.8	10.5
Managerial Accounting	6	2	18	8- 10	9.0	9.0
Budgetary Accounting	9	7	49	3- 12	7.0	6.0
Accounting Systems	8	7	67	5- 15	9.6	10.0
Problems in Accounting	21	17	126	2- 15	7.4	6.0
C. P. A. Review	11	8	58	1- 20	7.3	5.5
Miscellaneous	2	0				

(Continued on next page)

Business Subjects Offered	Number of Colleges	Number Reporting Enrollment	Enrollment in Each Subject			
			Total	Range	Mean	Median
Business Communication:						
Business Communication I	77	44	768	4- 60	17.5	15.5
Business Communication II	12	3	67	12- 30	22.3	25.0
Report Writing	2	0				
Direct Mail Advertising	2	0				
Business Education:						
Methods in Business Education	59	50	308	1- 18	6.2	5.0
Methods in Secretarial Subjects	14	7	39	1- 15	5.6	5.0
Methods in Basic Business Subjects	3	1	3	3- 3	3.0	3.0
Methods in Bookkeeping	6	2	22	10- 12	11.0	11.0
Practice Teaching	3	3	12	3- 6	4.0	3.0
Business Law:						
Business Law I	141	120	2,786	2- 86	23.2	20.0
Business Law II	84	66	1,489	6- 81	22.6	20.0
Contracts	4	4	104	11- 43	26.0	15.5
Corporation Law	3	2	40	20- 20	20.0	20.0
Negotiable Instruments Law	2	0				
Miscellaneous	4	2	49	8- 41	24.5	24.5
Business Management:						
Introduction to Business I	55	41	1,500	8-125	36.6	34.0
Introduction to Business II	3	3	69	15- 28	23.0	26.0
Business Organization I	101	87	1,711	4- 69	19.7	16.0
Business Organization II	26	10	195	8- 36	19.5	19.5
Business Psychology	10	9	230	14- 57	25.6	20.0
Personnel Management I	58	46	1,031	2- 67	22.4	16.5
Personnel Management II	3	0				
Industrial Relations	10	10	194	8- 35	19.4	17.5
Public Relations	2	2	102	15- 87	51.0	51.0

(Continued on next page)

Business Subjects Offered	Number of Colleges	Number Reporting Enrollment	Enrollment in Each Subject			
			Total	Range	Mean	Median
Business Management (Continued):						
Time and Motion Study	4	0				
Job Analysis	3	2	32	7- 25	16.0	16.0
Miscellaneous	1	1	6	6- 6	6.0	6.0
Business Statistics:						
Elementary Statistics	98	75	1,168	3- 92	15.6	12.0
Advanced Statistics	10	8	121	3- 40	15.1	10.0
Economics:						
Economic History of the U. S. I	70	55	1,173	3- 70	21.3	15.0
Economic History of the U. S. II	4	3	64	14- 25	21.3	25.0
Principles of Economics I	154	120	5,937	5-215	49.5	35.0
Principles of Economics II	143	102	4,359	5-158	42.7	32.5
Labor Problems	117	89	1,545	4- 60	17.4	15.0
Labor Legislation	17	12	178	5- 25	14.8	16.0
Income and Employment	3	2	36	10- 26	18.0	18.0
Price and Distribution	3	3	74	6- 50	24.7	18.0
Comparative Economic Systems	34	24	369	6- 26	15.4	15.0
Current Economic Problems	42	26	327	2- 80	12.6	10.0
Intermediate Economic Theory	39	28	377	2- 32	13.5	12.0
Economic History of Europe	15	12	214	7- 40	17.8	13.5
Business Cycles	36	30	533	2- 63	17.8	15.0
Consumer Economics	36	31	829	6- 54	26.7	20.0
Population Problems	2	2	39	9- 30	18.5	18.5
Business and Government	40	25	456	8- 45	18.2	15.0
Agricultural Economics	5	3	41	8- 18	13.7	15.0
National Security Economics	2	1	12	12- 12	12.0	12.0
Socialism	3	0				

(Continued on next page)

Business Subjects Offered	Number of Colleges	Number Reporting Enrollment	Enrollment in Each Subject			
			Total	Range	Mean	Median
Economics (Continued):						
History of Economic Thought I.	57	39	493	3- 39	12.6	10.0
History of Economic Thought II	3	3	39	6- 24	13.0	9.0
Finance:						
Personal Finance	7	1	17	17- 17	17.0	17.0
Money and Banking I.	139	110	1,932	1- 87	17.6	15.0
Money and Banking II	15	9	166	9- 35	18.4	15.0
Mathematics of Finance I	31	18	259	2- 35	14.4	11.5
Mathematics of Finance II.	3	1	13	13- 13	13.0	13.0
Business Finance I	90	81	1,439	1- 78	17.8	15.0
Business Finance II.	3	0				
Personal Insurance	13	7	163	6- 81	23.3	10.0
General Insurance.	52	37	679	3- 47	18.4	15.0
Public Utilities	6	1	6	6- 6	6.0	6.0
Investments.	52	41	725	2- 81	17.7	12.0
Public Finance I	101	78	1,142	3- 35	14.6	14.0
Public Finance II.	5	0				
Real Estate.	11	5	135	8- 57	27.0	25.0
Miscellaneous.	14	11	185	8- 27	16.8	16.0
Geography:						
Human Geography.	3	3	40	2- 20	13.3	18.0
Economic Geography I	70	51	1,435	6- 90	28.1	22.0
Economic Geography II.	12	9	335	20- 90	37.2	35.0
Conservation of Natural Resources. . .	3	1	30	30- 30	30.0	30.0
Marketing:						
Principles of Marketing I.	131	101	2,016	3-123	20.0	16.0
Principles of Marketing II	11	2	36	14- 22	18.0	18.0

(Continued on next page)

Business Subjects Offered	Number of Colleges	Number Reporting Enrollment	Enrollment in Each Subject			
			Total	Range	Mean	Median
Marketing (Continued):						
Salesmanship	76	60	1,170	6- 73	19.5	17.5
Transportation	29	16	242	3- 25	15.1	15.5
Credits and Collections	16	10	124	6- 24	12.4	10.0
Foreign Trade I	65	47	681	3- 80	14.5	11.0
Foreign Trade II	5	2	13	6- 7	6.5	6.5
Advertising I	63	43	831	4- 98	19.3	15.0
Advertising II	2	1	22	22- 22	22.0	22.0
Retailing I	46	38	866	5- 84	22.8	20.0
Retailing II	5	2	37	17- 20	18.5	18.5
Advertising Copy Writing	2	2	18	3- 15	9.0	9.0
Lettering	3	1	11	11- 11	11.0	11.0
Commercial Art	3	1	5	5- 5	5.0	5.0
Sales Management	18	8	113	3- 22	14.1	14.0
Cooperative Marketing	3	1	19	19- 19	19.0	19.0
Purchasing	5	2	49	24- 25	24.5	24.5
Market Research	3	3	24	4- 15	8.0	5.0
Problems in Marketing	6	6	92	4- 25	15.3	14.0
Miscellaneous	7	3	57	7- 25	19.0	25.0
Secretarial Science:						
Business Mathematics I	37	21	639	4- 85	30.4	25.0
Business Mathematics II	5	5	142	7- 52	28.4	30.0
Elementary Shorthand	125	97	1,536	2- 62	15.8	12.0
Intermediate Shorthand	123	87	1,265	3- 59	14.5	10.0
Personal-Use Typewriting	5	3	47	12- 20	15.7	15.5
Elementary Typewriting	127	99	1,862	1-100	18.8	15.0
Intermediate Typewriting	122	91	1,700	3- 72	18.7	15.0
Filing	18	12	239	4- 45	19.9	20.5

(Concluded on next page)

Business Subjects Offered	Number of Colleges	Number Reporting Enrollment	Enrollment in Each Subject			
			Total	Range	Mean	Median
Secretarial Science (Continued):						
Advanced Shorthand I	103	76	831	2- 42	10.9	9.0
Advanced Shorthand II	71	48	439	2- 30	9.1	8.0
Shorthand Reporting	3	0				
Technical Shorthand	8	0				
Advanced Typewriting I	76	52	806	2- 50	15.5	14.0
Advanced Typewriting II	38	26	424	2- 50	16.3	16.0
Office Management	36	19	295	7- 54	15.5	14.0
Office Machines I	50	33	634	4- 50	19.2	14.0
Office Machines II	10	4	21	2- 8	5.3	5.5
Secretarial Practice I	98	83	967	2- 42	11.7	10.0
Secretarial Practice II	28	20	183	1- 25	9.2	10.0
Medical Secretarial Practice	5	1	2	2- 2	2.0	2.0
Miscellaneous	3	0				
Independent and Special:						
Honors Work	3	1	7	7- 7	7.0	7.0
Independent Study I	31	20	149	1- 22	7.5	4.0
Independent Study II	8	6	39	1- 12	6.5	5.0
Readings	12	6	27	2- 14	4.5	4.5
Seminar I	40	31	311	1- 25	10.0	8.0
Seminar II	11	8	119	2- 25	14.9	15.0
Work Experience	9	7	32	1- 13	4.6	2.0

APPENDIX F

Credit Granted for Business Subjects

CREDIT GRANTED FOR BUSINESS SUBJECTS IN 156
CHURCH-RELATED LIBERAL ARTS COLLEGES

Business Subjects Offered	Number of Colleges	Per Cent of 156 Colleges	Colleges Granting Credit In Semester Hours						Colleges Granting Credit In Quarter Hours
			0	1	2	3	4	5	
Accounting:									
Bookkeeping	9	5.8			2	4	2		1
Secretarial Accounting	10	6.4			2	5			3
Social Security Accounting	2	1.3			1	1			
Principles of Accounting I	152	97.4			1	114	27	1	9
Principles of Accounting II	148	94.5			1	111	27		9
Intermediate Accounting	125	80.1			4	108	5		8
Advanced Accounting	97	62.2			4	81	4		8
Machine Accounting	4	2.6		1		2			1
Governmental Accounting	14	9.0				12			2
Denominational Accounting	2	1.3			1	1			
Institutional Accounting	2	1.3			2				
Elementary Income-Tax Accounting	85	54.5			5	72	1		7
Advanced Income-Tax Accounting	7	4.5				7			
Elementary Cost Accounting	104	66.7			4	90	1		9
Advanced Cost Accounting	16	10.3			1	13			2
Elementary Auditing	62	39.7			3	53			6
Advanced Auditing	9	5.8				7	1		1
Managerial Accounting	6	3.8		1		5			
Budgetary Accounting	9	5.8			1	8			
Accounting Systems	8	5.1			1	6			1
Problems in Accounting	21	13.5			1	16	2		2
C. P. A. Review	11	7.1				8	1	1	1
Miscellaneous	2	1.3				2			

(Continued on next page)

Business Subjects Offered	Number of Colleges	Per Cent of 156 Colleges	Colleges Granting Credit In Semester Hours						Colleges Granting Credit In Quarter Hours
			0	1	2	3	4	5	
Business Communication:									
Business Communication I	77	49.4			17	51	2		7
Business Communication II	12	7.7			2	8			2
Report Writing	2	1.3			1	1			
Direct Mail Advertising	2	1.3			1	1			
Business Education:									
Methods in Business Education	59	37.8		1	30	21	4		3
Methods in Secretarial Subjects	14	9.0		1	7	4			2
Methods in Basic Business Subjects	3	1.9		1		2			
Methods in Bookkeeping	6	3.8			3	2			1
Practice Teaching	3	1.9					1	2	
Business Law:									
Business Law I	141	90.3			8	116	5	3	9
Business Law II	84	53.8			8	67	3		6
Contracts	4	2.6				4			
Corporation Law	3	1.9				3			
Negotiable Instruments Law	2	1.3				2			
Miscellaneous	4	2.6				4			
Business Management:									
Introduction to Business I	55	35.3			5	41	4		5
Introduction to Business II	3	1.9				2			1
Business Organization I	101	64.7			5	87		2	7
Business Organization II	26	16.7			3	22	1		
Business Psychology	10	6.4			1	8	1		
Personnel Management I	58	37.2			5	48	2		3
Personnel Management II	3	1.9			1	2			
Industrial Relations	10	6.4			3	7			
Public Relations	2	1.3				2			

(Continued on next page)

Business Subjects Offered	Number of Colleges	Per Cent of 156 Colleges	Colleges Granting Credit In Semester Hours						Colleges Granting Credit In Quarter Hours
			0	1	2	3	4	5	
Business Management (Continued):									
Time and Motion Study	4	2.6			1	3			
Job Analysis	3	1.9			1	2			
Miscellaneous	1	.6				1			
Business Statistics:									
Elementary Statistics	98	62.8			5	86	2	1	4
Advanced Statistics	10	6.4			1	9			
Economics:									
Economic History of the U. S. I	70	44.9			6	62			2
Economic History of the U. S. II	4	2.6			1	3			
Principles of Economics I	154	98.7			1	137	3	3	10
Principles of Economics II	143	91.7			2	130	3		8
Labor Problems	117	75.0			9	104	2		2
Labor Legislation	17	10.9			3	13			1
Income and Employment	3	1.9			1	2			
Price and Distribution	3	1.9				3			
Comparative Economic Systems	34	21.8			2	28			4
Current Economic Problems	42	26.9			11	29			2
Intermediate Economic Theory	39	25.0			4	33			2
Economic History of Europe	15	9.6			3	12			
Business Cycles	36	23.1			2	30			4
Consumer Economics	36	23.1			5	29			2
Population Problems	2	1.3			1	1			
Business and Government	40	25.6			5	32	1		2
Agricultural Economics	5	3.2				4			1
National Security Economics	2	1.3				2			
Socialism	3	1.9				3			

(Continued on next page)

Business Subjects Offered	Number of Colleges	Per Cent of 156 Colleges	Colleges Granting Credit In Semester Hours						Colleges Granting Credit In Quarter Hours
			0	1	2	3	4	5	
Economics (Continued):									
History of Economic Thought I.	57	36.5			6	46	2		3
History of Economic Thought II	3	1.9			1	1			1
Finance:									
Personal Finance	7	4.5			3	2		1	1
Money and Banking I.	139	89.1			4	121	5	1	8
Money and Banking II	15	9.6			2	11	1		1
Mathematics of Finance I	31	19.9			1	25	1		4
Mathematics of Finance II.	3	1.9				2			1
Business Finance I	90	57.7			3	78	3	1	5
Business Finance II.	3	1.9			1	2			
Personal Insurance	13	8.3			3	9	1		
General Insurance.	52	33.3			8	40	1		3
Public Utilities	6	3.8				5			1
Investments.	52	33.3			7	40	1		4
Public Finance I	101	64.7			3	88	3		7
Public Finance II.	5	3.2			2	3			
Real Estate.	11	7.1			2	7			2
Miscellaneous.	14	9.0			11	3			
Geography:									
Human Geography.	3	1.9				3			
Economic Geography I	70	44.9			14	52			4
Economic Geography II.	12	7.7			4	8			
Conservation of Natural Resources. . .	3	1.9				2			1
Marketing:									
Principles of Marketing I.	131	84.0			5	115	3		8
Principles of Marketing II	11	7.1			2	8	1		

(Continued on next page)

Business Subjects Offered	Number of Colleges	Per Cent of 156 Colleges	Colleges Granting Credit In Semester Hours						Colleges Granting Credit In Quarter Hours
			0	1	2	3	4	5	
Marketing (Continued):									
Salesmanship	76	48.7			20	51	1		4
Transportation	29	18.6			2	27			
Credits and Collections	16	10.3			2	12		1	1
Foreign Trade I	65	41.7			7	51	1	1	5
Foreign Trade II	5	3.2			1	4			
Advertising I	63	40.4			9	49	1	1	3
Advertising II	2	1.3			1	1			
Retailing I	46	29.5			3	38	1		4
Retailing II	5	3.2			1	2	1		1
Advertising Copy Writing	2	1.3				2			
Lettering	3	1.9			1	1	1		
Commercial Art	3	1.9			1	1	1		
Sales Management	18	11.5			3	14			1
Cooperative Marketing	3	1.9			1	2			
Purchasing	5	3.2			1	4			
Market Research	3	1.9			1	2			
Problems in Marketing	6	3.8				4	1	1	
Miscellaneous	7	4.5			1	3	3		
Secretarial Science:									
Business Mathematics I	37	44.9			7	29			1
Business Mathematics II	5	3.2			1	4			
Elementary Shorthand	125	80.1	2	3	9	82	17	3	9
Intermediate Shorthand	123	78.8	2	3	11	81	16	2	8
Personal-Use Typewriting	5	3.2	1	3	1				
Elementary Typewriting	127	81.4	12	8	66	29	3		9
Intermediate Typewriting	122	78.2	7	8	63	33	3		8
Filing	18	11.5		2	10	2	1		3

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Business Subjects Offered	Number of Colleges	Per Cent of 156 Colleges	Colleges Granting Credit In Semester Hours						Colleges Granting Credit In Quarter Hours
			0	1	2	3	4	5	
Secretarial Science (Continued):									
Advanced Shorthand I	103	66.0		1	9	74	9	2	8
Advanced Shorthand II	71	45.5		1	11	46	5	2	6
Shorthand Reporting	3	1.9				1	1		1
Technical Shorthand	8	5.1			2	5			1
Advanced Typewriting I	76	48.7		3	45	19	2		7
Advanced Typewriting II	38	24.4		2	26	6	1		3
Office Management	36	23.1			6	28	2		
Office Machines I	50	32.1		3	26	16			5
Office Machines II	10	6.4		4	3		1		2
Secretarial Practice I	98	62.8		1	21	65	4		7
Secretarial Practice II	28	17.9			6	19			3
Medical Secretarial Practice	5	3.2			3	1		1	
Miscellaneous	3	1.9	1			2			
Independent and Special:									
Honors Work	3	1.9	1			1			1
Independent Study I	31	19.9		3	9	10	1	5	3
Independent Study II	8	5.1			5	2			1
Readings	12	7.7		2	2	8			
Seminar I	40	25.6	4	14	17	1			4
Seminar II	11	7.1	2	2	5	1			1
Work Experience	9*	5.8	1		5	1			1

*One college grants 8 semester hours of credit for work experience.