



The needs of Montana Business teachers and implications for improvement of business teacher education  
by Floyd Clement Frost

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION  
Montana State University  
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**Abstract:**

The purposes of this study were: (a) to determine what areas in business teacher preparation programs needed to be strengthened to more adequately meet the needs of Montana business teachers; (b) to determine how secondary school principals and post-secondary business department chairmen regarded the preparation and performance of Montana business teachers; (c) to determine what services usually provided business teachers needed to be strengthened or supplemented to more adequately meet their needs; and (d) to determine what business subjects and business education programs were being taught in Montana secondary and post-secondary schools during the 1973-74 school year.

To gather the data and information needed to complete the study, questionnaires were developed and mailed to all the business teachers, all the secondary school principals, and all the postsecondary department chairmen in Montana. The data collected were presented in tabular form so the opinions of the business teachers and administrators from the different sizes of schools and the graduates of individual teacher education programs could be compared and interpreted.

The conclusions of the study included: (a) the business teaching methods courses needed to be improved; (b) there was a need for more extensive training in human relations; (c) business teachers needed to be better prepared to teach in the smaller secondary schools of Montana; (d) related work experience and courses in data processing, vocational education, and cooperative education needed to be added to some Montana teacher-education programs; (e) services provided business teachers by teacher-education institutions, the Office of the Superintendent of Public Instruction, and the professional associations needed improvement in certain areas; and (f) Montana business teachers were generally well qualified and performed satisfactorily in the classrooms.

The recommendations which emanated from the study included: (a) most Montana business teachers with a major in business needed to be prepared with a teaching minor in an appropriate field; (b) more assistance and support should be provided for first-year business teachers; (c) suggestions offered by business teachers and school administrators should be the basis for improving services provided business teachers by teacher education institutions, the Office of the Superintendent of Public Instruction, and the professional associations; and (d) more attention should be given to providing help and assistance to business teachers in the smaller, more isolated schools in Montana.

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FOR IMPROVEMENT OF BUSINESS TEACHER EDUCATION

by

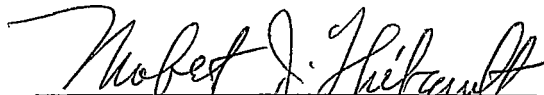
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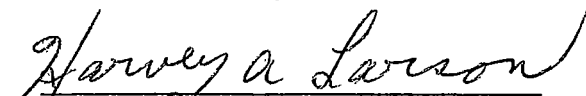
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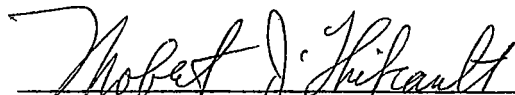
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## ABSTRACT

The purposes of this study were: (a) to determine what areas in business teacher preparation programs needed to be strengthened to more adequately meet the needs of Montana business teachers; (b) to determine how secondary school principals and post-secondary business department chairmen regarded the preparation and performance of Montana business teachers; (c) to determine what services usually provided business teachers needed to be strengthened or supplemented to more adequately meet their needs; and (d) to determine what business subjects and business education programs were being taught in Montana secondary and post-secondary schools during the 1973-74 school year.

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The conclusions of the study included: (a) the business teaching methods courses needed to be improved; (b) there was a need for more extensive training in human relations; (c) business teachers needed to be better prepared to teach in the smaller secondary schools of Montana; (d) related work experience and courses in data processing, vocational education, and cooperative education needed to be added to some Montana teacher-education programs; (e) services provided business teachers by teacher-education institutions, the Office of the Superintendent of Public Instruction, and the professional associations needed improvement in certain areas; and (f) Montana business teachers were generally well qualified and performed satisfactorily in the classrooms.

The recommendations which emanated from the study included: (a) most Montana business teachers with a major in business needed to be prepared with a teaching minor in an appropriate field; (b) more assistance and support should be provided for first-year business teachers; (c) suggestions offered by business teachers and school administrators should be the basis for improving services provided business teachers by teacher education institutions, the Office of the Superintendent of Public Instruction, and the professional associations; and (d) more attention should be given to providing help and assistance to business teachers in the smaller, more isolated schools in Montana.

## Chapter 1

### INTRODUCTION

This study was concerned with a survey of Montana teachers of business and office education programs in an attempt to discover means by which Montana teacher-education institutions, the Montana Office of the State Superintendent of Public Instruction, and the various professional organizations could contribute more effectively to the improvement of instruction in business education in Montana. The study also included a survey of secondary school principals and department chairmen of community-junior colleges and vocational-technical centers concerning their attitudes toward the business and office education programs in the schools under their supervision and the preparation and training of business teachers.

Professors of teacher-education institutions, authors, and so-called leaders in the field of business education have been accused of theorizing as to what should be included in teacher-education programs without knowing what is actually needed in the field. Furthermore, they have been accused of developing programs for implementation in the schools without soliciting feedback from the teachers who are actually performing the tasks. In addition, state departments of education, from which some of the regulations for teacher certification originate, have often added requirements which should be subjected to more careful scrutiny.

Progress in any area requires input from people who can visualize and predict future needs and essentials based on theoretical and long-range assumptions. However, to ensure that the transition from the present to the future will be smooth and cleared of as many obstacles as possible, future-oriented programs must be tempered with the present needs and requirements as well. One of the admonishments teachers hear frequently is that they must educate for change, and the question these teachers ask in return is "How do we educate for change?" The needs and requirements of the teachers in the schools must be taken into consideration by teacher-education institutions and other organizations in developing programs and providing services.

The term business education has different meanings for different people. To some people, business education means all those business subjects and programs taught at the secondary and post-secondary school level. Others consider business education only those subjects which contribute to general education as opposed to the vocational areas of "office education" and "distributive education." To other people, business education means the programs in business leading to a baccalaureate degree offered by institutions of higher education; and to still others, business education means business teacher education (Nolan, 1967:6-24).

Lomax (1964:1) uses the term business education simply to mean:

. . . that part of education which deals with business experiences, both for specialized occupational uses and for



general uses. The consideration of business education is limited to secondary education (grades seven through twelve) and to junior college (grades thirteen and fourteen).

The purposes of business education should be considered in formulating a definition for the term. In its statement, "This We Believe About Business Education in the Secondary School," the Policies Commission for Business and Economic Education stated (1970:8-9):

In an effort to satisfy the needs of all students, secondary schools should provide sound programs of business education for and about business.

WE BELIEVE THAT

Business education is an effective program of occupational instruction for secondary students desiring careers in business.

Business education has an important contribution to make to the economic literacy of all secondary school students.

Business education is desirable for students who plan programs requiring postsecondary and higher education in the field of business.

These three purposes are broadly accepted by business educators across the nation. "The Business Education Curriculum," a set of guidelines in business education for the Commonwealth of Pennsylvania (1966:1) contains a statement of the broad purposes of business education which includes specialized instruction for those who plan to become wage earners, a background of business understanding for all pupils, and basic and background information for those who plan to specialize in business in college.

A statement from the Connecticut Business Education Handbook (1966:1) briefly stated the goals of business education in Connecticut:

"Business education is essential to the preparation of youth for adult life--for college, for a job, for daily living."

Based on the National Business Education Yearbook, No. 10 (1972), business education is generally organized under the following pattern:

- I. Basic Business-Economic Education
  - A. Basic Business
  - B. Consumer Economics
  - C. Business Law
  - D. Business Principles and Management
  - E. Economics
- II. Marketing and Distributive Education
- III. Office Education
  - Typewriting
  - B. Shorthand
  - C. Transcription
  - D. Secretarial Procedures
  - E. Clerical Procedures
  - F. Accounting
  - G. Data Processing
  - H. Communications
  - I. Business Mathematics

For the purpose of this study, business education was considered those business programs and courses taught at the secondary and post-secondary levels to provide students with the skills and knowledges needed for office employment, the business understandings and attitudes needed for everyday living, and the business background needed for further education.

## STATEMENT OF THE PROBLEM

The problem of this study was to determine the adequacy of Montana business teacher education and the services usually provided business teachers in the field. An ancillary problem was to determine the status of business education in Montana secondary and post-secondary schools.

More specifically, the problem of this study was: (1) to determine what areas in business teacher preparation needed to be strengthened to more adequately meet the needs of Montana business teachers; (2) to determine how secondary school principals and post-secondary business department chairmen regarded the preparation and performance of Montana business teachers; (3) to determine what services usually provided business teachers needed to be strengthened or supplemented to more nearly meet their needs in the field (services provided by teacher education institutions, the Office of the Superintendent of Public Instruction, and the business education professional associations); and (4) to determine what business subjects and business education programs were being taught in Montana secondary and post-secondary schools during the 1973-74 school year.

## NEED FOR THE STUDY

The professional journals in business education are filled with warnings that business education must change to meet the needs of

the future, with suggestions of how and where these changes need to be made, and with proddings urging business teachers to arm themselves with "A willingness to experiment with new ideas and the skill to evaluate their effectiveness . . . (Byrnside, 1972:iii)."

Wanous (1968:8) said:

Business educators cannot afford to offer push cart programs in an era dominated by jet-powered airplanes, electronic computers, space travel, research, and experimentation. The content of business subjects and methods of teaching them must undergo genuine critical study and be brought up to date.

A study undertaken in Illinois to analyze the present and future status of office education and the present and future status of actual office practices and hardware used in businesses in Illinois was reported by Mahaffey (1970:60-63). The findings indicated that occupational skills and requirements were changing drastically due to technological developments in office equipment and office procedures, and therefore office education curricula and procedures had to be revised accordingly.

Included among the findings of a study by Driska (1968:80-81) were that office education teachers should have had a minimum of one year's work experience within the past five years for initial certification and that this work experience should be updated periodically; that business teacher educators should re-evaluate teacher preparation programs and make improvements where necessary in order to prepare more highly qualified office education teachers; and that teacher

education institutions and state departments of education should provide conferences and workshops for business teachers and participate in research and materials development to help improve office education at the secondary school level.

Hertz (1973) found that generally secondary public school business teachers were not utilizing what they believed to be ideal or desirable business curriculum practices. He recommended that efforts be made through teacher education colleges and universities, the Office of the State Superintendent of Public Instruction, and the appropriate professional organizations to encourage and implement more widespread utilization of ideal and desirable business education and curriculum standards.

In a survey of graduates of business teacher preparation programs of member institutions of the National Association of Business Teacher Educators, Wells (1971) found that business teachers felt their background and preparation to teach business administration topics such as management, data processing, statistics, finance, business law, and marketing was generally inadequate. Professional preparation to teach economics, communications, and accounting was found to be inadequate also, but to a lesser degree. He recommended further studies to determine the adequacy of general education, professional education requirements, and specifically office education, which are included in teacher preparation programs.

Robert M. Worthington (1973:10-12), former Associate U. S. Commissioner of Education, in an address to the business teachers and business teacher educators at the National Symposium for Business and Office Education Curriculum Guidelines which was held in Denver, Colorado, in September, 1973, charged the participants to consider carefully the future of teacher education programs in the colleges and universities throughout the country. He also asked the participants to consider what business teachers are doing and should be doing to improve the quality of teaching.

Included in a study reported by Young (1971) in which she surveyed the business teacher education graduates of the University of Missouri at St. Louis were these recommendations for improving the program: have students complete all course work prior to student teaching; more intensive concentration in the areas of individual differences, textbook evaluation, student guidance, grading, discipline, simulation, and learning packets; provide more contact with people from business and industry and with secondary school business teachers; provide more emphasis on how the classroom teacher can use completed research in teaching; have prospective teachers observe high school business classes and intern as teacher aides prior to student teaching; extend student teaching experience to one academic year; and hold annual workshops for business education alumni.

The results of a survey reported by Oeland and Maxwell (1970:

38-40) concerning the opinions high school principals have of business teachers included the following: Strengths--skill in subject areas, good human relations, experience and training, willingness to work, organizational ability, enthusiasm; Weaknesses--overspecialization, poor human relations, lack of training in a specific area, lack of breadth of interest, lack of business experience, and lack of understanding of total school program. According to this study, the ideal business teacher is a man or a woman with a teaching credential and a master's degree, two years of teaching experience, two years of business experience, specialized preparation in one of the business teaching areas, a minor in English, and skill but not overspecialization in his subject area.

Some of the considerations contained in these reports and studies are indictments against business teachers and teacher preparation programs, but they do point out the need for further and continuing study to ensure that the needs of teachers in the field are being accounted for. The reports and studies cited also point out the need for revising and revitalizing business education programs, but Byrnside (1972:iii) inserted a word of caution.

While teachers should welcome the opportunity to discover something new and better, proven methods which hold up under evaluative scrutiny should not be discarded merely because new techniques have come along. The human element is also important, and what works for one teacher (or for one student) may not work for another.

The business education programs offered by the larger schools in Montana and by the schools in which the teachers take an active part in professional organizations, workshops, and conferences are generally well known. Also quite well known are the needs of these teachers for programs and services for professional improvement. This study was an attempt to discover what programs were being offered in business education by all the secondary and post-secondary schools in Montana and to discover how all the business teachers could be better served by the teacher education institutions, professional organizations, and state officials.

#### LIMITATIONS OF THE STUDY

This study was limited to the program of studies and programs in Montana secondary and post-secondary institutions defined as business and office education.

Because of a recent comprehensive study completed by Hlebichuk (1971), distributive education was not included as a part of this study.

The population surveyed included the business and office education teachers in Montana secondary schools, vocational-technical centers, and the community-junior colleges who were listed in the "Montana Business and Office Education Personnel, 1973-1974," compiled by the Supervisor of Business and Office Education and published by the Office of the Superintendent of Public Instruction. Business



teachers teaching in the private secondary schools located in Montana were also included in the survey.

In addition, the high school principals, the business department chairmen of the five vocational-technical centers, and the business department chairmen of the three community-junior colleges were included in the survey.

That part of the study dealing with teaching assignments was limited to the 1973-1974 school year.

#### DEFINITION OF TERMS

Some of the terms used in this study are subject to various interpretations. For the purpose of this study, the following terms are defined.

Business education. Those business programs and courses taught at the secondary and post-secondary level to provide students with the skills and knowledges needed for office employment, the business understandings and attitudes needed for everyday living, and the business background needed for further education.

Office education program. A sequence of courses which provides students with the skills and knowledges needed for office employment.

Adequacy of training. The subjective opinions of the respondents determined the adequacy of business teacher preparation programs

and services.

Secondary schools. Those schools including grades nine, ten, eleven, and twelve, or depending on the organizational structure of the school district, may include only grades ten, eleven, and twelve. For the purpose of this study, secondary schools will include both public and private schools.

Post-secondary schools. Those educational institutions which offer education and training beyond grade twelve including vocational-technical centers, community-junior colleges, and private business schools. For the purpose of this study, post-secondary schools will not include those institutions of higher education which offer a baccalaureate degree.

Professional organizations. The professional organizations which represent business teachers, primarily the National Business Education Association, the Western Business Education Association, the Montana Business Education Association, and the Business and Office Education Section of the Montana Vocational Association.

#### SUMMARY

This study was designed to discover what areas in business teacher education needed to be strengthened to more adequately meet the needs of Montana business teachers. Another purpose of the study

was to determine what programs and services most beneficial to business teachers could be offered by teacher-education institutions, the Office of the Superintendent of Public Instruction, and the various professional organizations. Secondary school principals and post-secondary business department chairmen were surveyed to determine their view of the preparation and performance of business teachers.

An ancillary problem of the study was to determine the current status of business education in Montana secondary and post-secondary schools.

## Chapter 2

### REVIEW OF LITERATURE

The purpose of this chapter was to establish the overall status of business education through a review of the literature in terms of: (1) tracing the development of business education and business teacher education from colonial America to modern times; (2) establishing the status of business education curricula at the secondary level, business teacher education, and business teacher certification in different areas of the country; and (3) comparing business education curricula, business teacher education, and business teacher certification in other parts of the country with the practices and procedures in Montana.

It was also the purpose of this chapter to review the important studies that have been made in Montana and elsewhere which may have significant implications for this study.

### THE DEVELOPMENT OF BUSINESS EDUCATION

"Business education had its roots in the apprenticeship systems of ancient times" (Daughtrey, 1965:4). Boys became apprentices and were taught by their merchant masters penmanship, arithmetic, bookkeeping, and to "cast the accounts." Casting the accounts was "that process by which merchants compendiously find and deduct their allowance and commissions (Haynes, 1935:12)." Writing was an important subject in the early schools "... for handwriting was needed by bookkeepers and

scrivners, and for general clerical purposes (Haynes, 1935:10)."

Arithmetic was another subject which was a necessity for those engaged in commercial pursuits (Butts, 1947:18). Bookkeeping, handwriting, and arithmetic were considered the practical skills of colonial America (Butts, 1947:372-378).

Elementary education in early colonial America was church oriented with the primary aim of teaching children to read so they could interpret the word of the Bible and become good Christians. The objective of Puritan secondary education, centered in the Latin grammar school, was to prepare boys for college and the ministry or the other professions (Tyack, 1967:1-27).

The English grammar school evolved in response to the need for preparing boys, who did not intend to enter college, to enter mercantile and other practical careers. Also, merchants found they no longer had the time to prepare apprentices in the clerical fields and therefore were looking for a more rapid and efficient means of training. The first of the English grammar schools appeared in Boston in 1709 (Haynes, 1935:8-9).

The English grammar schools were private schools, and in addition to offering general subjects, also prepared boys in arithmetic, handwriting, and bookkeeping. Evening schools, usually founded and taught by one person, also appeared about the end of the seventeenth and the beginning of the eighteenth centuries to answer the need for

training young men in the practical subjects they needed (Haynes, 1935:9-10).

Academies evolved in response to a demand for yet more diverse educational programs than were being provided by the English grammar schools and the evening schools. Franklin's Academy, established in Philadelphia in 1751, is generally credited with being the first of these institutions (Butts, 1947:376-378). The academies were privately owned, and they proliferated very rapidly. In addition to a vast array of subjects offered in the academies, the curricula included bookkeeping and a variety of other subjects aimed at preparation for a career in commerce. However, over the years the academy curriculum narrowed until by the early nineteenth century they had become primarily college preparatory institutions (Butts, 1947:378).

The next important development in the evolution of business education came in the early nineteenth century in the form of the private business school. The private business college, as these schools became known, filled the need to provide commercial training which had been abdicated by the academies. The private business colleges, like the academies, proliferated rapidly reaching a peak in about 1909 when there were 574 such institutions reported in the United States (Haynes, 1935:36).

The first public high school was established in Boston in 1821, and bookkeeping was added to the curriculum in 1823 (Daughtrey,

1965:10-11). In 1827 Massachusetts passed a law which required that a public high school be established in every community of five hundred or more families, and bookkeeping and certain other specified subjects had to be included in the curriculum.

Although the chief aim of these early public high schools was to prepare students for a practical career and not for college, the tendency of school officials was to emphasize a college preparatory program. This brought about complaints from the public, who had to pay to send their children to the private business schools if they wished training in a practical career, and it paved the way for the development of the commercial high school (Haynes, 1935:62-66).

W. C. Stevenson, in an address before the National Education Association in 1899, alluded to this problem:

The spontaneous sentiment in favor of the commercial high school which has found expression in all parts of our country within the past two years reveals the strengths and universality of the feeling that the schools are not meeting the demands of the times, and must be made to impart something of direct value to the ninety-and-nine who go into business pursuits, as well as to the one who goes into the profession of law, medicine, teaching, or the ministry (Stevenson, 1899:1025).

"The first public high school of commerce was established in 1890 in Washington, D. C. (Daughtrey, 1965:15)." The curriculum in these schools included general education courses in addition to the commercial subjects designed to prepare students for work in offices--bookkeeping, business arithmetic, stenography, and typewriting--courses which were considered the chief elements of commercial

education (Haynes, 1935:67).

These "high schools of commerce" served a purpose, especially in industrial metropolitan areas. But public high schools continued to flourish and continued to add commercial courses to the curriculum from time to time. Because of this and the disadvantages of the social stigma, coupled with the tendency toward overspecialization, the number of high schools of commerce remained rather small (Daughrey, 1965:15).

A committee appointed by the National Education Association met in Boston in July, 1903, for the purpose of preparing a curriculum for commercial education (Report of the Conference, 1903:750). The committee had been appointed at the 1902 National Education Association Conference, and it was composed of eight administrators of commercial high schools and the state inspector of business education from New York (Report of the Conference, 1903:750).

The Committee of Nine, as this body became known, developed a curriculum for commercial education in the public high school. Except for allowing a choice of foreign language, all the courses were prescribed and included English composition and literature, history, mathematics, sciences, penmanship, and a foreign language. Business courses included (Report of the Conference, 1903:751):

Bookkeeping (3 semesters)	Advanced Commercial Arithmetic
Commercial Arithmetic	Advertising, Study of Trade
Study of Commercial Products	Journals, and Commercial
Typewriting	English
Shorthand	Bookkeeping and Office Practice
Commercial Law	Accounting, Organization, and
History of Commerce	Auditing



The Committee of Nine expressed their philosophy of commercial education in the following paragraph (Report of the Conference, 1903: 752):

The paramount factor in shaping commercial courses in public schools should be the welfare of the student who goes directly from the high school to his life-work. It is expected, however, that such courses will provide a training of such a character as will fit the student completing them to enter the schools of commerce and industry now being established by many colleges and universities as well as other modern courses in college and university.

The objective of commercial education were further revised by committees of the National Education Association (Haynes, 1935:55-56). The Committee of 1915 proposed the curriculum in commerce be revised into two curricula: an accounting curriculum and a stenographic curriculum. The Committee of 1919 added a third curriculum: retail selling and store services.

Business education curricula have thus developed from the small beginnings of apprenticeship type instruction in bookkeeping, arithmetic, and penmanship to the broad diversified programs found in today's comprehensive high schools.

#### BUSINESS EDUCATION IN THE UNITED STATES TODAY

The goals of business education in secondary schools were stated by the Policies Commission for Business and Economic Education (1970:8):

In an effort to satisfy the needs of all students, secondary schools should provide sound programs of business education that provide instruction for and about business.

We Believe That

Business education is an effective program of occupational instruction for secondary students desiring careers in business.

Business education has an important contribution to make to the economic literacy of all secondary school students.

Business education is desirable for students who plan programs requiring postsecondary and higher education in the field of business.

The Policies Commission for Business and Economic Education was organized in 1959 by the National Business Education Association and Delta Pi Epsilon, a national honorary graduate fraternity in business education (Policies Commission for Business and Economic Education, 1970:9). The Commission is composed of recognized national leaders in business education from all sections of the United States. Although the membership changes from time to time, the Commission still provides leadership for business education. The tripartite philosophy expressed by this group, including occupational education, general education, and background for further education, is generally accepted by business teachers, schools, and state departments of education throughout the country.

The objectives of business education for Illinois were concisely stated by Wooschlager in the following paragraph (1972:48):

Education for living in a rapidly changing, increasingly complex society is the purpose of a total educational program;

and an effective business education program contributes to the attainment of this objective. The purposes of business education are to (1) provide general education in business that is appropriate for all students, and (2) provide career education needed by students pursuing a business career at any occupational level.

The dual purposes of business education--general education and vocational education--have been widely accepted for a long time. The Policies Commission for Business and Economic Education (1970) have recently added the third objective--background for higher education.

The aims of business education for the area vocational center will not vary greatly from those of the comprehensive secondary school. Both the area vocational center and the community college provide vocational training in business; usually more diverse and in more depth than at the secondary school level. The general business knowledges necessary for everyday living and the personal use objectives are generally provided for at both the area vocational centers and the community college. However, vocational centers do not provide background education for transfer to programs of higher education (Woolschlager, Ed., 1972:48-52).

Specific programs and curricula in business education will vary considerably from school to school depending upon the size of school, community needs, and available facilities. A comprehensive business education curriculum might include programs of instruction to meet the following specific objectives (Woolschlager, Ed., 1972:61-253):

Basic Business and Economic Education  
 Personal-Use Skills  
 Stenographic Career  
 Accounting (or Bookkeeping) Career  
 Data Processing Career  
 Clerical Career  
 Distributive Occupations Career

Specific business courses or subjects designed to carry out the objectives of the above programs are discussed in a study of business subjects taught in senior and four-year high schools throughout the United States by Roman (1960:23-41):

General Business  
 Business Arithmetic  
 Typewriting  
 Shorthand  
 Transcription  
 Machine Transcription  
 Office Practice  
     Secretarial Practice  
     Clerical Practice  
 Bookkeeping (or Accounting)  
 Clerical Record Keeping  
 Office Machines  
 Economic Geography  
 Business Law  
 Business English (or Business Communications)  
 Economics  
 Consumer Education  
 Distributive Education (the course)  
 Salesmanship  
 Retailing  
 Advertising

The courses obviously missing from Roman's study are those having to do with data processing.

The Illinois guidelines, being a somewhat more recent publication, would include these courses in the secondary school curriculum

(Woolschlager, Ed., 1972:177-200): Introduction to Data Processing, Data Processing Applications, Introduction to Computer Programming, Unit Record Equipment, and a course integrating accounting principles and automated data processing procedures in accounting called Automated Data Processing and Accounting.

Business Education in Montana  
Secondary Schools

Although it is organized somewhat differently, the business curriculum guidelines for Montana include essentially the same curricula and courses as are contained in the Illinois guidelines. The Montana guidelines recommend various business education programs for different size schools, and without delving into this breakdown, the recommended programs include (Superintendent of Public Instruction, 1971:3-10);

Stenographic and Secretarial  
Clerk Typist  
College Prep with a Business Background  
Data Processing and Bookkeeping

The specific courses recommended for Montana schools are in alignment with what has been recommended in other schools throughout the country when compared with Roman's study (1960:14-41). The business courses recommended in the Montana guidelines include (Superintendent of Public Instruction, 1971:10-177):

Basic Business  
Economics  
Consumer Economics  
Bookkeeping  
Data Processing

Business Law  
Business Machines  
Business Mathematics  
Business Communications  
Typing  
Shorthand and Transcription  
Clerical Procedures  
Stenographic Procedures

A separate set of guidelines have been developed for Distributive Education in Montana which consists of a suggested curriculum, task analyses for eighteen key occupations, and a career study of eighteen occupations (Office of the State Superintendent, 1976).

It can be concluded from the foregoing discussion that the business curricula and the specific business courses that are recommended for Montana secondary schools are very similar to those being recommended in secondary schools in other parts of the United States.

#### THE DEVELOPMENT OF BUSINESS TEACHER EDUCATION

Teachers of business subjects in colonial times received whatever training they might have had from the existing facilities of the times--apprenticeship, private institutions, elementary textbooks, and evening schools (Graham, 1933:30). Graham (1933:31) went on to point out that this training was not a systematic preparation for teaching, and that whatever training these teachers received was probably supplemented by actual business experience.

Herrick (1904:296), in writing about business teacher education, said:

What would seem an ideal preparation for a teacher of commercial branches would be first, a broad training in English literature, history, modern languages, science, and economics, to which there should be added familiarity with business operations, practical experience, travel, and observation.

He went on to say that this standard may be too high, but in order to solve the business teacher shortage of the day, he cautioned against the mistaken belief that the mere acquisition of business experience qualified a man to teach even the technical business subjects (Herrick, 1904:297).

The years from 1860 to 1900 were a period of rapid expansion in private business colleges as well as the introduction of business subjects into the developing high schools (Haynes, 1935:127-128). However, in spite of the increased demand for business teachers, there was little progress made in developing programs to prepare them.

Haynes (1935:127-128) quoted G. Gardner Hill, an author of the early 1900's, who said that business teachers came in four categories: those who were thrust into the situation by circumstance with no particular training; those who were high school graduates with a few months of training in stenography and bookkeeping; those who were a product of the university school of business who had excellent preparation in business but who lacked training in teaching methods; and those who had graduated from a normal school and had also taken a course or two in business.

Drexel Institute, Philadelphia, was credited with being the

first collegiate institution to offer special preparation for commercial teachers in 1898 (Wanous, 1957:57). Herrick (1904:298) described this venture as a one-year program offered to people of "good general education" and which included instruction in: bookkeeping, commercial arithmetic, commercial geography, history of commerce, banking and finance, shorthand, typewriting, commercial law and mechanism of commerce (one term each), English language, civics, and penmanship. No mention was made of how-to-teach courses, but reference was made to the careful attention given to methods of presentation by the collegiate instructor (so prospective teachers could imitate them).

This early attempt at providing business teacher preparation was generally not too far removed from current practices in business teacher education in some respects. In the contemporary business teacher education program "we ask for a bachelor's degree (Tonne, 1971:26)"; the first program at Drexel Institute was for one year. In the contemporary business teacher program, a strong background in general education was required (Tonne, 1971:26); in the first program at Drexel the program was to be given to people of "good general education." The contemporary program of business teacher education required training in both general professional education and specialized methodology (Tonne, 1971:26); in the first program at Drexel methodology was not mentioned specifically, but the principle of "imitating" the collegiate instructor indicated an awareness of methodology. Finally,



the contemporary program required competency in the subject matter which the prospective teacher is likely to teach; the program at Drexel required a background in the business subjects of the day.

#### BUSINESS TEACHER EDUCATION TODAY

Price (1971:24-25) stated that business teacher education programs have been preparing teachers in the same mold of thirty years ago. He said that even though there was an increase in large high schools due to the school consolidation movement with a consequent decrease in the smaller schools, the teacher education institutions were still preparing business teachers for the small, one-teacher business department. Rowe (1968:20), Brower (1970:6), and Douglas (1968:37) were all in agreement with Price in this respect. They felt that teacher education programs should allow the prospective business teacher to specialize in a specific curricular area rather than attempt to prepare to teach all the business subjects in a comprehensive program.

Guthrie (1969:14) also recommended that the typical comprehensive business teacher education program must give way to a more specialized program. He stated that prospective business teachers must decide whether they want to teach bookkeeping and accounting or the secretarial subjects or the clerical subjects or the distributive subjects or the data processing subjects or the general business subjects.

Not all business teacher educators agree that business teacher education should turn toward specialization in one or two specific areas. Oliverio (1966:37) felt that the training of the prospective business teacher in the content area should be broadened. She prefaced her remarks concerning this idea with the question, "How can we do everything that we are supposed to do for the prospective teacher?" She felt that broadening the content area was necessary, not especially so the prospective teacher could teach all the subjects in a comprehensive program, but so the prospective teacher would have a broader and more "liberal" understanding of business and business education.

Tate (1963:16-17), in describing the business teacher education program at Arizona State University, stated that the prospective teachers at Arizona State are trained to teach in all areas of the high school business curriculum.

Price (1971:18-29) proposed a model for business teacher education. The rationale for the model included this statement:

The main responsibility of most business teacher education departments is to prepare teachers for large secondary schools, junior and community colleges, and vocational-technical schools, rather than for the one-teacher secondary school business department.

Price's proposed model would include an area of general education consisting of approximately 40 per cent of the baccalaureate degree requirements. The content courses would include a business administration core of approximately 20 per cent of the graduation

requirements. The core would include such areas as accounting, economics, business law, data processing, finance, industrial relations, management, and marketing. In addition to the core program, the model would include approximately 10 per cent of the graduation requirements in one or two specified teaching areas including accounting and data processing, basic business and/or economics, clerical, distributive, or secretarial. The professional education element of the model would consist of approximately 15 per cent of the degree requirements. In addition to the humanities and behavioral studies in education, the model would include instructional practices appropriate to business subjects at both the secondary and post-secondary levels.

The model for business teacher education proposed by Price (1971:25-26) would utilize the services of an advisory committee to help "keep the program up to date, realistic, and meaningful." The members of the advisory committee would come from the ranks of present and former students and representatives from the business community and the community schools.

A comparison of the business teacher education program at Arizona State University (1973:30) with Price's (1971:25-26) is shown below:

Curricular Areas	Arizona State Approx Percent	Price's Model Percent of Total
General Education	33	40
Business Administration Core	26	20
Special Areas in Content	11	10
Professional Education	<u>20</u>	<u>15</u>
Totals	90	85

Price's model allows for more credits in general education, and at Arizona State they ask for more credits in the business administration core, the special areas content, and in professional education.

At Arizona State University, the prospective teacher may choose to include a teaching minor or an extended major in his teacher preparation program. Price's model makes no such designation.

The teaching minor at Arizona State University (1973:30) requires a minimum of twenty-four semester credits, or approximately 19 per cent of the total degree requirements. There is no designation concerning the number of credits required for an extended teaching major at Arizona State. However, there is a notation in the catalog which states that the business teacher education program may require more than the baccalaureate degree requirements of 126 credits.

Price's model (1971:25-26) would utilize the services of an advisory committee to make changes and revisions. Brower (1970:5) also recommended the use of an advisory committee to work closely with the business teacher education faculty to help keep the teacher education program up to date and relevant.

#### BUSINESS TEACHER EDUCATION IN MONTANA

A survey of the current catalogs of the five units of the Montana University System which prepare business teachers revealed that the business teacher education programs are similar in most fundamental









































































































































































































































































































































































































































































































































































