Program of teacher training in business education for Puerto Rico

Antonio De La Luz
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A PROGRAM OF TEACHER TRAINING
IN BUSINESS EDUCATION FOR PUERTO RICO

by

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B.A., Montana State University, 1949

Presented in partial fulfillment
of the requirements for the degree of
Master of Arts

MONTANA STATE UNIVERSITY
1951
This thesis has been approved by the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Arts.

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Date 12/19/37
ACKNOWLEDGMENT

The author wishes to express his appreciation and a special debt of gratitude to Professor Linus J. Carleton, School of Education, and Professor Brenda F. Wilson, School of Business Administration, under whose direction this study was carried out. To Professor James E. Short and Professor John F. Staehle, School of Education and Miss Alvhild Martinson, Instructor of Business Administration, he is indebted for several helpful suggestions and for a meticulous reading of various parts of the thesis. To Mrs. C. N. Whitney, English teacher, Missoula, he is indebted for proofreading the manuscript.

A. D. L. L.
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CHAPTER I

STATEMENT OF THE PROBLEM

The problem of teacher training is a continuous challenge to all who are engaged in the program. The National Survey of the Education of Teachers\(^1\) states that "the preparation of teachers and other educational workers should be determined by the demands which will be made upon them in the different types of positions and not by arbitrarily or traditionally set requirements for majors and minors."

In a general study made of teacher education problems in 1933, this conclusion was made: "A study of the situation today shows clearly that we face the responsibility of a deliberate and thoroughgoing study of the basic problems relating to curricula for teachers."\(^2\)

The impressive list of studies concerned with the education of teachers testifies to the importance attached to teacher preparation by educators. The list among others includes the National Survey of the Education of Teachers,\(^3\)

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the Commonwealth Teacher Training Study,\(^4\) the Pennsylvania Study,\(^5\) and the study of the Commission on Teacher Education of the American Council on Education.\(^6\)

The problems of teacher education in the commercial field have also received attention from educators in this field. Studies by Shover,\(^7\) Graham,\(^8\) Rowe,\(^9\) and Musgrave\(^10\) touch in part or entirely on the problem of preparing teachers of commercial subjects.


\(^8\)Jessie Graham, *The Evolution of Business Education in the United States and Its Implications for Business-Teacher Education*, (Los Angeles: University of Southern California Press, 1933)


On the basis of this evidence of general interest in the problem of teacher education, particularly in the commercial field, as well as the author's recognition of the need of studying teacher education in his own institution, this paper was initiated.

The purposes of this study are (1) to discover present trends and practices in the training of secondary-school teachers, particularly business teachers, (2) to present some of the common problems confronting beginning business teachers, (3) to discover what should be considered an ideal business-teacher training program, and (4) to study the present business-teacher training program in Puerto Rico and to work out a plan for its improvement.

The author hopes that valid concrete conclusions, and recommendations may be suggested with the ultimate result of a better and improved program for the preparation of business teachers in Puerto Rico.

Importance of the problem. The most important and by far the most influential factor in public school education is the teacher. The improvement of teacher education is of great importance in our times. From this it follows that the improvement of teacher education is a critical national necessity, for teachers are the key element in most educational processes. Upon their quality, more than any other factor, depends the quality of instruction offered in
schools, colleges, and universities. And that quality is largely determined by the excellence of the arrangement provided for the education of teachers.

The importance of this problem is further stated by the Commission on Teacher Education:11

Teaching is indispensable to the preservation and improvement of any nation. Through teaching, knowledge is passed on from generation to generation, and its wider diffusion and more rapid advancement made possible. Through teaching, the powers of youth are drawn out and disciplined in practice. Through teaching, the values that characterize a culture are built into the personalities of those in whose hands that culture's fate must lie. Through teaching, a people's capacity to meet change in ways that increase the national welfare is strengthened.

To improve teacher education is to improve teaching; to improve teaching is to improve the schools; to improve the schools is to strengthen the next generation; to strengthen the new generation is a social duty of the first magnitude.

The future of business education is directly dependent upon the quality of teaching and teacher training carried out in the next decade. It is imperative, therefore, that teachers of business subjects, along with all secondary school teachers, be thoroughly prepared to undertake this great responsibility. In the fullest sense this is possible only if the teacher engages in a well-rounded and comprehensive program of preparation.

The training of teachers in business subjects is comparatively new in Puerto Rico. It was initiated at the

University of Puerto Rico only sixteen years ago, though teaching of business subjects in the high schools had started several years previously.

Puerto Rican business teachers, whether educated in Puerto Rico or in the United States, have all been trained in the practice and methods advocated by well-known Continental leaders in education and in business education.

The volume of business and industries in Puerto Rico is increasing rapidly, and many well-prepared students are required to meet the demands of commercial enterprises for better trained employees. Due to this demand the enrollment of our business schools is increasing more and more every year, while the number of our most competent teachers is decreasing. This is due to the fact that teachers' salaries are very low considering the amount of work and the responsibility that they have.

In Puerto Rico, business teacher training is a subject worthy of study because of the large number of young people who each year seek business training. Because the effect of teacher training is felt by all commercial students, business teacher training is one of the most important phases of the business education program.

Some of the questions with which this study will deal are:

1. What personal qualities are desirable for business teachers?
2. What background courses are necessary to prepare our business teachers to teach the social-business learnings in the high school business courses?
3. How much practice teaching should be required of students?
4. How much observation should be required of students?
5. How many method courses should be offered to students? What should they include?
6. How can we provide more teaching experiences for students in method classes?
7. What problems encountered by beginning business teachers, should be discussed in teacher training classes?
8. What amount of actual office experience should be required and what advantages come out of this actual office experience?
9. What are the minimum standards that should qualify the business teacher and what additional qualifications are desirable?
10. What degree of specialization should be included?
11. What can we do for the professional growth of business teachers?

Organization of the paper. This study is broken down into seven parts. Chapter I is devoted to the problem of the paper.
The second part, Chapter II, is concerned with the trends in the training of all secondary-school teachers. Here the writer will present the major trends in teacher training education and point out specifically those trends that appear to be affecting the training of business teachers. Two parts of the trends will be reviewed: (1) those that are in evidence and (2) those that indicate future development. Some of the factors that produce changes in teacher education will also be discussed.

The third part, includes Chapter III, and deals with some of the business education problems encountered by beginning business teachers.

In the fourth part, Chapter IV, the writer will propose an ideal teacher training program with proposed methods and techniques for assisting beginning business teachers in meeting and coping with some of the problems that are always present. It will be claimed that when proper teacher training experience and in-service education is provided, it will serve to resolve some of the common problems of the beginning teacher.

The fifth part, covered in Chapter V, is a description of the teacher training program at the University of Puerto Rico.

The sixth part, Chapter VI, deals with the next steps in improving the teacher training program in business
education at the University of Puerto Rico.

The seventh and final part is a summary of the paper.
CHAPTER II

GENERAL TRENDS IN TEACHER EDUCATION
AND BUSINESS TEACHER EDUCATION

It is apparent to anyone who has studied the changes in high schools since the beginning of the century, that, on the whole, there has been a great improvement in the enriched and scientifically constructed curricula, in the better classrooms, in the higher standards of achievement that are gradually being adopted, and above everything else, in the better preparation of teachers. All this has resulted in improving education in general, and business teaching in particular.

The great achievement of the teacher training institutions has been the raising of professional and general educational standards of teachers to high levels. Along with this has gone a raising of the standards in business education.

Before going into the matter of the specific changes that have taken place in education, it seems logical to consider briefly the factors responsible for such changes.

A. Factors which produce changes in teacher education.
Changes in elementary and secondary school programs, should, and do, bring corresponding changes in teacher education, and vice versa. Schools wishing to expand their offerings in adult education, general business courses, or
core curriculum activities, or to focus their curricula upon the individual needs and problems of the child, need teachers whose preparation includes experiences and understandings necessary to carry out effectively the new school services and curriculum desired.

The relative attractiveness of teaching as a profession in such matters as salary, duties, load, restrictions and general satisfactions and annoyances of the work, are factors which influence teacher-education practices. When many students crowd into the teacher-education curriculum, the standards of selection, achievement in courses, and graduation may be raised, since greater selection of candidates becomes possible.

Some trends in teacher education are related closely to general changes in college-wide administrative practices, guidance procedures, and general education programs. University-wide or college-wide committees exercise powers of approval or disapproval over proposed changes in the program for the preparation of teachers. Change and lack of change in teacher-education practices often can be attributed to this situation.

B. Major trends in teacher education.

Webster's Dictionary defines a trend as an "inclination in a particular direction or course."¹ This inclination is

presumably from a previously known position or situation toward some generally discernible one.

Extensive discussion, recommendation or exhortation may lead one to assume that change in practice has taken place in the direction urged because he hears so much about it. Wide publication of a need and preaching that it should be cared for may have had little or no effect on the condition attacked. There may be a very definite trend in the thinking of the philosophers and intellectual leaders in teacher education long before any appreciable difference can be noted in the program for the preparation of teachers.

At this point the writer wishes to call attention to some definite trends in teacher education which he has noted:

1. The trend toward more active recruitment of prospective teachers.

The critical shortage of qualified teachers which has existed in the elementary and secondary school for the past seven years has been accentuated by striking decreases in enrollment in teacher-education programs, especially in elementary-school teacher education. The prediction of a great under-supply of elementary-school teachers for the next five to ten years and the striking publicity regarding this need, have stimulated efforts in almost every state to get more capable young people into teacher education, especially elementary.
The national and state teachers associations have stimulated activities of chapters of the Future Teachers of America in high school and colleges. Since enrollments in elementary education have not increased in proportion to the evident need for elementary school teachers now existing and predicted for the next several years, it appears that this effort to recruit more capable prospective teachers will continue for a number of years.

2. The trend toward more careful selection of teacher trainees.

Since 1930 there has been an increasing amount of attention directed to the problem of selecting persons to be educated as teachers. The original impetus for the improvement came from the comparatively large surplus of teachers. New York and New Jersey have had in operation a selective admission since 1932. Lately, the public has been awakened to the dual need of getting good students into teacher training, and screening out the poor ones.

The plans for selective admission have taken several forms. One is the administration of tests to determine a student's capacity. Often used are mental tests, English

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proficiency tests, specific aptitude tests, and physical examinations. In addition, the student's secondary school records are often carefully analyzed and only those from the upper levels of their graduating classes admitted. A newer device is the personal interview between the candidate and a selection officer or committee at the educational institution, with a view of placing some evaluation upon the personality of the individual. On the whole, the persons in charge of teacher preparation have been pleased with the results, and the belief is gaining headway that a careful selection of the candidates is one of the most important steps in the education of teachers.

3. The trend toward more general education in the curriculum of prospective teachers.

In recent years the staffs of professional schools have been concerned with educating rather than training their students. Thus curriculums in engineering, law, medicine, as well as teacher education have been changed to emphasize more liberalizing subjects, and, in general, more breadth of culture. Emphasis has been upon well-rounded persons, broadly educated in the common elements of living together effectively and of enjoying life as individuals and as

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A number of changes in the general education content have been toward the persistent-problem approach that disregards subject lines. To this respect Horrocks says:

The trend appears to be to liberalize the undergraduate program of courses with increased attention to breadth of culture background and to reserve specialization or preparation for specialization other than teaching methods to the graduate year.  

Changes have also been made to offer broad field courses in such areas as problems of democracy, human relations, and effective living. The arts have been given more attention. The Troy Alabama State Teachers College and the Western Michigan College of Education are pioneers in this direction. A number of liberal arts colleges have revised their general education courses in line with this trend.

4. **The trend toward more attention to guidance in teacher education.**

In recent years an increasing number of teacher colleges have set up orientation courses for students in education. In these courses attention is given to helping

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the student adjust to college, to discover just what teaching involves, and to check his qualifications for the work of teaching with a view toward building his strengths, or toward shifting him to some vocation other than teaching. These courses, sometimes following freshman-week activities, vary in length and intensity from large-group lectures to individual counseling. In 1942 Jensen found that 556 of the 600 programs studied had an introductory course in education. Many of these courses gave definite attention to guidance of the student enrolled.

During the last twenty years, as concern has increased for caring for the individual differences, individual needs and the total living of the students, there has been a steady increase in the amount of guidance service given to all college students. Services have been expanded through the employment of more general counsellors and more directors of counseling as well as through attention to physical and mental health, vocational information and how-to-study assistance. Making guidance a function of instruction has been stressed increasingly. Teacher education has led in developing many of these services in higher education. This trend probably will continue to get stronger in the future.

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8 Evaluation in Teacher Education, Ibid., pp. 75-61.
5. The trend toward more concern for understanding child development.

The work of Dan Prescott in the Child Development Center at the University of Chicago, underwritten and promoted by the Commission on Teacher Education, and new understanding of how children grow and develop influenced many educators of teachers to add courses in child development to their curriculums, especially in elementary education, and to alter present courses in psychology and education by putting increased emphasis upon understanding in this area.\(^\text{10}\) Much new literature is available regarding the influence of parents, teachers, school practices, and other aspects of the environment upon growth and outlook of the child. This literature has stimulated college staffs to help prospective teachers gain valuable experience and understanding of possibilities of pupil frustration and of effective growth in school situations.

6. The trend toward increasing and improving laboratory and field experience in teacher education.

In the book entitled *School and Community Laboratory Experiences in Teacher Education*, prepared by a committee of the American Association of Teachers Colleges, it is reported

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that planned laboratory opportunities before student teaching are relatively uncommon. The report states further that experimentation in the direction of providing laboratory experiences prior to student teaching includes: more time for laboratory activities, inclusion of such activities in the general education courses, planning in terms of individual needs and abilities, provision for a wider range of activities, and co-operative guidance of students by college and laboratory teachers. More of such opportunities are provided in the elementary than in the secondary teacher training programs.\textsuperscript{11}

There is a general tendency to increase the amount of student teaching in teacher-education curricula. Such expansion includes programs of two periods of student teaching a day or patterns of all-day experience in contrast to the more standard pattern of one period a day. Often the experience covers a full-time period from two to eighteen weeks in a community away from the college.

In 1946 Stiles\textsuperscript{12} found that in 18 of 71 teachers colleges studied there was some provision for internship

\textsuperscript{11}American Association of Teachers Colleges, Sub-Committee of Standards and Surveys Committee, School and Community Laboratory Experiences in Teacher Education, 1948 (New York: Genesee), p. 9.

teaching. Bishop\textsuperscript{13} found 59 schools participating in internship programs.

Teacher-education programs are including, and increasing the number of, service and leadership experiences for the prospective teachers before student teaching is undertaken. Included in such experiences are: helping in the schools, working with social agencies, visitation, work for pay, and study of individual pupils.

7. The trend toward more emphasis upon democratic co-operation in teacher education.

The stress which the Commission on Teacher Education gave to methods of working together co-operatively gave impetus in teacher education to a trend which has been evident in higher education and especially in teacher education for more than twenty years. Recent practice seems to indicate that democracy can be furthered best thru a concern for the individual and his opportunities to co-operate with others in making important decisions which concern him.\textsuperscript{14} Hence staff members, and in some cases students, are gaining larger shares in curriculum planning, and even in staff selection in the teacher-education institutions.


\textsuperscript{14}Commission on Teacher Education, \textit{The College and Teacher Education, op. cit.}, pp. 1-10.
The emphasis upon democratic co-operation is shown in improved teacher-administrator, teacher-pupil, and teacher-teacher relationships in teacher education, as well as in inter-institutional and college-pupil school relationships.

8. **The trend toward closer integration of the work in the preparation of teachers.**

Horrocks\(^{15}\) reports that the trend in secondary teacher education is "toward abandoning separate education courses in whole or in part in favor of some form of integration," and toward decreasing separate courses in principles of education while including the principles in other courses.

9. **The trend toward more attention to in-service education of teachers.**

Another tendency that has been most noticeable during the past ten years is the increasing emphasis on the improvement of teachers in service.\(^{16}\) These in-service education programs take many forms which may be classified more or less as follows: supervision by helping teachers or supervisors, internships, summer school study, extension classes, correspondence study, school visitation, and travel. Teachers are frequently encouraged by salary increases to pursue additional study, or in some areas, they are required to do a small

\(^{15}\)Horrocks, *loc. cit.*

amount of postgraduate study every few years.

Workshops in teacher education, started by the Progressive Education Association in the Eight Year Study and later promoted and underwritten by the Commission on Teacher Education, have expanded in number and purpose until they have become an important part of the in-service preparation of teachers.\textsuperscript{17} Local school districts, state departments of education, and local, state and national educational associations have found these workshops extremely valuable in curriculum revision, in clarifying of goals, and in developing co-operative endeavors on state, regional, or national basis. Teacher education administrators and staff members have given much attention to this and other phases of in-service education of teachers in recent years.

10. The trend toward lengthening the preparation of teacher education.

There are unmistakable signs that point in the direction of a longer period of pre-service preparation for teaching.

Throughout the decade, beginning with the year 1930, the curriculum for elementary school teachers and for teachers of so-called special subjects was extended from two or three to four years, often following increases in certification requirements.\textsuperscript{18} In the preparation of secondary school teachers

\textsuperscript{17}\textit{Ibid.}, pp. 39-41.

\textsuperscript{18}\textit{Ibid.}, pp. 2-3.
the lengthening of the curriculum has been less rapid, although there has been a gradual increase in the number of five-year curricula in teacher education.\textsuperscript{19}

\textbf{11. The trend toward expanding the offerings in teacher education.}

Between 1920 and 1935 most of the surviving normal schools in the United States became teachers' colleges, adding four-year programs for the preparation of elementary and of secondary school teachers respectively.\textsuperscript{20} Since 1935 many have developed programs leading to the Master's degree. Universities and colleges formerly preparing only secondary school teachers have added elementary-school curriculum to their programs, and expansion into programs for teachers of industrial arts, home economics, business subjects, vocational subjects, and physical education has occurred frequently.

\textbf{12. The trend away from separate teachers colleges.}

Since 1935 many teachers colleges have offered non-teaching curriculums leading to bachelor's and master's degrees, and have changed their name to "state college" or "state university," dropping the word "teachers" from their titles. "Teachers college" is rapidly taking the place of

\textsuperscript{19}Ibid., pp. 104-107.

\textsuperscript{20}Ibid., pp. 55-61.
"normal schools" as a name for teacher-preparation institutions.\textsuperscript{21} Enrollment in non-teaching curriculums frequently are greater than those leading to teaching. Such changes alter materially the environment of prospective teachers and the emphasis in their preparation.

13. The trend toward better preparation, tenure, and salaries of staff members.

The trend toward better preparation of staff members in teacher education has been evident almost since the beginning of teacher education in the United States. Pressure of accrediting agencies has caused many teachers to take leave of absence for the purpose of adding to their preparation. During the war many temporary appointments included people not well prepared, but few permanent appointments were made of teachers with little preparation. The trend toward increasing the preparation of the staff members, as new members are appointed, is likely to continue for a number of years.

Substantial increases in salaries have occurred over the years but there is question whether or not they have kept up with the increased cost of living over the same period.

14. The trend toward increased emphasis on evaluation.

The impetus given evaluation through the program of the Commission on Teacher Education has moved the staffs of many teacher-training institutions to look more carefully at the results of their programs.\(^{22}\) The increased literature in this field has been of much help. Workshops have offered improved opportunities for development of evaluation programs. Accrediting agencies have furthered this movement through their insistence upon institutional studies as a basis for accreditation.

C. Trends in business teacher education.

Practices in the field of education are always in the process of evolution; business education is no exception to this rule. Probably there is some justification in believing that progress to some extent depends upon the promptness in recognizing these evolutionary movements. The rapidity of the progress in education is somewhat dependent upon the early recognition of trends. It is desirable therefore to examine closely the movements that are in operation in business education, as well as those that may be forthcoming.

Granting that it is difficult to determine the direction of any movement, this writer will try to identify apparent trends and potential movements.

\(^{22}\)Commission on Teacher Education, *The Improvement of Teacher Education*, op. cit., p. 102.
For organizational purposes, the trends in business education will be presented in two groups; first, those developments which seem to be definitely taking shape at the present time, and second, those desirable developments which may materialize in the future and to which ample recognition should be given.

1. **Developments now in formation.**

Among the current developments in business education that seem to be of considerable importance are the following: They may vary in the extent of their importance in various parts of the United States but they are generally recognized by most educators in the field.

a. **Business experience for business teachers.**

Administrators are realizing that formal education, good as it may be, is not all that is needed in the training of the most efficient business teachers.

Hansen expresses this view with reference to work experience for business teachers as follows:

Definite provisions for business experience are to be incorporated into the program of business teacher education. Certainly the trend in business teacher education will be toward requiring business experience of prospective business teachers. There is much important work to be done in this area.\(^{23}\)

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Worthwhile experience in business may be obtained on either the pre-service or on the in-service level. School systems which formerly required their teachers to return to college for refresher training within specified intervals are now permitting business experience obtained in the out-of-school season to meet this requirement. Educators are recognizing the fact that the teacher must have applied knowledge of his subject matter if business education is to be practical. Certain knowledges may never be obtained from textbooks alone. Teachers who have had worthwhile experience in an office or retail establishment are better able to assist the student in making proper application of formal classroom instruction. Such a teacher is also in a position to maintain better relationships with the businesses in the school community--businesses which absorb his product.

All prospective business teachers at Carnegie Institute of Technology are required to spend one full day each week during their senior year in an office under supervision.\textsuperscript{24}

b. \textit{Increased interest in basic business education.}

Business teachers in general are recognizing that one of the major functions of business education should be to provide training for living. One of the purposes of education

in American democracy as formulated by the Educational Policies Commission,\(^25\) is economic efficiency. According to Leith, basic business education, "is that part of consumer education which helps boys and girls to learn to do a better job of managing their own personal business affairs."\(^26\) Hayden's definition of basic business education is "that area of business education which includes the economic experiences needed by all students."\(^27\)

Educators are recognizing the fact that business education contributes in some way to each of the broader objectives of general education, making its greatest contribution in the area of Education for Economic Efficiency.\(^28\)

The widespread recognition of the major contribution that basic business education can make to economic literacy and to successful handling of personal and family business problems has exerted a strong influence on educational literature on the preparation of teachers in basic business education.


c. Up-grading business education standards.

More attention is being given to the question of standards in business subjects. Efforts are being made to select those students who can profit by advanced study in a given skill. Recent writings appearing in business education have emphasized the importance of developing standards for business courses.29

With the use of improved methods of teaching, new teaching techniques, and improved materials, many teachers are now able to accomplish in one year of typewriting instruction what formerly required two years of instruction. Teachers and administrators are asking if one-eighth (two years) of the total time provided for a high school education to the developing of a typewriting skill can be justified. Students are now taught in two semesters to take dictation at rates of 80-120 words a minute, where previously it has taken at least four semesters to attain such stenographic skill.30

Classes in retailing and general salesmanship are now closely correlated with part-time work experience in the distributive occupations, thus making them much more meaningful and effective. Such practices mean more training in less

time with greater efficiency. Many of the advancements can be credited to those individuals in the service schools during the recent war, who dared to question old methods of teaching and experiment with new techniques.  

e. Improved teaching techniques and methods.

Teachers are now taught to teach for the entire class. No longer does the typing teacher teach from behind a desk where much of the period is spent checking papers. Instead, the entire period is being devoted to closely supervised, directed study. The same thing is happening in all business subject matter areas.

Teachers are learning that many of the business subjects lend themselves to instruction by demonstration by both teacher and students. The modern teachers are learning to use audio-visual aids with greater effectiveness. The wide-awake teacher plans field trips and uses demonstrations, movies and many other aids to tie the instruction into the activities of the community. Some teachers of

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33 Walters and Nolan, op. cit., p. 203.

shorthand and typewriting are now experimenting with automatic recording mechanisms. The wire recorder is finding its place in the remedial instruction of the class.\textsuperscript{35}

The successful teacher today spends a good portion of each period checking techniques, giving individual suggestions, offering help to those who need it, encouraging those who are having difficulty, and challenging those who may not be expending a maximum effort. The modern teacher is really bringing out the best that is in every student.\textsuperscript{36}

With the increased use of audio-visual aids today, educators are recognizing the need for training business teachers to become acquainted with the use and evaluation of current audio-visual materials.\textsuperscript{37}

f. More attention to in-service training of business teachers.

A number of business teacher training institutions are following their graduates into their jobs and actually assisting them in adjusting to their new responsibilities. Specialists from the institution which has trained the new


teacher visit her or him in the classroom and by helpful consultation, demonstration, and conferences help in his adjusting to his new duties. New teacher clinics are being developed whereby the first, second, and third year teachers are invited back to the campus for the purpose of discussing teaching problems occurring in their experiences. Demonstrations may be provided in the clinic for showing just how certain troublesome problems may be overcome.

A majority of business teacher training institutions are developing workshops, conferences, and clinics on and off their campuses for helping teachers with their classroom problems.


g. Closer cooperation between school and community.

There is a trend toward making greater use of the community in which the school is located. Through the retail establishments, opportunity is provided for work experience training. Teachers take an active part in community services and clubs while businessmen serve as members of advisory boards which help to direct activities of the classroom program. This alliance enables the business teacher to check the effectiveness of his teaching and to strengthen weaknesses as they appear in training program. By being active
in the business community, the teacher finds channels for a follow-through of graduates. As the teacher becomes more keenly aware of local employment, personnel and labor relations, his classes become more realistic since the subject matter is interwoven with community affairs. Greater interest and incentive on the part of the students is bound to develop. The curriculum, too, gradually adjusts itself to meet the actual needs of the students entering employment in the community.40

h. Improvement of student teaching.

The goal of many teacher trainers is that of providing more realistic student teaching experiences. There is a marked trend toward providing an opportunity for teaching throughout the entire day and participating in the extra-classroom activities of the curriculum.41 Teacher training students are being required to observe the work of many business teachers working under varied circumstances similar to those likely to be encountered by the new teacher. Observation is then followed by supervised laboratory school teaching, which is finally followed by actual experience in the field as a "student teacher."


There is a tendency toward allowing more time and college credit for student teaching and observation.

Three major trends in programs of student-teaching, identified in the situations selected for study during the life of the Commission on Teacher Education seem of significance:

1. Toward providing more experience with children, schools, and communities prior to student teaching.
2. Toward relating earlier professional study more intimately to student teaching proper.
3. Toward arranging for an extended, full-time student teaching experience off-campus.42

1. **Added emphasis on academic preparation.**

It has not been very long since a meager knowledge of typewriting, shorthand and bookkeeping was all that was considered necessary for becoming a business teacher. Administrators have learned to appreciate the additional capacities of the business teacher who not only has a thorough training in all the phases of business management and relationships but also general education outside of the business field. Most of the colleges and universities now training teachers have developed an enriched curriculum providing for a broad general education in the major areas of knowledge. These same schools are providing for a thorough program of business courses which develop, in addition to skills, a good working knowledge of business management, finance, organization,

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42Commission on Teacher Education, The Improvement of Teacher Education, op. cit., p. 268.
marketing, business law, personnel problems, retailing, and so forth.\textsuperscript{43}

j. \textbf{Greater demand for training in office machines.}

Business is demanding a working knowledge of calculators, duplicators, recorders, bookkeeping machines, and many other specialized machines used in the modern offices. Increased enrollment in filing and machine courses is in response to business demands. Teacher training institutions are preparing business teachers to teach the operation of business machines.\textsuperscript{44}

k. \textbf{Professional growth.}

Membership in the professional business education organizations is increasing. The United Business Education Association, a Department of the National Education Association of the United States, reports a total of 6,280 members in the Association. The increase of its members during the year 1950-51 was 1,131. The goal of the association is 10,000.\textsuperscript{45} This trend is not decidedly noticeable yet, but with further development in affiliation of state and national organizations, greater growth in numbers and unity can surely be

\textsuperscript{43}Rowe, \textit{op. cit.}, pp. 23-30.

\textsuperscript{44}George M. Hittler, "Office Machines Instruction in Teacher Training Institutions," National Association of Business-Teacher Training Institutions, \textit{Bulletin} No. 36, May, 1945, pp. 10-16.

\textsuperscript{45}UBEA Forum, V, (February, 1951), pp. 5-7.
The provision for student membership at reduced rates is helping to introduce new teachers to the national organizations at an earlier age. Some schools are developing courses in which student membership in one of the national or state organizations is a requirement. The increased interest in the professional organizations in standards, accrediting of institutions for training of teachers, large scale research and administrative problems should further professional growth.

2. **Probable further developments in business education.**

In addition to the apparent established trends there are certain movements that appear to be ready to make their debut in the field of business teacher training. Some evidence points to the direction which some of these movements may be expected to follow. Some of the more pertinent developments which seem to be evidencing themselves are as follows:

a. Development of high uniform standards.

b. Less emphasis to be placed on skills in small high schools.

c. Planned recruitment of business teachers.

d. Longer periods of training for business teachers.

e. General or basic business education will probably

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become more important in the business-teacher training program.

f. Certification of business teachers into four areas: secretarial, bookkeeping, general business, and distributive education.

g. More research in the field.

h. More and better business and school relations.

i. Unification of business teacher associations.

SUMMARY

Trends are determined by facts learned from previous surveys and current practice. Experience enables us to study and evaluate both our past and future programs. These trends should be analyzed to see which ones are not dependent for their success upon local conditions, and therefore, could be employed.

The methods of teacher training used in institutions of higher learning in the United States can point the way in Puerto Rico to higher standards of teacher education.

The results of various phases of teacher training and of business teacher training have been presented for the purpose of showing the present direction of teacher preparation.

The general trends in teacher education covered in this chapter are:
1. More active recruitment of prospective teachers.
2. A broad general education for prospective teachers.
3. More attention to guidance in teacher education.
4. More concern for understanding child development.
5. Increase and improve laboratory and field experience in teacher education.
6. Emphasis upon democratic co-operation in teacher education.
7. Closer integration of the work in the preparation of teachers.
8. More attention to in-service training.
9. Lengthening the preparation of teacher education.
10. Expanding the courses offered.
11. Elimination of separate teachers colleges.
12. Longer tenure, better salaries for staff members.
13. Increase emphasis on evaluation of the results of the programs.

The trends that appear to be effecting the training of teachers of business subjects are:

1. An increasing awareness on the part of teacher training institutions for the need of some kind of actual business experience for the business teacher.

2. More interest in meaning, purpose and scope of basic or general business education.
3. Increased attention for the improvement of business teacher standards.

4. Intensive shortened periods of training in the basic business skills.

5. Improved teaching methods and techniques.

6. Increased in-service training for business teachers.

7. Better public relations between the community and the school.

8. An increase in the amount of time spent in student teaching.

9. Greater emphasis upon the academic preparation beyond the basic skills and broader foundation in basic business principles.

10. More office machines training.

11. Professional growth of the business educators which seem to point toward closer unity in the profession.
CHAPTER III

PROBLEMS FACING BEGINNING BUSINESS TEACHERS

The purpose of this chapter is to state some of the actual classroom problems facing beginning business teachers. To this point, Himebaugh says:

In preparing business teachers, the teacher's college faculty must keep foremost in mind the necessity of reaching down to the innermost depths of the underlying purposes of business and general education as actually faced by the business teachers in real situations in their respective fields. There should be no gap or broken relationships between college training of commercial teachers and the business training of high school students.

The problems which the high school business teacher must solve in the daily routine on the job should be the basis of attaining the mastery of the field offered by the teacher-training institution through its business education department.\(^1\)

Problems of teaching business subjects are in a general way no different than those in any other field, however they must have real practical application.

Teacher-training students should be given the opportunity to learn first hand something about the problems encountered by business teachers under normal circumstances. This can be done by providing opportunity to these students to observe business teachers in action under many and varied circumstances. Classroom work should provide adequate

discussions of common teaching problems together with desirable constructive teaching activities. After adequate background has been developed, teacher-training students should then be sent into the field to take notes and observe desirable practices in action, making every effort to gain information about tried and successful practices of experienced teachers.

The success or failure of learning is measured in the degree with which the problem is understood. After an intelligent discussion of the observations made by the teacher-training students in a classroom situation, the extent and nature of many of the basic problems can be determined.

With this assumption before us, perhaps it would be well to examine some common problems confronting first-year business teachers. These problems are derived from the actual experience of the writer, and from discussion with experienced and beginning teachers. In considering these problems the writer will direct his attention to the business subjects most commonly taught in the secondary school namely—typewriting, shorthand, transcription, and bookkeeping. These problems will be classified under objectives, techniques, materials and equipment, testing and grading, and standards.
A. The problems presented in establishing objectives:

**Typewriting - Objectives**

1. The aims of the typewriting course.
2. Grade level when typewriting should be offered.
3. The number of semesters of typewriting that should be offered.
4. The number of credits that should be given for each semester.
5. Units of instruction that should be emphasized in the third and fourth semester of typewriting.
6. Increase in speed in straight-copy material that should be expected in each semester.
7. The offering of personal-use typewriting.
8. The offering of a separate class for the personal-use course.
9. The credit that should be given for one semester personal-use course.
10. The time erasing should be taught.
11. The non-textbook activities that can be included.
12. The areas of information that students should master along with their typewriting skill.
13. The time production work should be started.
14. The methods to be used in providing for individual differences.

**Shorthand - Objectives**

1. The aims of shorthand instruction.
2. The grade level when shorthand should be taught.
3. The number of semesters of shorthand that should be offered.
4. The basis on which students are selected for shorthand classes.
5. Whether typewriting should precede beginning shorthand or if it should be taken concurrently.

6. The justification for shorthand in the small high school.

**Transcription - Objectives**

1. The objectives of the transcription course.

2. Whether transcription should be taught as a separate subject.

3. The semesters of shorthand and transcription that should precede transcription.

4. The semesters that should be devoted to transcription training.

5. The provision for transcription training when only one year of shorthand is taught.

6. The correlation of English, spelling and typewriting.

7. The pre-requisites for enrollment in transcription.

**Bookkeeping - Objectives**

1. The main objectives of the bookkeeping course.

2. The levels at which first-year bookkeeping should be offered in the high school.

3. The advisability of offering second-year bookkeeping to high school students, and if offered who should be permitted to enroll in the course.

4. The building of the first-year bookkeeping program around the record-keeping activities rather than the vocational activities.

5. The emphasis that should be placed on traits of accuracy, neatness, orderliness, thoroughness, and responsibility.

6. The advisability of presenting vocational terminology and theory to the average high school student.

7. The requirement of business arithmetic as a prerequisite to bookkeeping or the integration of it into the bookkeeping course.
8. The value of high school bookkeeping as an exploratory course to determine the pupil's interest in and aptitude for the opportunities offered by accounting as a profession.

9. The use and value of practice sets and workbooks in high school bookkeeping.

B. The problems presented in teaching techniques:

**Typewriting - Techniques**

1. The best approach for the teaching of the keyboard.

2. The practice periods that should be devoted to the teaching of the keyboard.

3. Whether the accuracy or speed approach should be stressed.

4. The speed and accuracy devices that can be used for the first and second semester.

5. The teaching of business letters and addressing envelopes.

6. The presentation of tabulation.

7. The techniques to use in teaching direct dictation and composition on the typewriter.

8. Teaching pupils how to evaluate and proofread typewritten copy.

**Shorthand - Techniques**

1. The best approach to the teaching of shorthand.

2. The best methods of developing speed in shorthand.

3. The development of the ability to write unfamiliar words.

4. The different rates of dictation that should be given to students of different levels of ability.

5. The development of automatic response to brief forms and phrases.

6. Bridging the gap from taking dictation with books open to taking it with books closed, and to taking unfamiliar material.
7. The time and method when new dictation should be presented.

8. The use of penmanship drills.

9. The time and method when pre-transcription should be taught.

10. Teaching students how to study shorthand effectively.

11. The requirement of a stated number of pages for homework.

12. The amount of paper checking that should be done by the teacher.

13. The advantages to be gained through a week or so of class directed practice.

14. Whether the use of the key by the pupils facilitates the learning of shorthand.

15. The remedial instruction to be provided for pupils of different levels of ability.

**Transcription - Techniques**

1. The techniques that should be used in teaching students to read cold notes.

2. The methods to be used in teaching transcription.

3. The transcription aids and devices that should be used.

4. The devices to be used in teaching students to read while transcribing.

5. The drills that may be used for building transcription speed.

6. The responsibility for proofreading that should be placed on the students.

7. The methods of teaching students how to handle materials efficiently during the transcription period.

**Bookkeeping - Techniques**

1. The best approach to use in presenting the bookkeeping cycle.
2. The motivation of bookkeeping students during the first week of the course.

3. The necessity of detailed directions and suggestions in presenting a new assignment.

4. The relation of bookkeeping instruction to the business activities of the community in order to make the course practical.

5. The use and value of supplementary materials, workbooks, and practice sets.

6. The division of assignments between practice sets and short specific problems.

7. The advisability of working on practice sets and problems outside the classroom.

8. The minimizing of copy work by pupils.

9. The motivation of slow students.

10. Keeping superior students occupied while special attention is given to the slower students.

11. The use of the blackboard.

12. The amount of chapters to be covered from 20th Century Bookkeeping textbook during the first year, and second year.

C. The problems presented in choosing materials and equipment:

**Typewriting - Materials and Equipment**

1. The evaluation of textbooks.

2. The supplementary books that may be used in the first and second-semester of typewriting.

3. The materials that are available from the manufacturers of typewriters and publishing companies.

4. The visual aids available in the field.

5. The tests available in the field.

6. Suitable tests other than speed tests.
7. The minimum equipment that a modern typewriting room should have.

8. Considerations in selecting machines and instructional equipment.

9. The advantages and disadvantages of electric typewriters.

10. The maximum use of the business machines. The plans for replacement.

11. Whether non-business students and teachers may use the typewriters.

12. The maximum number of typewriters in the typewriting room.

13. A satisfactory repair and service plan for typewriters.

14. The makes of typewriters in the typewriting room.

15. The height of typewriting tables and chairs.

16. The types of demonstration stands that can be secured.

17. The advantages and disadvantages of the keyboard charts.

Shorthand - Materials and Equipment

1. The texts and supplementary materials recommended for first and second semester of shorthand.

2. The supplementary books that can be used for additional dictation by the teacher.

3. The free teaching materials available from the publishers of shorthand textbooks.

4. The minimum equipment for the shorthand room.

5. The use of pen instead of pencils in taking dictation.

6. The visual aids for the shorthand room.

Transcription - Materials and Equipment

1. The transcription books and supplementary materials available.

2. The materials that should be required other than the textbook.
3. The minimum equipment for the transcription room.

**Bookkeeping - Materials and Equipment**

1. The use of practice sets with or without business papers for those which follow chapter assignments.

2. The additional practice sets available for use with the textbook.

3. The practice sets to be required during the first-year and second-year course.

4. The control of material handed in by the students that is to be retained by the teacher.

5. The use of ink wells and red ink in the bookkeeping room.

6. The visual aids available in the field.

7. The minimum equipment for the bookkeeping room.

8. The control of material handed in by the students that is to be retained by the teacher.


10. Desirable desks or tables for a bookkeeping room.

D. The problems presented in testing and grading.

**Typewriting - Testing and Grading**

1. The use of objective tests in typewriting.

2. The material to be included in the final test.

3. The use of production tests.

4. The time to use net words per minute (NWPM), correct words per minute (CWPM) or gross words per minute (GWPM).

5. The basis for grading at the end of the first, second, third and fourth semester.

6. The use of the budget plan for grading.

7. The grading of production work.
Shorthand - Testing and Grading
1. The different types of tests available.
2. The percentage of errors permitted in tests.
3. The value of word and theory tests.
4. Length of time straight dictation tests should be given.
5. The basis for marks.

Transcription - Testing and Grading
1. Whether tests should be given on English fundamentals.
2. The kind of material that should be used for the final test.
3. Whether mailable copy and speed of production should be considered in assigning a final grade.

Bookkeeping - Testing and Grading
1. The frequency with which tests should be given.
2. The use of standardized and "problem point" tests.
3. The sound basis for evaluating the achievement of pupils.
4. The grading of objective and "problem point" tests.
5. The grading of practice sets and outside problems.
6. The reduction of time required to mark papers.

Typewriting - Standards
1. The standards of achievement expected of pupils at various stages.
2. The time when standards on straight-copy should be based on correct words per minute or on net words per minute.
3. Whether the standards for personal-use typewriting should be the same as for vocational.
4. The performance standards that should be considered in typing tasks like business letters, envelopes, stencils, rough drafts, tabulation, manuscripts and transcription.

5. The persons who should set up the standards of achievement.

**Shorthand - Standards**

1. The speed requirements on practiced matter required at the end of the first and second semester of shorthand.

2. The speed requirements on new-matter dictation required at the end of the first and second semester.

3. The minimum standards for passing in each semester of shorthand.

**Transcription - Standards**

1. The average rate of transcription at the end of the course.

2. The percentage of typewriting rate that should be attained in transcription.

3. The minimum standard below which any student would not be vocationally trained.

4. Whether there should be a requirement that a certain number of letters or a certain percentage of letters be mailable.

**Bookkeeping - Standards**

1. The responsibility for accuracy in arithmetic in solving bookkeeping problems.

2. The minimum standards for the first and second semester of bookkeeping.

3. The number of practice sets that should be completed during the first and second-year bookkeeping.
SUMMARY

If the potential teacher, while still in training, will try to recognize many of the perennial business education problems, he will go far toward learning how to cope with many of the difficulties before they are actually encountered in a teaching situation.

To be a successful teacher one must, first of all, analyze his teaching procedures sufficiently well to spot learning difficulties and problems. The teacher who recognizes clearly the problems that must be solved—the difficulties that must be overcome—in order that his students may get the most out of the course, has taken the first step in improving his teaching practices. His next move is to determine by readings, by review of research studies, and by careful experimentation what should be done to handle these problems efficiently.

It is important, then, that teacher-training institutions make prospective teachers aware of their instructional problems. In this way they will be able to work co-operatively in the job toward sensible solutions and ultimately improve their teaching.

Worth-while progress should be made toward helping the beginning teacher in meeting the problems that arise in his initial period of teaching. The solutions of many of these problems and many other problems are of extreme
importance not only to the beginning teachers but to those
with many years of experience as well. One can readily see
that the good teacher will always be on the lookout for
problems, as well as a solution to them.
CHAPTER IV

AN IDEAL BUSINESS TEACHER TRAINING PROGRAM

This chapter will deal with what would be an ideal business-teacher training program. A careful study was made by the writer of the extensive literature that was related directly to the subject of business-teacher education. This literature included such material as articles in professional magazines, research studies, yearbooks of professional associations, reports of educational committees, surveys of teachers, professional education books, business-education periodicals, monographs, the National Business Education Association bulletins, and the bulletins of the National Association of Business-teacher Training Institutions of the United States.

Dr. Forkner, Chairman of the Department of Business Education, at Teachers College, Columbia University, in an article about the improvement of teacher preparation states:

A number of important studies relating to teacher preparation have been conducted in recent years. Most of these studies have dealt with the number of semester hours of general education, of technical preparation and of professional preparation. For the most part, teacher-training institutions have been affected very little by these studies. Patterns established for the preparation of teachers of academic subjects continue to be followed in most cases by those who are preparing teachers of business subjects.
That a change is needed is evidenced by the large number of young people who begin their preparation for office or store work in the high schools, and either never complete it or find it necessary to spend several months in schools beyond the high school before they are ready to take a position.¹

Before going into the matter of the specific ideal business teacher-training program, it seems logical to consider briefly the recruitment and selection of teachers.

A: Selection of teachers of business subjects.

Definite efforts are being made among teacher-training institutions in the United States toward a progressive program of selection, admission, elimination, and final certification for teaching.

In the introduction to the section on school staff in Evaluative Criteria, the following two paragraphs contain pertinent statements concerning selection of teaching personnel:

A competent staff is one of the indispensable elements of a good school. Such a staff should not be merely a collection of individually competent persons. It should be a cooperative group having common purposes and motivated by common ideals. Each member of such a staff should give evidence of awareness and understanding of educational problems and of continuous professional growth. Before election to the staff each member should produce evidence of thorough preparation for his particular task and of possession of such personal traits as are requisite to teaching and to associating with youth. Diversity of preparation and viewpoints are desirable for a well-rounded staff, but its members should have the ability and the desire to work together, cheerfully,

harmoniously, and effectively for the good of the school and its pupils.

In the selection of individual staff members attention should be given to teaching ability, personality, health, and character. Each staff member should have broad, general scholarship, thorough preparation in his special field, professional competence, and reasonable social development.2

Selective admission, a practice now followed by more than a few of the professional schools, is a practice of this modern age in which specialization has shown the way to increased efficiency and ever higher standards of living. The high regard in which the practice is held by the business world is made clear by Snyder, when he writes:

And the selection of the right person for the right work is equally important to society, as a whole, the sole means of utilizing to the full its productive capacity. The material benefits from such a system would be immense, but not more important than the rescue of hundreds of thousands of frustrated, disappointed, unhappy lives—impaled upon impossible ambitions of careers, for which they have no talent or adaptability.3

Admission requirements among different types of institutions vary considerably. Holley4 in a study, made at the University of North Carolina during 1942-1943, of patterns of pre-service business teacher education in 37 members of the National Association of Business-Teacher Training


Institutions, reports that 40 institutions specified English, mathematics, and social studies as the high school subjects most frequently required for admission. Eleven institutions took into consideration the student's rank in his graduating class. The scholastic record was reported as the chief method for eliminating the mediocre student by sixty-two institutions, once he has entered the business education program. Personality charts, achievement tests, and aptitude tests were reported by other institutions as a basis for selection.

The general characteristics essential for superior teaching are not revealed by a single measurement, but among the various devices for selective admission of students into a teacher training program are: upon scores on intelligence tests, personality scales, a cumulative record covering the whole previous life of the candidate, high school scholastic record, participation in extra-curricular activities, mental hygiene and personal development, confidential recommendations from the high school principal, physical examination, quality of voice, use of language, and personal interviews.

The Commission on Teacher Education states the following concerning the recruitment and selection of teachers:

Recruitment is a responsibility that should be shared by the faculties of both high schools and colleges, and that may receive helpful support from the state departments of education. The basic approach should be through
developing first rate programs of general vocational guidance. The task of helping young people to select a life work wisely is one that educational institutions should take very seriously... But if the advantages of the teaching profession—its social worth and personal satisfactions—are adequately set forth there can be little doubt that more able persons will be attracted to it.

B. Personal Qualifications.

In a study made by Enterline of Indiana University, he gives the personal and general qualifications of business teachers:

1. The personal qualities and character traits that business teachers should possess include:
   a. Personality—strong, pleasing, invigorating, and well-integrated.
   b. Neatness and good appearance.
   c. Good health and steady nerves.
   d. Strength and character.
   e. Mental fitness—intelligence.
   f. Qualities possessed by a good teacher of any other subject.

2. Other general qualifications recommended are these:
   a. Sympathetic attitude toward the students and his problems.
   b. Exemplary conduct.
   c. Proper social attitude—socially minded.
   d. A philosophy of business.
   e. Well-defined philosophy of our social-economic order.
   f. Adaptability to conditions—adjustability.
   g. Good speech.
   h. High cultural standards of living—refined.
   i. Courageous.

3. The business teacher should be professionally minded and should possess a proper professional attitude.

4Commission on Teacher Education, The Improvement of Teacher Education, op. cit., p. 265.

The teacher of business education must like to work with people, especially young people. He must be interested in assisting them to learn, to solve their problems, and to make their plans for the future. This means that he must find real satisfaction in being a leader and friend to young people.

He must be interested in the school subjects for which he is responsible. This means he must like shorthand, typewriting, bookkeeping, and subjects related to various phases of business and economics. He must have a reasonable degree of skill in these subjects if he is to teach them to others.

There are other qualifications which he must also have if he is to be successful in a teaching career. These include the ability to speak before groups, an interest in community affairs, punctuality, a high code of ethics, and the ability to adjust to changing situations and conditions.

C. Pre-service education.

Dr. Rowe,⁶ Teachers College, Columbia University, tried to determine common practices and patterns of teacher preparation in order to make recommendations for their improvement. He felt that the criticisms of the business workers currently being graduated from public schools necessitated an inventory of teaching practices and teacher education programs responsible for this lack of effectiveness.

⁶Rowe, op. cit., p. 4.
He found that there are five major phases in the preparation of all business teachers—general education, general professional education, general business background, specialized professional training and technical business training. In considering an ideal pre-service training for teachers, the writer will use the order of these five major areas. Student teaching and in-service training will be treated separately.

The National Association of Business Teacher Training Institutions recommends the following minimum requirements in the six educational areas:

<table>
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<tr>
<th>Semester Hours</th>
<th>Program</th>
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<tbody>
<tr>
<td>60</td>
<td>General education</td>
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<tr>
<td>9</td>
<td>General professional education</td>
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<tr>
<td>12</td>
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</tr>
<tr>
<td>18</td>
<td>Technical skill education</td>
</tr>
<tr>
<td>15</td>
<td>Related technical and general business</td>
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<tr>
<td></td>
<td>Business experience.7</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Rowe gives the following amount and distribution of subject-matter areas in proposed business teacher-education curriculum of 128 semester hours:

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8 Rowe, op. cit., p. 39.
Semester hours

<table>
<thead>
<tr>
<th></th>
<th>LD</th>
<th>UP</th>
<th>Total</th>
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<tbody>
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<td>General education</td>
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<td>15</td>
<td>49</td>
</tr>
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<td>General professional education</td>
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1. **General education**

Teaching is a broad profession and not a narrow one. Teachers are therefore expected to have a rich cultural and academical background, as well as adequate professional education.

General education is not that education which has commonly been denoted as academic. It is that education needed by every member of society regardless of his future vocation or position in life.

Teachers are expected to have a rich cultural background as a common denominator. The importance of general education for the teacher is stressed in the following two quotations from the American Association of Colleges for Teacher Education and the Commission on Teacher Education respectively:

A broad education program to equip the student with a wide range of competencies is needed by him as a person and as a professional worker. Many aspects of such general education are also part of the teacher’s professional equipment. Students must be helped to see

*Refers to lower and upper divisions.*
the interrelatedness between this general education and professional education. ¹⁰

Teachers should receive the best general education, not only in order that they may share in what ought to be the birthright of all young Americans today, but also because to them is entrusted considerable responsibility for the general education of all young Americans to-morrow. ¹¹

Consideration must be given to the total amount of the undergraduate program that should be devoted to general education. Authorities have made recommendations concerning time allotment which range from a meager portion to a major part of the total undergraduate program of education. The Commission on Teacher Education of the American Council on Education¹² has stated in its final report that the primary objectives of at least three-eighths of the undergraduate work of prospective teachers should be those properly ascribed to general education.

2. General professional education.

This term, as used in this paper applies to those education courses which are intended to deal with general treatment of the learning, teaching, supervisory, administra-tive, and evaluative processes of school education, such as

¹⁰American Association of Teachers Colleges, Sub-Committee of Standards and Surveys Committee, op. cit., p. 61.

¹¹Commission on Teacher Education, The Improvement of Teacher Education, op. cit., p. 82.

¹²Ibid., p. 114.
courses in general psychology, general methods of teaching, principles of secondary education, history of education, educational psychology, and the like. According to Howe "general professional education is concerned with those courses dealing in a general manner with the art, practice, or profession of teaching."\(^{13}\)

An analysis of essential general professional education was made in connection with the National Survey of the Education of Teachers:

1. Professional orientation with respect to education and teaching.
2. Mastery of essential educational tools—psychology, measurements, and statistics.
3. Knowledge of the individuals to be taught, in most cases children.
4. Essential teaching methods and techniques for the subjects and the groups taught. These may be presented in four or more different ways.
5. Knowledge of class organization and class instruction.
6. Observation of and participation and practice teaching.
7. Professional integration and the development of a working philosophy of education.\(^{14}\)

Wrinkle and Armentrout stated in regard to the professional preparation of teachers:

The purpose of professionalizing subject-matter courses in teachers colleges is to develop on the part of the

\(^{13}\)Rowe, op. cit., p. 31.

\(^{14}\)National Society of College Teachers of Education, The Education of Teachers, op. cit., p. 4.
pre-service teacher (a) a consciousness of the elements of good practice in the learning process, (b) familiarity with the actual materials to be taught, and (c) scholarship relevant to the teacher's problem.15

They listed the various factors applicable to the professional treatment of subject-matter courses as follows:

1. Psychology of the subject; the problem of adapting it to the comprehension of the learning mind.
2. History of the subject and the development of methods.
3. Educational values.
5. Specific difficulties in presenting the material.
6. Literature of the subject; provide for wide margins of relevant knowledge.
7. Course making.
9. Present aims and practices.
10. Standardized tests and measures of achievement.16

The same authors say the following about the various courses needed in the preparation of teachers:

It is clear that what is needed in teacher preparation is a broad and liberal education, specialization along the lines which the teacher will follow, and adequate training to develop beginning skill and mastery in teaching. This gives us a clue of the aims of a teachers college. Since the public school is a social institution whose function is to bridge the gap between the child and his environment or society, there are at least four major problems involved in the professional preparation of teachers. First, the equipping of the prospective teacher with a thorough knowledge of the subject matter he will teach; second, a working knowledge of the method of presenting or imparting the


16Ibid., pp. 10-11.
subject matter; third, a knowledge of the child; and fourth, a knowledge of society. 17

3. **General business background.**

It is reasonable to believe that if we expect our high school graduates to attain the desired occupational intelligence, the teachers in high schools should have a broad background of business knowledges in addition to their preparation in skill subjects. Cecil Puckett states that "concentration on preparation in the skill subjects to the exclusion of broad knowledges in the field of business has been the greatest stumbling block in the advancement of business teachers." 18 He goes on saying:

> With the trend of education moving in the direction of broader areas and toward more general education, and with a program of basic business education for all children so greatly needed, business teachers must expand their own background in these areas. A broader foundation in the theory of business, supplemented by adequate business experience, would tend to make business teachers the most valuable of any from the standpoint of guidance and counseling. 19

A teacher with superior qualifications is one with a reserve of business knowledges and sources of business occupational information that can be used to supplement the textbook materials. Walters and Nolan in speaking of special

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17 Ibid., p. 11.


19 Ibid.
requirements for business teachers said:

In addition to the general requirements set up by the states for all high school teachers, most states have adopted special requirements for teachers of business subjects. . . Thus New York requires that all business teachers, regardless of the subjects they desire to teach, shall have had college courses in Business Management, and Organization, and in Money and Banking, and Finance.20

Rowe said the following concerning general business education background:

It seems reasonable to expect teachers who are preparing students for work-life and participation in business activities should have a broad foundation and understanding of today's business and economic structure. . Nevertheless, general background courses are essential equipment for the business teacher in interpreting the social-business and technical-skill courses taught in the high-school business department.

A business teacher-education curriculum requiring less than 20 semester hours in business background courses could hardly prepare business teachers with an understanding and knowledge of the functions and nature of business as well as its role in society. In the past, business teachers have been concerned largely with teaching only the skill subjects. Some business teacher-education curricula were constructed with the point of view that a knowledge of the traditional skills of shorthand, typewriting, and bookkeeping was all that was needed to be a successful business teacher. To teach the vocational skills effectively, however, some knowledge of the social business subjects would greatly enrich their value and make our high-school business graduates more useful to employers. There is some indication that the high-school business department will be concerned more and more with the social business subjects and the vocational subjects will gradually be offered on the post high-school level. If this trend becomes accepted practice our business teacher-education curricula will have to increase the amount of general

business background for the social business subjects. It is therefore recommended that our present teacher-education curricula offer at least 20 semester hours in the business background courses.21

In order of frequency, the following courses were found in the curriculum of the 54 business teacher-education institutions studied by Rowe22 to comprise general business background: economics, business law, business organization, money and banking, salesmanship, marketing, introduction to business, general business, advertising, business management, economic history, and consumer education.

4. Specialized professional education.

Rowe defines specialized professional education "as those aspects of the teacher education program dealing with specific techniques and activities in teaching business subjects."23 This area includes the special methods of teaching business subjects.

A methods course is the means by which an individual preparing to meet the teaching situation is put through the "finishing" process and given final grooming for the new duties he is about to take over. It presupposes former knowledge of the situation to be met—the only prerequisite for entering the course being an adequate mastery of the

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22loc. cit.
23Ibid., p. 31.
skills and a familiarity with the subject matter upon which the methods courses are based.

Studebaker states the following with regard to methods courses for prospective business teachers:

One of the major problems confronting those who are engaged in teacher education is that of handling of the method courses for the teaching of the various subjects. There are several schools of thought concerning this problem. Certain educators believe that a good course in the general methods of teaching is all that is needed. They say that the prospective teacher who has had such a course can apply these methods to any subject and do a good job of teaching. . . . Do not the various subjects taught in our public schools have special problems that need to be thoroughly understood before they can be presented satisfactorily? It is true that certain laws of learning must be applied to the teaching of all subjects but the method of application must vary. Hence courses in special methods of teaching different subjects must supplement the general methods courses required of all students.

There are certain business educators who say that a student who has had a course in the methods of teaching any one business subject should be able to teach any other business subject. That statement is just as false as the one which says that general methods is all that is needed to prepare a student to teach any subject. Without doubt each business education subject has certain problems of presentation that are not present in all subjects in this field.24

Rowe found in his study that the most frequently taught general method course was called methods of teaching business subjects. Methods and techniques for teaching all the business subjects were given in this one course. To this respect he says: "It is doubtful whether a general method

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course in business subjects offering only 3 semester hours of credit would be sufficient time to impart all those fundamental skills, techniques, and procedures essential for teaching business subjects."^{25} He goes on to say:

The business teacher--education curriculum, as now organized on a 4-year basis, does not have room for special methods courses in each of the business subjects commonly taught in the high school. It is recommended that two methods courses be given: methods of teaching secretarial subjects, and methods of teaching bookkeeping and the social business subjects. The content of these undergraduate methods courses ought to be of a very practical nature, designed to give the student specific methods and techniques to assist him in his first year of teaching.^{26}

5. **Technical business training.**

This area comprises courses in shorthand, transcription, secretarial practice, accounting, typewriting, and office machines. According to Rowe technical business training "is commonly known as the development of specific, employable skills in the 'three r's of the business course.'"^{27}

Rowe states that secretarial sciences courses should probably be given throughout the four-year program for the following reasons:

1. Technical competency in the secretarial science is apt to deteriorate through lack of use. If the student

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^{25}Rowe, *op. cit.*, p. 22.

^{26}Ibid., p. 33.

^{27}Rowe, *loc. cit.*
masters the skill in the lower division, considerable time will have elapsed before the skills are again used in practice teaching. With the recent advent of the "demonstration technique" in teaching methodology, this factor becomes increasingly important.

2. A two-year period is insufficient time to train for the standards required for teachers. If teachers are to be thoroughly competent in secretarial practice, transcription, and office practice, a period longer than two years will be required to attain this competency. This is apt to be true when much of the college curriculum is devoted to other subject matter areas.

3. In many instances, college classes in shorthand and typewriting meet only two and three times weekly. It takes longer than a two-year period to develop the required skill under such a plan.

4. College administrative officials fear students will leave college for the business world if they possess employable skills at the end of the two years of training.28

He says that "to overcome the above difficulties, many colleges began their secretarial training courses in the sophomore year, and continued to offer it throughout the first semester of the senior year."29

Rowe states as minimum requirements for completions of courses in secretarial science, a typewriting speed of 60 words a minute, a shorthand dictation speed of 120 words a minute, and a transcription rate of 40 words a minute.30 Such skills should be achieved by the time that practice teaching is undertaken.

28Ibid., p. 34-35.
29Ibid., p. 35.
30Loc. cit.
6. **Business experience for business teachers.**

The opinion of nationally recognized leaders of business education, as reflected in books and professional literature place these leaders almost unanimously in favor of actual business experience for business teachers. Their discussions of various benefits to be derived from occupational experience deal mainly with broader understanding of business, greater enthusiasm attained from confidence, and better guidance of students.

An examination of numerous magazine articles which express the opinions of business teachers who have had occupational business experience shows that an overwhelming majority believe that this type of business-teacher training is worth while. Scores of personal benefits have been enumerated. Most important is the general agreement that their time spent obtaining business experience was wisely used.

Jessie C. Gustafson[32] in her study found that teachers who indicated the degree of value derived from their experience in business, 60.3 per cent indicated that they have

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derived great value; 30.4 per cent that they had derived some value; 7.6 per cent that they had derived little value; and 1.7 per cent that they had derived no value from their business experience, in terms of traits, attitudes, and procedures listed in the inquiry blank.

A splendid opportunity for co-operative work experience on the undergraduate and graduate level has been made possible by the University of Michigan and Columbia University. Dr. Irene Place is in charge of the program at Michigan. In the summer, experienced business teachers may work full time in business establishments during the day and in the evenings attend conferences conducted by Dr. Place and the business executives.33 This is a commendable effort on the part of a university to provide in-service training of high quality.

At Teachers College, Columbia University, the program was initiated in September 1948. Each student who enrolls in the course is required to hold an office, store, or an industrial job for not less than ten hours each week, preferably for a full day. Also there are seminar meetings once each week for students enrolled in the program.34

The United States Office of Education in its Vocational Division Bulletin No. 234 points out the need for business


experience when it concludes that:

Successful and consequential business experience is one of the most important qualifications of teachers, department heads, coordinators, and supervisors of business education. The 'know what' and 'know how' of business training cannot be obtained from technical and professional training alone. Such training must be supplemented by wage-earning business experience in the occupation for which the training is being given. To maintain instruction standards based on the job requirements, the teacher must have experienced these requirements through having satisfactorily performed the duties of the type of position for which training is being offered. Such experience, if reasonably current, provides first-hand knowledge not only of what should be taught but also of acceptable standards of performance.

Business experience gives the teacher that professional poise and satisfaction that comes from mastery; it inspires confidence in the student; and it provides a strong incentive for individual achievement. Moreover, business experience enables the teacher readily to earn the respect and support of the business leaders of the community.35

The National Association of Business Teacher-Training Institutions substantiates this point of view when it states in Bulletin No. 39 that "business experience as a requirement for business education students in teacher-training institutions is both highly desirable and practical."36

How many semesters and working hours should be provided in a program of business experience for future business teachers? The following is a part of the recommendations of


a policy committee of the National Association of Business-
Teacher Training Institutions as published in the organi-
zation's bulletin number 32, January, 1944:

Occupational business experience should be required of
prospective teachers of business subjects. This com-
mittee believes that at least one semester, preferably
during the senior year, or the first semester of the
junior year, the pre-service business education teacher
should be placed in approved actual business employment
on a paid basis under the supervision of the department
of business education in the teacher-training institu-
tion where the student is working for the degree. In
addition, college credit, labeled as business experience
or business laboratory, should be given for this employ-
ment.

It is further recommended that from 6 to 12 semester
hours of credit be given for this employment which will
be composed of a 36-hours or longer working week. In
addition, at least one course, carrying 3-6 hours of
credit, of a conference nature, which reports, discusses,
analyzes, and studies the work experience of the
individual should be required. The semester hours should
be planned so that the equivalent of one semester's work
in college is attainable. These credits should be
applicable toward the major in business education. The
arrangement eliminates a fifth year, which, while it
may be desirable, is not feasible nor practical at the
present time. The instructor in charge of this work
experience should see that a variety of business employ-
ment is made available to the prospective teacher of
business subjects.37

What are the values that can be claimed for business
experience for business teachers? In speaking of the values
of business experience, Dr. Enterline enumerates the
following:

a. Business experience results in more efficient
teaching, especially in the vocational subjects.
b. Business experience enables the teacher to become
acquainted with the latest business practices.

37Turrille and Brownfield, op. cit., pp. 30-31.
c. Business experience enables the teacher to be informed of the needs and the requirements of workers.
d. Business experience enables the teacher to make desirable contacts with businessmen.
e. Business experience enables the teacher to render more effective vocational guidance.
f. Business experience enables the teacher to present the students with actual facts about business.38

D. Directed student teaching in business subjects.

A major responsibility of institutions which provide pre-service education for teachers is that of organizing the program of student teaching. The importance of this task is emphasized by the fact that directed student teaching is the most valuable phase of the professional education of the teacher according to the opinion of authorities in this field. It is the culmination of the work of three preceding years—a chance to put into practice the things learned. Administrators consider the grade and the evaluative reports pertaining to student teaching significant in predicting success as a teacher. Many beginning teachers say they consider their student teaching the most helpful of all courses taken in the university.

1. Objectives.

Mead believes that the following are objectives which are of major importance:

1. The knowledge, or subject matter, or scholarship outcomes sought;

2. The techniques, principles or method, and teaching devices desired;
3. Professional ideals, interests and attitudes;
4. The 'extra' school or community relations of the teacher; and
5. Personal qualities.\(^{39}\)

A somewhat similar list is presented by Maxwell and Reusser.\(^{40}\) These authors believe that the objectives of student teaching should be concerned with the teacher's personality, school and classroom management, understanding of pupils, the organization of subject matter, skill in the selection and use of method, and aims relating to professional attitudes and professional growth.

Schorling believes that, "The staff of a training school should formulate a fairly definite list of objectives which is agreed upon and known by all concerned."\(^{41}\) Then, like Schorling, the writer believes that such a list should not be of a general nature but should apply specifically to student-teaching in business education. Schorling says, "It should not be inferred that a list of specific objectives would serve all fields or even any two fields. Obviously a list for student teachers of fine arts might differ in many

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respects from one formulated for student teachers of Latin.\(^4\)

The cooperative lists of objectives for student teaching in business subjects for institutions which have not already prepared them should be a valuable contribution to the improvement of programs of student teaching in business subjects.

2. **Content.**

Armentrout from a study of information furnished by thirty supervisors of student teachers indicates the general activities of student teaching as follows:

1. Activities pertaining to the setting in which the teaching and learning process takes place.
2. Activities concerned with the organization of subject matter.
3. Activities concerned with the teaching of subject matter.
4. Activities pertaining to the discipline of pupils.
5. Activities pertaining to professional growth.
6. Activities concerned with the organization of the school.
7. Community activities.
8. Activities involved in the observation of the training teacher.
9. Activities involved in conferences with the training teacher.\(^3\)

Shover and Flowers indicate their belief that courses in student teaching should include the activities listed by Armentrout. Shover believes that a student teacher of business subjects should observe, teach more than one subject,

\(^4\) *Loc. cit.*

participate in group and individual conferences, supervise extra-curricular activities, and assume responsibility of management problems. Flowers, from a study of student teaching in thirty institutions, lists the following among his conclusions:

1. The general activities of the course in student-teaching are: observation, participation, teaching, preparation, conference, extra-class, and management and routine. Judging from the evaluation of the data secured, the general activities of primary importance are observation, participation, teaching, and conferences. Extra-class, management and routine activities occupy a place of secondary importance.

2. There is no common practice with regard to the amount of time given to each activity in the course.

3. Observation.

Student teachers of business subjects are, in general, required to precede their actual student teaching experience with periods of observation of instruction. Student teaching authorities generally contend that this phase of the program is necessary for the adequate professional training of teachers.

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Among those who advocate observation are Schorling, Rugg and Peick, Mead, Armentrout, and the Committee on Standards for Practice Teaching of the National Association of Commercial Teacher-Training Institutions.

There is a unanimity among those who have written on this subject that careful induction is needed. In this connection Pryor, pointed out that the effect of plunging the student-teacher without previous induction into responsible teaching is detrimental not only for him but to the pupils as well. Foster advocates gradual induction of student-teachers on the same basis, namely, protection of both the student-teacher and the pupils. In the *National Survey of the Education of Teachers*, he says:

The student-teacher must obtain a mastery of certain phases of teaching before he can be entrusted with the responsibility of a class to teach. Gradual induction of the student-teacher into the complexities of teaching

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49 Armentrout, *op. cit.*, p. 76.


protects the pupil in the training school from the ill effects of crude teaching on the part of the practice-teacher.52

Baugher also recommends gradual induction. He says:

Teaching with full responsibility an entire class of pupils should be an outgrowth of observation and participation and should be closely associated with those experiences.53

More attention is given to student teaching when Armentrout contends that observation prior to actual teaching has the following value:

The purpose of observation and participation are to gradually introduce the pre-service teacher to the actual conditions the in-service teacher is called upon to meet, to enable the student to gain some idea of the school as a whole; to form the connecting link between theory and practice; to make the student familiar with the classes in which his student teaching is to be done; to function as a finding course, and to prepare him for the more exacting responsibilities of his student-teaching.54

A failure to provide such opportunities will be detrimental to the best interests of the high school pupils in the training school business classes. Armentrout likens the practice of not allowing observation previous to student teaching, to "placing the surgeon's knife in the hands of the medical student who has never witnessed an operation."55

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54 Armentrout, op. cit., p. 95.

55 Ibid., p. 81.
Carlson listed some factors to be considered in observation, that the observer should be made to understand:

1. The class personnel as a whole in regard to their general intelligence, interests, co-operative attitude, etc.
2. The experience or background of the teacher.
3. The philosophy of the school in which the observation is made.
4. The philosophy of the critic or supervisor in whose class the observation is being made.
5. The physical situations peculiar to the building and room.
6. The lessons or units which have preceded the observation and lesson in question.
7. The nature of the unit under discussion, its anticipated length, and the progress which has been attained.
8. The nature of the course of study which is being followed.

The value of programs of observation in the induction of business student-teachers into actual classroom situations are, in general, the same as those advocated by authorities in the field of student teaching. Therefore, it may be said, that programs of student teaching should include observation in the business subjects as an essential element in the training of prospective business teachers.

4. Participation.

There are many nonteaching activities in which student teachers may assist the critic teacher before they actually begin to take full responsibility of the class. Many of these activities will provide opportunity to the

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student teachers to become better acquainted with the students as well as with the materials of instruction currently in use in the classroom. Most of these activities are very important to the success of the total teaching program. The following can be included: making examinations and daily assignments, and summarizing the results to discover weaknesses of the class or of the individual students; preparing and posting progress charts; giving assistance to students who have been absent from class; helping with individual instruction or supervised study; making detailed studies of "problem case students"; assisting in the collection of supplementary materials to be used for instructional purposes in the course; helping with the supervision of extracurricular activities, school journeys; miscellaneous activities in which the student teacher may be engaged to be suggested by the critic teacher; other routines, including attendance, blackboard writing, details of clerical work, and bulletin board planning.57

5. **Practice teaching.**

This step in the applied teacher education program should include that of affording an opportunity for actual experience in a full school program. This step should come after the completion of supervised observation in business

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Unless specialized preparation within the field of business education is demanded in the service areas of the institutions involved, student teachers should not be generally required to specialize in restricted business teaching fields. Prospective high school business teachers should be prepared to teach at least four commercial subjects in order to qualify for maximum employment opportunities.\textsuperscript{53}

The trainee should attend departmental staff meetings and general faculty meetings.

6. Conferences in student teaching.

Among those who have advocated conferences as a part of a program of student teaching are Mott,\textsuperscript{59} Schorling,\textsuperscript{60} Dickson,\textsuperscript{61} and Maxwell and Reusser.\textsuperscript{62}

The university supervisor is most often responsible for the conduct of the individual conference. This is a desirable


\textsuperscript{59}George Fox Mott, "The Conference Technique as a Center of the Student Teaching Induction Process," Educational Administration and Supervision, XXIV (January, 1938), p. 55.

\textsuperscript{60}National Society of College Teachers of Education, The Education of Teachers, op. cit., p. 171.

\textsuperscript{61}Belle L. Dickson, "Suggestions for the Improvement of Student Teaching," Educational Administration and Supervision, XVII (January, 1931), p. 15.

\textsuperscript{62}Maxwell and Reusser, op. cit., p. 21.
practice and a logical one. The supervisor is familiar with the work of the teacher to a greater extent than is any other person. Therefore, the supervisor of business subjects should be the person to offer assistance and constructive guidance. No other person can contribute more to the conference than he. After the student has reached a point where he can be enrolled in student teaching, few other persons have much to contribute, by means of conferences, to the improvement of instruction in business subjects.

The individual conference provides a gateway to the resources of the supervising teacher. Connette\(^6\) in an investigation to determine the supervisory practices and activities preferred by teachers, supervisors, and by others who have written in the field of instructional supervision found that individual conferences were ranked first in importance.

One writer enumerates twenty-nine purposes of conferences and then summarizes them into three main divisions as follows: "purposes relating to the student's use of the fundamental techniques of teaching; purposes relating to the student's personal and professional growth; and purposes relating to the selection and organization of subject matter."\(^6\)


The individual conference commonly deals with teaching which has just taken place. In most cases there is involved consideration of aims, procedures, and outcomes in relation to the needs of pupils. The first conference following the initial teaching ordinarily includes a study of the actual teaching procedures used by the student teacher, and it is generally this phase of the conference which receives the greatest attention. At this point, self-analysis and self-criticism by the student teacher should play a great part in the selection and determination of a revising teaching procedure, together, of course, with the suggestions and advice of the supervisor. As Douglas and Boardman state with regard to the conference following the observation of teaching, it should be, in reality, "a joint or cooperative review of the procedure observed and a joint evaluation and analysis of its weaknesses."

Another type of conference which is employed widely is the group conference. Where matters of interest to a departmental group are concerned, this type of conference is more economical in point of time and labor than does the individual conference. Much attention in the group conference is usually given to the three general topics: (1) the

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construction of lesson plans; (2) the discussion of individual differences; and (3) the various aspects of classroom management.

The lesson plan, although very important, should not receive the total attention of the conferences. A conference program based upon the immediate needs of the student teacher of business subjects would seem to be the most desirable type.

Another phase of the conference which should be given careful consideration is its duration. In a questionnaire sent to supervising teachers in forty-four teachers colleges in twenty-two states, Van Patter found that most of the supervisors felt that a conference period of from fifteen to thirty minutes was most effective. Likewise, Douglas and Boardman suggest a conference of from fifteen to thirty minutes duration since it is less likely to become fatiguing and exhausting.


The university supervising teacher should be able to evaluate student teaching, and to point out specific

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67V. E. Van Patter, "The Individual Conference As a Technique in the Conduct of Student Teaching," Educational Administration and Supervision, XXIII (February, 1937), pp. 121-126.

68Douglas and Boardman, op. cit., p. 173.
weaknesses. This might also be termed a guidance function. He should be prepared to suggest remedies for subject matter weaknesses, insufficient background knowledge, weakness in technique of presenting subject matter, personality weaknesses, physical weaknesses, and weaknesses in discipline.

The university supervisor is the person most often responsible for the determination of the final grade of the student teacher of business subjects. It is logical that the person who comes in contact with the work of the student teacher should be the person who determines his final grade.

There are persons who believe the student's grade should not be determined by the supervisor alone. Armentrout states, "The ratings of student teachers will be more reliable if based upon several independent judgments, rather than upon the judgment of one critic teacher."68

Henderson states, "The student teacher's final grade should be a composite of the training supervisor and all others who come into direct contact with the student teacher's work."69 If persons other than the supervisor have had few contacts with the work of the student teacher, the responsibility for the final grade should rest with the supervisor alone.

68Armentrout, op. cit., p. 192.

Rating scales are generally used by supervisors, and sometimes by others, for purposes of evaluating the work of student teachers of business subjects. Armentrout believes that score cards are unsatisfactory as a means of measuring the progress of the student teachers. He does believe, however, that they have definite values and that they should be used until a better method is found for the determination of the progress made by the student teacher. Dodd believes that rating scales have a place in the evaluation of the work of the student teacher in business subjects.

It is logical to state that the weaknesses involved in the use of these rating scales can be overcome somewhat by making several evaluations of the student-teacher's work. A composite evaluation should result in a more reliable evaluation. Schorling believes that institutions, for this purpose, should "find it feasible and desirable to get two or five ratings of each student teacher's." Shover states that the rating scales should be filled out weekly by those responsible for student teaching in business subjects.

70 Armentrout, op. cit., p. 192.


73 Shover, op. cit., p. 20.
Armentrout states the values of using rating cards as follows:

1. An analysis is presented of the qualities necessary for successful teaching and of the relation of these qualities to one another.
2. In the hands of student teachers, this analysis will tend to promote self-criticism and self-improvement.
3. In the hands of training teachers, this analysis will tend to promote their comprehensiveness of judgment in rating student teacher's efficiency.
4. The ratings should designate points of strength and weakness in the student's teaching, and should, therefore, prove valuable in guiding the training teachers in their constructive work with student teachers.
5. A score card makes possible an objective analysis of the students' ability in making application of method and principle under actual teaching conditions.
6. The records on the score card may be used as a partial basis for recommending graduates for appointment.
7. A score card serves to define the purpose of a teacher-training institution, and should become a means of checking up the success of the curriculum end of the teaching in the college in accomplishing its purposes. 

E. In-service training.

In-service training may be defined as any activity on the part of the teacher in service to improve his professional services.

Efforts to stimulate and help teachers to grow and develop on the job are by no means new in the United States. Teacher education in-service assumes that teachers still have something to learn. This is true of all teachers, not merely of those whose preparation was inadequate or has become rusty. Like other human beings in other lines of endeavor all teachers are capable of improving as long as they live.

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74 Armentrout, op. cit., p. 192.
The phase of assisting the beginning business teacher should be that of in-service training carried on by the institution that trained the teacher. It is obvious that a teacher training institution can do much in the way of helping the teachers in the field. It should offer summer school programs to meet the needs of the business teacher at work. The teacher educator should have a program of constant contact and follow-up for the graduates of the institution.

The Commission on Teacher Education attitude toward the follow-up of beginning teachers is indicated by the following quotation:

A college should, nevertheless, recognize and accept responsibility for continued service to its graduates, especially during the first year or two of active employment. Sound follow-up procedures, viewed as an integral part of the college's program of teacher education, will have the advantage not only of assuring needed and welcomed help to graduates and to the schools in which they are at work, but also of enabling the institution to maintain a constant check on the suitability and effectiveness of its own pre-service activities.75

In the teacher training institutions, in-service training may be secured through meetings of teacher associations, institute sessions, workshops, seminars, method courses for the improvement of instruction, extension courses, and summer school for teachers.

75Commission on Teacher Education, The Improvement of Teacher Education, op. cit., p. 76.
SUMMARY

In this chapter the writer has presented what should be included in an ideal business teacher-training program. This ideal business teacher training preparation should include six essential elements:

1. A broad general educational background.

2. Basic and general business background including introductory and advanced studies in General Business, Business Organization and Management, Business Finance, Marketing, Money and Banking, and Selling.

3. General professional education including courses such as Educational Psychology, Educational Sociology, Principles of Secondary Education, History, and Philosophy of Education.

4. Specialized professional education or those aspects of the teacher education program dealing with specific techniques and activities in teaching business subjects; such as courses in Principles and Problems of Business Education, General Methods of Teaching Business Subjects, Directed Observation in Business Subjects, and Practice Teaching in Business Subjects.

5. Technical skill training for the introductory and advanced courses in the skills of the subjects the prospective business teachers will teach—shorthand, transcription, typewriting, accounting, and office machines.
6. Business experience, in order that the teacher interpret and visualize the duties and activities of workers in the business office; and give the students practical and up to date instruction applicable to the business world into which they will soon venture.

This program should be planned not merely with respect to professional skills and subject matter specialization, but with due regard for the objectives of general education. A broad general education is as basic for the teacher of business subjects as for secondary school teachers. A broad outlook in many areas of knowledge is desirable together with specialization in major fields.

Next, the prospective teacher of business subjects must be thoroughly competent to teach. Superficial familiarity with the subjects included in the business curriculum is not sufficient. He must master the skills of proficiency comparable to the highest current business standards. This necessitates theoretical knowledge and occupational practice.

Even after participating in a broad education and acquiring competency in the subjects of his specialization it is erroneous to assume that the teacher is ready to take over teaching duties. General specialized and professional courses in teaching are important in the preparation of the business teacher.

Business experience for the prospective commercial teacher is a requisite in a well-rounded and thoughtfully
organized program of teacher preparation.

The final requirement, in an ideal pre-service business teacher program is at least two semesters of practice teaching preceded by directed and supervised observation in business subjects.

At this point assimilation of the various segments of preparation takes place. General business background, subject matter preparation, and professional and specialized methods, all play their respective roles in the student-teaching preparation.

Finally, the last step in an ideal business teacher training program is the alumni "follow-up" to help beginning business teachers adjust to their first years of teaching to maintain high standards of instruction.
CHAPTER V

THE BUSINESS-TEACHER TRAINING PROGRAM AT THE UNIVERSITY OF PUERTO RICO

In this chapter the writer will describe the program of business-teacher training as it now exists in the University of Puerto Rico. This will be preceded by a description of the general university program, as well as, that of teacher education.

A. The College of General Studies.

The program of General Studies was inaugurated in the fall of 1943 as a fundamental phase of the plan of university reform under way since May, 1942.

The new program aims to orient the student in the main fields of learning prior to his choice of special or professional work, thus increasing the breadth of his general education and giving him the opportunity to reaffirm or modify his vocational plans. The program embodies a reaction against the confusing character of the conventional college curriculum because of its failure to give the student any sense of meaning and direction through too early specialization and the fragmentation of the liberal studies into a set of narrow departmental courses.

The curriculum comprises a core of four basic introductory courses with general relationships and values which
cut across the boundary lines of many special fields: (1) a course in Biological Sciences designed to develop understanding of the variety and relationships among living organisms; (2) one in the Physical Sciences which presents an integrated survey of the fundamental facts and theories concerning the physical world, and of their evolution; (3) a Humanities course which aims to acquaint the student with the cultural achievement of Western civilization against a broad historical background; and (4) one in the Social Sciences designed to develop an integrated view of the basic problems of Man in modern society. This curriculum also comprises two language courses, one in Spanish and one in English, aimed at the improvement of the skills and habits in oral and written communication.

1. Organization.

All freshman university students, with the exception of those taking the Normal course and the two-year Secretarial Course, are enrolled in the College of General Studies during the first year of college work. Admission is based upon graduation from secondary school and the fulfillment of certain requirements.

The regular program of study for the freshman year consists of the following courses:

2. Physical Sciences 1-2; An introduction to the study of the Physical Sciences. Six credit hours. One year course.

3. The Humanities 1-2; An introduction to the study of the Western culture. Six credit hours. One year course.

4. The Biological Sciences 1-2; An introduction to the study of the Biological Sciences. Six credit hours. One year course.

5. Spanish 1-2; General course in Spanish. Six credit hours. One year course.

6. English 1-2; Basic course in English. Six credit hours. One year course.1

The basic course in Biological Sciences is taken during the sophomore year.

B. The College of Education.

The fundamental objective of the College of Education of the University of Puerto Rico is to foster the development of an educational system that will minister effectively to the educational needs and ideals of the people of the Island of Puerto Rico.

The College of Education consists of the following departments and auxiliary agencies:2

1. Department of General Education
2. Department of Methods and Practice Teaching
3. Department of Home Economics
4. Division of Extramural Extension Courses
5. The University High School
6. The University Elementary School
7. Department of Industrial Arts

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2The University of Puerto Rico Bulletin, Ibid., p. 188.
The Department of General Education offers courses dealing with the history and philosophy of education, educational psychology, educational sociology, educational administration and supervision, comparative education, the curriculum, and educational and vocational guidance.

The Department of Methods and Practice Teaching deals with the general and specific phases of instruction in methods of teaching and with the practical work of teaching in the practice centers organized by the University in cooperation with the Department of Education of Puerto Rico. This department is also entrusted with the direction of the Normal Course for the preparation of elementary school teachers.

The Department of Home Economics centers its attention on problems of home and family life. Its purpose is to prepare teachers and workers who will be concerned with this problem. The curriculums offered by this Department provide training for the following types of professional work: teachers of home economics, nursery school teachers, dietitians, nutritionists, and institutional managers.

The Division of Extramural Extension Courses is in charge of the organization of courses for teachers and for the general public outside of the campus. The program comprises courses from all the faculties of the University.

The University High School is staffed by members of the Faculty of the College of Education and provides a center
for observation and experimentation in the field of elementary education. The student-teaching centers for students following the two-year Normal course intended to prepare teachers for the elementary schools are established in public elementary schools of the neighboring school districts.

The Department of Industrial Arts aims at the preparation of teachers of shop and drafting work for the junior and senior high schools.

1. **Major concentration.**

The "Curriculum" outlines the program of study for students preparing for a Bachelor's degree in Education. Every student is required to choose a field of major concentration, which will be made up of related subjects falling within one of the following areas: Science and Mathematics; Social Sciences; Business Education; English; Spanish; Industrial Arts; Health and Physical Education and Recreation; Home Economics Education; Child Development; Dietetics; Nutrition and Institutional Management. The courses to be taken within each area are definitely indicated in each curriculum.

2. **Degrees.**

The degree of Bachelor of Arts in Education is granted to students who pursue a four-year course in preparation for teaching high school subjects. There are seven different major concentrations within the programs of study: Science
and Mathematics; Social Sciences; English; Spanish; Business Education; Industrial Arts; and Health and Physical Education and Recreation.

The degree of Bachelor of Science in Education is also granted to students who pursue a four-year program of study leading to one of the following activities: teaching home economics, teaching in nursery schools, dietetics, nutrition, and institutional management.

The degree of Bachelor of Arts in Elementary Education is granted to students who pursue a four-year course in preparation for teaching in elementary school. The first two years of this course correspond to the Normal school. Upon the satisfactory completion of these first two years, a professional diploma is granted. This diploma entitles the holder to an elementary school training certificate.

C. The Business-Teacher Training Program.

Business education is one of the eleven fields of study in which a definite curriculum is provided. The program of study consists of a combination of courses in Business Administration, Secretarial Science, Economics, and Education which are designed to prepare the student to teach commercial subjects in the high schools of the Island. Registration is made through the College of Education upon satisfactory completion of the freshman year, general survey courses, as required by the College of General Studies.
The program is co-educational.

The professional courses in Education for prospective high school teachers of business subjects are taken in the following sequence:

- Educational Sociology - 1 semester
- Educational Psychology and Measurement - 1 year
- Principles and Practices in Secondary Education - 1 semester
- The Teaching of Business Subjects - 1 semester
- Bookkeeping for Teachers - 1 semester
- Educational Implications of the Social and Economic Problems of Puerto Rico - 1 semester
- History and Philosophy of Education - 1 year
- Observation and Practice Teaching in the Secondary School - 1 year

Courses in the Business Administration school are as follows:

- Elementary and Intermediate Accounting - 1 year
- Elementary and Intermediate Typewriting - 1 year
- Advanced Typewriting - 1 year
- Elementary and Intermediate English Shorthand - 1 year
- Advanced English Gregg Shorthand - 1 year
- Elementary and Intermediate Spanish Shorthand - 1 year
- Advanced Spanish Gregg Shorthand - 1 year
- Spanish Business Correspondence - 1 year
- English Business Letter Writing - 1 year
- Essays and Reports - 1 year
- Business Law - 1 semester
- Indexing and Filing Systems - 1 semester
- Secretarial Techniques - 1 semester

Courses in the School of Social Sciences are as follows:

- Introduction to Economics - 1 year

The University of Puerto Rico maintains a University high school on its campus for student teaching in all areas of secondary education except for business education, industrial arts, and physical education. The University has set
up a program of student teaching in business education in the
city of Santurce, which adjoins the University campus.
Business education majors at the University do their practice
teaching at Escuela Superior de Santurce (central high
school) under the direction of a supervisor in the field of
business education. This central high school has an enroll-
ment of 2,400 and a teaching staff of about 70. It offers
more of a typical teaching situation than is found in many
campus training schools.

The business education majors enroll in their junior
year in a 3-hour course known as "The Teaching of Business
Subjects," and a 3-hour course in Methods of Teaching Book-
keeping known as "Bookkeeping for Teachers." At present
these courses are one semester in length. During the first
semester of the junior year the course in the teaching of
bookkeeping is offered; during the second semester, the
courses in the teaching of business subjects are taught.

The general method course covers methods in teaching
shorthand, typewriting and transcription. The other method
course covers the teaching of bookkeeping in the secondary
school.

Special methods courses are taught by members of the
University faculty in their respective fields. Most of the
methods instructors are on the College of Education staff and
they supervise all practice teaching in the field in which
they teach the method courses.
Business education majors must complete a year (two semesters) of practice teaching in their senior year, serve a minimum of one hour a day in the Escuela Superior Central de Santurce, 5 days a week for two semesters and receive 10 hours of university credit—5 hours for each semester. They do their practice teaching in two different commercial subjects during the year and have a part in the selection of the subjects which they are to teach.

They participate in a weekly discussion period which is concerned with a sharing of student-teachers' experiences and an appraisal of the work. Here the student teacher comes with his problems and difficulties. The student's own experiences are supplemented by the contributions of the university supervisor of business subjects.

Student teachers observe for a week before they begin their first teaching assignments. Usually at the beginning of the second week the student teacher takes complete charge of the classroom work.

The high school business teachers at Escuela Superior de Santurce serve as critic teachers. These critic teachers are selected by the Director of the Department of Methods and Practice Teaching in the College of Education, with the advice of the methods instructor in business education. In general, the teachers who assist with this training program have a bachelor's degree and several years of successful teaching experience.
The College of Education of the University of Puerto Rico is the only school for business teacher training in Puerto Rico.

Business education is one of the eleven fields of study where a prescribed "Curriculum" is followed by those preparing for high school teaching.

All university freshman students (except those in two-year courses) are enrolled during the first year in the College of General Studies. The freshman year program includes survey courses in Biological Science, Social Science, Humanities, Physical Science, and Languages. Students are admitted to the College of Education on the basis of satisfactory completion of the first year of General Studies.

Each student is required to select during the second year a major study from the eleven areas, one of which is business education.

The program of studies for business teaching is a combination of Business Administration, Secretarial Science, Economics, and Education courses.

Business education majors are required (during the junior year) to take a course in The Teaching of Business Subjects and in Bookkeeping for Teachers. Two semesters, (5 hours a week) is the prescribed practice teaching for prospective business teachers. Practice teaching and methods
courses are done under the direction of the university supervisor of business education.
CHAPTER VI

CHANGES AND RECOMMENDATIONS

In this chapter the writer will propose changes and recommendations in the business-teacher training program at his institution.

A. Concerning the recruitment of prospective business teachers.

The great scarcity of qualified business teachers in Puerto Rico is serious and the prospect of immediate relief is none too favorable. It is recommended that a business-teacher training recruitment program be organized and put into effect. The responsibility for recruitment of promising and capable youth to the business-teacher program must be assumed jointly by the University, the high school teachers, and school administrators. Such a program will become effective only if the high school business teachers and college business teachers take an active interest in it by encouraging their business students with satisfactory personal qualifications and aptitudes to consider business teaching as a career.

Since the present entrance requirements at the University is a commendable one (a candidate for admission must be a senior high school graduate with no less than 12 credits and a minimum grade index of 2.00; must include
3 years of English, 3 years of Spanish, Elementary Algebra, and Plane Geometry on his high school record; and must rank high in the University Entrance Examination which is offered once a year before the opening of the first semester) the writer recommends the following program of recruitment for the business teacher department:

1. Talks during freshman week about the teaching profession.

2. Orientation courses for freshman and sophomores which include information about teaching as a profession.

3. Counseling programs which direct students to the business education department.

4. Advertising the need of business teachers by the University.

5. The maintenance of a chapter of Future Teachers or a Business Education Club both of which encourage and promote the business-teacher education program.

6. Contact prospective candidates.

7. University and high school teachers of business subjects should be especially encouraged to accept definite responsibility for helping to recruit the ablest persons available for enlistment, in their own profession.

8. Definite information regarding the nature, importance and rewards of teaching, the qualities significant for success in the profession, and the character of the preparatory programs offered should be made available through free
publications to underclassmen and high school students as well as to college and high school faculty members who have counseling responsibilities, and to parents of promising prospective candidates.

10. The University can make a valuable contribution to the recruitment program by arranging the business curriculum in such a way that students may transfer from secretarial, and other specialized business fields to the business-teacher training courses without loss of credit or undue hardship.

B. Concerning general business background.

Since much emphasis has been placed in the past upon preparing teachers to teach the traditional subjects—short-hand, typewriting and bookkeeping—the author first recommends the offering of one semester, four credit integrated course in General Business—an introductory course in business. This course should be taught in the same manner that commercial teachers should teach it at the high school level—setting up problems and securing solutions to them, and using high school textbooks as a basis for discussion and guidance of student activity. This course would serve the following purposes:

1. Provide content background for the prospective business teachers to teach the social-business units taught in the Secretarial Office Practice, Clerical Office Practice
and Business Law courses taught in the Puerto Rican high schools.

2. Provide meaningful and immediate useful learnings to the students in their everyday business contacts.

3. Provide experience through participation, observation, study, and practice of the most effective methods of presentation to be used in their high school classes.

4. Provide background for understanding and mastering the other business content courses in the business education program.

5. Provide the instructor guidance and direction to students in the finding of instructional materials.

6. Provide units of instruction relative to the basic business problems of the college student giving practice in the construction of these units.

The sophomore and junior program should include work in the background areas of business other than ordinary skills. To provide a good program of general business background the writer recommends that three of the following business administration courses offered by the College of Business Administration should be required:

1. Salesmanship
2. Business Finance*
3. Money and Banking
4. Fundamentals of Marketing*
5. Business Management*
6. Industrial Management
7. Industrial Relations
8. Personnel Administration

*Highly recommended.
C. Concerning specialized professional training.

In the specialized professional training for prospective business teachers, the writer recommends two new courses:

1. A three-credit, one semester course in Principles and Problems of Business Education, should be required in the second semester of the sophomore year. This course serves as an orientation or introductory course for students beginning their specialized professional training in business education. This course should be preceded by the course in Principles and Practices in Secondary Education, and followed by the two integrated courses in methods of teaching the various business subjects. The writer recommends that in the course in Principles and Problems of Business Education three outstanding doctoral studies made in this field, by Hanna,¹ Hayden,² and Enterline,³ and published in monographs by the South-Western Publishing Company, be included as a part of the course, in order that students learn the opinions of leading authorities in the business education field in


regard to the fundamental and major issues. These monographs can be secured free from the publisher.

2. The offering of a three-credit course in Coordination and Supervision of Work-Experience programs. This course should be offered in the senior year. The main purpose of this course should be to train prospective business teachers for the work of coordinators in the work-experience programs now in effect in the commercial departments of the Puerto Rican high schools. This course should include an introduction to the work-experience program; its aims and objectives; coordination of the high school programs with industry, business and the community; public relations; records used; grading; problems now demanding solutions; and follow-up and guidance.

Because the two method courses now offered cover only the traditional skill subjects, two, three credit method courses, one semester each, is recommended for the junior year of the program as follows:

1. Methods of Teaching Secretarial Subjects (to include methods and materials in the teaching of shorthand, transcription, typewriting, and secretarial practice.)

2. Methods of Teaching Bookkeeping, Business Law and Social-Business Learnings (to include the methods and materials in the teaching of bookkeeping, business law, and the social-business learnings units taught in the Secretarial Office Practice and Clerical Office Practice courses at the
The content of these two undergraduate methods courses should be made very practical in nature, and be designed to give the student specific methods and techniques to assist him in his first year of teaching. These methods courses should acquaint prospective teachers with specific problems with which they may expect to be confronted.

The following outline of units and related topics is suggested by the writer for the content of the methods courses:

I General knowledge of the present status of the field
   A. Study and acquaintance with the commercial high school curriculum in the Puerto Rican high schools.
   B. Review to secure adequate mastery of the subject matter from the point of view of the high school teacher.
   C. Aims and objectives of the subjects at the high school level.
   D. Psychology of learning the subjects involved.
   E. Familiarity with the names and works of authorities in the field.
   F. Knowledge of outstanding research in the field.
   G. Knowledge of present trends.
   H. Place of the subject in the curriculum at high school levels.

II Preparation for teaching
   A. Best and different methods of approach.
   B. Basic-skill building procedures.
C. Effective teaching procedures.
D. Preparation of Lesson plans.
E. Preparation of units.
F. Demonstration lessons.
G. Business and classroom standards.
H. Test construction.
I. Grading and testing
J. Correlation with other subjects.
K. Specific instructional units in each subject.

III Other related topics

A. Choosing equipment.
B. Requisition of supplies.
C. Knowledge of available material and supplies with publishers.
D. Selection of textbooks.
E. Acquaintance with textbook and supplementary materials in use.
F. Bibliography of standard works and books in the field.
G. Publishers in the field.
H. Audio-visual aids.

Methods courses should be made as practical and realistic as possible by having students do the things they will be confronted with in actual practice. The writer has the following suggestions regarding more teaching experience for students in the method courses:
1. Method classes should provide opportunities for undergraduates to get up in front of a college class and teach before they go on their student teaching assignments. While the instruction is on a different level from that of high school, the two situations have important elements in common. Teaching, watching the instructor teach, and watching fellow students teach are the most worthwhile experiences the students can have in a teaching method class.

2. The most effective way these can be included in the method course is to turn the class, including the instructor, over to a student to teach as he would a beginning group. After the lesson is presented it should be criticized constructively by members of the class. Lesson plans should be required for this lesson and duplicated for the class for comments after teaching. The methods instructor may add to the value of his teaching by offering to the class aids and devices that he has found valuable in his own teaching experience in the high school. He should supply these whenever he sees an opportunity to fit them into the lesson.

3. In both methods courses each student should give teaching demonstration lessons on topics selected by the instructor. Lesson plans should be required.

4. In the secretarial methods class, each student teaches for one full period a day or evening typewriting, transcription, or shorthand class in the university. The
student-teacher confers with his instructor before preparing his lesson plan. He notes results and comments on his lesson plan and then duplicates it with the comments, for members of the methods class. All students have a set of lesson plans that have been taught and evaluated. Teaching a college group helps the students take over his first high-school class.

5. The hour of the methods course should be changed occasionally and a group of high-school pupils invited to come after school so that the methods instructor can present a demonstration lesson while methods students observe the pupils at work.

6. Beginning college students in shorthand and typewriting should be invited to be "pupils" at times in the methods course.

7. When a member of the business education staff knows beforehand that he is to be absent on a certain day, the instructor of the methods course should select a student-teacher to take charge of the class. The methods instructor should confer previously with the class instructor regarding topics to be covered.

8. As a laboratory experience of methods courses, students should be given a chance to visit secondary schools in the city. These observation trips increase and stimulate the student teachers' knowledge of teaching. The classroom procedures observed in the various high schools, the
techniques of lesson presentation, the devices used in class work, the manner in which students respond, and the personal contacts with business teachers add greatly to the prospective teacher's interest in teaching. These visits give them an idea of how to teach, as well as how to present the lessons.

9. The bookkeeping method students may visit with the high school instructor of bookkeeping classes when special and important units of learning are presented by the experienced high school teacher. This provides another opportunity for observation.

10. Instruction and practice in the use of blackboard for shorthand and transcription classes should be included in methods classes. Much can be done to the refinement of the writing of shorthand on the blackboard.

11. Occasionally method students may be asked to serve as substitutes for regular high school teachers. This is a way in which the university and the high school might work on a co-operative basis.

12. Methods students should be required to submit all their reports on class including current readings typed in acceptable manuscript, outline or report style. Since most of these students expect to teach typewriting, the quality of their own work is considered important and high standards are set for the typing of these reports. For similar reasons,
the students should be encouraged to use shorthand in preparing lesson plans, and taking class notes. In this way every effort is made to correlate the subject matter to be taught with the specific methods of teaching it.

13. The writer likes to use the same materials the students will actually use in high school teaching. That means he will use some popular high school texts with its supplementary secondary school teaching materials as a basis for discussion of teaching difficulties.

D. Concerning directed student teaching in business subjects.

The writer will suggest changes and recommendations in the student-teaching program as follows:

1. General requirements: Students should be allowed to enroll for student teaching in business subjects only after certain minimum requirements have been met:
   a. The method courses and directed observation in business subjects should be prerequisite for practice teaching.
   b. Business education majors should not be assigned to teach a subject or subjects in the training school unless a sufficient amount of training has been received. To avoid, this, all applications for practice teaching in business subjects should be approved first by the university supervisor and methods instructor in business
subjects to see that all prerequisites are met.

c. A good protective measure might be the requirement of a proficiency test in the subject matter of courses involved.

d. A program of practice teaching in business subjects should be preceded by arrangements to select the students who are likely to succeed in the teaching field and to eliminate those whose are not apt to be successful.

e. Selection should take the form of standards of physical vigor, general intelligence, ability to use the language, a thorough knowledge of subject matter in business education and the college record on the major concentration.

2. **Orientation of practice teachers**: Since there is a great need for proper orientation of student teachers, the writer suggests the following:

a. A handbook or manual to be prepared by the Director of Student Teaching and a copy to be provided each student teacher during the orientation week. Topics suggested for the manual are:

   (1) **What is student teaching?** purposes, objectives and guiding principles.

   (2) **Activities included in student teaching.**

   (3) **The job of the university supervisor and the high school critic teacher.**

   (4) **Relationships** between the university supervisors, critic teachers and student teachers.
(5) What should students expect from the practice-teaching courses?

(6) Materials of instruction

(7) Goals for student teaching.

(8) Practical suggestions for getting the best results from practice teaching.

(9) What is expected from all student teachers.

(10) Some check lists for students self-evaluation.

b. General meetings of all student teachers with the Director of Student Teaching during the orientation week.

c. Preliminary meetings of student teachers in business subjects with the supervisor of business education to discuss problems pertaining to this group of student teachers.

d. Trips to the high school where practice teaching is to be done, and a conference by the high school principal, in order to familiarize each student with the general physical plant, with the services that are rendered by the several staff officers, and with the services that are available to teachers and students.

3. Directed observation in business subjects:
Students should be given the opportunity to participate in a program of well-supervised directed observation. The writer recommends that in the second semester of the senior year, all business education majors observe 3-hours a week in at
least three different business subjects taught in the high school. This observation course should be supervised by the university supervisor in business subjects. There should be a required course of 3 credits in the junior year called Directed Observation in Business Subjects. Students should participate in as many activities as possible in this observation course. These observations must be well planned before actual observation begins. The trainee should be well coached in what to look for and how to observe to an advantage. The university supervisor should provide an outline or check list of things to look for. Each student teacher should be provided with a score sheet as a yardstick to observe the work done. This should include instructional procedures and techniques, equipment, plant, administration, students and their attitudes, teacher duties, and many other pertinent points. Observation reports should be required and should be brought back to the institution for group discussion. Problems recognized in this manner should be pursued during the teacher training period. The result will be one more step toward training more efficient beginning business teachers.

The prospective teachers should be required to make meaningful and practical preparation for observation. Every week a conference of students enrolled in the course should be held for purposes of discussion, suggestions and improvements.
Observation should be of three kinds:

1. In the first place, observation is provided before the student teacher is enrolled in actual practice teaching—the course in Directed Observation in Business Subjects.

2. Observation should take place in connection with methods courses in the field of business education, and to some extent in connection with non-method courses taught by instructors at the College of Education.

3. A week of observation in the classes to be taught should be provided before students start actual practice-teaching in the senior year.

With this amount of supervised observation, student teachers are better prepared to take full responsibilities during the senior year of practice teaching.

4. Practice teaching in business subjects: Since prospective business teachers in Puerto Rico are not trained to teach in any minor field except those pertaining to the business field, no longer should this teacher training program be satisfied to prepare business teachers in the traditional business subjects—shorthand, typewriting and bookkeeping. These three constitute the traditional subjects in the field of business training, and have been popular for many years, both in the high school and college level. The present emphasis on teaching preparation on these subjects is seriously questioned today by business education leaders in the light of current needs in business teacher
Business teachers in Puerto Rico are called upon to teach the following business subjects: Spanish Shorthand, English Shorthand, Typewriting I and II, Business Law, Bookkeeping I and II, Clerical Office Practice, Secretarial Office Practice, and to supervise the work-experience program which is now in operation and required of all commercial high school graduates. This means that business teachers are often required to teach more than one phase of the field of business education when at work, and that teaching business subjects in Puerto Rico does not warrant a high degree of specialization within the field. It is necessary to adjust the present teacher-training program by offering a training that will create a feeling of security on the part of the beginning business teacher. His preparation should therefore take the form of generalized preparation in the field. In other words, it is recommended that the institution reorganize the practice teaching in terms of what business teachers actually do on the job.

Since two semesters of practice teaching is at present required at the University of Puerto Rico, and since training should be provided in the courses which the future teacher will most likely be called upon to teach when he secures employment, the writer recommends that the first semester in practice teaching be devoted to typewriting and shorthand, and that the second semester be devoted to
typewriting and shorthand, and that the second semester be devoted to bookkeeping and business law, or vice versa. That is, half semester for each subject. This will provide a variety of practice teaching subjects for our prospective business teachers.

5. **Conferences with student-teachers of business subjects**: Student-teachers of business subjects should be required to attend group conferences of two types.

   a. The first, should be that conducted by the Director of Practice Teaching. At this conference there should be discussions of general educational principles and problems which relate to the work of all student teachers. All university supervisors in different fields should be present.

   b. The second type of group conferences should be one which will be attended by student teachers of business subjects only and which will be conducted by the training university supervisor of business subjects. This group should meet once a week and all business education majors enrolled in the course of Practice Teaching in the Secondary School should be required to attend. This conference should be held at regularly scheduled hours.

   The schedules of the student teacher and the university supervisors should be arranged to provide ample time for individual conferences from time to time. The length and the number of these individual conferences should depend upon the
Immediate needs of the students. The individual conference should be of an informal nature and should be primarily concerned with the improvement of instruction in business subjects and problems of the students.

6. **Lesson planning**: Since thorough training is given in lesson-plan preparation and evaluation in the methods courses, daily lesson plans should be required throughout the two semesters of practice teaching.

Student teachers should type these lesson plans making one carbon copy. The student should keep the original copy with which to teach and should give the supervisor the carbon copy on which to record suggestions and evaluations. The carbon copies should be returned to the students to copy comments and suggestions on their original. They should also copy their evaluation of each lesson from their carbon copies to the original. The carbon copies should be filed for use by the supervisor and future students and the original kept by the student.

**Every six weeks each student teacher should select** what he considers his best lesson plan from the past six weeks work, and make a copy of it for the permanent lesson plan file folders to be kept at the institution in order to be available for all student teachers.

E. **Concerning encouragement of professional growth.**

The supervising teacher of business subjects and the
business education department should encourage professional
growth on the part of the student teachers. This can be done
at our institution by:

1. Stressing that originality and resourcefulness
in using a variety of techniques read about in professional
magazines usually means better teaching, more interested
pupils, and better grade for student-teachers.

2. Encourage the student-teachers to collect material
for a professional file on the subject taught.

3. Recommending that all prospective business teach­
ers subscribe to one or two business education magazines and
give reports from others, so that they get acquainted with
most of the magazines, periodicals, and yearbooks in the
field.

4. Acquainting prospective teachers with the sources
of materials on the various business subjects. A card file
and mimeographed bibliography may be developed at this point.

5. Encouraging student-teachers to attend business
education conferences for business teachers.

6. Students should be expected to acquaint themselves
with current literature in business education. Each student
should receive free copies of Business Teacher and Balance
Sheet, and subscribe to the UBEA Forum. Back issues of these
and other magazines and yearbooks should be available in
the College of Education library.
7. Students should be encouraged to make use of the Business Education Indexes in their reading.

8. In the library of the College of Education there should be a collection of business education methods books, recent and up-to-date high school textbooks in business, and professional books in the field.

9. Students should be familiar with major studies that have been made in his particular field. Therefore, methods courses should include reports of research and digests of recent writings.

F. Concerning in-service training.

Effective business education depends to a large extent upon the ability of the teaching staff to grow in service. At the present time there is a real need for in-service training for business teachers in Puerto Rico. The writer recommends the following contributions that our business teacher-training institution can make toward the in-service growth of business teachers.

1. That during his first year of teaching each graduate be reached by a letter or questionnaire for the purpose of determining the extent and nature of the problems and difficulties he is facing. Following the return of these letters or questionnaires, a Saturday conference is held on the college campus for all beginning teachers and others who can make contributions with the teacher's problems being the
topic of discussion. The entire business education faculty should be present at this conference so as to provide varied experience and professional advice. Classroom teachers with long periods of successful experience should also be invited to attend this conference so that they too may contribute to the discussion of the young teacher's problems.

2. Later during the same school year, each beginning teacher is visited in his school by a member of the department of business education. The beginning teacher and the school administrators are always glad for the visitors to come because they are fully aware that the visit will be a constructive one for all parties concerned. Many classroom problems of the beginning teacher can be successfully handled in these informal visits. The teacher-training institution will profit well from such an in-service program by keeping well acquainted with actual classroom problems. Such acquaintance enables the teacher-trainers to be more realistic and practical in the teacher-training activities.

3. Make a follow-up of all beginning business teachers in order to observe them at their work and make any helpful suggestions needed.

4. Offer special clinics and conferences for students who have been placed in their first teaching positions.

5. Off-campus demonstrations is another method used by many institutions to encourage growth of teachers.
6. Our business-teacher training institution can do much to encourage the use of audio-visual aids by building up a library and then making these aids available to the teachers in the field at a nominal cost. This will overcome the problem of finding sufficient reference materials.

7. Since the College of Education has an Extension Division to provide courses every Saturday in different cities and towns, their extension division should include courses such as: Principles and Problems of Business Education, The Improvement of Instruction in Business Subjects, and Research in Business Education.

8. Some other roads of professional advancement are: meetings of associations of teachers; summer workshops in the teaching of business subjects, curriculum workshops in business education. The workshop is probably the most popular means of learning new methods in business education.

9. Inasmuch as no syllabi are available in business education for the Puerto Rican high schools, the beginning of a syllabi should be started as an in-service training workshop for business teachers and administrators at the University summer sessions.

10. That the University of Puerto Rico be the home of business education conferences as part of the in-service training program attempting to bring together the classroom teachers, the state department of education, the business education supervisors, and the teacher trainers to discuss
the broad problems of business education in Puerto Rico.

G. Concerning services which the University of Puerto Rico can offer to the public schools.

There are a number of positive ways in which the business-teacher training institution can co-operate with the public schools to strengthen the whole program of business education in Puerto Rico. The writer believes that there is a great need for this co-operation.

The writer recommends the following:

1. Encouraging school administrators and teachers in improving the course offerings in their particular schools. If a community survey is undertaken for this purpose, the college could and should be called upon for aid if it is needed.

2. Serving the high schools and the department of education in the development of local curriculum studies and as consultants in the total program of the island.

3. Encouraging and assisting in the organization of Future Business Leaders of Puerto Rico, Distributors Clubs, Future Retailers, Commercial Clubs, and a Business Education Day. This helps to promote greater interest in the field of business and closer co-operation between the community and schools.

4. Encouraging business teachers to participate actively in those professional organizations and associations
that are working to improve business education in particular, and education in general. The writer suggests that the university sponsor a professional association of business teachers for the Island.

5. Working closely with the state department of education and especially with the island supervisors of business education, looking toward the improvement of the total program.

6. Publishing abstracts of the outstanding research studies in business education and making them available to school administrators and teachers in the field. Too often valuable research accumulates on the shelves of libraries and does not get into the hands of the classroom teachers.

7. Encouraging local business education departments to evaluate their programs by conducting community surveys and follow-up studies. Such evaluation is necessary and of assistance in our high schools.

8. Preparing teachers of business subjects who maintain a close relationship with the business life of the community and who use effectively the business community as a laboratory.

9. Preparing and tabulating a variety of materials to help teachers of business subjects in their classroom activities. For example, list visual aids and auditory aids, supplementary teaching aids, vocational and occupational guidance materials, make book reviews, bibliographies, and
write courses of study in all commercial subjects.

10. The educational institution must serve the public high schools through publications, visitations and conferences so that better practices may become known to administrators and teachers in the schools.

H. Concerning business experience for prospective business teachers.

Since work experience in recent years has been gaining an increasingly important place in American education, the writer recommends that business experience for prospective business teachers be considered as a long-range recommendation for the improvement of the business-teacher training program.

I. Recommended business teacher-education curriculum.

As a result of the new trends and practices in business teacher preparation and upon recommendations of leaders in the field, the following curriculum is recommended by the writer for the preparation of business teachers in Puerto Rico.

**FIRST YEAR**

The present program of General Studies now in effect provides a good general education for the prospective business teacher.
## SECOND YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>Elementary Accounting I</td>
<td>Elementary Accounting II</td>
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<tr>
<td>Elementary Spanish Shorthand</td>
<td>Intermediate Spanish Shorthand</td>
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<tr>
<td>Elementary English Shorthand</td>
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<tr>
<td>Elementary Typewriting</td>
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<tr>
<td>Educational Psychology and Measurements I</td>
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<tr>
<td>General Business</td>
<td>Business Management</td>
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<tr>
<td>Principles and Practices of Secondary Education</td>
<td>Principles and Problems of Business Education</td>
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## THIRD YEAR

<table>
<thead>
<tr>
<th>Advanced Spanish Shorthand I</th>
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<tbody>
<tr>
<td>Advanced English Shorthand I</td>
<td>Advanced English Shorthand II</td>
</tr>
<tr>
<td>Advanced Typewriting I</td>
<td>Advanced Typewriting II</td>
</tr>
<tr>
<td>Educational Sociology</td>
<td>Filing Methods</td>
</tr>
<tr>
<td>English Business Letter</td>
<td>English Business Letter</td>
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<tr>
<td>Writing I</td>
<td>Writing II</td>
</tr>
<tr>
<td>Spanish Correspondence I</td>
<td>Spanish Correspondence II</td>
</tr>
<tr>
<td>Methods of Teaching Secretarial Subjects</td>
<td>Methods of Teaching Bookkeeping, Business Law and the Social-Business Learnings</td>
</tr>
<tr>
<td>Business Finance</td>
<td>Directed Observation in Business Subjects</td>
</tr>
<tr>
<td>Business Law</td>
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## FOURTH YEAR

| Fundamentals of Marketing       | Secretarial Techniques       |
| Introduction to Economics I     | Introduction to Economics II |
| Educational Implications of the Social and Economic Problems of Puerto Rico | Coordination and Supervision of the Work-Experience Program |
| Practice Teaching I             | Practice Teaching II         |
| History and Philosophy of Education I | History and Philosophy of Education II |
CHAPTER VII

SUMMARY AND CONCLUSIONS

The purpose of this study was (1) to discover present trends and current practices in the training of secondary-school teachers, particularly business teachers, (2) to present some of the common problems confronting beginning business teachers, (3) to discover what should be considered an ideal business teacher-training program, and (4) to study the present business-teacher training program in Puerto Rico and to work out a plan for its improvement.

The conclusions presented here are based upon the recommendations advocated by nationally known authorities in the field of business education:

1. The primary responsibility of a business education program in teacher education is to prepare adequately the teachers of business subjects for the high schools. Such an objective means that business teachers should have a background of preparation in six essential areas, as revealed by this paper (1) a broad general education, (2) a general professional education, (3) basic economic and general business background, (4) specialized professional training, (5) technical training, and (6) occupational business experience.

2. A second responsibility of a business teacher training institution is to serve its graduates in the field.
This may be thought of in two aspects: (a) an in-service program for the continued professional growth and effectiveness of the business teacher and (2) the means for evaluation of the teacher program in regard to such factors as recruitment and selection of its candidates, the improvement of its curricula, and the placement and follow-up of its graduates in teaching positions.

3. A third responsibility is to co-operate with the public schools in helping business teachers to improve the preparation of our youth for the experience in the business world to which they will go.

Business teaching requires not only the well-balanced and well-adjusted personality that all teaching requires, not only the same degree of professional preparation for teaching as other types of teaching, the same degree of broad culture, and mastery of the field of specialization, but also requires, in addition to all these, a real knowledge of business itself—a knowledge developed both by educational experience and by actual business-occupational experiences. Business teaching also requires that this preparation be kept alive by continuous study and by continuous activity in and contributions to the field of business education.

A number of implications for the improvement of the business-teacher training program in Puerto Rico are suggested in this study:
1. The business teacher should develop the best methods and techniques for attracting to his profession, high school pupils with the highest aptitudes and personal qualities. Teachers should co-operate with the teacher-training program thereby interpreting to superior high school pupils the advantages and importance of teaching as a profession.

2. Teaching commercial subjects in Puerto Rican high schools does not warrant a high degree of specialization within the field of business.

3. Prospective business teachers should be trained to teach the most commonly taught business subjects. The curriculum should be arranged to provide student teaching and methods courses in the subjects the students will be required to teach when they secure employment.

4. A greater emphasis on general education rather than an over-emphasis on limited specialized certification should be encouraged. General education is of value to the commercial teacher to the extent that the teaching objectives go beyond specific skills and specialized subject-matter, for the development of pupil's interests, personal adjustment, and promotion of good relationships between the school and the community.

5. All prospective business teachers should have a broad background or foundation of business knowledges together with training in skill subjects.
6. The pre-service training of the commercial teacher should involve study of techniques of adjusting to situations which will confront inexperienced teachers.

7. Business skills should be taught during the last three years of the teacher program so that the student at his student teaching and graduation, will have his highest degree of ability in these subjects.

8. The teacher-training program should stimulate the spirit of potential business teachers through a wider acquaintance with current literature and professional associations in this field.

9. Since the first year of teaching is a critical year; provisions should be made for supervision of the teaching of the novice. The teacher-training institution must stand ready to aid these beginning business teachers through a good follow-up program, by a cooperative arrangement with the administration of the local high schools.

10. The education of commercial teachers must be planned to extend beyond the pre-service period, and continue through the teaching years. Teacher-training institutions should guide and help business teachers already in the field, to improve their teaching through graduate courses, field workshops, extension courses, or other in-service training which will serve the needs of the teachers.

11. Teacher-trainers when acquainted with actual classroom problems are more realistic and practical in
teacher-training activities.

12. Business experience is of great value to the teacher in preparation for teaching business information, understanding, and skills. The acquisition of business experience by commercial teachers should be encouraged both as a part of their pre-service preparation and concurrently with their teaching. It would be desirable that a teacher-education program require business experience for graduation and that provisions be made for acquiring it during the training program.
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