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SYNTHESIS OF FUNDAMENTAL IDEAS RELATIVE TO
COLLEGIATE EDUCATION FOR BUSINESS

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HOWARD DALE CLARK
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SYNTHESIS OF FUNDAMENTAL IDEAS RELATIVE TO
COLLEGIATE EDUCATION FOR BUSINESS

APPROVED BY

Gerald A. Porter
Anthony P. Leo
Raymond R. Wherry
W. Lewis C. Phillips

DISSERTATION COMMITTEE

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FOREWORD

In completing this research investigation the writer followed a different procedure from that normally used in a doctoral study in that Chapters II and III are the result of a joint effort with a colleague, Gene A. Loftis. After consultation with the doctoral study committee, a decision was reached that the Ford Foundation study, Higher Education for Business, published in 1959 by McGraw-Hill Book Company, Incorporated, and the Carnegie Foundation study, The Education of American Businessmen, published in 1959 by the Columbia University Press were worthy of investigation from two aspects: (1) from responses of business educators to the major ideas in the two studies, and (2) from an analysis of vital data taken from college student transcripts as related to certain of the major ideas in the two studies.

The basic procedure involving a thorough analysis of the two research reports was completed by Loftis and this writer. The result represents an interwoven synthesis of significant ideas and authoritative viewpoints relative to undergraduate collegiate education for business. The lengthy material jointly prepared constitutes the content of Chapter III of this report.

The relating of the authoritative expressions of viewpoints regarding education for business to the considered judgments of college teachers actively engaged in education for business has been completed by Loftis.

The problem of this study was to evaluate the major ideas drawn from the two studies regarding undergraduate business education through an analysis and interpretation of programs completed by students and an analysis of data provided on their transcripts.

Howard D. Clark

SYNTHESIS OF FUNDAMENTAL IDEAS RELATIVE TO
COLLEGIATE EDUCATION FOR BUSINESS

CHAPTER I

INTRODUCTION

Business administration is one of the major fields of study in higher education today. Educators and businessmen are deeply concerned about the direction in which this field is going and what its substance should be. Two studies completed in 1959 for the Carnegie and Ford Foundations climaxed the extensive reevaluation of collegiate education for business that had been going on in recent years.¹ These studies have had an impact and an influence on the field of business education. They have precipitated controversies in their own right. Business education at the collegiate level has undergone and is undergoing adaptations to changing needs and conditions. The sheer magnitude of the problem which faces business schools over the two or three decades ahead is

¹John J. Clark and Blaise J. Opulente, The Impact of the Foundation Reports on Business Education (Jamaica, New York: St. John's University Press, 1963), p. 1.

adjudged to be an eye-opener to an outsider and to an insider it is thought to be more than eye-opening.¹

It is apparent that by the year 1980 many of the current undergraduate business students will be fulfilling management roles and that they will be active in those roles until approximately the year 2000. Numerous educators believe that, with the rapid changes in American technology and business and the uncertainty as to its direction and outcome, undergraduate education for business should be kept broad and only indirectly aimed at initial employment. In contrast, other educators believe that much of education for business should be technically and occupationally oriented as preparation for initial employment.

Midway between these two philosophies of education--knowledge for the sake of knowledge and education for a vocation--exists the philosophy of many educators that American higher education should strive for a balance between the two distinctly separate philosophies. This philosophy of education is based on the principle that education is primarily for the benefit of the individual and, in turn, society as a whole derives an indirect benefit. It is thought by some that formal education is, therefore, for a purpose other than knowledge for the sake of knowledge.

¹Fred C. Foy, et al., Views on Business Education (Chapel-Hill, North Carolina: The University of North Carolina, 1960), p. 5.

American schools and departments of business have sought to serve the interests of business by providing a "usefully" trained supply of young men and women for business occupations and to satisfy the ambitions of young people to get ahead in the world. The idea that a college education should prepare a student to do something useful while at the same time to prepare him to earn a living was undoubtedly widely held long before higher education became a formal element in American educational philosophy.¹

Many people think education for a career as a manager in the complex technological industries of tomorrow necessitates the fullest expansion of a student's knowledge and rational ability in business-related disciplines; otherwise it becomes mere training in technical skills.² Some think that business education can profit from other professional programs such as law, medicine, and engineering, the core subject matter of which, like that of business, is broad and complex. Without exception, education for these professions stresses the importance of preparation in background subjects and in the general principles of the profession and strives

¹Leonard S. Silk, The Education of Businessmen (New York: Committee for Economic Development, 1960), p. 8.

²Barbara D. Finberg, The Education of American Businessmen, A Summary (New York: Carnegie Corporation of New York, 1960), p. 6.

to avoid concentrating undue time and effort on the more specialized aspects of the field.¹

There was a time in American educational history when the purposes of education could be rather narrowly defined. "Culture" was for the wealthy, who also possessed leisure; and the skills needed to earn a livelihood were for the rest of the people. The man who worked and produced had no spare time, and the man who had leisure did not work productively. Time off from work was a period of rest and recuperation to prepare for the work of the next day. With passage of time all this has changed. The very groups which are considered to be near the top of the occupational ladder have the least time off, and the nine-to-five man is the new addition to the leisure class of our American society.² The content of liberal education has varied from time to time and place to place. Many educators still accept the generalization that a liberal education helps to free the mind from the prejudices of the past and the pressures of the moment. Some feel there should be more to an education than this. Thus exists the current ontroversy in collegiate business education.

¹Ibid., p. 7.

²"The Modifier," a speech by T. H. Cutler, Dean, College of Business Administration, University of Denver, Denver, Colorado, before the Ninth Annual Convention of the Mountain-Plains Business Education Association, Denver, Colorado, June 16, 1960.

The controversy is made complex and is all the more difficult to resolve because of a number of inherent factors. The present-day characteristics and problems of business education are the results of its early historical development, particularly its educational outlook and its fast growth. Because business schools early assumed leadership in the movement to provide higher education for almost all who sought it, they rapidly increased in size and number. Fifty years ago only 13 college and university schools of business had been established but by the late 1950's their number had expanded to 581 divisions, departments, and schools for undergraduate business studies. Of all the bachelor's degrees granted each year, about 16 percent are now awarded to students in business administration compared with only three percent 40 years ago.¹

Prior to World War I, when the business school began to establish its place in the academic world, there was no clear framework for studying business. The subject was largely undeveloped and was a mixture of courses in economics, accounting, and office skills. The tendency was to emphasize specific business techniques. The proportion of work in other academic fields decreased as the practical orientation of business courses increased. During this time more students with weak scholastic records applied and were admitted to

¹ Finberg, loc.cit., p. 8.

study business, and business programs in general began to lose the esteem of the academic community.

Following World War I, several trends developed which form the basis of business teaching today. Closer ties with certain non-business subjects, such as the physical and social sciences, were developed to strengthen basic business studies; and the central core of business studies was more precisely defined. The core subjects--statistics, accounting, money and banking, corporate finance, marketing, and business law--are still regarded by many as the foundation of a business program; but the proliferation of courses in each subject is thought to have weakened the ties among them.

The large number of courses in business and the ensuing increase in specialization have caused great concern among many educators and businessmen. Much criticism of the business schools today stems from the belief that the schools and departments of business found on university and college campuses across the nation are not preparing young people to do either the most useful or the most remunerative work of which they are capable over the whole length of their careers. This criticism arises because many business schools are thought to have narrow and misconceived interpretations of vocational objectives.¹

¹Silk, loc. cit., p. 8.

The studies financed by the Ford Foundation¹ and Carnegie Foundation² have resulted in severe criticism being leveled at university and college business programs. Is such criticism justified? One wonders how close the present program of collegiate education for business in which he may be involved as a teacher or administrator approaches the criteria of a good program as set forth by these respected reports. A recent statement of the Committee for Economic Development which appraised higher education for business emphasized the fact that the two foundation reports did not suggest that all business schools and business departments were seriously deficient in their programs.³ From its discussions with many educators around the country, the Committee concludes that criticisms leveled in both of the major reports have widespread foundation; and much remains to be done before most schools can claim that they have fully met the criticisms raised in the late 1950's.⁴

¹Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (New York: Columbia University Press, 1959).

²Frank C. Pierson, The Education of American Businessmen: A Study of University-College Programs in Business Administration (New York: McGraw-Hill Book Company, 1959).

³Educating Tomorrow's Managers...The Business Schools and the Business Community, A statement on national policy by the Research and Policy Committee of the Committee for Economic Development (New York: Committee for Economic Development, October, 1964).

⁴Ibid., p. 10.

Are the business education programs of our colleges and universities meeting the objectives that they should fulfill? A general answer to these questions can hardly be valid in view of the fact that university schools of business and business departments in colleges are different. They differ in faculty requirements, in the aims and aspirations of their student bodies, and in their curricula requirements. It seems that study of the business education program in each college and university is necessary if the effectiveness of the respective programs is to be established.

Statement of the Problem

The problem of this study was to assay the validity of selected authoritatively expressed criteria for collegiate programs in business education through an analysis and interpretation of programs completed by students and an analysis of data provided on their transcripts.

The basic assumption for this problem was that a carefully organized research study in which authoritative ideas and considered judgments were isolated, defined, and correlated would result in criteria by which an undergraduate collegiate business education program could be analyzed, compared, and evaluated.

Delimitation

This study was accomplished through an analysis of the transcripts of Central State College graduates only, who

majored in either business administration or accounting during the years 1961-1965.

The authoritative statements regarding education for business were restricted to those in the reports of the Ford and Carnegie Foundations and, more specifically, only those parts which were relative to undergraduate education for business. Only those particular guidelines which could be evaluated via data taken from transcripts and programs completed by students were used in this study.

The findings which will have particular application to Central State College may be of value to many other colleges engaged in program evaluation because of similarities in existing circumstances.

Sources of Data

The information for this study was obtained from a variety of sources. The principal references included are the Carnegie Foundation Report entitled The Education of American Businessmen, a study of university-college programs in business administration by Frank C. Pierson and others; the Ford Foundation Report entitled Higher Education for Business, by Robert Aaron Gordon and James Edwin Howell; the Collegiate News and Views, a magazine dealing with problems and issues of business education at the college level and published by South-Western Publishing Company; and other nationally recognized research reports, books, and periodicals (see bibliography).

Student data for this study were taken from the transcripts of the 357 students who were graduated from Central State College during the years 1961-1965 with a major in either business administration or accounting. Data regarding enrollment figures, names of the graduates, admission policies, the college's grading system, etc., were obtained from the Office of Admissions and Records and the Chairman's Office of the Business Department of Central State College. Volumes 51 and 52 of the Central State College Bulletin supplied specific degree requirements necessary for comparison with the guidelines. Syllabi for those business subjects evaluated were obtained from the Chairman's Office of the Department of Business of Central State College.

Procedure

The first step in making this study was to survey the literature related to the problem of the study. From this investigation Chapter II entitled "Bases for Controversy in Business Education" was written.

The second step was to make an examination of Educ-
tion of American Businessmen, a Carnegie Foundation Report, and Higher Education for Business, a Ford Foundation Report. The information collected from both studies was then combined and arranged into major categories of ideas pertinent to higher education for business. A synthesis of the significant

ideas presented in the reports relative to undergraduate business education was included in each of the major categories.

The third step was to analyze the synthesis closely and select those major categories concerned with the specifics of an undergraduate program in business education and against which a comparison of the undergraduate program in business at Central State College could be made.

The fourth step was to compare the relationship of the undergraduate program in business at Central State College and the student transcript data with the guidelines and guidepoints selected for this study.

The fifth step was to formulate implications resulting from the comparison of the data with the guidelines and guidepoints selected for study into the four areas of (1) selection, admission, and retention of business students; (2) general education for business; (3) business core preparation for business; (4) specialization in business.

The sixth step was to prepare a summation of the study. The findings of the study are enumerated and the major concerns resulting from the study are stated.

CHAPTER II

BASES FOR CONTROVERSY IN BUSINESS EDUCATION

Since 1957 a great deal has been said and written about the curriculum of the undergraduate business school. The comments have been from people schooled in a variety of disciplines. Most of the statements have not been verified by acceptable research techniques. The statements represented opinions voiced by people who had spoken from their experiences. The greater part of the writing has not been of a style that could be designated as research. Much of the writing has been done by people in specialized subject-matter areas of business; consequently, considerable thinking has been directed toward curriculum improvement in the more highly specialized segments of business education.

This study deals primarily with two major works: The Education of American Businessmen, a Carnegie Foundation Report, and Higher Education for Business, a Ford Foundation Report. Although very controversial in the degree of acceptance by business educators, these works have become criteria for measuring business programs. The discussion of related literature will, therefore, center around these two reports. There are no comprehensive studies available about the

reception that these studies have had from college faculties, but most of the writing reflects the reception of leaders in the field of business education and leaders in the field of business. Perhaps the most detailed analysis has been made by Clark and Opulente¹ of St. John's University and published as a monograph in 1963. The study reflects the changes which have taken place in the business education curricula of colleges and universities since the foundation reports were published. The study consisted of a questionnaire sent to 270 business college deans, of whom 152 responded. As indicated by the survey, 70 percent of the college deans stated that a curriculum revision had been inaugurated subsequent to 1959. Only 50 percent, however, believed that the changes constituted a major overhaul. To give an equitable consideration of the related literature, one must analyze the articles in favor of and in opposition to the curriculum revision recommended by the foundation reports.

Critics Favorable to Changes Recommended by
the Ford and Carnegie Studies

The proponents for immediate revision and complete reorganization appear to come, for the most part, outside the area of business education. These critics are scholars within the colleges and universities in the traditional liberal arts fields. A number of practicing businessmen are also vocal in

¹John J. Clark and Blaise J. Opulente, The Impact of the Foundation Reports on Business Education (Jamaica, New York: St. John's University Press), 1963.

their approbation of the plan. The clamor for a change began in the early 1950's when executive training and retraining courses became the vogue. Some of the larger corporations were spending great sums of money to send their executives to colleges and universities for the purpose of taking short courses in English and other subjects of an aesthetic nature. An article in Business Week, entitled "Are B-Schools on Right Track?"¹ sets forth the argument that the very existence of management programs indicates that something is wrong with pre-career training.

Wallis² writes that there is something wrong with the present program of business education in colleges and universities and proceeds to relate what is wrong. He advocates that the objectives of the business education program should be to equip the student with knowledge and skills which businessmen will be using in the distant future. As a logical basis for this thesis, he exclaims that in 1914 automobiles were rare, airplanes were virtually unknown, labor unions were negligible, and the government debt was of little importance. It is his contention that a comparable change can be expected in the next fifty years.

¹"Are B-Schools on Right Track?" Business Week (April, 1957), p. 50.

²W. Allen Wallis, "Seasoning B-Schools With a Dash of Liberal Arts," Business Week (July, 1959), p. 113.

Comments that may strengthen Wallis' contentions were made by Winn in the same article appearing in Business Week.¹ In this article, Winn explains that in contemporary business society business is being emphasized at the expense of society. Businessmen, it is thought, must be more socially responsible. In the same article, Raiffa states that schools should specialize in the different areas of business. He also emphasizes, however, that the primary objective of each business school should be to develop a person who thinks like a man of action, and acts like a man of thought.

Robinson compares the professional training of the business administrator with that of the doctor and lawyer. He maintains that the new areas of knowledge in business foster a family of narrowly specialized programs of study. He believes that this specialization has imposed ceilings on the individual's capacity for leadership but that the capacity for leadership can be broadened with a change of instructional emphasis. The emphasis should be on analytical and methodological relevance which would entail the teaching of organization theory rather than office management and on the teaching of the psychology and sociology of buyer behavior rather than advertising. In commenting on the foundation reports, he says: "Their important contribution was to challenge the business

¹Ibid., p. 118.

schools to take a comprehensive look at what they are doing."¹

Benton criticizes the programs in business education by saying that they are often a waste of time. The opportunity for preparing for a successful career is lost by wasting time preparing for the first job. Benton implies that many schools are preparing for the first job when they should equip the student with "navigation instruments" for the process or voyage of self-education. He further states that it is absurd to believe that an eighteen-year-old boy can be prepared in a classroom for the responsibilities of business management.²

Aycock³ spoke out against business programs in higher education which were engaged in the practice of training for a conglomeration of narrow vocational specialties. He believes that this practice renders a disservice to the business profession and to the nation. He believes that education for business leadership is essentially the same as education for other professions. He maintains that a program for

¹Marshall A. Robinson, "The Academic Content of Business Education," Journal of Higher Education, XXX III (March, 1962), pp. 131-133.

²William Benton, "The Failure of the Business Schools," Saturday Evening Post, CCXXIV (February, 1961), p. 26.

³"A Businessman Looks at Business Education," Views on Business Education (St. Louis: American Association of Collegiate Schools of Business, 1960), p. 58-62.

the training of receptionists has no place in a higher institution of learning.

Foy¹ appears to summarize adequately the consensus of opinion of those writers and speakers favoring the recommendations set forth by the Ford and Carnegie Foundation Reports. He is convinced that there is too much specialization in business training. Too little time is now being given to developing the analytical and communicative ability of the business student. In his opinion, the undergraduate school should concentrate its efforts toward developing a foundation for the study of business techniques and that specialized techniques should be a part of on-the-job training.

Probably all will agree that improvement can be made in the present methods being used in the education of businessmen in the United States. There is wide difference of opinion, however, as to what these improvements should be. Many leaders in the field of business cannot agree that the findings of the Ford Foundation and Carnegie Foundation reports are significant. Other business leaders who regard the studies as being helpful are not ready to place the recommendations of these studies into effect. The opinion ranges from skepticism to complete rejection.

¹Ibid., p. 18.

Critics Unfavorable to Changes Recommended by
the Ford and Carnegie Studies

Brown,¹ in his comments on business education, asks some thought-provoking questions: Is it not possible that collegiate business education at the undergraduate level may aim too high, as well as too low, in its objectives? He believes that the problems of business education are caused by the fact that business faculties try to do too many things for too many people. Because the body of tested knowledge in the field of management is "painfully small," Brown cannot subscribe to a pure management approach.

Bowen² recognizes that higher education for business ranges from typewriting to top management. He recognizes that the area is widely diversified and differs from school to school. Bowen also expresses the doubt that a general education and professional education can be obtained in four years.

Few writers in the field of business concur without reservations with the recommendations of the Ford Foundation and Carnegie Foundation reports. As has been mentioned earlier, with the exception of a few business school deans, apparently the majority of those advocating revolutionary

¹C. Brown, L. Hazard, "Are We Really Educating Our Business Leaders?" Saturday Review, XLII (November, 1959), pp. 16-19.

²"A Businessman Looks at Business Education," Views on Business Education (St. Louis: American Association of Collegiate Schools of Business, 1960), pp. 39-44.

changes in the curriculum patterns are those commonly designated as "behavioral scientists." Vaughan describes the short-course programs which gave rise to the foundation studies as having a curriculum heavy with readings in literature, trips to concerts and museums, and seminars conducted by experts usually from academic institutions. When these young men were college students, they regarded this subject matter as "fringe and long-haired stuff, purveyed by men who couldn't earn a living in practical affairs."¹ In commenting further about the proponents of the liberal arts curriculum as preparation for businessmen, Vaughan writes, "So far as I have been able to observe, the men writing about the desirability of the liberal arts are a small group in their middle fifties or above who have achieved enough financial security to be in a mellow mood."² He states that the same businessmen who advocate a liberal arts program of study pay the attractive beginning salaries to specialists in electronics, mathematics, and business.

Guthrie asserts that ". . . some of the most positive and outspoken critics indicate the lack of even a passing

¹J. L. Vaughan, "The Executive and the Liberal Arts: Another Fad or the Real Thing?" Collegiate News and Views, XV, No. 3 (March, 1962), p. 13.

²Ibid.

knowledge of some of the areas criticized."¹ Wingate² explains that the insistence of Gordon and Howell that a broad business base is superior to specialization is simply a matter of opinion rather than a fact. Gallagher³ questions the procedures used in the collection of the data for the foundation reports. He indicates that the reports were comparing institutions to one another and all schools of business to higher education in general. He also contends that the statistical data in both reports are not contemporary. Conclusions are applicable to some institutions but not to others. The data include thousands of students who took a wide variety of business courses in a number of different schools. It is not surprising that the reports describe the business student in "mean" terms. Gallagher also points out that no national body should establish a single curriculum. He believes that there is nothing wrong with making preparation for the first job, since the first job can and is the key to promotion. If the employee goes from failure to failure for the first ten years, he will have little likelihood of winding up in that

¹ Mearl Guthrie, "The Place of Secretarial Administration in the Schools of Business," Collegiate News and Views, XV, No. 3 (March, 1962), p. 10.

² John W. Wingate, "The Question of Business Specialization in Colleges and Universities," Collegiate News and Views, XIII, No. 4 (May, 1960), p. 13.

³ Buell G. Gallagher, "One President's Views on Schools of Business," Collegiate News and Views, XVI, No. 3 (March, 1963), p. 3.

top managerial position for which he was erroneously trained in the business school. Considerable emphasis should be placed on good instruction.

One recommendation in the Carnegie report is that the student should be limited to a professional specialization of 15 credits. The Ford report recommends a maximum of between one-tenth and one-sixth of the undergraduate work be in the area of professional specialization. Gallagher states that both these recommendations are value judgments and tend to underestimate the necessity of success on the first job.

Wingate¹ criticizes the recommendations made by the Ford report and Carnegie report by stating that the proposed curriculum is too theoretical. The program recommended is more for the economist or theoretical student who is likely to be a high-level staff worker. In answer to the proposal that the business school is too specialized, he states that the liberal arts base in the business school is frequently as broad as that in the liberal arts college. The liberal arts college provides specialization in either natural science, a social science, a language, or literature. The base for these specialties is often no broader than that taken by the business student. Wingate compares business education with medical education by pointing out that the doctor must concentrate on the routine functions of the body so as to be

¹Wingate, loc. cit., p. 4.

able to diagnose failures. He cannot afford to spend the major portion of his training philosophizing about the origin, history, and nature of man. The doctor learns to remove warts, bandage wounds, and perform other routine skills necessary within the field of medicine. The businessman must also know the routine techniques of business. The executive may spend a great deal of his time on the selling floor directing the traffic. A student with a background simply of high-level analytical courses about the principles of business would probably be ill-prepared to illuminate the routine which represents most of the work of the business world. Wingate also mentions that most top administrators started as specialists.

Czarnecki¹ strongly advocates keeping specialization at the undergraduate level for many of the same reasons as those offered by Wingate. He explains that most male students must serve from six months to four years in the military service. The retirement age in business continues to be lowered while the cost of education continues to rise. The age at which students take on family responsibility is becoming younger. Czarnecki is also concerned about the difficulty of obtaining the necessary faculty to offer an adequate professional program beyond the undergraduate school. It is

¹Richard E. Czarnecki, "The Four-Year College and Education for Accounting," Collegiate News and Views, XVI, No. 2 (December, 1962), pp. 1-2.

difficult to obtain qualified faculty under present conditions, and the problem would be compounded by adding an additional one to two years to the educational requirement.

Sylvester¹ questions the desirability of requiring the male student to stay in school an additional one or two years. He cites, in addition to this, the need for specialists and managers below top management who may readily be prepared in the undergraduate-school. In answer to the comment that "what we now know will be obsolete," he states that, without a knowledge of the past, the present will likely be incomprehensible and the future inscrutable.

According to Townsend² the study of business contains no inherent properties which prevent the bachelor's of business administration degree from being a truly liberal undergraduate education. A study of business provides the student with special understanding of the nature, role, and operation of one of the most important social products. A study of business may be approached as the ornithologist approaches the bird, the psychologist approaches abnormal personality, the sociologist approaches the family, and the economist approaches the market.

¹Harold F. Sylvester, "The Future Role and Function of the Undergraduate Business School," Collegiate News and Views, XIV, No. 1 (October, 1960), p. 6.

²David Townsend, "The Premises of Higher Education in Business Administration," Collegiate News and Views, XVI, No. 2 (December, 1962), p. 23.

Frederick¹ describes the probable disappointment if caution is not exercised in efforts to revise the business curriculum. He states that educational institutions are likely to turn out the graduate who is literally "intoxicated" with humanism and liberalism--glib sophisticate well versed in the classics, able to keep up a superficial conversation on topics ranging from modern art to beatnik poetry--a graduate convinced of the superiority of his "well rounded" education aspiring to advance rapidly to the dizzying heights of board chairman and executive vice president but unable to perform the ordinary functions of business. "The phrase liberal 'business education' will become as distasteful in the public mind as the phrase 'progressive education' has become in recent years." Frederick further indicates that what is really needed in business education is an integrative philosophy and an operational methodology.

Summary

Materials that have been written as a result of the publication of the Ford and the Carnegie studies on higher education for business have been summarized and reviewed in this chapter. The materials can be classified into two broad areas: favorable reactions to the changes in collegiate business education as suggested in the reports, and unfavorable

¹William C. Frederick, "The Coming Showdown in the Business School," Collegiate News and Views, XIV, No. 2 (December, 1960), p. 4.

reactions to the changes suggested. The books, articles, and reports are written by both educators and businessmen. The viewpoints expressed in the material are reflections of current thought. Time will have to test the validity of the various arguments presented.

CHAPTER III

MAJOR IDEAS ASSOCIATED WITH COLLEGIATE EDUCATION FOR BUSINESS

The two studies completed in 1959 for the Carnegie Foundation and the Ford Foundation, respectively, climaxed extensive re-evaluation of collegiate education for business that began around 1954. The two reports--The Education of American Businessmen, financed by the Carnegie Foundation and directed by Frank Pierson and others, and Higher Education for Business, financed by the Ford Foundation and directed by Robert A. Gordon and James E. Howell--are both monumental and controversial studies. The purpose of this chapter is to synthesize the significant findings and recommendations of the two studies as they relate to undergraduate collegiate business education.

Although the authors of the two reports exchanged information, they emphasized that their conclusions were reached independently. Both reports are considered to be sharp indictments of the general state of business education in the United States. They have provoked much anxious discussion in academic circles on the campuses of universities and colleges. Many people have questioned the validity of

the reports, saying that the studies are biased in their approach to the problems, in their findings, and in their recommendations; yet, even with this feeling existing among business educators, the studies have commanded considerable respect and attention since they are products of extensive investigations and were promoted and financed by two of the chief philanthropic foundations of the nation, the Carnegie Foundation and the Ford Foundation, which have considerable and enviable records for research in education. The ideas relative to undergraduate business education presented in this chapter are those of the authors of the two studies. They were compiled and arranged into a usable form for evaluation purposes by the writer of this dissertation. The ideas and viewpoints do not necessarily reflect this investigator's attitudes toward the subject.

Current Issues in Collegiate Education for Business

The Carnegie study indicates that the central problem today confronting business education in institutions of higher education is that academic standards are too low and need to undergo material improvement. There is also a compelling need to provide adequate educational facilities for the great number of students of diverse abilities who are preparing for a variety of business careers. The Carnegie study further indicates that, if more business schools began concentrating efforts on students who are capable of serious academic study,

many less gifted students would not be able to compete with other students and complete the specified curriculum. It would be unthinkable in a society like ours to deny educational opportunity to such students. An obvious question, then, is how may their needs best be met?

The debate over how best to educate future businessmen resolves itself into a formidable array of issues. For the major part, the issues have to do with objectives and the best means of implementing them. The issues have many facets. This problem centers around such questions as "What should be the relative emphasis on general education?" and "What should be the specific training?" for a business career; further, "Should education for business have a general, management-oriented emphasis?" or "Should stress be placed on one or another of the special fields of business?" or "What emphasis, if any, should be placed on preparation for the first job?" Further, "Should all students planning a business career be educated in the same way, regardless of mental ability and aptitude for business, or should business schools limit themselves to educating only the most able?"

Another part of the problem is concerned with defining the relative roles of experience and formal education in developing the knowledge, skills, and aptitudes required for successful business careers. There is also need for clarification of how business educators should combine the teaching

of underlying principles with the development of the kinds of skills which the practitioner needs.

There are other issues. As a part of the university or a college, a business school or department of business can perform some combination of the following functions: educate future practitioners, engage in research, prepare future teachers and research workers, and perform a variety of service activities for the general public. Questions arise as to whether business schools should attempt to perform all four functions, and, if not, which of the four functions.

The Carnegie study indicates that under existing conditions business schools do many things which other institutions are quite capable of doing themselves. Some part of the work now being done at business schools ought to be transferred to other institutions, i. e., junior colleges, trade schools, extension divisions, etc. The investigators found offerings in secretarial science, elementary bookkeeping, and other routine office procedures which, they maintain, have no legitimate place in a four-year program of a college of business.

Both studies were concerned with the changing character of American business. The Ford study reported several important trends that have been "professionalizing" the practice of business. There is indication that further consideration of these developments may suggest some of the kinds of education college students contemplating careers in business

are likely to need. The trends the investigators of the Ford study discovered include:

1. As business firms have grown in size, increasing emphasis is being placed on organizational problems. The process of decision making has been diffused, greatly increasing the need for co-ordination and planning within the enterprise.

2. With the separation of ownership and management in the large firm, business leadership has largely been taken over by salaried executives. A college degree has become important for success in large-scale business.

3. The accelerating tempo of scientific and technological change is having a profound effect upon the practice of management. Businessmen increasingly need some technical background so that they can communicate with scientists and engineers. Related to developments in engineering and the physical sciences is a growing scientific attitude toward management problems.

4. While the "other-directed world" of today may be increasing the pressure for group conformity, it is also true that there has been a growing emphasis on the role of the individual in organizations.

5. Specialization, which is essential in the large complex organizations of today, is coming to rest on an increasingly technical and rapidly changing body of knowledge that derives from the physical and social sciences and from mathematics and statistics. The need for a broad kind of administrative abilities, particularly in the upper levels of management, is also more urgent. There is a growing recognition that the solution to this dilemma is to be found in training which emphasizes both the fundamental disciplines and the development of problem solving ability and flexibility of mind.

6. The increasing complexity of the firm's external environment has steadily added to the difficulties of the businessman's tasks, i. e., the increase in the power of organized labor and the steady upward pressure of wages, etc.¹

The position developed by the Ford study is that education for business rests on a stronger base at the graduate than

¹Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (New York City: Columbia University Press, 1959), pp. 13-15.

at the undergraduate level but that, at least for the immediate future, undergraduate business programs can play a highly constructive role if certain conditions of academic performance are met. In developing this view, it is necessary to consider what ends undergraduate education should serve, what means exist for attaining these ends, and what implications follow for existing programs; moreover, the schools face difficult decisions in determining what subjects should be considered the heart of the business studies, what areas of specialization should be provided, and where the balance should be struck between the business and nonbusiness or liberal art studies.

Another cluster of questions is brought to the fore when one considers the work of business schools from the viewpoint of the students enrolled in their programs. A critical issue to be faced in this area involves the kinds of admission policies which these schools should follow. A rather different issue is posed by the assertion that most undergraduate business students are chiefly interested in preparing for some specific line of work and that a broad program of academic studies would have little meaning for them. The Carnegie study advocates that whether the academic interests of business students are limited to vocational objectives largely depends on how the latter term is defined and the nature of alternative academic programs. The study further indicates that an underlying difficulty confronting business

schools which seek to develop serious programs is that job duties which are most worthy of academic attention frequently cannot be taught, while those that are teachable frequently do not deserve a place in a college or university curriculum. The investigators who completed the Carnegie study reported that they were prompted to believe in this manner because in so much of its actual conduct business is an art and not a science.

These are some of the questions which the Ford Foundation and the Carnegie Foundation studies have tried to answer concerning the education of businessmen. They are questions of enormous importance to the students and their families, to America's colleges and universities, to business and other organizations, and to the nation as a whole. Decisions concerning the means of business education must be made in light of what are acceptable objectives.

Ideas from the two studies are analyzed carefully and then summarized in the various sections of this chapter. Throughout each section major guidelines are presented which reflect the thinking and recommendations of the authors of the two studies. At the end of the chapter, all of the guidelines are presented in outline form with the significant guidepoints from the studies arranged in approximate sequence. The guidelines and guidepoints constitute significant ideas and recommendations for undergraduate business education.

To avoid needless footnotes from the two studies, which are the only published references used in this chapter, the following method will be used: (a) The Ford study shall be referred to as "1," and the Carnegie study will be referred to as "2" in the quotes. (b) The reference numbers will be placed in parentheses followed by the page number, thus (1, p. 2) would refer to material on the second page of the Ford study, and (2, p. 4) would refer to material on the fourth page of the Carnegie study.

The remainder of this chapter and the selected guidelines constitute a synthesis of the significant ideas of the Ford and Carnegie studies relative to undergraduate business education. The first area for operational guidelines deals with business as an occupation.

Requirements in Business Occupations

Guideline: Business needs substantial numbers of management people who are competent either to direct some aspect of the activities of a firm or to secure and analyze the information on which such direction must depend. (1, p. 52)

Both the Ford and Carnegie studies set forth abilities essential at all levels of business activity. They emphasize that business workers must possess background knowledge and general purpose tools for dealing with significant business problems. Workers must possess facility in writing and speaking. Each worker must be aware of his external environment. He must be sensitive to the nature of the goals

of all those groups which are affected by the activities of his firm. Society requires him to have a broad knowledge and sensitive perception, with a well-developed philosophy and set of ethical values. He must have the ungrudging willingness to accept the responsibilities inevitably associated with the possession of power.

It is reported that no single set of personal traits essential to the performance of managerial jobs has yet been established to the general satisfaction of psychologist and personnel experts. Clearcut criteria of successful performance to which to relate personal attributes are not available. Different combinations of qualities may carry different men equally far. The qualities needed depend to some extent on the nature of the job and of the organizational environment in which the job is placed. In so far as general intellectual qualities are concerned, administrative personnel of companies appear to look for much the same attributes in a front-line supervisor as in a top-management man. Administrators make a distinction between the traits needed for employment in business at the lower level management positions and the upper level management positions.

Guideline: At the lower levels of business management, ability to fit into an organization and to get along well with associates, willingness to take orders and follow instructions, and qualities of thoroughness and dependability are particularly needed. (1, p. 92)

It is especially important at the lower levels of management that the manager have rapport with his fellow employees. The ability to establish a proper relationship with fellow workers may require an understanding of the business as a whole, sensitiveness to individual needs, awareness of group loyalties, understanding of status systems, and insight into conflict relationships.

The manager at the lower levels must be able to take orders and follow the instructions of his superiors. Too often business school graduates begin to act like vice presidents while they are still little more than glorified clerks. As revealed by the company interviews reported by the Ford study, human relations and general management skills are in the shortest supply. Before a manager can become effective, he must be motivated toward the importance of thoroughness in the completion of goals and projects outlined by firm management. He must also be one who can be depended upon to carry out firm policy.

Another quality that is important at the lower levels of business management is strong personal motivation to succeed. This involves the willingness on the part of the business manager to continue his studies. Continued study may take the form of formal courses offered by colleges and universities, or individual study and on-the-job training. The continued study should be generalized in accordance with the intellectual capacities of each trainee rather than

specialized for a specific job. The amount of technical competence required of business managers tends to diminish as the degree of administrative responsibility increases

Guideline: At higher management levels, qualities of personal leadership, the general administrative skills, the ability to make decisions and accept responsibility in the face of uncertainty, and strong personal motivation become particularly important.
(1, p. 92)

In the higher management positions, just as in the lower management positions, there is a great need for human relations and general management skills. These skills, of course, require a background in the social sciences, in the natural sciences, and in the analytical tools of mathematics and statistics. The business executive in a top management position therefore must have more formal education than does the lower level supervisor in the management position. Important managerial and related jobs in large concerns are today frequently held by college educated persons. A college education will be increasingly expected of those aspiring to such positions in the future. The Ford study reveals that 39 percent of the older business executives in 1900 had attended college as compared with 80 percent of the younger executives in 1950. Today, it appears that an individual needs four years of liberal arts study and two years of graduate study in business as a basis for training in the higher management levels. There is a need for variety of educational backgrounds

at all levels of a company organization, especially at upper management levels.

The top management executive is almost always a leader in his community by virtue of his position. As a matter of public relations, he must take an interest in civic affairs. He must have a sense of social responsibility since problems of the community often become problems of a business within the community. Since the business system is looked upon as the principal source of material progress, the businessman and those working with him have the responsibility for maintaining economic expansion in this country. Civic leadership will help to provide the strong personal leadership necessary for a top executive position.

Industry is in great need of persons who have developed an ability for searching, wide-ranging analysis. The need is for persons who have the ability to apply imaginative, analytical methods of reasoning to the physical sciences, statistics, and the social studies, enabling the executive to communicate with the specialists in these areas. He will then have an appreciation of what he can and cannot expect of the specialists in these areas. How far business students should be expected to go in the direction of scientific and mathematical preparation is an open question, but there is no doubt that this will be an essential part of their preparation in the future.

The Nature of Business Competence

Guideline: Preparation for careers in business has a legitimate place in undergraduate education when it is maintained at a high analytical level. (2, p. 149)

Career needs are certainly an integral part of the individual's growth just as are his responsibilities as a citizen and his potentialities as a person. Career preparation presents no problem in the undergraduate curriculum so long as it is conceived in broad terms, is related closely to the student's general studies, and contains considerable analytical content. Difficulties arise, it is purported by the Carnegie study, when education is offered for careers which do not require extended academic study or which entail knowledge of a highly detailed, technical nature.

There appears to be no simple method for determining what should be included at the undergraduate stage of the student's preparation for a career, but three elements are apparently common to all highly developed professions. First, the tendency to lose sight of the general background and pre-professional subjects poses a serious danger at every stage of the student's preparation. Second, education is largely self-education and if it is to have any enduring meaning for the individual, must be continued throughout life. Third, emphasis should not be placed on mastering the detailed aspects of a given subject but on developing the abilities and methods needed for meeting problems in later life.

For career preparation to have a legitimate place in undergraduate education, it should never be carried to the point where it warps the student's growth as a citizen and as an individual. If career preparation becomes an end in itself, the most precious element in the college or university experience is likely to be lost--the achievement by the individual student of the highest intellectual and personal development of which he is capable.

Guideline: Career preparation should strengthen the individual's intellectual powers through work in a number of underlying or related fields of study.
(2, p. 151)

Students should be challenged to undertake the most broadening and demanding programs of which they are capable. The educational experience in business should be as much as possible a venture for the individual, opening up areas of knowledge and ways of knowing that which otherwise may be closed to him. There should be no room in a college or university program for pedestrian, trivial, or frivolous subject matter. Programs which concentrate on preparing for specific business careers, and especially on the less-demanding aspects of such careers, become overlaid with specialized courses that are hardly above the high school level.

Sufficient familiarity with the fields of mathematics and science is considered necessary in order to understand the languages of these fields and to use at least some of their more important methods in tackling business problems.

Still another important area of career preparation of the student should make the student aware of the relevance of the various social sciences to business affairs and to enable him to draw upon these subjects in whatever manner may be indicated in specific business situations. Finally, there is need in most careers in business administration to master the underlying principles of at least one broad area of business policy (accounting, finance, marketing, etc.) and to gain an appreciation of the contribution which a given specialty can make to managerial policy making.

Guideline: Competence, in business or any other field, depends not only on education and experience, but also on the possession of certain personal traits. (1, p. 103)

Put in the briefest terms competence in any field is the product of some combination of education, experience, and personal traits. This is true of any kind of professional competence, including competence in business. The personal traits thought necessary for success in business can be considered to be of three types: those concerned with mental ability, those concerned with physical well being, and those concerned with personality. These qualities not only contribute directly to the development of competence, but also interact with education and experience. They help to determine the individual's ability to learn from education and experience. These personal traits may be influenced by education and experience. Thus, education can sharpen

analytical ability or help to develop or inhibit particular personality traits.

When one speaks of business competence, what is meant in effect is a bundle of skills. The Ford study isolates these in terms of skill in recognizing, anticipating, and solving problems, including the ability to make decisions; skill in developing and maintaining effective organizational relationships; skill in interpersonal relations; and skill in communication.

To the aforementioned skills, the Ford study adds a set of attitudes which can be summed up as a concern for more than personal gain and a philosophy with which to make this concern effective. Further, another and narrower set of attitudes has to do with the individual's over-all viewpoint toward his work and his career. In this category are personal motivation, organizational loyalty, and similar abstract qualities.

The Ford study advocates that all education is the acquisition of the art of utilizing knowledge. It is a process of self-development, in which the student develops the capacity to see the relevance of what is being learned. Professional education and business education must rest on this idea. Education for business should seek to develop in the student a capacity for dealing with the kinds of problems he will face in later life. This implies a set of basic skills. The development of these skills requires that the business

schools not merely transmit knowledge but give the student practice in utilizing this knowledge in the kinds of situations he will encounter in his business career. To understand better the role of education in the development of business competence, one must take into account the objectives of collegiate education for business.

Objectives of Collegiate Education for Business

Guideline: Collegiate business education should have as its primary objective the preparation of students for personally fruitful and socially useful careers in business and related types of activities. (1, p. 47)

The foundations' studies indicate that business education should equip the student with knowledge and skills to meet demanding problems at levels of instruction of increasing difficulty. The student should be helped to achieve the highest intellectual and personal development of which he is capable. A student's work should be focused on a central core of subject matter which, to the greatest possible extent, unifies his studies in various fields. The subject matter taken should help him build a broad background of knowledge and give him every opportunity to utilize such knowledge in his area of special interest. The work done by the student should be on a challenging intellectual basis in an atmosphere of scientific inquiry. A substantial portion of the resources of the school should direct the student toward providing a leadership of new ideas for the business field. The purpose

of his collegiate business instruction is to prepare the student for business, industrial, and civic leadership. The more specific preparation for professional competence in the field of accounting, finance, marketing, and management is only secondary.

More specifically the objectives should relate to development of capacities in students, including:

1. An orderly, rational, problem solving ability.
 2. The ability to use basic analytical tools and the comprehensions of their effective use in handling problems.
 3. The ability to learn from experience and to grow in understanding a changing world.
 4. The ability to deal effectively with others, both in person and through written communication.
 5. An understanding of the role of business in the entire environment and of sensitivity to the processes of social change.
 6. A personal philosophy or ethical foundation for business life and for making decisions in it.
- (2, p. 324)

Possessing these capacities, the individual should be able to function effectively in his socio-economic environment.

Guideline: Collegiate education for business at the undergraduate level may include preparation for a career provided it does not crowd out what is broadening and ennobling in the student's academic experience. (2, p. 18)

A prime objective of the business school is to develop qualities of mind which are needed in times of rapid change. Business schools need to help students develop transferential capacities which can be used in many situations and jobs, and also to develop capacities which foster qualities of clear analysis, imaginative reasoning, and balanced judgment.

Facility in the use of analytical tools should be developed through repeated application in business-type situations.

The preparation of the student for his first job is not a legitimate objective of business education at the collegiate level. Educating the student for his first job should enter only as an incidental by-product of preparation for his entire career. The reports indicate that those institutions which have as an objective the preparation of students for their first jobs usually cater to the student of inferior native ability or those with a poor educational culture background. A primary concern for vocational preparation by an institution of higher learning leads to an overemphasis on a narrow range of factual knowledge and the development of largely routine skills. Where job preparation is emphasized, there is a neglect of more fundamental knowledge that will aid the businessman in the solving of business problems. Vocational preparation of this type is believed to hinder the beginning worker's capacity to learn from experience and to cope with the inevitable changes which occur in business practices. Emphasis on the initial job will serve to hinder the development of the student for the job of leadership which he may be called to perform 20 to 30 years after being graduated.

The undergraduate program should be one that will equip the student for continued study throughout his occupational life. He should be equipped to meet the inevitable changes which are certain to occur in business. The

qualities sought should not be tied down to procedures and methods that will soon become obsolete or outmoded in a few years.

Guideline: Collegiate business education should strive for balance between the pursuit of knowledge for its own sake and the pursuit of knowledge as preparation for a particular career. (2, pp. 16-18)

The Carnegie study derives its position on higher education for business by tracing the development of two philosophies: that knowledge should be pursued for its own sake and the capacity to think is developed as an end in itself; that preparation for a career, as opposed to preparation for a first job, should be a worthy objective of higher education for business. The first philosophy--that education should be pursued for its own sake--places with colleges and universities the responsibility of preserving man's intellectual heritage and passing society's story of knowledge to future generations. Colleges and universities should push back the boundaries of the known world through research. Enrichment of the individual's life is considered to be the prime objective, whereas utilitarian purposes are believed to be relatively unimportant. This plan makes no attempt to relate the materials studied to the prospective career of the student. Knowledges and skills attained may become useful only after the student has been employed for many years and has been promoted to an executive position.

Proponents of the system of education which advocates the pursuit of knowledge for its own sake believe that this approach to education develops qualities of mind that are necessary for critical and creative endeavor. Such a system supposedly develops the student physically, aesthetically, intellectually, and morally, thus preparing him to distinguish the first rate from the inferior.

The second tradition permits preparation for a career as a worthy objective of higher education. A search for truth under this theory is not attacked simply because it becomes useful to the individual in a practical way. As a matter of fact, education which cannot be used immediately is considered to be unproductive and undesirable.

The Carnegie study recommends that the present system of American higher education should continue to strive for a balance between these two traditions. The suggestion is made that they complement each other. Preparation for a career should be permitted as long as it does not crowd out the opportunity to achieve intellectual excellence in a more or less traditional sense. Advocates of professional preparation at the undergraduate level stress that the study of English literature or European history can be just as "vocational" as the study of accounting principles.

Mastery of the technical material is still considered an important objective by the Carnegie study, but there is a distinction among different types of technical training. A

high order of technical preparation can be an extremely demanding intellectual experience adding immeasurably to a student's analytical powers; but other technical work can be repetitive, obvious, and stultifying. Each specialized field should be left to determine the technical preparation which is good and acceptable.

Students preparing for professions and related careers will have to deal with a wide variety of concrete situations in the course of their work after graduation. Whether their prior academic preparation proves valuable in career terms will largely depend on whether the preparation has continuing relevance for these action situations. The principal elements of professional education in a single field like medicine or law cannot be applied directly or mechanically to education for business, as business activities range from the simplest duties to the most complex.

It may be concluded that the principal objective of business education is to prepare persons for positions of leadership in both staff and line positions in business and to prepare teachers and research workers. This embraces the development of the capacity for applying imaginative analytical methods of reasoning to the solution of business problems. It includes instilling in the student the importance of civic pride and social responsibility. In all instances at the undergraduate level, a broad foundation for knowledge must be given primacy over specialization. In any event, the emphasis

seems to imply the preparation of people for positions of leadership is vastly important. The information which follows concerns the needs of business students and may help to clarify the recommendations set forth by the Ford and Carnegie studies.

Meeting the Needs of Business Students

Guideline: Most students now attending business schools would derive great benefit from broader, more demanding programs of study. (2, p. 55)

Business schools can improve the content and quality of their programs substantially and still meet the needs of the bulk of their students, according to the Carnegie study. There is nothing to prevent business schools and departments from raising standards considerably. The great majority of students will still find programs of study available and suitable to their abilities, though some of the least academically gifted would be excluded from regular collegiate business programs.

Guideline: The interest of the less academically gifted students should not be allowed to outweigh the needs of those who are not now being pushed to the limits of their abilities. (2, p. 57)

In striving to meet the needs of all the students, the needs of the better students may tend to be neglected. There is some tendency in the academic world to write off large numbers of students as forever childish, incapable, and unimaginative. "Average" and "below average" students need to be treated like adults quite as much as their more favored

peers. Further beliefs exist that the actual subject matter should not be materially different for the slower student from that given superior students. The pace perhaps should be slower and the level of the difficulty of the work reduced for slower students.

As disclosed by the Ford study, it is frequently argued that significant reform in undergraduate business education would be difficult because of the inferior mental quality of many students. The Ford study found, that, while it was clear freshmen in business are much weaker than those in most other fields, some of the gap is closed by the senior year. Those graduating from the business schools differ only slightly, in terms of mental ability, from the average of all college graduates.

From other data analyzed by the Ford study, it was found that the business schools, at least at the undergraduate level, are attracting considerably more than their proportionate share of poor students and a less than proportionate share of the good ones. The average ability of students being graduated from business schools is slightly below the average of all other fields. The researchers found that business students were as good as those in liberal arts, but they found no evidence and heard no claims that business undergraduates were on a par with those in engineering and physical sciences. Most schools which maintain reasonably high standards at the undergraduate level were two-year schools.

Schools with low standards were generally four-year schools that admitted freshmen and then discouraged the large numbers of weak freshmen and sophomores from continuing their education. The Ford report recommends that four-year schools either adopt more realistic admission standards that would exclude more of those students who do not have a reasonable chance of being graduated, or shift to an administrative arrangement (one-three, or two-two) under which standards are easier to maintain. For those students who would be unable to continue in such a plan, it is suggested that these students should either avail themselves of training in the service offerings throughout the entire college if they remain in the four-year school or take business courses available in the terminal programs of the junior and community colleges.

Guideline: To meet the needs of business students more careful selection of students on the basis of mental ability and motivation and greater insistence on adequate academic preparation is necessary. (1, p. 339)

The effects of prevailing admission practices among undergraduate business schools are reflected in the quality of their students as measured by comparative intelligence-test score results. The Carnegie study noted that the most authoritative general investigation, The Report of the Commission on Human Resources and Advanced Training, prepared by Dael Wolfle, found that among twenty undergraduate fields, graduates in business administration on the average ranked sixth from the bottom. From the data it was concluded that

business schools have come to be rather generally identified with students of limited academic ability. The Carnegie study maintains that the only defensible course of action is to redouble the efforts to reverse the natural course of events and raise standards all along the way.

The program of studies proposed by the Ford study requires a more carefully selected student body than can be found in most business schools today. To achieve this higher standard, it is suggested that change be brought about by a more selective admissions policy rather than through higher attrition rates alone. The proposed program implies also a student body with a reasonably high level of positive motivation toward careers in business or other forms of "economic management." Those students who could not meet these requirements are better off, the Ford study submits, in a general arts program. With regard to "nonmental qualities," which presuppose certain innate qualities, schools should either guide their admissions policies in part by a consideration of what innate qualities are thought to be desirable, or develop a program under which students with the intellectual but not the other necessary qualities are eventually identified and given the opportunity to change their educational goals.

Guideline: The economic and social backgrounds of students have an important bearing on the approach they take to college work. (2, p. 74)

Important influences on a business school's program are the background, interests, and motivations of its students.

A widely held view is that most students studying business subjects have a rather strong vocational orientation and that, to a greater or lesser extent and because of the needs of business students, business programs will inevitably be shaped by this fact. The Ford study found the impression was widely held that relatively few undergraduates concentrate in business administration because they are intellectually attracted to the subject. Often they major in business because they feel they will eventually seek a career in business and that it is, therefore, only reasonable to take a business degree. On the other hand, interestingly, some students were quite positively wanting and seeking what they consider to be a career in business.

The Ford study accumulated some evidence that business students, more than either engineering students or students in general, engage in a significant amount of extracurricular activity. Since very few schools attempt to select undergraduate students on the basis of other than intellectual qualities, it was recommended that the undergraduate business schools should give some consideration to nonintellectual attributes in their matriculation requirements.

The Carnegie study reviewed data which supported the view that college programs, such as those offered by large public institutions in business, play a very important part in promoting social mobility for students "from the lower position in the social heap." The data helped explain also

why business schools are tempted to offer a variety of courses of an immediate job-getting value and why it is so difficult to induce students to take work outside the business area. The Ford study advocates, without minimizing the difficulties that would be involved, that a school which puts more analytical content into its program and raises standards should not lack favorable student response.

Prior to a discussion of an improved business administration curriculum, it would be well to examine general education requirements for all students of business. What general education best prepares the business student for his professional studies?

General Education for Business

Guideline: The total program of a college or university should reveal the educated community's conception of what knowledge is most worth transmitting to its youth, and what kind of mind and character an education is expected to produce.
(1, p. 148)

The curriculum is a barometer by which one may measure the cultural pressures that operate upon the school. Undergraduate preparation for business necessarily rests on a number of subjects in the liberal arts area. The work in these subjects should be pursued beyond the first-year introductory level and should be taken by the business student as a foundation to his professional preparation. In both the Ford and Carnegie studies it is axiomatic that the principal goal of the undergraduate years is the acquisition of a general

education. It is advocated that the general education must take precedence over professional and business education. The program recommended by both the Ford and Carnegie studies is essentially the same. They both recommend that approximately fifty percent of the undergraduate studies be taken in the area of general education.

Guideline: Ability in the communication skills is vitally important to business students, and the business faculty should assume explicit responsibility for the development of skill in communication once the period of formal instruction by the English faculty is over. (1, pp. 154-157)

Both studies explain the inadequacy of business graduates in the communication skills. To alleviate this problem, it is recommended that the undergraduate student take twelve to fifteen semester units of language arts. These courses would include a year of English literature, a year of English composition, and a half-year of speech. The course work should stress the appreciation of the beauties of the best in prose and poetry, development of the critical abilities that come from intensive study of creative writing, and an awareness of the vision of man's aspirations as voiced by the leading literary figures of different lands and epochs.

In addition to English literature, the Ford study suggests that the students should take other courses in the area of humanities and fine arts. A specific requirement, however, is not suggested, but four semester courses or eight to nine semester hours is recommended as a minimum. Local

preferences and student choices should determine the particular courses.

The responsibility for teaching effective communication skills rests with the whole institution and not the English department only. Courses in business English and letter writing are thought to have no place in the university or college curriculum. Skill in written communication can be developed in undergraduates only if students are continuously required by the business faculty to use the knowledge attained. Students should be directed to write, and perhaps to speak, on issues of both personal and general significance and should be assigned outside readings on selected topics.

Guideline: Business students need a framework for conceptualizing mathematically for grasping quantitative statistical relationships. (1, p. 187)

Next to their weakness in written expression, employers appear more critical of college students' preparation in mathematics and statistics than in any other area. Preparation of the college student in mathematics is inadequate for the kind of world in which he will live in the years ahead. There is need for courses in mathematical analysis; the Ford Foundation study divulges that the traditional program of mathematics does not meet the needs of business students and recommends a mathematics course which provides a means of dealing with problems. The mathematical analysis course recommended would require a prerequisite of two years of algebra and one year of geometry in high school. The

Carnegie Foundation study simply states that the student should have mathematics up through the first semester of calculus.

Guideline: Business students should have an introduction to each of the main branches of both physical and biological science. (1, p. 165)

The future businessman should have preparation in the natural and biological sciences. An appreciation of the scientific method and the spirit of inquiry should be developed. The businessman should have an introduction to each of the main branches of both physical and biological science. The cost of such a program is believed to be too high and, as an alternative, it is recommended that the high school courses of physics, biology, and chemistry be considered to satisfy the requirement. College students, therefore, would take only those sciences in which they have not had previous training. A minimum of one science course in each area, physical and biological, should be completed in college. The requirement should call for some laboratory work and for a modest amount of study in depth. The regular science requirement would be two years, except that the requirement should be reduced by one semester for each year of high school science completed.

Guideline: Considerable familiarity with the work of social scientists is apparently essential to anyone who is engaged in the serious study of business problems. (1, p. 165)

The Ford study indicates that business administration is the enlightened application of the behavioral sciences. Eighteen semester hours in the social sciences is recommended: twelve in history and political science, and six in the behavioral sciences. The Ford study defines the behavioral sciences as psychology, sociology, and (cultural) anthropology, or subjects which deal with the scientific study of human behavior. The subjects should be taught by people who have specialized in their respective fields. The work should not be by-products of selected courses in business administration.

Guideline: The needs of business students in the foreign language area are essentially no different from those of students in other fields. (2, p. 184)

Ability to read the literature of at least one foreign language with proficiency should be required as a condition for graduation. If this standard cannot be established, then the institution should completely eliminate the language requirement. The underlying purpose of the language study is to acquaint the student with the foreign culture of one nation. Consequently, courses in foreign language, history and geography should be offered where at all possible.

The preceding discussion deals with the elements of general knowledge on which business as an academic discipline must rest. It is in order at this point to examine that part of the curriculum which is designed to serve as an introduction

to the major functional aspects of business. This part of the curriculum is commonly called the professional core.

Professional Core of Education for Business

Guideline: The professional part of the undergraduate curriculum should consist primarily of a large core of required courses that will provide an introduction to each of the main aspects of the structure and functioning of business. (1, p. 134)

The Carnegie and Ford studies emphatically state that there has been too much specialization in the business area. A strong suggestion is made that the departments of business and business schools take steps to limit the number of subjects required in the major fields, thus enabling the student to take more work in the liberal arts. The suggested base or "core" for undergraduate business students should be from twelve to fifteen courses consisting of from 36 to 48 total semester hours. The core program should maintain as close ties as possible with a number of disciplines outside business. It was concluded by the Carnegie study that business as an academic discipline rests on the following broad foundations: humanities, social values (literature and the other humanities), quantitative-scientific methods and principles (mathematics-sciences), and human-social behavior (history, political science, psychology, and sociology). The core program should relate each student's studies in each of the preceding areas to types of situations he will face in business. The core program should possess enough internal

cohesion for the student to see the major functions of business enterprises and the business system in the round. It should give students a variety of opportunities to put their general knowledge and abilities to concrete use, and should challenge the individual student to the highest level of his intellectual capacity. The student should be made familiar with the tools necessary for interpreting research and be given an opportunity to use such tools. The core program should be on a par with the most demanding work offered anywhere in the university.

An economics requirement of from twelve to fifteen hours is recommended by both the Carnegie study and the Ford study. The authors of the Ford study choose to classify the elementary economic principles as general education, whereas the Carnegie Foundation study considers this course as part of the professional core. The aggregate number of hours completed as a requirement is approximately the same, except that the Carnegie study recommends three additional hours of macroanalysis. The two advanced courses recommended by the Ford study are aggregative economics and managerial economics. The aggregative economics course would somewhat correspond to courses taught under the title of business cycles and forecasting or business fluctuations. The latter course would stress the use of the tools of economic analysis in the solving and formulating management problems.

From three to six semester hours should be required in the area of organization theory and management principles. Included in this course or courses would be both the theoretical and pragmatic aspects of administration. The theoretical aspect would emphasize the origination of authority and the interactions between individuals and their organizational environment. It seeks to develop testable generalizations about certain aspects of human behavior. Unlike an applied field, it is less concerned with problems from a normative point of view. Organizational theory draws heavily on the behavioral sciences and also can draw on such divisions as mathematics, statistics, and biology.

The pragmatic aspect of administration is described by the Ford study as management analysis. It has its roots in microeconomics, mathematics, statistics, and accounting. It represents a distillation of the best current management practices, which have been expressed in generalizations called principles. A considerable body of literature has been developed on the principles of management and has been synthesized in some widely used texts. Since a discipline in the theory of organization is not fully established, the possibility of an integrated course of organization theory and management principles may be feasible. If six hours are offered, three of the six could possibly be a case approach.

Guideline: The information-control devices in business are accounting and statistics. These disciplines are recognized by businessmen and

business educators as being significant in the preparation of businessmen. (1, pp. 194-199)

The managerial accounting and statistics part of the core program are designated by the Ford study as the information and control systems. Although it has been generally accepted by businessmen and business educators that "accounting is the language of business," there appears to be some doubt that the present programs of accounting instruction are meeting the needs of business. There is a conflict as to what should be included in the beginning courses. The foundation studies recommend that the introductory course of accounting should be taught in such a way as to emphasize the basic theory and principles in the use of accounting as a managerial tool. As a part of his training in the informational and control uses of accounting, the student should be exposed to some of the subject matter now included in cost accounting, budgeting, and analysis of financial statements. A requirement of six hours or two semesters is the maximum accounting to be taken by nonmajors. The question of whether all business majors should take the same accounting principles course is yet unresolved.

The appropriate course in statistics for nonmajors is one which stresses the interpretation or use of the tool rather than the procedural and analytical aspects. The students should have at least one semester of statistics out of the three or four semesters allocated to quantitative control systems.

Guideline: Firms operate in commodity, labor, and financial markets, and have problems of economic management which can be considered under the headings of marketing, production, employee relations, and finance. The traditional functional fields of the business curriculum, therefore, have both an internal-management and an external-market aspect. (1, p. 186)

With reference to the requirements in the functional areas, the Carnegie study appears to take more of a managerial approach than does the Ford study. The Carnegie study lists as requirements: personnel management, production management, finance management, and marketing management, plus business policy and social responsibilities. The Ford study names as requirements finance, marketing, industrial relations, human relations, and production or operations management. Business policy is listed by the Ford study under a separate head as an integration of the "management viewpoint." The Ford study cautions that a management approach to finance, marketing, and industrial relations too early in the student's training may not be desirable, and recommends an offering of the conventional courses. The course Money and Banking is not considered an adequate substitute for the basic course in finance. It is argued, however, that the descriptive detail associated with these courses should be cut to a minimum with more emphasis on analysis and managerial problem-solving.

A course in human relations is recommended by the Ford study rather than personnel management. The instruction in the course should emphasize both significant generalizations that can be drawn from psychology and sociology as well

as the kind of human-relations problem-solving that has been made familiar by such courses as Harvard's "Administrative Practices." In fact, doubt is expressed as to the advisability of offering a course in personnel management where a proper course is conducted in human relations.

The conventional course in production management should be revised. It should be so organized as to meet the basic need of giving the student some understanding of the place of production in the totality of business operations. The student should have an opportunity to become familiar with the kinds of problems which arise in production and the tools which are available for meeting these problems.

Guideline: A course on the legal framework of business should be substituted for the present conventional course in business law required of business students. (1, p. 205)

Such a study is to make the student aware that all business must be conducted within a framework of law and that knowledge of the rules of conduct are essential for one who is to formulate business policy. The appreciation of law as a system of social thought and social action should be instilled in the student. Topics which would be included in such a course would possibly be the background, importance, and role of law in society; the legal system of the United States and its workings; private property and contract as basic concepts of a free enterprise system, and the changing relations between business and government. It is stressed

that each institution design this particular course in light of its needs.

Guideline: The capstone of the core curriculum should be a course in "business policy" which would give students an opportunity to pull together what they have learned in the separate business fields and utilize this knowledge in the analysis of complex business problems. (1, p. 206)

The Carnegie study recommends a six hour integrated course in business policy and the Ford study recommends a three hour integrated course in business policy. Considerable attention should be given in the course to social responsibilities and key policy issues of business enterprise. Case materials and report writing would be a desirable part of this course. Cases that are not prejudged as being marketing problems, finance problems, etc., are studied to develop skill in identifying, analyzing, and solving problems in a situation one might likely encounter in practice. Questions of social responsibility and personal attitude can be made a regular part of this course. Where possible, "live cases" could be used where businessmen come and present different problems. In a policy course at the undergraduate level, however, emphasis must be placed on background preparation and analytical tools. No implication is made that the course prepares the student for a career in top management.

Areas of Concentration in Education for Business

Guideline: If undergraduate four-year programs in business are to give priority to the general education base and the professional business core, the

time now being devoted to specialization in business must be reduced. (1, p. 212)

Although the research reports consistently recommended that the business school divest itself of certain programs of study and hold specialization to a minimum, a limited amount of concentration is permitted. Concentration, however, should be limited to a few selected areas.

The first recommendation concerning specialization which appears to stand out in the foundation studies is that there are too many areas in business where majors are offered. The Ford study indicates that five or six major areas in business are considered to be sufficient, and two or three courses beyond the basic core requirements are all that should be offered in any one of these areas. The study also advocates that the business school move progressively toward the discontinuance of major fields, i. e., marketing, management, accounting, etc., of specialization altogether. It is believed that at the undergraduate level, business itself is enough specialization for most students. The authors of the Ford study, however, state that it is not feasible to discontinue specialization at this time although it is highly desirable.

Consequently, an alternative would be to discontinue specialization at the undergraduate level in the business school by taking immediate steps to forbid the selection of more than twelve semester units of business subjects beyond

the professional core. The second stage of adjustment would forbid the taking of more than six units in a concentrated field, or better, no major field be specified. The Carnegie study is somewhat more conservative in recommending a change in the practice of specialization. It proposes that there be no more than six or seven areas of specialization and students not be permitted to take more than four or five courses in any one area. The Carnegie study indicates that specialization areas which are narrow, lack challenging analytical issues, and do not lead logically to a high level of study--in short, give no opportunity for the student to develop his thinking powers--have no place in a four-year college program. Majors specifically mentioned which would be excluded are hotel and restaurant administration, secretarial science, and other programs which are allegedly vocationally oriented. A major in management is excluded by the Carnegie study because of the large management emphasis prescribed in the professional core. Although it intimated that a number of other majors should not be included, no specific recommendations are made by the Carnegie study.

A special provision is made with respect to the accounting majors. For the time being the study advocates that students are to be permitted to enroll in twelve semester hours in accounting, but in no circumstances should the student be permitted to enroll for more than twelve hours above the elementary course. The Carnegie study suggests that

accounting students may take fifteen hours of accounting. This exception is made in accounting because of the requirements of the American Institute of Certified Public Accountants. Ultimately, the accounting program should be five years of study and the specialized training should be given the fifth year.

The recommendations of the foundation studies with reference to specialization are in keeping with the thesis throughout the studies, namely that general education must take precedent over specialized studies at the undergraduate level. Major fields involving specialization of problems in particular industries should not be a part of the business curriculum. By reducing the number of courses which students take in a given specialty, the work outside business can be correspondingly increased. The argument is not that the specialized courses in some cases are not necessary but that they must be deferred to the graduate school. Business education programs which have the objective of preparing business teachers for the public schools, it is believed, should be transferred to colleges of education and are not to be offered in the business school or business department. More specialized courses such as secretarial training, hotel and restaurant management, and other specifically named areas should be taught in community colleges or junior colleges. Generally, the premise is that society is changing at such a

rapid pace that the specialized training will not meet the need in the long run.

There are four specialized areas identified by the Ford and Carnegie studies as recommended areas of concentration in an undergraduate business program. These areas include finance, production, marketing, and personnel management and industrial relations. A fifth, accounting, is recognized because of its importance as a current managerial tool offering in schools and departments of business. The major part of the information concerning each of these areas as presented in subsequent sections was taken from the Carnegie Foundation study. The Ford study permits a similar concentration at the undergraduate level but suggests that ultimately concentration in a particular area be delayed until the student is in graduate school.

Finance

Guideline: The undergraduate finance curriculum should rest on a two-year liberal arts base, with business work to begin in the junior year. (2, p. 409)

Following two years of general education, the courses in business for an undergraduate finance curriculum should begin in the junior year with four basic courses. Two of the four business courses, accounting and statistics, would presumably be required for any business major. The student emphasizing finance would take also one finance course entitled Financial Institutions and one economics course entitled

Economics of the Firm. The remainder of the junior-year schedule would be chosen from work in advanced mathematics, behavioral studies, political science, and economics.

The course Economics of the Firm would cover the character of a business enterprise, including such topics as the nature of demand for products, problems of costs and productions, competition and markets, the relation of size and efficiency, and simple problems in finance. The purpose of offering the course Financial Institutions is to provide the student, whether a finance major or not, with an understanding and appreciation of the process of capital formation and the dynamic nature of our financial system.

Guideline: The student concentrating in finance should study during his senior year the advanced courses of the finance curriculum; namely, corporation finance, money and banking, and a finance seminar. (2, p. 412)

As planned by the Carnegie study, the total hours offered in finance would total twelve semester hours. The number of hours required for a concentration in finance for the undergraduate student would total nine semester hours.

Preparatory to the student's enrolling in a course in corporation finance, he should have learned the basic information concerning the nature of the corporation through his course in accounting and through his course Economics of the Firm. Additional information can be gained through prescribed readings outside the regular class discussion. The Corporation Finance course should be devoted mainly to

examining the corporation as a functioning unit under such topics as cash-flow, short-term financing, capital expenditures, and sources of funds.

The course in money and banking could include descriptive material now given in survey courses, provided it did not duplicate that presented in the course Financial Institutions. Money and Banking, the Carnegie study advocates, should mainly, however, develop principles of banking and credit and fiscal policy, demonstrating their influences on both the national economy and the financing of the individual business.

The Carnegie study suggests that the final course in the finance concentration should be a seminar in finance which should be reserved for the best students who are interested in and capable of some independent work. The study indicates that at the undergraduate level, one seminar in finance in which participants would report on and discuss a variety of topics should be sufficient.

Production

Guideline: If a rigorous production concentration can be designed in such a way as to contribute heavily to the student's education, then, given a real or even fancied interest in production on the part of students, it would seem that such a production concentration should be offered. (2, p. 481)

The justification given by the Carnegie report for offering a nine- to twelve-hour concentration in production is that of providing a course of study which will exploit the

talents and interests of the student. It is advocated that if the student is genuinely interested in the studies he undertakes, he will come closer to acquiring a sound education. It is also stated that the typical business student is desirous of learning a great deal about business during his four years of undergraduate work. It might be quite true that a four year program of general education may be the best preparation for the business student, but the professor most successfully motivating the business-oriented students will be the one who draws most of his illustrative examples from the business world. If production courses can contribute heavily to the student's education, it is suggested that little harm would befall the student if subsequent to his being graduated his interests changed. A production concentration should consist of component parts which expose the student to rigorous analysis thus enhancing his capacity for rigorous thinking.

In addition to the basic core course in production, the following courses should be included in the production concentration. Advanced mathematics and statistics, offered for three semester hours credit, should be studied during the junior year. During the student's senior year, he should have a course in selected problems in production for three semester hours credit and a course in production volume control for three semester hours credit. From elective courses available, but not from required, and for no more than three hours credit, the student may choose either selected reading

in production or motion and time study. This suggestion would give the student a nine to twelve hour concentration in production.

Regardless of the courses taken, attention must be given to two types of decision making in a study of production management. One, the formal process, involves the application of the scientific method. The second type, judgment, cannot be taught but possibly may be improved through experience. In some situations, there is insufficient data to apply formal methods of decision making and the manager is compelled to rely on his judgment. The Carnegie report seems to indicate that wherever possible, the manager should use the formal method of determining how decisions are to be made. It seems that businessmen who come back to the business school, for the most part, prefer an "ivory tower" approach to the solution of business problems. The business school will more effectively show the businessman the way, not by confining the program of study to teaching present practices either through the text-lecture method or the case method, but by stressing the development of better decision making processes.

Marketing

Guideline: The marketing curriculum can be oriented toward management or toward public policy, but logic dictates that the undergraduate program in marketing follow a management perspective. (2, p. 436)

A look at the end product indicates that the marketing program follows a management perspective. The business student is preparing himself professionally for business management, his goal may be a line assignment, but many students will end up in staff positions. In either case, the goal is business management or operations. Each student is expected to perform as a responsible citizen of his business community; therefore, public policy issues are important and should be given careful consideration. The Carnegie study points out that this can be done within a management-oriented, decision-making framework.

The management-oriented marketing concentration recommended by the Carnegie study would be built around the following courses and semester hours:

<u>Course Name</u>	<u>Semester Hours</u>
Consumer and Markets	3
Channels and the Business Structure of Marketing	2-3
Products and Promotions	2-3
Competition and Price	2
Integrating Seminar or Marketing Management	2
	<hr/>
	11 - 13

Orientation of the work may be slanted somewhat more toward social considerations and a bit less toward the straight professional, firm-oriented point of view.

The course Consumers and Markets would be concerned with the discovery of consumer wants, consumer behavior, and

consumer motivation and market planning. The course Channels and the Business Structure of Marketing would be concerned with the evolution of business structures, reasons for change, and the business patterns projected for the future. The course Products and Promotion would center around the index that the thing a marketer has to sell is not a material physical object, but rather a bundle of services incorporated into a so-called product, which in itself may be an intangible.

In the course Competition and Price, the prospective marketing executive must learn to comprehend the central role of price in our economy. Preparation in economics and especially in micro theory is essential for careful work in this area. A study of government-business relations should prove helpful as a basis for understanding public policy issues of competition and price. In the course, Integration Seminar on Marketing Management, attempts should be made to relate the parts to the whole marketing program. The study of the integrated parts--product considerations, promotion, channels, and pricing--must follow a study of the several parts. In addition to the suggested concentration, a student may choose as an elective one of the traditional courses, such as Retail Management, or Sales Management.

In conclusion, recognition must be given to the fact that marketing cannot be studied as an isolated area. Its problems include considerations of finance, personnel, control, and all other aspects of business. Some ideas about

marketing are self-contained, but others must come through contact with philosophy, mathematics, behavioral sciences and other intellectual sources that might have something to contribute.

Management

Guideline: The dual role of "personnel" as a specialized function and a universal responsibility, suggests an emphasis in the curriculum away from technical knowledge and toward broader and more general problem areas. (2, p. 458)

Among the variables affecting the curriculum design for personnel and industrial relations must be the objectives and reasonable career expectations of the students involved. While most students who take the basic courses will have their primary functions in other fields of business, they must all assume some general responsibility for personnel management. They will profit from general exposure to the basic ideas and sweep of problems in this field and form some knowledge about what may be expected from the specialist in personnel management. Those who do seek careers in personnel management must build any specialized knowledge they acquire on a general understanding of the field.

The essence of personnel management and industrial relations lies in the vast experience and extensive practical knowledge of the subject. The issues involved have been and remain controversial ones, so that rich and varied material is easily accessible. It is necessary to distinguish between

highly vocationalized specialization and intense and specialized work on a broad subject of relevance to the general subject matter. Detailed knowledge in a few areas is certainly as necessary to general understanding as are abstract, though useful, principles. If this detailed work can be made useful in a vocational sense, so much the better; but its rewards will probably be greater if its primary objectives are broad in nature.

A part of the problem of curriculum design is to present material in such a way as to capture student enthusiasm and stimulate student effort. Well-selected and well-presented case material will almost always do this. The instructor must be careful to develop points of general value out of the case materials, but this material, if properly used, can enliven and enrich the course offerings in personnel management and industrial relations.

In deciding what possible subjects should be covered in personnel management, the Carnegie study presented a set of objectives and priorities. First, the student should see how his earlier work in the social sciences may help him understand problems in this field. He should also be exposed to the historical development of these problems. Finally, the student should come to grips with the reality of this field by tackling a few simple problems, perhaps in the form of case material, and by exposure to the many sources of data in this area.

The program for students concentrating in personnel management and industrial relations, as outlined by the Carnegie study, would have at its disposal three to four courses. The subject matter would include that presented in the terminal course but presented in greater depth. The Carnegie study recommends that those who intend to concentrate in this field skip the terminal course, using the time saved for development of work in their area of emphasis.

The Carnegie study, in its recommendations for the personnel management and public relations program, urges that the orientation of the curriculum be toward a general understanding of the problems, institutions, ideas, and data in the field of personnel management and industrial relations, rather than orientation toward training for job skills. This viewpoint is presented because those who seek careers in such an area, if they aspire to more than a technical role in industry, must build any specialized knowledge they acquire on a sound and broad base of understanding. In addition, specific skills are thought to be best acquired on the job in the context of each firm's somewhat unique requirements, thus the firm may teach most specific skills more readily than the university.

Accounting

Guideline: To provide management and other groups with financial data from which intelligent decisions can be made, more emphasis must be placed upon the

reasons behind accounting procedures and upon established accounting standards. (2, p. 364)

If accounting is to provide management and other groups with financial data from which intelligent decisions may be made, it must be based upon a sound foundation. As a result of the impact of tax legislation upon accounting, the expression "generally accepted accounting principles" is more often than not a fine-sounding but meaningless phrase. The term "generally accepted accounting principles" should refer to a body of cohesive principles, but too often it refers to contradictory concepts of widely differing procedures. To many C. P. A.'s "principles of accounting" often mean solutions to the pressing problems of the moment. Teachers frequently hear from many of their acquaintances in public accounting such expressions as "It may be good theory, but it won't work in practice." Such statements, the Carnegie study purports, are based on false reasoning, for the theory and practice of accounting are part of the same body of knowledge. Accountants must recognize that what is good accounting for tax purposes may be very bad accounting for internal management of a firm and for reporting to shareholders and other interested groups.

Guideline: The man going into public practice must be equipped to recognize and solve problems of reorganization, valuation, forecasting, fixed and variable-cost analyses, and other perplexing issues of the business world; consequently, to deal with such problems the accountant must be capable of making business decisions or providing data which are needed for such decisions. (2, p. 378)

A program designed for business schools which desire to provide the broad type of training deemed necessary for the practice of accounting in tomorrow's business world is presented in the Carnegie study. The program included three semester hours of accounting fundamentals, two semester hours of applications of accounting data to the administrative process, and six semester hours of concepts and procedures of financial accounting, followed by four semester hours of administrative controls and analyses. Recommended as a related course would be taxation and business policy which carries three hours credit. The Carnegie study stated that those schools which wish to prepare undergraduate students for immediate careers in public accounting will find it necessary to provide four or five elective courses and allow the student to select no more than two of these courses. The recommended program is purported to envision a fresh approach to accounting. Although existing accounting materials can be used, reorganization of traditional sequences of elementary, intermediate, and advanced principles would seem desirable.

The objective of the accounting fundamentals course would be to introduce the student to the basic concepts and procedures essential to an understanding of the accounting functions of collecting, summarizing, and presenting financial information of the business organization. Record keeping procedures should be minimized but not eliminated, since an adequate knowledge of how transactions originate and are

recorded is necessary to an understanding of the uses and limitations of accounting. Problem assignments and short reports should be used; however, lengthy repetitive practice sets should be replaced by shorter cases designed to emphasize principles and their applications to accounting situations.

The second foundation course, Application of Accounting Data to the Administrative Process, would emphasize the uses of accounting, reports, and analytical tools. It is designed to acquaint students, whether they plan to continue accounting studies or not, with the contributions that accounting makes to the operation and management of the business. Elementary analysis of financial statements, breakeven analysis, evaluation of inventory methods, depreciation procedures, budgetary control, fund statements, and similar subjects should be presented in this course.

The succeeding course, Concepts and Procedures of Financial Accounting, is designed to cover two semesters, and would continue with the examination of concepts and procedures introduced in the foundation courses. Theory and practice of financial accounting would be combined so that they each supplement the other. Emphasis should be directed toward the determination of income and financial position of the business organization. Cases and problems may be included as an important part of the course, but should not be emphasized to the exclusion of written reports and analyses.

The course Administrative Controls and Analyses would deal with the role of accounting in the internal management of the firm. The staff function of providing information for the use of line executives would be emphasized. Content of the course would deal largely, but not exclusively, with manufacturing companies. Technical details of cost calculations should be minimized, and cases should be used extensively in preference to practice sets.

A course entitled Taxation and Business Policy is recommended as an advanced course available to all students, but is especially designed for those taking the accounting program. It could be taught by members of the finance department, by members of the accounting department, or on an integrated basis by members of several departments. It is not intended to be a course in income tax accounting, but rather a broad examination of the major taxes imposed by federal and state governments, the impact of these taxes upon business decisions, and economic reasons for the ways in which taxes are imposed, calculated, and assessed.

The program described in the prior paragraphs is designed for business schools which desire to provide the student with a broad type of training in accounting. This program, the Carnegie study advocates, will help the student develop the proper attitude toward the functions of accounting regardless of the student's intent to be a public accountant

or an industrial accountant or to follow another career in which knowledge of accounting is considered vital.

Preparation of a Business Faculty

Guideline: The business faculties should be neither wholly business-oriented nor wholly nonbusiness-oriented, but both. (2, p. 269)

Business school faculties should be made up of broadly educated scholars who are applying general knowledge and scientific methods to important issues in decision making. Functional-area specialists and cross-area generalists both have a place on the business faculty. A business faculty needs to have facility in the broad background subjects and in a number of tools of the major disciplines of the humanities, sciences, and social sciences, since the field of business stands athwart a number of important areas. A business faculty should include at least one person thoroughly informed in each of the foundation areas of English literature or philosophy, mathematics, engineering or science, law or political science, and psychology or sociology. The faculties should also include people who have a thorough grounding in the basic business subjects of accounting, statistics, and economics. The persons should be actively engaged in using one or more of these subjects in analyzing significant questions of managerial policy. Next, there is a need for people with a special competence in the four broad functional areas of finance, marketing personnel, and production who have

sufficient familiarity with business practice to be able to identify central problems and enough academic background to put such problems into an analytical framework. The members of a business faculty should be versed in managerial decision making and engaged in relating the different areas to the decision process.

Most faculty members should have a significant amount of responsible business experience, whether obtained through an interlude or full-time business practice or through consulting activity. First hand familiarity is important combined with large doses of scholarship and teaching ability. Irrespective of the faculty preparation and interests, additions to the teaching staff should not be allowed to skew course offerings along unduly narrow lines. The specialized interests of the faculty should largely be reflected in a school's research activities and perhaps in certain advanced seminars, not, for the most part, in the regular course offerings.

Guideline: In the face of the mounting enrollments, the quality of business faculty takes on greater significance than the quantity. (1, p. 341)

The Ford and Carnegie studies recognize that many colleges and universities comply with the requirements of the American Association of Collegiate Schools of Business and other accrediting associations. They note that schools of business often are required to seek faculty members who can fit the terminal qualifications of the respective agencies.

The AACSB in judging a teaching staff, gives consideration to the percentage of teaching credit hours taught by those having the doctorate or other terminal degrees appropriate to their teaching field or fields, and to research or professional experience and evidence of scholarly productivity. The master's degree in economics or business together with the CPA certificate would be considered terminal for the teaching of accounting. The professional degree of LL.B. is considered the terminal qualification for those teaching business law. The terminal qualification for teaching business communications and secretarial science is the doctoral degree. It is recognized by the Association that no one terminal designation is appropriate for all faculty members.

The AACSB stipulates that at least fifty percent of the teaching credit hours on either the junior-senior level or on an over-all basis shall be taught by full-time faculty members having terminal degrees. Only a minor part of the teaching credit hours in the professional areas may be taught by part-time teachers.

The AACSB specifies that there shall be at least five faculty members exclusive of those in general economics of professional rank (assistant, associate, or full professors) giving full time to instruction in business administration. The majority of members of the teaching staff are to give the greater part of their time to instruction and research. No

instructor shall, at any one time, offer instruction in more than two of the core fields.

With reference to staff load, the AACSB states that members of the instructional staff should not teach courses in excess of twelve credit hours per week. In general, no faculty member shall have preparation in more than three different courses per week.

In terms of doctor's degrees held according to the Carnegie study, business education ranks above the fields of engineering, social service, and home economics, but below forestry, agriculture, and pharmacy. It is advocated by the Carnegie study that when the study of business is put on a more solid academic footing, more first-rate scholars are bound to be attracted to the field. Other suggestions are to develop or improve existing business administration programs at the doctoral level, for some scholars are hesitant to do graduate work in an area which lacks a well-developed doctoral program.

Further, it is argued that more scholars in fields other than business and economics should be encouraged to become a part of the business faculty. It is believed that this arrangement would not only help to increase the number of business faculty holding the doctorate, but a fusing of these disciplines with business would improve the program.

More specific proposals offered by the Ford study concerning the requirements for faculty in schools of business

are that a law degree by itself is inadequate as preparation for the teacher of business education, and that the degree should be combined with either the masters of business administration degree or an advanced degree in one of the social sciences. It is also recommended that advanced teaching in accounting should be reserved for those who have the doctorate rather than the masters of business administration plus the certified public accountant certificate. Terminal qualifications, it is suggested, probably should be raised in other fields. Advanced engineering degrees, for example, should not be considered terminal for the purpose of teaching industrial management unless supplemented by evidence of advanced work in business administration or economics.

Not the least of the problems created by mounting enrollments is the problem of finding adequate qualified members. In some instances, an expedient way of attempting to solve the shortage of qualified faculty members has been to employ part-time teachers. A survey by the Carnegie Corporation reveals that 10,000 persons were engaged in 1956 in teaching one or more business courses in a college or university. Out of this 10,000 about 60 percent were regular, full-time faculty members of schools and departments of business. A great number of teachers, then, are only part-time and have a major interest in an area other than teaching. When 10 percent or more of the faculty are part-time teachers, it is maintained by the Carnegie Foundation study that the program

of instruction is sure to suffer. It is proclaimed by the Ford study that serious problems arise when part-time instructors are used extensively in the regular degree offerings of a school. Such instructors may appear on the campus only for the hours needed to teach classes, and they are not available to students for consultation. These part-time instructors usually take no part in faculty discussions and school planning, and their teaching is not easily coordinated with that of the rest of the faculty.

There is general agreement that the use of businessmen as part-time teachers is an expedient to avoid as much as possible. The use of former businessmen on a full-time basis is more debatable. The principal objection to hiring businessmen as teachers in courses offered for credit is that, with some exceptions, businessmen are not scholars and do little in the way of research. There are, of course, some exceptions to the rule that businessmen do not make satisfactory faculty members, and any policy relative to this must be flexible. The hiring of ex-businessmen as full-time faculty is quite another problem; but the best schools of business have learned, after much experimentation, that their faculties should be composed mainly of teacher-scholars, not ex-businessmen. The fact that a person qualified as an outstanding businessman does not mean that he will be a good teacher, but to be a successful teacher he must have the necessary traits for teaching. Those retired businessmen in

the late sixties or seventies are the least desirable of all and will have little more to offer the students other than anecdotes and reminiscences.

Another prevailing expedient for solving the problem of adequate faculty is the practice of inbreeding, or the hiring of an institution's own graduates. Although this practice is not confined to the schools of business, it is a method used by some institutions for obtaining faculty members far easier and more cheaply. Several problems can arise as a result of inbreeding. First of all, advances in learning are spread out among all schools and new and fresh viewpoints developed elsewhere are kept out or are introduced into the school very slowly. Curriculum, teaching methods, and attitudes toward research tend to become frozen if considerable new blood is not introduced from the outside. In addition, there is danger of personal favoritism since senior professors are likely to push their own proteges into favored positions, thus injuring faculty morale and preventing the advancement of the best qualified people.

Guideline: A better trained and more scholarly faculty who have a sound grasp of analytical tools and who are well informed regarding recent developments in the relevant scientific literature and business practice will produce more scientific research. (1, p. 439)

The solution prescribed for solving the problem of the lack of strong research in business education is for the administration, faculty, and business to work together. The

administration must be willing to make free time and resources available to qualified faculty who are interested in research in lieu of payment for summer teaching and grants to younger faculty to facilitate the completion of doctoral theses.

Those faculty members desiring to submit to further study in the tools of research should be given leaves with pay to pursue this end. It is reported deans say the primary need is funds to permit faculty to take off for full-time research activities, i. e., rotating research professorships.

The Ford and Carnegie reports tend somewhat to imply that business firms blaze the way more in business administration than the business schools. It is averred that business organizations and institutions of higher learning should cooperate in research activity. Contacts by the faculty with business may take a variety of forms such as consulting activities, participation in meetings of trade groups and professional societies, preparation of business cases, and the like, and other activities of a similar sort. A better trained and more scholarly inclined faculty will certainly be reflected in a higher quality of research and service activities.

Instructional Methods and Research in Business

Guideline: Of significant importance to reform in business education are the "scholarly inclined subject matter specialists" and the "managerially oriented" group of business educators. These groups must ally with the applied social scientists (and statisticians and mathematicians) interested

in business problems to effect the needed reforms
in business education at the collegiate level.
(1, p. 349)

The business faculty, although, for the most part, they are specialists in their respective areas, are not a homogeneous group. There are several subgroups among which are included scholarly inclined specialists who do considerable research and writing. These specialists place considerable emphasis on subject matter rather than skill development in their teaching and maintain some connection with the underlying disciplines of business. These scholars are usually trained in economics or some other branch of social studies.

A second subgroup are those who emphasize the managerial aspects of business, and place less importance on problem solving. The teaching of this group will probably utilize the case method with little emphasis on research. Consulting and other contacts with the business world is characteristic of this group.

Another group consists of those teachers who are often called the textbook teachers. For the most part, they follow the descriptive method of teaching and do no research. Most of their teaching is based on the latest textbook. The textbook teacher does little consulting but seeks out opportunities for extra teaching to supplement his income. This teacher is usually poorly trained and fails in most instances to keep up with the latest developments in the field.

The last subgroup is the vocationalists who tend to attract the poorer students wanting a "practical" training. These teachers usually are quick to defend the inviolability of specialties. The subgroup does no research and are unable to visualize the field of business administration as a whole. They are usually occupied in teaching a low level of skill training and detailed description of current practice, whether it be in typing and shorthand, bookkeeping, office procedures, advertising copywriting, personal selling, insurance claims, restaurant management, etc.

Good teaching requires an adequate educational philosophy and an appropriate selection of teaching methods and teaching materials. The studies being considered in this thesis advise that business schools need to emphasize both "principles" and clinical teaching. The aim is to make the student participate actively in the learning process and to help him develop for himself the problem-solving, organizational, and communication skills that he will need all his life. It is maintained that the over-all quality of teaching in the schools and departments of business is not high. The specific reasons offered for poor teaching are as follows:

1. Most undergraduate schools do not hold to sufficiently high standards which results in poor quality of students and student performance.
2. Many faculty members have poor training and background.
3. There is a tendency toward overspecialization, and, in some schools, toward vocationalism.

4. There is a small body of significant and verified generalizations on which teaching can be based.
5. Teaching materials of poor quality are generally used.
6. Many teachers are overworked.
7. There is a failure on the part of business teachers to make effective use of available teaching methods.
8. A satisfactory educational philosophy related to proper objectives of business education has not been developed.

Although there are some excellent teachers in the area of business and poor teaching in higher education is not confined to the business area, the general quality of teaching in business leaves much to be desired.

Guideline: The emphasis in business school teaching is now weighted too heavily toward the description of existing institutions, procedures, and practices. What is needed is a greater emphasis on the analytical and on the managerial-clinical aspect of the various fields. (1, p. 360)

To emphasize the analytical approach means giving the students a command of useful analytical tools, seeking out significant generalizations, and, in general, developing in students the kind of sophisticated understanding of the underlying relationships which will enable them to cope with concrete problem-solving situations. Many of these problems which will need to be solved will arise as a result of the businessman's role of manager. Consequently, there is need for managerial and clinical emphasis at which time the problems are presented from the viewpoint of a manager from

within the business. A managerial-clinical emphasis implies the case study approach, but other types of materials and teaching methods can also be used in courses which have this kind of orientation. The recommendations of the Ford and Carnegie studies seem to indicate that the beginning courses should stress principles more than a clinical approach to problem solving and the later courses stress the managerial-clinical side more. Courses in marketing and management would make more use of a case study approach than such courses as accounting, statistics, marketing research, etc. Of the courses in the undergraduate core, probably only the course in business policy should rely almost exclusively on long cases of the Harvard type.

The emphasis that a school deems important will be a determinate of the type of teaching materials to be used. The Ford study indicates that one safe generalization can be made immediately about the teaching materials currently being used in undergraduate business schools and that there is too much reliance on textbooks. Many of the textbooks used are not of acceptable quality. The library as a source of teaching material, in many instances, is neglected and the student's work is confined to the covers of the textbook. Case materials currently being used and library assignments are most effective in the graduate program of many business schools, but are utilized hardly at all at the undergraduate level at the same school. A large volume of more challenging reading

material, more written work, and more good problems and cases for class discussion are among the major needs of undergraduate teaching.

Another source of materials to be considered is audiovisual aids. Instructors need to keep an open mind about the usefulness of such aids and be willing to adopt those which seem to be useful. The instructor must also be alert to "gimmicks" which do not contribute to the student's understanding or contribute to the skills that need to be developed. Care must be taken to avoid techniques and materials which leave the student merely as a passive observer. Television as a teaching aid has definite possibilities. Favorable reports have been given concerning the use of television in accounting principles where properly supervised laboratories are available. The chief advantages of television lie in the fact that students can hear able lecturers, and a variety of teaching aids and materials can be used more effectively than in the classroom. A disadvantage is that television teaching does not provide for active participation on the part of the student.

Sources outside the classroom added to the regularly scheduled academic activity represent another possible source of teaching materials. These sources include part-time employment, formal and informal social groups, family life, and extracurricular activities. Students are personally involved in these activities; and effective learning takes place when

opportunity is presented to relate the school work to sources outside the classroom.

Excluding laboratory work, college classes are generally conducted in one of three ways: the straight lecture, the discussion method, and a combination of lecture and class discussion. The straight lecture method with emphasis on an adopted textbook usually exists in schools which are primarily concerned with preparation of students for particular jobs. The tendency to stress expositions by the instructor without active participation on the part of the student seems to be prevalent with the lecture method. The order of procedure is to have extensive lectures followed by a testing where the student is asked to recite information contained in the lecture and the textbook. Little, if any, time is devoted to reports or essay writing. Except for classes in accounting, students do little laboratory work or other types of independent analysis at schools where the lecture method predominates. The reason often given for the exclusive use of the lecture method is that classes are too large, but it was found that many instructors in classes small enough for extensive student participation do little but lecture with discussion largely confined to an occasional question from the class. If the students are able, mature, and strongly motivated, if a great deal of written work is required, if there is adequate provision for preparing teaching materials and grading papers, and if cases and problems are used that

stimulate group discussion outside the classroom, then teaching can be effective even in relatively large classes using methods other than the lecture. The basic courses in all undergraduate programs, however, tend to be handled using a lecture approach with considerable emphasis on systematic exposition and textbook recitation.

A less prevalent mode of instruction is the discussion method, which is used at times in small classes. There is little point in seeking to stimulate discussion in small classes if the students' reading is confined to a textbook that raises a few challenging questions. In addition, the students must have intellectual curiosity, an adequate background, and the capacity for logical thinking or oral discussion. The teacher must be able to present significant and challenging questions and then help his students reason their way to as much of an intellectually satisfying answer as is possible under the circumstances. This technique for leading class discussion is an art which some teachers never acquire.

A technique which has been used effectively in a discussion approach is role-playing. In role-playing the students act out in class various types of situations that illustrate principles that are being learned in the course. Organizational problems can be dramatized through role-playing to give the student a simulated experience of selecting alternative solutions. Other examples of role-playing are the oral report and the "business game." The oral report is

presented by students under conditions similar to that in business. The content, manner of presentation, and the organization of the report are emphasized. The business game seeks to simulate some of the demand, cost, and other conditions facing a group of hypothetical firms. Students are divided into teams and manage the simulated firms, and after making as thorough analysis as possible with the data available, they will make their business decisions. An electronic computer may then be used to determine the results of the decisions in accordance with the rules of the game. Games can give students experience in making decisions under pressure and also make students aware of the multiple variables that determine the results of business decisions.

The case study method can exert more widespread influence than any other teaching method in the field of business. Teaching by the case method may range from the "nondirective" kind of discussion characteristic of classes at the Harvard Business School to closely supervised discussion centering around specific questions which the class is asked to consider. The case method is the logical counterpart of the managerial approach to business education. By the use of cases, either actual or simulated, the varied elements in different decisions can be brought into sharp focus. A diversified array of facts and considerations are weighed resulting in the alternative decisions that are possible. In each case, the student is required to exercise his own

judgment in arriving at a defensible course of action. Widely applicable conclusions can be reached by those skilled in case analysis, even though the method of reaching the decisions may be quite laborious and time consuming.

It is almost universally agreed that case analysis can accomplish a good deal in personnel management, human relations, and business policy making, but there are courses where case analysis is much less effective. The case method has not worked too satisfactorily in some accounting and statistics courses and in basic undergraduate courses composed of immature students. The nature of the subject matter and when the course is offered seem to be the factors determining the successfulness of the case method. The case method seems to be more effective with graduate and advanced undergraduate courses. The teacher using the case method approach must have a broad perspective of business and be well informed concerning the solution of business problems. He must be a person who has the ability to lead a class discussion in such a manner that the ultimate value may be realized from the cases and valuable time will not be wasted on irrelevant issues or unimportant details.

Guideline: The formal professional instruction of the business student is given greater meaning when it is combined with suitable business experience.
(1, p. 372)

The value of work-experience activities is recognized by many business educators but effective programs of this

type are most difficult to achieve. Administratively, cooperative programs are extremely difficult to maintain. The tendency is to find employment for the student in positions of most benefit to the employer. The jobs which are often available for students are at too low a level to give him worthwhile experiences. Firms are often hesitant to employ students where the primary objective is the educational benefits to the student; consequently, it is important that there be a careful screening of those firms which may participate in work-experience programs. The cost and faculty time involved casts some doubt on whether or not many cooperative programs can be justified. The Ford study tends to favor as an expediency that students obtain work experiences during the summer months and be required to submit a report of some aspect of the experience to the business school. The Carnegie study advocates that although some difficulty will be experienced in the administering of work experience programs, the idea of cooperative plans should not be abandoned for particularly qualified students.

Guideline: If the business schools are to continue to operate on the principle of mass education, it becomes imperative that the most promising candidates for future positions of leadership be identified and that their training be patterned to bring about the maximum possible development of their talents. (1, p. 374)

Undergraduate business schools almost without exception fail to challenge the more promising students. A number of suggestions are offered as possible solutions to helping

the superior students. Among these suggestions are the strengthening of the advising system to enable the student to enter areas commensurate with his abilities; the waiving of requirements for students of special ability, where the subjects may tend to be repetitious of work taken in the secondary school and giving individual study in the form of individual investigation and report writing assignments.

A somewhat more organized manner of taking care of individual differences among students has been the establishment of honors programs. Such honors programs can take a variety of forms such as a special senior seminar limited to the most able students or the program may involve senior theses and special tutorial arrangements permitting the substitution of reading and library research for some formal course requirements. A fairly strong argument can be made for some rough segregation of students by ability. The brighter students can be assigned to special sections and thus offered a more challenging intellectual experience. Such honors sections can cover more ground, deal with more difficult problems, and utilize case materials more effectively than when the class must be geared to the pace of the average student.

The honors program in business administration should differ from that of the liberal arts in that it should not be a means of specialization. Business administration itself is already enough specialization, according to the foundations'

studies. The exceptional student in an honors program should have extra work in the nonbusiness areas, including physical science, mathematics, statistics, advanced economics, and psychology. The knowledge acquired in the honors program can be applied to business problems in an honors seminar or thesis.

Guideline: Professional education can only be satisfactorily accomplished where research and teaching are effectively combined. (1, p. 377)

As a part of the university, the business school must create as well as transmit knowledge. It is through research that man advances his understandings of the world in which he lives, and this research--or at least scholarship--contributes to stimulating and imaginative teaching. It is contended by the Ford and Carnegie studies that the effectiveness of a college faculty can often be judged by the quality and quantity of its research. Research, or the lack thereof, sets the whole tone and direction of a field of study. It is a generation's contribution to the storehouse of knowledge and provides a base on which succeeding generations may build. The direction, then, which any field will take is the sum of successive groups of investigators.

The record of the business schools is particularly poor as regards their endeavors in research. It is believed that university administrations offer little support to significant improvement of the research activities of the business school. The foundations' studies advocate that even

schools with limited resources should have a modest program of research publication, but they should insist that they have something worth publishing. The schools, of course, more heavily endowed with resources and capable faculty, particularly those having graduate programs, should put greater stress on research and on the publication of significant results of research.

Irrespective of the resources of business schools, all schools should insist that their faculty members be scholars as well as teachers. This requirement, of course, implies that the faculty be research-oriented. If not a publisher of research, the faculty member must at least be a consumer of research results. A major criticism of business administration faculty members is that too many of them are suffering from creeping intellectual obsolescence. This obsolescence is thought to exist in varying degrees in nearly all schools and is not confined to the poorer undergraduate schools. In some schools considerable attention is given to curriculum planning, case preparation, and consulting, thus resulting in a lack of time and energy for research. What is needed is the desire and ability on the part of each faculty member to probe deeply, to ask searching questions in the area of his interest, and to become informed of the latest developments in the underlying disciplines.

Guideline: The business schools need to develop both more pure or fundamental research and, using

the best tools now available, more applied research at a high analytical level. (1, p. 382)

It is maintained by the Ford Foundation report that a substantial amount of the publications now emanating from the business schools represent activities that scarcely qualify as research. Publications mentioned as not qualifying are textbooks, semi-popular articles in trade journals, and journalistic reports on current developments in the field of business. The impression is that most of the work merely describes current practice or normative rules summarizing what is considered the best prevailing practice. More attention, it is believed, must be placed on developing analytical findings which can be fitted into a general system of principles and tested in a scientific manner. Pure research implies going back to the foundation disciplines on which the study of business must rest and seeking to develop theories and concepts which may become useful in the study of business behavior and the solution of business problems. An attempt should be made to increase the fund of scientific knowledge about the operations of the individual firm. The construction of useful theories and analytical concepts up to the present time has been left in good part to those underlying disciplines of business who have only a limited interest in business problems. It is advocated that business scholars should work in conjunction with scholars of the underlying

disciplines in order to bring about more improved, pure business research.

It appears that there has been a flood of applied research published by business administration faculties but the bulk has been observational, descriptive, or at a low analytical level. The reports indicated that applied research is needed which seeks to formulate challenging hypotheses, develop and use sophisticated analytical tools, including more utilization of concepts and findings from the various social sciences and greater reliance on mathematics and statistics. Information collected thus far concerning organizational behavior in varied types and sizes of businesses should be subjected to the rigorous scrutiny of the scientific method of research. Much of what is believed about organizations is distilled from common sense and from the practical experience of executives. The point most emphasized by the Ford and Carnegie studies relative to applied research is that more sophisticated methods of analysis must be utilized and less importance be placed on the immediate use of research results. Finding out how businessmen behave under various circumstances and what practices exist is an important step but cannot be considered research. Not until the data are embodied in principles or generalizations which can be said to "explain the facts" can research attain general significance.

Summary

The major ideas associated with collegiate education for business have been presented in this chapter. Attention has been given to isolating proposed objectives of education for business and proposed procedures for realizing those objectives as recommended by two studies, Higher Education for Business and The Education of American Businessmen. Included in this chapter are comments relative to the general education preparation of the student, together with selected areas of concentration which may be feasible at the undergraduate level. Among the topics discussed are faculty teaching methods, faculty preparation, and faculty research. The major elements found in this chapter are outlined in the appendix to this study. The outlines contain the major guidelines and guidepoints derived from the synthesis of the two studies.

CHAPTER IV

RELATIONSHIP OF UNDERGRADUATE PROGRAM AND STUDENT TRANSCRIPT DATA TO BUSINESS EDUCATION GUIDELINES

The problem of this study was to assay the validity of selected authoritatively expressed criteria for collegiate programs in business education through an analysis of students' performance as evidenced in their college transcripts. In the joint effort with Gene A. Loftis, the total gamut of collegiate education for business at the undergraduate level was investigated. He then pursued his study in terms of faculty reactions to the guidelines that were developed.

This study, in contrast, dealt only with relationships that could be developed out of data applicable to students. Because of the much narrower application, a number of the guidelines for all of business education could not be evaluated through the transcript analysis upon which this study was based. Those areas from which the guidelines and guidepoints were drawn for use in this study are:

1. Nature of business competence
2. Meeting the needs of business students
3. General education for business
4. Professional core of education for business
5. Areas of concentration in education for business

Data from sources other than transcripts, such as student personnel folders, test scores, personal data sheets, and ranking in class, might have provided further insight into the preparation of the graduates; however, adequate and complete data from these sources were not available. Data from transcripts of the graduates, data from the Office of Admissions and Records, data from the Department of Business of Central State College, and the Central State College Bulletin, Volumes 51 and 52, constitute the sources of data used.

Transcripts for all 357 students who were graduated from Central State College during the years 1961-1965 with majors in business were obtained from the Office of Admissions and Records. These transcripts were used for the purpose of analyzing personal data of the students, such as age, sex, and high school attended, and for tabulating subjects completed which had direct relationship to those particular guidelines and guidepoints selected for this study.

Tabulations were made of courses classified as general education, core courses in business, and areas of specialization in business as defined by the two reports. An analysis and a comparison of the data as it related to the particular guidelines and guidepoints used in this study were presented.

Circumstances in Which Student Data Were Obtained

Central State College is the oldest state institution of higher education in Oklahoma, having been established as

the Territorial Normal School by the Territorial Legislature on December 24, 1890. The college is located in Edmond, Oklahoma, a city of approximately 12,000 people. Edmond is a short distance north of the metropolitan Oklahoma City.

In 1919, the State Board of Education raised the rank of the college from that of a junior college to that of a four-year teachers' college and authorized the conferring of bachelor's degrees. In 1939, the State Legislature passed a law designating the institution as Central State College and authorized the granting of non-teaching degrees.

The enrollment of Central Normal School in 1891 was 23 students. The enrollment of Central State College for 1965-66 was 8,066 students. The college is now organized into eleven academic departments. There are 32 undergraduate majors offered in these eleven departments.

The Department of Business offers majors in accounting, business administration, business education, and secretarial training. Students majoring in business administration elect an area of emphasis in either general business, management, or marketing. In addition, two short, intensive vocational programs are offered in secretarial training and accounting. A certificate is issued whenever either program is completed. These programs require 40 credit hours of business courses. Credit hours earned in these programs can be applied to degree programs if students decide to pursue bachelor's degrees.

There has been great growth both in the over-all student population and the enrollment in the Department of Business at Central State College. Statistics from the Office of Admissions and Records and the Department of Business indicate that the number of students majoring in business has kept pace with the overall growth of the college and is steadily growing. Table 1 shows the relationship between the increased undergraduate enrollment in the Department of Business in comparison to the total undergraduate enrollment at Central State College for the years 1961-1965.

While the college itself has had considerable growth each year for the last several years, the growth of the Department of Business has been greater percentagewise. In 1962, the college had 452, or 10.71 percent, more undergraduate students than it had the previous year. In 1962, the Department of Business had 211, or 19.16 percent, more students than it had the previous year. This upward trend has been continuous. In 1965, the college enrolled 1,142, or 17.98 percent, more students than were enrolled in 1964. In 1965, the Department of Business enrolled 470, or 24.44 percent, more students than it enrolled in 1964.

Nature of Student Population

Personal data about the students which were analyzed were their sex, age, and high schools attended. Of the 357 graduates included in this study, 351 are male and six are

TABLE 1
COMPARISON OF UNDERGRADUATE ENROLLMENT WITH
ENROLLMENT IN BUSINESS, 1961-1965

Year	Undergraduate Enrollment	Enrollment in Business	Percent of Total Enrollment
1961	4,217	1,101	26.11
1962	4,669	1,312	28.10
1963	5,351	1,560	29.16
1964	6,354	1,923	30.26
1965	7,496	2,393	31.29

female. There were no female graduates during the years 1961 and 1962, and there were two female graduates each year of the remaining years of the study, 1963 through 1965.

The data in Table 2 show that 6.72 percent of the 357 graduates entered college when they were 17 years old; 50.42 percent entered college when they were 18 years old; and 13.16 percent entered college when they were 19 years old. In total, 70.30 percent of the graduates entered college before their twentieth birthday. Thus, for the majority of the graduates there was very little delay in entering college following their being graduated from high school.

Table 3 reveals that approximately 20 percent of the 357 graduates finished college by the time they were 22 years of age, and 40 percent completed college by the time they were 23 years of age. Many of the 357 graduates worked while attending college and correspondingly took reduced course loads which prolonged somewhat the normal four-year period for the bachelor's degree. A study by authorities of Central State College of students in attendance during the spring semester of 1964 indicated that in excess of 58 percent of the student body was performing remunerative work, and approximately 41 percent of those employed were holding full-time jobs.

Approximately 89 percent of the 357 graduates completed high school in Oklahoma. One hundred thirty-six, or 38.09 percent, completed high school in Oklahoma City; while

TABLE 2
AGE OF GRADUATES AT TIME OF ENTRANCE INTO COLLEGE

Age at Entry into College	Year of Graduation from College					Total	Percent
	1961	1962	1963	1964	1965		
17	5	0	2	0	17	24	6.72
18	25	25	49	37	44	180	50.42
19	5	5	7	15	15	47	13.16
20	3	0	5	5	5	18	5.04
21	6	1	5	6	5	23	6.44
22	8	3	3	4	6	24	6.72
23	5	2	1	0	0	5	4.20
24	2	2	1	0	0	5	1.40
25	2	3	2	4	2	13	3.64
26	0	1	0	1	0	2	.56
27 and over	1	1	0	3	0	6	1.68

TABLE 3

AGE OF GRADUATES AT TIME OF GRADUATION FROM COLLEGE

Age at Graduation from College	Year of Graduation from College					Total	Percent
	1961	1962	1963	1964	1965		
21	6	0	7	3	10	16	4.48
22	7	8	17	10	15	57	15.96
23	10	6	12	15	22	65	18.20
24	7	4	9	11	17	48	13.44
25	8	5	16	6	19	54	15.12
26	11	2	3	8	5	29	8.12
27	5	7	3	9	4	28	7.84
28	3	4	3	3	7	20	5.60
29	0	1	1	2	2	6	1.68
30	1	2	1	4	3	11	3.08
31	1	2	1	2	2	8	2.24
32 and over	3	2	3	4	3	15	3.20

186, or 50.70 percent, completed high school in other parts of Oklahoma. Twenty-nine, or 8.12 percent, of the graduates completed high school in other states. Seven, or 1.96 percent, completed high school in foreign countries. Four of the graduates did not complete high school and were admitted to college on their armed service records and G. E. D. test scores.

Analysis and Interpretation of Data

The intent of this section is to reveal the extent of which the performance of 357 graduates met, in terms of quantity and quality, the guidelines and guidepoints selected for this study. There are nine major sections in the guideline synthesis. Four of these sections did not lend themselves to examination through transcript analysis procedure. From those five sections selected for this study, 21 of the guidelines and 59 of the guidepoints were evaluated. The other guidepoints and guidelines could not be evaluated from transcript data. The entire set of guidelines and guidepoints is presented in the appendix of this study.

The analysis and interpretation of data are presented for each of the five sections with centered headings to designate them. Within each section there is further segmenting of the material in terms of control guidelines, with one or more guidepoints discussed under each guideline. The guidelines and guidepoints are separated for quick identification and reference.

Frequently in the analysis and interpretation of data it was necessary to refer to specific requirements of Central State College that were made of the graduates. In such cases the Central State College Bulletin, Volume 51, 1961-63, and Volume 52, 1963-1966, and course syllabi were the sources of specific arrangement of such requirements.

Requirements in Business Occupations

Guideline: Business needs substantial numbers of management people who are competent either to direct some aspects of the activities of a firm or to secure and analyze the information on which such direction must depend.

Guidepoint: The requirements of business occupations are such that business students should be made aware of the need for a well-developed philosophy and a set of ethical values. They should be made sensitive to the nature of the goals of all the groups who are affected by the firm's activities.

A formal course in ethics was not available to the students of Central State College during the years 1961 through 1965, and the exposure that most of the 357 graduates got to ethics and values was incidental to their regular study. A course, Philosophy in Life, was offered as one of the humanities courses taught in the Language Arts and Humanities Department of the college. This course dealt more directly with ethics than did any other course taught on the campus. The course, Philosophy in Life, could be elected by

any student as one of his courses in the five or six hours of humanities that each student completed as part of his general education requirements. Ninety-six, or 21.30 percent, of the 357 graduates included in this study elected this course.

There is no evidence from the transcripts or in the college catalogues to indicate that any substantial effort was undertaken to make the graduates sensitive to the nature of the goals of those groups who are affected by activities of the firm through courses they studied or programs they followed.

Nature of Business Competence

Guideline: Preparation for careers in business has a legitimate place in undergraduate education when it is maintained at a high analytical level.

Guidepoint: Career preparation at the undergraduate level should be conceived in broad terms, be closely related to the student's general studies, and contain considerable analytical content.

It is important to note that each of the 357 graduates pursued a course of study totaling at least 124 semester credit hours which included at least 50 semester credit hours of "general education subjects." Each graduate completed a major concentration of business subjects with a minimum of 37 to 40 semester credit hours for those 261 graduates emphasizing business administration, and a minimum of 42 to 46 semester credit hours for those 96 graduates emphasizing accounting. At least 40 semester credit hours were completed by

each student in junior level and senior level work. At least ten hours in the major were completed by the graduates during their junior or senior years. Only a minority of graduates met only the minimum requirements; the majority exceeded them. Also, each of the graduates was required to complete work in two minor areas of study outside his major area. A minimum of 18 semester credit hours were completed for each minor. At least four semester credit hours of junior or senior level work were completed in each of the minors.

It appears that the career preparation of the graduates was conceived in broad terms as evidenced by their completing work in general education, a major area, and two minor areas. This arrangement indicates that the graduates were subjected to curricula which were not narrow and highly specialized but which were rather broadly conceived.

Whether or not the graduates' career preparation was related to their general studies can be examined only by looking at the work they completed outside their major area. A tabulation of the minors completed by the graduates shows that 25.77 percent minored in social studies; 25.21 percent minored in economics; 7.98 percent minored in psychology; 5.46 percent minored in English; 5.46 percent minored in mathematics; 4.48 percent minored in health and physical education; 3.50 percent minored in history; 3.08 percent minored in sociology; 2.52 percent minored in industrial arts; 1.26 percent minored in geography; and 1.26 percent minored in speech. These

minors constitute approximately 86 percent of all minors completed by the graduates, and each of the minors is part of the "general studies" program at Central State College. Work from each of these areas is accepted as part of the students' general education. In terms of the curricula available to the students and the requirements of the college in fulfilling degree requirements, there appears to be a sound and solid relationship between the preparation for a career in business and the graduates' records in general studies.

Only by looking at the requirements which each of the graduates met in regard to completing upper division work in both their majors and minors can any assumption be made as to whether or not the work contained analytical content. Each of the graduates completed 40 or more hours of junior and senior courses during his junior and senior years. It is assumed that this work was more demanding and had more depth than did freshman and sophomore work, and it contained considerable analytical content. There was no way to ascertain factually the fulfillment of this particular aspect of the guideline; thus, it cannot be said that the programs of students did or did not contain considerable analytical content.

Guidepoint: The career preparation of a student should include the general background and preprofessional subjects which are vital to a well-rounded program of business education.

Each of the graduates completed a specified pattern of business subjects which constituted a core or background

of study for professional work in business. This pattern of study involved a minimum of 27 hours including the following subjects: business mathematics, typewriting (for those who could not operate a typewriter), basic economics, basic accounting, business law, business communications, office machines, and business statistics.

Meeting the Needs of Business Students

Guideline: Most students now attending business schools would derive great benefit from broader, more demanding programs of study.

Guidepoint: Pursuing its responsibility for improved preparation, a collegiate school of business should refuse admission to students whose academic ability is below appropriate established limit levels.

Prior to 1963, an "open door" policy regarding admission to college was in effect at Central State College. The only requirement for admission was that a student be a graduate of an accredited high school. New requirements were established in September, 1963. The 357 graduates were not covered by the new policies because the "open door" policy was in existence when they entered college. As was previously shown, their programs of study were broad and, in certain respects, demanding.

Guideline: The interest of the less academically gifted students should not be allowed to outweigh the needs of those who are not now being pushed to the limits of their abilities.

Guidepoint: The needs of the better students who constitute the minority cannot be

neglected to meet the needs of the majority who are average or below.

Within the Department of Business there has never been a specific policy to implement the meeting of the needs of the superior student other than through individual counseling. No special classes, such as honors courses in business or senior seminars, have been arranged for them. Each person majoring in business was assigned to an academic advisor. The student was assigned to the advisor when the student was a freshman. The advisement relationship continued until the student graduated, unless he changed majors. Thus, the student's advisor became well acquainted with the student's ability and interest. Advisors were instructed to encourage those students of superior ability to pursue additional advanced work in their major area, as well as advanced work in their minors when elective hours were available to enable them to pursue such advanced work. This was the type of arrangement that existed during the years the 357 graduates were students at Central State College.

Guidepoint: The actual subject matter given to "average" and "below average" students should not be materially different from that given to superior students, but the pace should be slower and the level of the difficulty of the work reduced for such students.

The actual subject matter given to "average" and "below average" students was not materially different, if different at all, from that given to superior students included in

this study. The pace was not slower and the level of the difficulty of the work was not reduced for those students who might be termed either "average" or "below average" compared to those who might be classed as "superior." This situation can be accounted for because students were not "graded" into business classes. The only items checked before a student was enrolled in a subject were the prerequisites for the course, level of the course, and corresponding level, or class year, of the student. This was the procedure used during the years the 357 graduates were students at Central State College.

Guidepoint: A method of screening students should be devised to determine who should be admitted to business schools or the schools should shift to an administrative arrangement whereby freshmen and sophomores who lack academic ability would be prevented from enrolling in a school of business.

The Department of Business had no authority to refuse admission to any student who wanted to pursue a major in business as long as he had been properly admitted to the college; consequently, any student, regardless of his classification, had to be counseled and enrolled in a program of studies related to his major area in business. All of the graduates included in this study were subject to this arrangement.

Guideline: To meet the needs of business students more careful selection of students on the basis of mental ability and motivation and greater insistence on adequate academic preparation is necessary.

Guidepoint: A commercial, technical-vocational, or nondescript high school diploma is not adequate preparation for a collegiate business program of respectable caliber.

The only scholastic requirement for admission to regular freshman standing at the time the graduates entered college was that they be graduates of accredited high schools. Thus, any student possessing a diploma from any accredited high school was admitted to the college. The high school transcripts of the 357 graduates were not available for examination to ascertain whether college preparatory programs were followed by the graduates in the selection of their high school subjects. All the graduates who completed high school in Oklahoma did earn credit in at least one unit of mathematics, one unit of laboratory science, one unit of American history, and four units of English since these were basic requirements for graduation from any Oklahoma high school. A total of at least 16 units of high school subjects was completed by each of the graduates completing high school in Oklahoma. Those graduates in this study who completed high school in other states were graduates of high schools accredited by regional accrediting associations or by appropriate accrediting agencies of their home states.

A tabulation of the location of the high schools from which the graduates received their high school diplomas revealed that 136, or 38.09 percent, completed high school in metropolitan Oklahoma City and 181, or 50.70 percent,

completed high school in other parts of Oklahoma; it is, therefore, known that approximately 89 percent of the graduates did enter college with at least 16 units of high school credits on their high school transcripts. Thus, the majority of the graduates entered college with background work in mathematics, laboratory science, history, and English. It appears that their high school backgrounds were at least "minimally adequate" preparation for their college work.

Guidepoint: The student body of business schools should be selected from people who have a reasonably high level of positive motivation toward careers in business or other forms of economic management.

The counseling process in the Department of Business did not attempt to ascertain directly whether or not a student had a high level of positive motivation toward careers in business or other forms of economic management. It was precluded that the student was motivated in this direction when he presented himself for counseling whether he was a freshman or an advanced student. Further, it was precluded that, if he were truly motivated toward a career in business, he would continue his studies in business which would lead to a degree with a major emphasis in his chosen area of business education. This was the point of view that prevailed in the Department of Business during the years the 357 graduates were students at Central State College.

Guidepoint: Schools should either guide their admission policies in part by a consideration of what innate qualities are considered to

be desirable for a career in business, or else they should develop a program under which students with the intellectual but not the other necessary qualities are eventually identified and given the opportunity to change their educational goals.

It cannot be said that the admission policies of Central State College for those desiring to major in business education were guided by a consideration of the innate qualities that were considered to be desirable for a career in business. A policy existed which permitted a student to readily change his educational goal if he desired. Any student could change his major field of study from one area to another or from any department of the college to another department if he requested that his file of records be transferred from his present advisor to a new advisor in his newly chosen area. After adequate counseling and if the student thought he was qualified to meet the requirements of a new major or a new academic department, he was accepted by a new counselor. This policy existed when the 357 graduates were students at Central State College.

Guidepoint: Because of present matriculation requirements, business students in general are identified with students of limited academic ability, but the overall academic ability of business students can be improved through a more careful selection policy.

The 357 graduates could not be identified with students of limited academic ability or superior academic ability. There were no adequate, complete records compiled by the administration of the college during the years the

graduates were students at Central State College which would reveal this particular group of students' academic ability compared with any other group of students.

An analysis of grades received by the 357 graduates was completed to learn more about their college performance. Overall grade averages and grade averages earned in the graduates' major fields were computed. The average was derived from a point basis, using a scale of one hour of "A" equaling four points, one hour of "B" equaling three points, one hour of "C" equaling two points, and one hour of "D" equaling one point. Thus, three hours of "B" in a course totaled nine points. After total points were computed, they were divided by total hours to arrive at the overall grade point average. The same procedure was used to compute the grade average in the major of each student. Each average presented for a five-year period of time is a weighted average and not an average of averages; likewise, the same procedure was used to compute a yearly average. Table 4 depicts the overall grade averages of the groups. Table 5 shows the overall grade averages in the majors.

The overall grade average for a five-year period of time for all 357 graduates in all college work earned was 2.50. The overall grade average of the 357 graduates in the majors for a five-year period of time was 2.50. Students majoring in accounting attained the highest grade-point average in both their overall course work and in their major.

TABLE 4
OVERALL GRADE AVERAGE IN ALL COLLEGE WORK

Major	1961		1962		1963		1964		1965		5 Yr. Avg. for All Graduates	
	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.
Accounting	14	2.73	17	2.81	26	2.63	18	2.52	21	2.66	96	2.66
General Business	37	2.27	13	2.58	25	2.39	10	2.71	4	2.53	89	2.41
Marketing	6	2.37	3	2.11	13	2.30	13	2.55	32	2.44	67	2.40
Management	5	2.84	10	2.47	12	2.32	36	2.39	42	2.56	105	2.48
Total	62	2.43	43	2.56	76	2.44	77	2.49	99	2.54	357	2.50

TABLE 5
OVERALL GRADE AVERAGE IN BUSINESS MAJORS

Major	1961		1962		1963		1964		1965		5 Yr. Avg. for All Graduates	
	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.
Accounting	14	2.85	17	2.90	26	2.69	18	2.62	21	2.68	96	2.73
General Business	37	2.35	13	2.19	25	2.39	10	2.63	4	2.36	89	2.37
Marketing	6	2.31	3	2.06	13	2.25	13	2.59	32	2.42	67	2.39
Management	5	2.92	10	2.40	12	2.37	36	2.43	42	2.44	105	2.45
Total	62	2.50	43	2.51	76	2.47	77	2.53	99	2.48	357	2.50

Those majoring in general business, management, and marketing did not obtain so high an overall grade average in either their entire college credit or their major as was the overall grade average for the entire 357 graduates. This average for the 357 graduates was 2.50 in both the entire college work and in the major.

To be graduated from Central State College, a student must have had a "C," or 2.0, average in all the work in which he earned credit. In addition, he must have had a "C" average in his major. Each of the 357 graduates met this requirement. Further examination of the graduates' grades revealed that the majority of them placed considerably above these minimum requirements. Data from Table 4 shows that those students who emphasized accounting attained the highest overall average of 2.66 in all their college work, while those emphasizing marketing ranked lowest with an overall average of 2.40. These two groups of graduates which represented the "top" and "bottom" in overall performance of the 357 graduates were selected for comparison on the basis of gradepoint averages in overall college work and gradepoint average in the major. The data presented in Table 6 reveal that approximately 63 percent of the accounting majors had gradepoint averages above 2.50 out of 4.00 in all of their college work. Of this number, approximately 13 percent had gradepoints of 3.25 and above. The accounting majors did better in their major work, with approximately 65 percent of the

TABLE 6

GRADEPOINT AVERAGES OF ACCOUNTING MAJORS IN OVERALL
COLLEGE WORK AND IN MAJOR WORK, 1961-1965

Grade-point Ranges	All Work		Major Work	
	Number of Graduates	Percent	Number of Graduates	Percent
2.00--2.24	15	15.62	14	14.58
2.25--2.49	21	21.87	20	20.83
2.50--2.74	15	15.62	16	16.66
2.75--2.99	16	16.66	14	14.58
3.00--3.24	16	16.66	12	12.50
3.25--3.49	10	10.41	10	10.41
3.50--3.74	2	2.08	4	4.16
3.75--4.00	1	1.04	6	6.25

group having a grade point average of 2.50 or above; and of this number, approximately 21 percent had grade point averages above 3.25.

The data presented in Table 7 show that approximately 38 percent of those emphasizing marketing earned grade points in all their college work of 2.50 or above out of 4.00 possible, and of this group approximately 4.5 percent earned grade points of 3.25 and above. The data regarding their major work show approximately 35 percent of them earned grade points in their majors of 2.50 and above, and of this number approximately 7.5 percent earned grade point averages of 3.25 or above in this major.

It appears that the records of the two groups, which represented "top" and "bottom" performance in this particular group of students, would seem to indicate the inference that business students are identified with students of limited academic ability is false. As in other departments of a college, Business Departments have those students who appear to perform better than other students both individually and in groups; but overall performance of all student is not at minimum levels at all times.

General Education for Business

Guideline: The total program of a college or university should reveal the educated community's conception of what knowledge is most worth transmitting to its youth, and what kind of mind and character an education is expected to produce.

TABLE 7

GRADEPOINT AVERAGES OF MARKETING MAJORS IN OVERALL
COLLEGE WORK AND IN MAJOR WORK, 1961-1965

Grade-point Ranges	All Work		Major Work	
	Number of Graduates	Percent	Number of Graduates	Percent
2.00--2.24	28	41.79	26	38.80
2.25--2.49	14	20.89	18	26.86
2.50--2.74	12	17.91	10	14.92
2.75--2.99	8	11.94	5	7.46
3.00--3.24	2	2.98	3	4.47
3.25--3.49	3	4.47	2	2.98
3.50--3.74	0	0.00	2	2.98
3.75--4.00	0	0.00	1	1.49

Guidepoint: Undergraduate preparation in business rests on those subjects in the liberal arts area. Approximately 50 percent of the undergraduate studies of business students should be taken in the area of general education.

Using the classification of those subjects termed "liberal arts" by the Ford and Carnegie reports, which were language and speech arts, foreign language, mathematics, social studies, the behavioral sciences, fine arts, humanities, and science, an analysis was made of the transcripts of the 357 graduates to ascertain what percent of their total work was taken in those liberal arts areas. Table 8 indicates that the 357 graduates accumulated approximately 45 percent of their college work in these areas. The five percent difference from the suggested 50 percent figure was caused by the following reasons. (1) Physical education subjects were not counted when the calculations were being made. Each of the 357 graduates had to earn credit in six hours of physical education before he could be graduated, excepting veterans. Veterans were given credit for their military training toward this requirement, and their transcripts were credited with eight hours of military science. (2) Courses in the areas of home economics or industrial arts were not counted as part of the graduates' general education. Central State College does permit its students to elect work in these areas as part of their general education studies. The two reports did not mention physical education, industrial arts,

TABLE 8
PERCENT OF COLLEGE WORK TAKEN IN
LIBERAL ARTS SUBJECTS

Year of Graduation	Total Undergraduate Hours Earned	Total Hours Earned in General Education	Percent of Hours in General Education
1961	8,096	3,662	45.23
1962	5,772	2,442	42.30
1963	10,076	4,453	44.19
1964	9,990	4,361	43.65
1965	13,083	6,015	45.97
Total	46,972	20,933	44.63

or home economics as liberal arts courses which constitute part of a student's general education. Thus, they were omitted in running an analysis of the transcripts to ascertain how closely the 357 graduates came to having completed 50 percent of their work in the specific areas mentioned by the two reports.

It appears, therefore, that the difference between what the guideline suggested and what the results were found to be lies in how "general education" is defined. That difference was five percent. The graduates met the requirements in terms of quantity, but they did not entirely meet the requirements regarding completing specific subjects.

Guideline: Ability in the communication skills is vitally important to business students, and the business faculty should assume explicit responsibility for the development of skill in communication once the period of formal instruction by the English faculty is over.

Guidepoint: Undergraduate business students should take from twelve to fifteen semester hours of language arts. The language arts requirements should include a year of English literature, a year of English composition, and a half-year of speech.

Each of the graduates completed one year of English composition. Each student who is graduated from Central State College is required to have earned eight hours in English grammar and composition courses and either elective literature or speech courses. An analysis of the transcripts showed that 101, or 28.29 percent, of the 357 graduates

earned twelve to 15 hours credit in language arts subjects, as suggested by the reports. While the basic requirement was eight hours credit in language arts for the graduates, the overall average of all the graduates in language arts credit was twelve hours; thus, while the entire group did not exceed the basic requirements in language arts, it may be said that many of the graduates did exceed it by four hours on the average. Forty-eight, or 6.72 percent, of the graduates minored in English, earning 18 or more hours in the subject.

Those graduates in this study who elected to study English either as a minor or as part of their general education were free to make their own selection of English courses after they had completed six hours of English composition. The reports suggested that a student should take one year of English literature. An analysis of the transcripts showed that 66, or 28.29 percent, of the 357 graduates did study English literature for one year. Since the course would have been of their own choosing, it may be concluded that it was not so popular as were other literature courses.

The reports suggested that business majors should study speech for at least one semester. Speech could be elected by the graduates included in this study as part of their language arts requirements, but they were not required to enroll in a speech course if they preferred to study literature. The Business Department recommends to its students that they should study speech fundamentals and encourages

them to elect a basic speech course rather than a literature course when completing their eight-hour requirement in language arts. An analysis of the transcripts showed that 215, or 60.22 percent, of the 357 graduates completed a course in basic speech. Nine of the graduates minored in speech.

The extent to which the business faculty undertook the responsibility of developing communication skills of the graduates following their period of formal instruction with the English faculty was found to be restricted to two areas. First, each of the students completed a three-hour course in business communications principles. This course was taught in the Department of Business by members of the business faculty and was provided in either the student's junior or senior year. In a minor number of cases students were permitted to pursue this course during their sophomore year, but in no case did a student take the course before he had completed six hours of instruction in English composition. Report Writing, an advanced course in business communications, was taught in the Department of Business for the first time in 1963; thus, it was not available to those being graduated in 1961 and 1962. The course was not required of those being graduated in the later years but could be elected for additional credit on their majors. Approximately five percent of the graduates earned credit in this particular communications course.

The second area in which the business faculty assumed responsibility for developing communication skills of its students was in typewriting. It is the view of the Department of Business that a student is not properly trained for a career in business if he does not have minimal skill in operating a typewriter. Those who have had one year of typewriting in high school and earned a "C" or better grade are not required to take another course in typewriting while in college. Those who have had typewriting instruction in the armed forces or in business colleges or elsewhere can take a typewriting proficiency examination administered by typewriting teachers from the business faculty. Those who pass this examination are not required to take a course in typewriting while in college. Those students who have never had typewriting instruction and those who cannot pass the proficiency examination are required by the Department of Business to take a one semester course in basic typewriting. A tabulation of the transcripts revealed that 110 of the graduates completed a course in basic typewriting to meet this particular communication skill requirement.

The evidence appears to indicate that the faculty was concerned with developing communication skills in their students, and they did assume responsibility for developing the skill as part of each of the graduate's career preparation.

Guidepoint: The business student should take four semester courses or eight to nine

semester hours in the areas of the humanities and fine arts.

The two reports classified the humanities and fine arts as communication skills. Students being graduated from Central State College earn credit in five to six hours of humanities. Very few students take work in excess of these required hours. An analysis of the transcripts of the 357 graduates revealed that cumulative average of hours earned in humanities amounted to six hours. Only 17 of the graduates, or 4.76 percent, earned between eight to nine hours credit in humanities. Fifty-nine, or 16.52 percent, of the graduates did earn credit in one or more art courses. Music was more popular as 128, or 35.85 percent, of the graduates earned credit in one or more music courses. Four, or 1.12 percent, of the graduates earned credit in one or more drama courses. Both reports indicated that local preference and student choices should determine the particular courses that students pursue in these areas. This appears to have been the situation that existed when the graduates were in college.

Guideline: Business students need a framework for conceptualizing mathematically for grasping quantitative statistical relationships.

Guidepoint: As a minimum requirement undergraduate business students should have mathematics through the first course in calculus.

The only specific mathematics course required of the 357 graduates was a business mathematics course taught in the Department of Business. The graduates could elect

mathematics courses as part of their general education, or they could minor in mathematics. The minor in mathematics for those majoring in business allowed a student to pursue mathematics courses in accordance with the quality and quantity of his past training. A business major did not have to proceed to calculus in order to earn a minor in mathematics. Many students studied what might be termed "lower level" courses in mathematics, and this is reflected in the transcripts of the graduates. An analysis of the transcripts showed that 77, or 21.56 percent, of the graduates completed a course in basic mathematics; 164, or 45.93 percent, earned credit in intermediate algebra; 99, or 27.73 percent, earned credit in college algebra; and 44, or 12.32 percent of the graduates, earned credit in basic analytics and calculus. Thirty-nine, or 5.46 percent, of the graduates minored in mathematics.

Even though no specific pure mathematics courses were required, it is evident that some of the graduates were concerned with gaining mathematical skills. While 39 minored in mathematics and earned credit in college algebra, it should be noted that 99 people earned credit in college algebra, indicating there were 60 people, or approximately 17 percent, who elected college algebra. Intermediate algebra was elected by 125, or approximately 35 percent, of the students. Each graduate completed a three-hour course in business statistics taught in the Department of Business as part of his degree

requirements. Overall it can be said that the graduates were prepared somewhat for conceptualizing mathematically; yet those with a high degree of preparation were in the minority.

Guideline: Business students should have an introduction to each of the main branches of both physical and biological science.

Guidepoint: A minimum of one science course in each area, physical and biological, should be completed in college. College science courses taken should require some laboratory work and a modest amount of study in depth.

Each graduate completed at least four semester hours in general physical science and four semester hours in general biology, as there were general education requirements the students had to fulfill. An analysis of the transcripts revealed that 144, or 40.33 percent, of the graduates completed a course in a physical science which required laboratory experience. Fifty-five, or 15.40 percent, of the graduates completed a course in a biological science which also required a laboratory. The general biological science course does not require laboratory experiences. Less than one percent of the entire group was found to have minored in a science, either physical or biological. There was no way to ascertain factually if the work contained a modest amount of depth.

Guideline: Considerable familiarity with the work of social scientists is essential to anyone who is engaged in the serious study of business problems.

Guidepoint: Business students should be required to take 18 hours of work in the social sciences, composed of twelve hours in history and political science, and six in the behavioral sciences.

Each of the 357 graduates was required by the college to complete at least six hours in history and government. They were not required by the college to pursue any courses in the behavioral sciences. An analysis of the transcripts showed that 231, or 64.70 percent, of the 357 graduates completed twelve or more hours in history and government. This rather high figure for an area of work can be traced to the fact that approximately 59 percent of the graduates minored in some area of social studies. Economics was chosen as a minor by 184 people. Twenty-five people minored in history, and nine people minored in geography.

Although no courses from the behavioral sciences were required of the graduates, 119 of the graduates, or 33.33 percent of the 357 graduates, earned credit in six or more hours in psychology. Seventy-six of the graduates, or 21.28 percent of the students, earned six or more hours in sociology. In total, 195, or 54.62 percent, of the 357 graduates earned six or more hours in a behavioral science, the amount suggested by the reports. Fifty-seven people, or 7.98 percent, minored in psychology, and 22, or 3.08 percent, minored in sociology.

Guidepoint: Social science subjects should be taught by people who have specialized in their respective fields and the work should not

be byproducts of selected courses in business administration.

All of the courses the 357 graduates studied in the area of social science were taught by the faculty of the Division of Social Sciences at Central State College. No specific courses in social sciences or behavioral sciences are taught by the faculty of the Department of Business. The work undertaken by the graduates was not a byproduct of any selected courses in business administration.

Guideline: The need of business students in the foreign language area are essentially no different from those of students in other fields.

Guidepoint: Ability to read the literature of at least one foreign language with proficiency should be required as a condition for graduation.

Twenty-two of the graduates, or 6.16 percent, studied the beginning course of foreign language during their undergraduate years. A foreign language was not specifically required as part of the graduates' general education studies. It was possible for them to elect a foreign language as part of their general education. During the years 1961 through 1963 majors or minors in foreign language were not available at Central State College. In 1964, majors and minors in foreign languages became available to students at Central State College. Prior to 1964, the lack of sufficient offerings in the areas of foreign language which prevented a major or minor in foreign language being available could account for the very small percentage of the 357 students who

studied a foreign language while they were students in college.

Guidepoint: The business major should be exposed to literature of at least one foreign culture by requiring him to take courses to be selected from the language, literature, history, or geography of a particular foreign country.

An analysis of the transcripts revealed that seven, or 1.96 percent, of the graduates had earned credit in an advanced foreign language course. The explanations given in the prior paragraph are applicable to the number of those graduates who took work in an advanced foreign language.

Professional Core of Education for Business

Guideline: The professional part of the undergraduate curriculum should consist primarily of a large core of required courses that will provide an introduction to each of the main aspects of the structure and functioning of business.

Guidepoint: A vital part of the core program is the familiarization of the business student with the tools necessary for interpreting research.

The two reports did not indicate the specific tools a student should possess to interpret intelligently research; consequently, an examination of the programs of studies that were followed by the graduates and the courses that they took was not undertaken to ascertain if the graduates had met specific requirements for interpreting research as set forth by the two reports. Each of the graduates studied at least three hours of Business Statistics, two hours of Business Mathematics,

six hours of Principles of Accounting, and two hours of Office Machines. The course Office Machines is designed to provide training in the operation of electric calculating machines for solving business problems. These are the specific professional business courses which gave them some familiarization with tools for interpreting research.

Guidepoint: Only those courses with general applicability to business should be included in the core program. Work in typewriting, shorthand, etc., should not be included in the core.

A shorthand course was not included in the core courses completed by the graduates. Those students who could not operate a typewriter were required to learn basic typewriting. Students who had earned one year of credit in typewriting in high school with at least a "C" grade were excused from taking typewriting. Those who did not have credit on their high school transcripts in typewriting but learned typewriting elsewhere took a proficiency examination in typewriting; and, those who passed this examination were excused from the typewriting requirement. An analysis of the graduates' transcripts showed that approximately 30 percent of them completed a basic course in typewriting to satisfy this particular requirement of the Department of Business.

Guidepoint: The base or "core" for undergraduate business students should be from twelve to fifteen courses consisting of from 36 to 48 total semester hours.

The base or "core" the 357 undergraduates completed consisted of nine courses amounting to 27 hours of credit. In terms of number of courses and amount of hours, the programs the graduates followed did not meet the suggestions of this particular guidepoint.

Guidepoint: The "core" program should possess enough internal cohesion for the student to see the major functions of business enterprise and the business system as a whole.

The Ford and Carnegie reports identified the major functions of a business to be management of personnel, management of production, management of finance, management of marketing, and establishing business policy and recognizing social responsibilities. While accounting was not recognized as a function of business, basic accounting was recognized as a necessary business tool. The required "core" program which the graduates completed did not include any specific courses in the areas of personnel management, production management, finance management, or business policy. Six hours of accounting was required of each student. The core program in business which each of the graduates completed consisted of two semester hours of business mathematics, six semester hours of basic economics, six semester hours of basic accounting, three semester hours of business law, two semester hours of office machines, three semester hours of business communications, and three semester hours of business statistics. This program of courses does not embrace the idea of attempting to

show the major functions of business enterprise, and it does not show the business system as a whole. Certain students, while completing specific requirements for their various majors, did earn credit in several of the basic functional areas. A tabulation of courses completed revealed that 170, or 47.61 percent, earned credit in personnel management, and 111, or 31.09 percent, studied money and banking. There were no courses in the principles of finance or in finance management available to the graduates while they were students in college. Two hundred twenty-five, or 73.02 percent, earned credit in basic marketing. No course entitled marketing management was available to graduates. One hundred eighty or 50.42 percent, earned credit in basic management principles. No specific course in business policy and social responsibility was available to the graduates. Each of the 357 graduates completed at least six semester hours in basic accounting principles. Thus, only in the area of accounting did all the graduates satisfy a course requirement as suggested by the reports.

Guidepoint: From twelve to fifteen hours of the "core" program should be devoted to the study of economics, composed of the basic principles course and advanced courses in aggregative economics and managerial economics.

As mentioned under the prior guidepoint, six hours of basic economic principles was required as part of the core requirement. Each of the graduates fulfilled this requirement. In addition, 184, or 25.77 percent, of the graduates

minored in economics. A minor in economics required for completion 18 semester hours of courses in economics, including six hours of basic economics, four hours of economic history, and eight hours of elective advanced economics.

The two reports indicate that aggregative economics courses correspond to courses taught under the title of Business Cycles and Forecasting of Business Fluctuations. One hundred fifty, or 42.02 percent, completed courses in these areas. The course in Managerial Economics, according to the reports, stresses the use of the tools of economic analysis in the solving and formulating management problems. One hundred sixty-three, or 45.66 percent, of the graduates completed courses in this area. It should be noted that these latter courses were elective subjects for the graduates. The other areas of economics which could be elected for study in the Department of Economics were Economic Policy and Economic History and Development, and those who minored in economics and who did not study courses in aggregative economics or managerial economics took their elective advanced economics in these areas.

Guidepoint: From three to six semester hours of the "core" should be required in the area of organization theory and management principles.

There were no specific required courses in organization theory and management principles in the core program which the graduates completed. Those 105 students emphasizing

management as a major studied basic Principles of Management for three semester hours credit as one of their required subjects. A tabulation of courses showed that 75 additional students studied basic Principles of Management as an elective course in their business programs. There were no specific advanced courses in the area of organization theory and management principles available to the graduates. The only advanced work available in management was the first courses in Personnel Management, Office Management, and Small Business Management. One hundred seventy, or 47.61 percent, studied Personnel Management. The fact that 105 persons majored in management indicates that 65 students elected to study this course. Office Management was studied by 190, or 53.22 percent, of the graduates. This course was elected for study by 85 who were not majoring in management. Small Business Management was studied by 120, or 33.61 percent, of the graduates. This course was first offered in 1963 and was not a required course on either the Management Emphasis major or any other major. This fact accounts for fewer students taking the course than the actual number of students who completed the emphasis in management. It appears that attention to organizational theory and management principles was not entirely overlooked in the preparation of the graduates. Those emphasizing management as a major received the greater preparation in this area; yet a considerable number of the other graduates received some training in management

principles and application through their electing to study management courses.

Guideline: The information-control devices in business are accounting and statistics. These disciplines are recognized by businessmen and business educators as being significant in the preparation of businessmen.

Guidepoint: The accounting requirement for business students who are not aspiring to be accountants should not be more than six semester hours.

Those 89 graduates, or approximately 24 percent of the 357 graduates, who emphasized general business as their major area of concentration completed at least 12 hours of accounting; those 105 graduates, or approximately 29 percent of the graduates, who emphasized management completed at least nine semester hours of accounting; and those 67 graduates, or approximately 18 percent of all graduates, who emphasized marketing completed at least six semester hours of accounting. Only in the cases of those 18 percent of the graduates who emphasized marketing was required the study of accounting limited to six hours. An analysis of the work completed by the marketing majors showed that 14, or 20.90 percent, of the marketing majors earned more than six semester hours in accounting since advanced courses in accounting could be elected by the students as additional work or they could minor in accounting; therefore, only 53, or 14.85 percent, of those graduates who did not major in accounting

could be found to have completed with the six hours accounting requirement.

Guidepoint: A requirement of at least one semester of statistics is necessary for the business student with emphasis in the course to be on the use of statistics as a tool in contrast to a procedural or analytical approach.

One semester of business statistics was completed by each of the graduates as this course was part of their core requirement. There was no way of ascertaining from the transcripts or from the catalog description of the courses if the emphasis in the course was on the use of statistics as a tool rather than the use of statistics as a purely procedural or analytical device. Analysis of the syllabus of the statistics course yielded the prime objective of the course to be that of teaching the student to convert the purely mathematical phase of statistics in a manner which the student may be able to use and comprehend hypothetical and/or practical business situations. If the objective was achieved in the business statistics course, then it may be assumed that the chief emphasis was on developing a knowledge of statistics as a tool.

Guideline: Firms operate in commodity, labor and financial markets and have problems of economic management which can be considered under the headings of marketing, production, employee relations, and finance. The traditional functional fields of the business curriculum, therefore, have both an internal-management and an external-market aspect.

Guidepoint: A course in each of the functional areas of business, i.e., personnel management and industrial relations, production management, finance management,

and marketing management should be required of all business majors.

Neither Personnel Management and Industrial Relations, Production Management, Finance Management, nor Marketing Management were required of any of the 357 graduates included in this study. These courses, with the exception of Personnel Management, were not available to the graduates during the years they were students in college. Personnel Management was required only of those who majored in management.

Guidepoint: The management approach to finance, marketing, personnel and industrial relations should not be undertaken before the junior year in the student's training.

In the synthesis portion of this study, caution was indicated relative to introducing the management approach too early in the student's training. While the "management approach" was not formally recognized as being a part of the programs the graduates followed, the order of the courses they studied followed the suggestions of the reports in that they took basic courses during their freshman and sophomore years and specialized courses during their junior and senior years. This was largely the result of the course numbering system of the college since specialty courses are typically numbered with a junior or senior level number and students have to enroll in these courses. Basic business courses which the graduates usually took when they were freshmen and sophomores were Principles of Accounting, Principles of Economics, Business Mathematics, and Introduction to Business.

Advanced courses in accounting, general business, management, or marketing were not offered to freshmen and sophomores except in a minority of cases. Occasionally second-semester sophomores who had 45 or more semester credit hours were permitted to enroll in junior level courses. A review of the transcripts indicated that approximately 90 percent of the graduates took their basic work before specializing.

Guidepoint: The descriptive detail associated with the traditional basic courses in the functional areas of business should be cut to a minimum and emphasis should be placed on analysis and managerial problem solving techniques.

 Examination of the syllabi of the basic courses in accounting, management, and marketing and of the objectives and content of these courses indicated that these courses emphasized analysis and managerial problem solving techniques rather than putting the chief emphasis on the mastery of purely descriptive detail. The accounting syllabi indicated that a prime objective of basic accounting was the development of the meaning and purpose of accounting as well as a better understanding of business activities. Secondary objectives were mastery of the art of recording, classifying, and interpreting business transactions while integrating mathematics, penmanship, economics, and business law in the functional manner. The syllabi in management indicated a prime objective to be the identification of management as a distinct activity in which knowledge can be acquired and

skill can be attained. In addition, courses in management emphasized the broad principles of management with universal application. Marketing syllabi set forth as prime objectives the analyzing of the marketing task and the examining of the major policies that underlie the various activities of marketing institutions. The syllabi from these three areas indicate that the courses were broad and analytical in their approach and were not narrow in detail.

Guideline: A course on the legal framework of business should be substituted for the present conventional course in business law required of business students.

Guidepoint: All students should be made aware that business must be conducted within a framework of law and that knowledge of the rules of conduct are essential for one who will formulate business policy.

The three-hour course in business law which all the graduates completed appeared to be a conventional business law course; yet the syllabus for the course listed objectives which would make the student aware that business must be conducted within a framework of law. The basic rules of conduct essential for one who formulates business policy were presented in the basic courses. The syllabi set forth as prime objectives the development of a sense of responsibility to the law in order that the life of each member of civilized society must proceed to a large extent in conformity with the recognized rules, standards, and principles of social conduct. In addition, the course was designed to thoroughly acquaint

the student with the selected phases of business law that are most pertinent to the existence of an average citizen.

Guideline: The capstone of the core curriculum should be a course in "business policy" which would give students an opportunity to pull together what they have learned in the separate fields and utilize this knowledge in the analysis of complex business problems.

Guidepoint: This capstone course in business policy should offer the student something he will find nowhere else in the curriculum: an integration of the management viewpoint. This course would range over the entire business curriculum and beyond.

No such capstone course in business policy was available to the students. The programs they followed did not list a course of this nature. Students typically took their advanced courses in their specialties during the conclusion of their programs, but in no instances was a course denoted as a "capstone" course. And in no instance was one particular course considered a culmination of a graduate's program. Practically all students completed two or more advanced courses during their senior year.

Guidepoint: The policy course should come in the senior year--preferably in the last term and it should be a case course and the cases must not be prejudiced toward any one area of business policy (marketing, accounting, finance, etc.) but they should be constructed in a manner which would require the student to draw from all of his prior training in order to solve them.

As previously mentioned, no special courses were reserved until the graduates became seniors. Most of the

graduates took advanced courses during their senior year. The only requirements for admission to a class were being an upper classman (junior or senior) and the prerequisites for the course. There were no business classes which the graduates completed which was a case course in its entirety. Several of the advanced courses the graduates completed contained case material, particularly in the areas of management and marketing; but none of the syllabi of the courses taught in the Department of Business set forth the contents of the course as a case course.

Guidepoint: The capstone course in business policy should be offered for three to six semester hours of credit.

Each of the advanced courses the graduates completed in the Department of Business carried no more than three semester credit hours. There were no combination of courses or sequence of courses that might total five or six hours required of the graduates. Each advanced course taught was an independent course within itself and was not related to another course.

Areas of Concentration in Education for Business

Guideline: If undergraduate four-year programs in business are to give priority to the general education base and the professional business core, the time now being devoted to specialization in business must be reduced.

Guidepoint: Business schools should move progressively toward the discontinuance of present major fields of

specialization, for business itself is enough specialization for most business students.

During the period of years (1961-1965) the graduates were in college there were no discontinuances of the major fields that were in existence. Likewise, there were no additional major fields added to the major offering in the Department of Business, even though there was a very substantial increase in the student population during the five-year period.

Guidepoint: The areas of business policy (finance, production, personnel management and industrial relations, marketing) and accounting are a sufficient number of areas for concentration beyond the core program for the undergraduate business student.

The business areas in which the graduates could have concentrated their major studies were accounting, general management, general marketing, and general business. The emphasis in general business is somewhat accounting oriented as twelve hours of accounting are required to complete this emphasis. The remainder consists largely of elective business courses. No offering in either courses or programs was available in finance, production, or industrial relations.

Guidepoint: Two or three courses (not more than twelve semester hours) in one of the business policy areas provide sufficient undergraduate concentration.

The offering in the general business emphasis consisted of six courses which amounted to 15 semester credit hours. The offering in marketing consisted of six courses which amounted to 15 semester credit hours. The offering in

management consisted of six courses which amounted to 15 semester credit hours. Each of the three specialties included at least two courses which carried only two semester credit hours. This explains why six courses rather than three or four compose the course requirement of each of the three specializations.

Guidepoint: To meet the requirements of the American Institute of Certified Public Accountants, students interested in concentrating in accounting may be permitted to enroll in twelve hours of accounting beyond elementary accounting.

Those 96 graduates who majored in accounting completed 21 hours of accounting beyond their basic accounting for a total of 27 hours of accounting in their specialization. All of the accounting courses they completed were three-hour courses. At least nine courses in accounting were completed by each of the accounting majors. In a minority of cases, students took courses in accounting in excess of the required nine courses. Those 39 graduates who minored in accounting completed 18 hours of accounting, including two courses in elementary accounting and four courses in advanced accounting. The vocational intent of those who minored in accounting is not known. There was no positive evidence that they completed a minor in accounting with the intention of procuring certification from any organization.

Guidepoint: Major fields involving specialization of problems in a particular industry should not be a part of the business curriculum.

No special offering built around a particular industry was a part of the business curriculum in the Department of Business. The programs in general business, management, marketing, and accounting were designed to serve a general need and not a diverse, specialized interest.

Finance

Guideline: The undergraduate finance curriculum should rest on a two-year liberal arts base, with business work to begin in the junior year.

As mentioned previously, no course in finance was taught in the Department of Business during the years 1961 through 1965. Courses in public finance, money and banking, and corporation finance were taught in the Department of Economics of the Social Studies Division of the college. Numerous graduates, as reported elsewhere in this study, minored in economics and studied these courses.

Production

Guideline: If a rigorous production concentration can be designed in such a way as to contribute heavily to the student's education, then, given a real or even fancied interest on the part of students, it would seem that such a production concentration should be offered.

A concentration of courses in production courses was not available to the graduates. If there was interest on behalf of the students in this area, no results are visible as no courses were offered in this area. None of the 357 graduates had credit in a production course on his transcript.

Marketing

Guideline: The marketing curriculum can be oriented toward management or toward public policy, but logic dictates that the undergraduate program in marketing follow a management perspective.

Guidepoint: Most business students are preparing themselves professionally for business management, thus the goal of the curriculum should be preparation of the student for business management or operations.

The goal of the marketing curriculum appears to be directed toward the preparation of the student for a career in either business management or operation in that students pursue courses beyond their basic core work in the areas of marketing, retailing, advertising, salesmanship, and law of sales; then they elect advanced courses in marketing. While these basic courses might very well be used by someone who would be involved essentially in the operations of a business, it cannot be stated that one could manage the marketing function of a business very successfully without possessing the marketing information transmitted in these courses.

Guidepoint: Each student is expected to perform as a responsible citizen of his business community; therefore, public policy issues are important and should be given careful consideration, but this task can be accomplished within a management-oriented, decision-making framework.

There was no way to ascertain whether or not the students were exposed to public policy issues in the courses they pursued. It may be assumed that those who majored in marketing were exposed to public policy issues through their

work in their minor areas. Approximately 90 percent of those who majored in marketing took a first minor in some phase of social studies. In addition it can be assumed public policy issues were a part of the business courses which they all studied.

Guidepoint: The core of marketing courses required of all undergraduates in the marketing concentration should be eleven to thirteen semester hours of work built around those elements that lie at the heart of marketing--the consumer and markets, channels, and business structure of marketing, products and promotion, and competition and price--topped off with an integrating seminar on marketing management.

The core of the marketing program which the graduates followed consisted of ten semester hours of courses dealing with basic marketing, retailing management, advertising principles, sales, and the law of sales. While they did not take specific courses which carried titles indicating the courses were concerned with the consumer and markets, channels, and business structure of marketing, products and promotion, and competition and price, the syllabi of the basic courses in marketing studied by the graduates list all the prior mentioned subjects as parts of the subjects studied. The graduates' programs were not topped off with an integrating seminar on marketing management. The advanced courses which the graduates could study to complete their emphasis in marketing were Retailing Management, Advertising Procedures, Sales Management, and Marketing Research and Analysis. A student had to select one or two of these courses to complete his

requirements, based on the number of hours he had accumulated. It should be noted that the advanced courses were those that the student chose after he had conferred with an advisor and after an investigation was made of the student's interests and career intentions.

Guidepoint: In addition to the suggested concentration of eleven to thirteen hours of specific marketing courses, a student may choose as an elective one of the traditional courses, such as Retail Management or Sales Management.

As was shown in the prior guidepoint, this was the procedure that was followed by the graduates in completing their requirements in marketing.

Guidepoint: Recognition must always be given to the fact that marketing cannot be studied as an isolated area. Its problems include considerations of finance, personal relations, personnel, control, and all other aspects of business. Some ideas about marketing are self-contained; but others must come through contact with philosophy, mathematics, the behavioral sciences, and any other intellectual sources that might have something to contribute.

An examination of the transcripts of marketing students indicated that they did not study marketing in an isolated way. Approximately 98 percent of those who majored in marketing also minored in subjects outside the Department of Business. Disciplines in which the marketing majors most frequently minored were social studies, economics, psychology, sociology, and English. A minor in philosophy was not available to the graduates.

Management

Guideline: The dual role of "personnel" as a specialized function and a universal responsibility, suggests an emphasis in the curriculum away from technical knowledge and toward broader and more general problem areas.

Guidepoint: The objectives and reasonable career expectations of the student involved should affect the curriculum design for personnel management and industrial relations programs.

The curriculum in management to which the graduates were exposed was somewhat limited in scope, but it was being built around the interests and needs of the students. The curriculum reflected the students' needs in general management, office management, personnel management, sales management, and small business management, in that courses were offered in each of these areas. These are common areas in which a student might seek employment following his being graduated. It is obvious that the management program was lacking in attention to industrial relations and advanced personnel management. Only through incidental coverage in other courses, both in and out of the Department of Business, were the students exposed to material dealing with industrial relations.

Guidepoint: If students are to come to grips with the real world in a detailed way, the curriculum cannot be constructed in a general and abstract manner; therefore, case materials should be utilized throughout the curriculum to enrich the student's understanding and provoke his interest.

The syllabi and textbooks for the courses in management were examined, and it was ascertained that case material constituted a major portion of the course content of management. There was no way to ascertain the degree to which instructors actually used the case materials in presenting their courses.

Guidepoint: The program for undergraduate students concentrating in personnel management and industrial relations should have at its disposal three to four courses; the subject matter should include that presented in the terminal course available to all students, but should be presented in greater depth.

The undergraduate program in management is not designed to meet the needs of students who wish to concentrate in personnel management and industrial relations. Instead the program is more general in nature. Specific management courses which those graduates in management studied were Principles of Management, Personnel Management, and Office Management. These courses carried a combined total of seven semester credit hours. Students could elect to study Small Business Management and Sales Management. There was not a terminal management course in the business program which all the 357 graduates studied; consequently, the subject matter of the program which those who majored in management followed was not built from such a course.

Guidepoint: The orientation of the curriculum should be toward general understanding of the problems in the field of personnel management and industrial relations rather than toward orientation training for job skills.

It appears that the program in management was more directed toward orientation training for job skills rather than orientation toward personnel management and industrial relations and the problems that exist in these areas. As mentioned, the concentration of management courses was in the areas of office management, small business management and personnel management. It should be remembered that advanced work in personnel management and industrial relations was not available to the students during the years 1961 through 1965.

Guidepoint: Specific skills can best be acquired on the job in the context of each firm's somewhat unique requirements, thus the firm may teach most specific skills more readily than the university or college.

Specific job skills were not a part of the management programs which the graduates completed. There were no management courses designed to prepare for a specific job, nor was the mastery of particular job skills a part of any of the management courses. The syllabi for the management courses did not contain material which would indicate specific job skills were to be mastered in the classes. The emphasis was upon theory and procedures.

Accounting

Guideline: A man going into public practice must be equipped to recognize and solve problems of reorganization, valuation, forecasting, fixed and variable-cost analyses, and other perplexing issues of the business world; consequently, to deal with such problems the accountant must be capable of making decisions or providing data which are needed for such decisions.

Guidepoint: A program in accounting should provide a broad type of training which would thwart the tendency of the present accounting curriculum to become increasingly more technical with excessive emphasis upon a narrow concept of public accounting.

The accounting program which the graduates followed included six hours of basic accounting, three hours of intermediate accounting, three hours of income tax accounting, three hours of advanced accounting, and twelve hours elected from advanced intermediate accounting, advanced income tax accounting, cost accounting, municipal accounting, auditing principles and consolidated statements. It appears that the program provided a broad type of training in that a student could select approximately 40 percent of his advanced work from areas in which he had an interest. A student could prepare for public accounting, but there were also enough courses offered from which he could select that he could easily plan to use his knowledge of accounting in ways other than public accounting.

Guidepoint: A program designed for orientation in accounting which would provide a broad type of training can be constructed within a limitation of fifteen semester credit hours, which would develop a point of view toward the functions of accounting and prepare the student for a career in which knowledge of accounting is vital.

As previously shown, the accounting program for those majoring in accounting included 27 hours of accounting. Fifteen hours of the 27 hours were specifically required for the major in accounting and the remaining twelve hours were

elected by the student. It does not appear that a student would be completely prepared for a career in business in which knowledge of accounting was vital with only the fifteen hours he was required to complete. It does appear that he would have a good introduction to accounting theory and principles after completing six hours of basic accounting, three hours of intermediate accounting, three hours of advanced accounting, and three hours of income tax accounting; but it is doubtful if he would be fully prepared to become a practitioner of accounting.

Guidepoint: Those schools which wish to prepare undergraduate students for immediate careers in public accounting will find it necessary to provide four or five elective courses beyond the recommended fifteen hours, but the students should not be allowed to select more than two of these elective courses.

The Department of Business offered seven elective courses in accounting beyond the fifteen hours required of each student who majored in accounting. Students had to select four of the seven courses, or twelve hours, in order to complete a major in accounting.

Guidepoint: Although existing accounting materials can be used, reorganization of the traditional sequences of elementary, intermediate and advanced principles of accounting would seem desirable.

The traditional sequence of elementary, intermediate and advanced principles of accounting have not been reorganized by the Department of Business as apparently no need was

seen to bring about such a change. The courses and their sequence appeared to be serving adequately the purpose for which they were established.

Guidepoint: The objective of the first fundamentals course in accounting would be the introduction of the student to the basic concepts and procedures essential to an understanding of the accounting functions of collecting, summarizing, and presenting financial information. Record keeping procedures should be minimized but not eliminated.

The objectives of the first fundamentals course in accounting, according to the syllabus of the course, center around giving the student an understanding of the meaning and purpose of accounting and giving him instruction in the art of classifying, recording, and analyzing business transactions. In addition, the importance of accuracy, neatness, and thoroughness in following instructions is stressed. While the objectives of a first course in accounting as set forth by the reports and the objectives of the first course in accounting in the Department of Business do not read exactly alike, it appears they are essentially alike in intent and purpose.

Guidepoint: The second fundamentals course would be designed to acquaint students, whether they plan to continue accounting studies or not, with the contributions accounting makes to the operation and management of the business. This course would be offered for two semester hours of credit.

The objectives of the second fundamentals course in accounting, according to the syllabus of the course are to

develop a better understanding of business activities and to familiarize students with papers and forms commonly used in business transactions. Other objectives are the development of an understanding and appreciation of the values and possibilities of accounting for personal needs, for vocational preparation, and for preparation for further study. The second fundamental course in accounting is offered for three semester hours of credit. While the course is offered for one hour more credit than suggested by the reports, its objectives appear to be the same as those suggested by the reports.

Guidepoint: The first required advanced course in accounting would be offered for six semester hours credit and would continue with the examination of concepts and procedures introduced in the foundation course. Theory and procedures introduced in the foundation course would then be supplemented by theory and practice of financial accounting; these two would be combined so that they would supplement each other, and emphasis would be directed toward the determination of income and financial position of the business organization.

The first required advanced course in accounting the graduates majoring in accounting completed was a three hour course in intermediate accounting principles. According to the syllabus of the course, work in this course begins with a review of the fundamental processes of recording, classifying, and summarizing business transactions as studied in the first six hours of accounting. Theory and procedure introduced in the foundation course was supplemented by theory and practice

of financial accounting through teaching the statements that will show the periodic progress of a business, and understanding investments from a profit or income basis. The guidepoint suggests a six-hour course to present this phase of accounting theory. A second course in intermediate accounting was available to the graduates for three semester hours credit which expanded the accounting theory previously presented. This course was required of the accounting majors, but an analysis of the transcripts indicated that approximately 65 percent of those who majored in accounting completed the second course in intermediate accounting.

Guidepoint: The last required advanced course would be offered for four semester hours of credit and would deal with the role of accounting in the internal management of the firm. Content of the course would deal largely with manufacturing companies.

The last required advanced course in accounting the graduates who majored in accounting completed was offered for three semester hours of credit. Its objective, as listed in the syllabus for the course, was to train individuals as accountants and to develop the ability to keep accounting records for such types of accounting as partnerships and joint ventures, consignments, agency, branch accounting, consolidated statements, bankruptcy and receivership, estates and trusts, governmental accounting, and actuarial science. Whether the content of the course dealt largely with manufacturing companies is not known. It does appear that attention

was given to developing accounting skills that would aid in the internal management of the firm.

Guidepoint: A course in taxation and business policy is recommended for all students, and is a course beyond what is required for orientation in accounting for the business student. This course would not be a course in income tax accounting, but rather would be a broad examination of the major taxes imposed by federal and state governments, the impact of these taxes upon business decisions, and economic reasons for the ways in which taxes are imposed, calculated, and assessed.

A three semester hour course in income tax accounting was required of those majoring in accounting. The course was not required of any other students. The course was a study of federal income tax laws as they apply to an individual. The course was not a broad examination of the major taxes imposed by federal and state governments, and the impact of these taxes upon business decisions was not a part of the course. An advanced course in income tax accounting was available to students on an elective basis. It was concerned with the study of tax laws as they relate to partnerships and corporations.

Summary

The relationship that existed between undergraduate business programs and student transcript data to 21 guidelines and 59 guidepoints selected from the entire set of guidelines and guidepoints drafted from the synthesis of the

Ford Foundation report and the Carnegie Foundation report was revealed in this chapter.

Data from the transcripts of 357 students who were graduated from Central State College during the years 1961 through 1965 with majors in business, data from the Department of Business of Central State College, data concerning business programs presented in Volumes 51 and 52 of the Central State College Bulletin, and data from the business course syllabi at Central State College constituted the sources used to reveal the relationship that existed between the data and the areas of business education from which the guidepoints and guidelines came. These areas were:

1. Nature of business competence
2. Meeting the needs of business students
3. General education for business
4. Professional core of education for business
5. Areas of concentration in education for business

The implications of the relationship between the guidelines and the guidepoints and the data gathered from the various sources are discussed in Chapter 5.

CHAPTER V

IMPLICATIONS IN THE STUDENT DATA

This study was based on the assumption that carefully organized research in which authoritative ideas and considered judgments were isolated, defined, and correlated would result in guidelines by which undergraduate collegiate business education might be analyzed, compared, and evaluated. Such a set of guidelines (see Appendix) was developed as a major part of this study. The guidelines are applicable to the entire gamut of preparation for business through undergraduate programs of study. Some can be used to analyze, compare, and evaluate data gathered from student transcripts and printed statements concerning business education programs. These specific guidelines were used as the basis for the analysis and interpretation of student data that constitute Chapter IV.

At this point, it is clear that four significant aspects of undergraduate preparation for business have been dealt with in this study. They are: (1) selection, admission, and retention of business students; (2) general education for business; (3) the business core of preparation, and (4) the business specialization. Major implications in the relationships revealed in the data in Chapter IV are

presented in the remainder of this chapter under each of the four aspect headings.

Selection, Admission, and Retention of Students

The guidelines developed in this study reflect the assumption that the admission, selection, and retention of business students should be formalized and relatively rigid. They indicate that a student whose academic ability is below a predetermined limit should be refused admission to the study of business. The point is made that a commercial, technical-vocational, or nondescript high school diploma is not adequate for admission to collegiate study of business. This is sharply in contrast with the operating pattern at Central State College. Yet the student data in this study reflect success on the part of students in completing relatively rigorous programs of study. This is true despite the fact that admission of the 357 students who successfully completed the study of business was on the "open door" basis.

The guidelines endorse the idea that students should be selected on the basis of mental ability if a college or university is to produce graduates of high quality. Data in Chapter IV indicate that 357 students completed relatively substantial general education, business core, and business specialization requirements. They accumulated more than adequate grade-point averages, even though little or no direct attention was given to the mental abilities they possessed. Each

of the 357 students, in fact, earned the Bachelor of Science degree without specific cognizance of mental ability in connection with his selection, admission, or retention in the undergraduate business education pattern.

Parallelling the ideas relative to mental ability, the guidelines suggest that business students should be selected, admitted, and retained on the basis of their motivations toward careers in business and in terms of their innate, or nonmental, qualities. It may be assumed that students who enter business education and present themselves for counseling in any department of business are motivated toward careers in business. The 357 students involved in this study were sufficiently motivated to complete successfully the degree requirements in business. Yet there was no formal attention given either to their individual motivations or to the innate qualities each possessed. Although not a part of the data in this study, evidence is available to show that some other students discovered for themselves that they were not truly motivated in the direction of business or that they did not possess the abilities required. These were the students who dropped out of the business education programs while the 357 students were continuing in them.

The findings in this study do not mean that the guidelines for the selection, admission, and retention of students are without merit and should be disregarded. It does seem, however, that in contrast to formal adherence to "rigid"

selection, admission, and retention policies, it is feasible to achieve relatively high results with students under the "open door" arrangement that is imposed under the laws of particular states. It is desirable to give careful attention to the mental abilities, motivations, and innate qualities of students. In practice, this may have to continue to be, at schools such as Central State College, largely a matter of informal consideration, primarily involved in the student-counselor relationship. Certainly, as the facilities of business education departments become more crowded, ways and means must be found to ensure the best education for "selected" students because the desires and needs of all cannot be met. It is not in keeping with good educational theory and practice to admit all students and then rely upon the rigors of the grading system to eliminate some of them. The apparent differences in authoritative guideline recommendations and actual practices in at least one college make it apparent that this aspect of business education should be scrutinized very thoroughly.

General Education for Business

The guidelines emphasize that the undergraduate program of a business student should be a reflection of what foundational knowledge is most worth transmitting to that student. The educated community should determine with exactness both the kind and character of education that is to be

offered to the business student. With specificity, the guidelines indicate that general or liberal arts education should be the foundation upon which the later offering of the business specialization should be based. The general education portion should be approximately 50 percent.

The guidelines suggest that the format of general education for business students should reveal substantial concern for communication skill. Each student should be provided with an adequate opportunity to gain a high level of ability to speak, to write, and to otherwise use the English language. Of significance is the point that the business faculty, individually and collectively, should support the development of additional skill in communication after the period of formal instruction with members of the English faculty is completed. In essence this means that the business faculty should continuously require students to review, extend, refine, and otherwise enhance their communication skill as they study subjects in their major department.

The guidelines indicate that a student's general studies should be related to his career preparation and the entire plan should be conceived in broad terms. The guidelines, moreover, suggest that the general education should involve selected courses in the broad areas of communication skill, mathematics, science, social studies and behavioral science, humanities and fine arts, and foreign languages. The 357 graduates included in this study completed their

general education in basically the same broad general areas as those suggested by the guidelines, except that they included courses classified as general studies by Central State College from the fields of home economics, industrial arts, and physical education. As a result, approximately 45 percent rather than 50 percent of the entire course work completed by the graduates consisted of general education as it is classified in the guidelines.

There were important deviations from the specific general courses recommended in the guidelines and those completed by the 357 students. The deviations appeared primarily in the areas of communication, mathematics, and foreign language. It is evident that what some business educators consider to be adequate general education is different from what the guidelines indicate it should be. There was considerable similarity in the areas of science, humanities and fine arts, and social studies and behavioral science as suggested by the guidelines and the work completed by the graduates in these areas. The amount of general education study recommended was close to that which students actually complete. The chief point of contention lies in the specificity of general education content.

If the recommendations concerning general education in the guidelines are educationally sound, efforts should be made in individual colleges and among the several colleges to determine the specific kinds of general subject matter to be

required. At the same time it should be recognized that this would logically lead to the kind of rigidity in educational programming that is so frequently condemned.

Business Core Preparation for Business

The guidelines that could be related to the student data in this study indicate that the business core of the undergraduate curriculum should consist primarily of a significant number of required courses. These courses should provide an introduction to each of the main aspects of the structure and functions of business and should aid in the acquisition of the tools necessary for interpreting research.

The base or "core" subjects which the graduates completed at Central State College were not so comprehensive as were the core requirements mentioned in the guidelines. The business core which the graduates completed was not designed to present the major functions of business enterprise and the business system as a whole; but, rather, it was designed to provide a background for the advanced study of business which was available to the graduates at Central State College. It must be remembered that the guidelines are taken from reports that were designed essentially with the large college or university in mind. Central State College has been a very small college until recently, and its course offerings have been restricted by this size factor.

The business core completed by the graduates contained courses that could be used in interpreting research; yet it is doubtful that these courses, with the exception of Business Statistics, were helpful to a major extent. Courses such as Business Mathematics and Office Machines are not designed to teach the student research techniques. The guidelines do not specifically indicate what particular courses or how many credit hours should be required. Because of this lack of exactness, the degree of preparedness each of the graduates received in research interpretation could not be determined. It appears that each of the graduates completed college with some familiarization with the tools used in interpreting research.

According to the guidelines, only those courses with general applicability to business are proper for inclusion in the core program; consequently, courses in typing and shorthand are inappropriate. Typewriting was part of the core requirement in business which the 357 graduates completed, along with the study of other office machines. Apparently skill in the operation of machines is in the opinion of at least some business educators an appropriate part of a student's education for business.

Although the core requirements in economics suggested by the guidelines and the core requirements which the graduates followed do not specifically correspond, a considerable number of the graduates completed college with an impressive

background in economics. This development was chiefly the result of large numbers of the graduates minoring in either economics or social studies.

To provide for an adequate introduction to each of the main aspects of the structure and functions of business, the area of organization theory and management principles should be incorporated into the business core requirements, according to the guidelines. The business core which the graduates completed did not require a specific course in this area, although a course stressing the principles of management was available to them and approximately one-half of them studied it. While a specific requirement was not in force, there is evidence that the Department of Business recognized the need for instruction in the area of management and made it available to many of its students.

The information-control devices of accounting and statistics were recognized as being significant in the preparation of businessmen. Requirements of at least one semester of statistics and six hours of accounting were set forth in the guidelines as being necessary preparation of all business majors. According to the guidelines, those who do not plan to major in accounting are considered to have had sufficient exposure to accounting by acquiring six hours credit in it. The great majority of the graduates who did not major in accounting completed more than six hours of accounting. This development is largely the result of the degree requirements

which the graduates followed, plus a greater offering in advanced accounting than in any other major area.

The traditional functional fields of personnel management and industrial relations, production, finance, and marketing as suggested by the guidelines were not part of the core requirements which each of the graduates completed; nevertheless, numerous students completed basic courses in personnel management and marketing in the Department of Business and finance courses in the Department of Economics while they were completing degree specialization requirements. Occasionally, these courses were taken as electives.

The three-hour course in business law which all the graduates completed was a conventional business law course. This is in contrast to the business law course recommended in the guidelines which emphasize legal framework elements. The syllabus for the course offered at Central State College appears to encompass content which would make the student aware that business must be conducted within a framework of law. The basic rules of conduct for those who formulate business policy are presented in the business law course.

The core material which the graduates studied did not culminate in a study of a capstone course in business policy. This course, as indicated in the guidelines, would give students an opportunity to pull together what they had learned in the separate fields and utilize this knowledge in the analysis of complex business problems. In the business programs

the graduates followed, there were no particular courses which were considered to be "finishing" courses in the business core.

It seems desirable that all business students should see the business enterprise as a whole through studying the major functions of business and organizational theory and management, as well as accounting, business law, statistics, and economics. The business core the graduates completed was not designed to present the business enterprise as a whole; instead, it was designed to prepare the students for the advanced study of business as it was made available to them at Central State College.

While many of the 357 graduates completed programs of business which included the study of organizational theory and management and the business policy areas of personnel management, marketing, and finance, none of them studied these business policy courses as part of a business core program. Whether it is desirable to include these areas of business policy studies in the business core preparation of all students should be of major concern to business educators. The apparent differences in the authoritative guideline recommendations and the actual practices make it obvious that the business core should be investigated intensively.

Specialization in Business

It was apparent in the guidelines that the time presently being devoted to specialization in business should be reduced because undergraduate programs in business should give priority to the general education base and the business core. Likewise, there was the indication that business schools should move progressively toward the discontinuance of certain of the present major fields of specialization. The business policy areas and accounting are suggested in the guidelines as being sufficient areas of concentration from which undergraduate business students may choose a major. The student data and business programs examined indicate that there has been no over-emphasis on specialization in business at Central State College. No old programs have been discontinued, and no new programs have been added. Specialized programs exist in accounting, management, marketing, and general business.

Two or three courses, or not more than twelve semester hours, are suggested as sufficient concentration in the business policy specializations, and twelve hours in accounting beyond elementary accounting are sufficient concentration for those studying accounting. In the area of business policy at Central State College, those who studied management or marketing completed 15 semester hours in either of these specialties, and each of the two specialties included at least six courses. The content of the two specialized programs of management and

marketing were found to be considerably different from those proposed in the guidelines. The specific content of the programs in management and marketing are examined in a later section of this chapter. The specialization program in general business could not be compared nor evaluated since no such program was suggested in the guidelines. The emphasis in the general business specialization is principally in accounting.

The concentration in accounting at Central State College is considerably in excess of the amount suggested in the guidelines. This is apparently the result of the idea that great depth in accounting is necessary. It is evident that the Department of Business does not think that twelve hours of accounting beyond elementary accounting is sufficient preparation for those people majoring in accounting. There was no evidence in the student data or the programs which the accounting majors completed to indicate that they were being especially prepared to meet the requirements for certification by the American Institute of Certified Public Accountants. The specific content of the accounting major is examined in a later section of this chapter. It appears that the accounting program at Central State College is designed to train one for a career in accounting, either public or private, and the Department of Business apparently believes that the amount of accounting required is minimal in this very technical area. There was an indication in the guidelines that the problems of a particular industry should not be

allowed to be formed into a specialization in which major work would be offered. There was certainly no evidence that that has happened at Central State College.

Finance

The business policy area of finance did not constitute an area of study in the Department of Business. All courses in finance were taught in the Department of Economics, which is located in another academic department of the college. Many of the 357 graduates received instruction in finance, but others completed college without a single course in finance. Since finance is one of the traditional business policy areas, it seems logical that students of business should receive instruction in the basic fundamentals of finance and that an opportunity to specialize in it should be provided. Whether the classes are taught by the Department of Economics or the Department of Business may be immaterial.

Production

Since there were no courses offered in the business policy area of production, no study of this area was possible with the 357 graduates included in this study.

Marketing

The guidelines indicate that undergraduate programs in marketing should be directed toward a management perspective, although they may be oriented toward public policy

since public policy issues are important and should be given careful consideration. Regardless of the perspective that is held, however, marketing should not be studied as an isolated area. The marketing curriculum at Central State College appears to be directed toward both business management and business operations in that all students study a basic pattern of marketing subjects designed to describe the operations of the marketing function of business. The study of marketing does not appear to take place in an isolated setting, and attention is given to public policy. This arrangement is accomplished largely as the result of the fact that the vast majority of the students who study marketing also develop minors in social studies or the behavioral sciences.

The marketing program which students pursued did not match in course titles the program suggested in the guidelines but the content of the courses appears to be similar. The program in marketing was not topped off with an integrating seminar in marketing management. Each student completed his specialization in marketing by completing one or two advanced traditional courses in marketing recommended to him. These courses were a continuation of basic courses and served to give students deeper insight into selected areas of marketing.

Management

The guidelines for the study of management indicate that the emphasis should be away from technical knowledge and toward the broader and more general problem elements of management, but the aspirations of the students involved should affect the curriculum design. While the curriculum in management available to the graduates was somewhat limited in scope, it appeared to be built around the interests and needs of students in that courses were offered to transmit knowledge of areas of business which the students were likely to enter when they were graduated. The program was most deficient in terms of instruction in industrial relations. Only through incidental coverage in other courses were students exposed to instruction in this vital part of management. While the needs of the students were served fairly well by the program in management, there was an obvious lack of attention to industrial relations. The syllabi for management courses indicate that the overall program in management is more concerned with the broad and general aspects of management rather than with technical knowledge. The case study method is used in management courses; how extensively the method is used was not determined. The teaching of specific job skills was not found to be a part of the management program, but rather the emphasis in the courses was upon theory and procedure.

The overall program in management does not correspond closely to the program suggested in the guidelines. The

program is more general in nature as opposed to being designed to meet the needs of students who wish to concentrate in personnel management and industrial relations only.

Accounting

The graduates who completed the accounting program were provided with a broad type of education designed to prepare them to be public accountants if their interests were in that field. This did not appear to be the single objective of the accounting program, as each accounting major elected approximately 40 percent of his advanced work from courses that appealed to his individual interests and needs. The accounting program suggested in the guidelines and the accounting program at Central State College are considerably different in the amount of accounting required for completion of a major. The accounting courses which are suggested for a major in accounting by the guidelines appear to be adequate in presenting a good introduction to accounting theory and principles, but they do not fully prepare a student to be a practitioner of accounting. They might, instead, prepare a student to be a bookkeeper.

The objectives of the first and second basic courses in accounting appear to be essentially like the objectives suggested in the guidelines even though the objectives do not read exactly alike. The number of hours devoted to the second course differ by one hour; but, overall, the basic

accounting courses at Central State College appear to be very similar in objectives and content to those suggested in the guidelines. Likewise the objectives and content of the first required advanced courses in accounting, as suggested in the guidelines, are similar to those practiced at Central State College. While the guidelines indicate that students should study the first advanced course in accounting for six semester credit hours, only three semester credit hours are required at Central State College and the remaining three hours are elected by the majority of the graduates.

The last required course in advanced accounting which the graduates completed appears to be similar to the advanced accounting course suggested in the guidelines. The course deals with the role of accounting in the internal management of the firm. It does not give an overemphasis of accounting procedures used in manufacturing companies, although the problems of the manufacturer are dealt with in the course.

The taxation and business policy course suggested in the guidelines, and recommended for all students, was not similar to the taxation course required of all accounting majors at Central State College. The course taught in the Department of Business was concerned with the study of tax law as it relates to individuals, and was not concerned with the theory and background of taxes which was suggested in the guidelines of the proper content of a course in taxation.

The problem of overspecialization in business education does not exist at Central State College. There appears to be a somewhat limited number of specialized programs if the guidelines are correct in suggesting that the functional areas of business and accounting should be emphasized. Only four areas of specialization are available. The area of general business which is available at Central State College is not actually a specialized program, but it is somewhat oriented toward accounting. The area of management varies quite widely from the program suggested in the guidelines. The area of marketing appears closer to the suggestions in the guidelines than does the area of management. There is an obvious difference in the requirements in the accounting program at Central State College and the program suggested in the guidelines. The guidelines are apparently more appropriate for the large university school of business and not for the smaller state college department. There appears to be, nevertheless, need for expansion into additional programs and correction of programs presently in existence. Attention should be given to these problems, and corrective practices should be instigated.

Summary

The purpose of this chapter was to reemphasize the four areas of major concern in the accumulated data and information. These four areas are: (1) selection, admission,

and retention of students, (2) general education for business, (3) business core preparation for business, and (4) specialization in business.

The material presented emphasizes that college business educators must continue to grapple with the selection, admission, and retention of students even though the policies of certain colleges and universities militate against it. The motivation, mental abilities, and innate qualities of each student have much to do with the success of business education. Whether these can be analyzed and interpreted for selection and retention purposes without severe disadvantage to certain students remains to be determined. At the same time it must be recognized that the "open door" policy may be a distinct disadvantage to the "better" student.

The major concern for general education evidenced in the guidelines is probably being handled well in the programs for business students, even though the limits and content of general education are not rigidly set. If students complete 50 or more semester hours in general education subjects with emphasis on communication, mathematics, behavioral and social sciences, humanities and fine arts, and science, it may be proper that they should have some opportunity for choice of courses within the 50 hours.

A complete business core is vastly important to the development of internal cohesion for the business enterprise to be presented as a whole. In addition, advanced study of

business rests on this base of business studies. For a business core to fulfill partially the requirements of presenting the business enterprise as a whole does not appear to be proper; yet under the limitations with which some schools have to proceed, this partial fulfillment is perhaps better than no attention being given to core requirements at all. A college offering undergraduate training in business education should not be content with a partially adequate job. A business core that either is not complete or contains courses which have doubtful value should be examined closely for improvements.

It may be as serious a shortcoming for a department of business education to be underspecialized as for it to be overspecialized. This statement should apply to the number of programs and kinds of programs as well as course content of the programs. An evaluation of a program of business education must consider the inability of some schools to offer both a larger number of specialized programs and an adequate number of courses in the programs they currently offer. Regardless of the situation, any business department should examine the programs it currently offers and correct deficiencies in them if possible. To discontinue programs and courses in business which do not appear to have a purpose for existing, even though students are enrolled in them, would appear to be wise action for any school. These should be replaced with programs and courses that are needed.

CHAPTER VI

SUMMATION

The basic purpose of this study was to develop major ideas which might be used in efforts to improve education for business at the collegiate level. The material in this report may be helpful to educators in evaluating their present programs and planning future changes in their curricula.

The specific problem of this study was to assay the validity of selected authoritatively expressed criteria for collegiate programs in business education through an analysis and interpretation of programs completed by students and the data provided on their transcripts. This study was based on the assumption that a carefully organized research study in which authoritative ideas and considered judgments were isolated, defined, and correlated would result in criteria by which an undergraduate collegiate business program could be analyzed, compared, and evaluated.

The data for this study were obtained primarily from two recent research studies in higher education for business, The Education of American Businessmen by Pierson and Higher Education for Business by Gordon and Howell and from the transcripts of 357 students who have been graduated from

Central State College during the years 1961 through 1965 with majors in either business administration or accounting. Other sources of data were periodicals dealing with problems and issues of collegiate business education, catalogs of Central State College, and nationally recognized research reports.

Six major steps were necessary to complete this study. The first step was to survey the literature related to the problem of the study. From this investigation Chapter II, entitled "Bases for Controversy in Business Education," was written.

The second step was to isolate the fundamental ideas in the Ford and Carnegie research reports relative to education for business in higher institutions of learnings. These research reports were analyzed thoroughly; and basic assumptions, recommendations, and conclusions were formed into a synthesis of major ideas associated with collegiate education for business.

The third step was to analyze the synthesis of major ideas associated with collegiate education for business and select those major categories of the specifics of an undergraduate program in business education so that a comparison of the undergraduate program in business at Central State College could be made.

The fourth step was to organize the data into the areas of selection, admission, and retention of students;

general education for business; the business core; and business specialization.

The fifth step was to formulate implications resulting from the comparison of the data with the guidelines selected for this study.

The final step included a summation of the study in which findings were enumerated and major concerns resulting from the study were made by the writer.

Findings

Selection, Admission, and Retention of Students

1. The procedures for selection, admission, and retention of students suggested in the guidelines for business education are sharply in contrast with the operating pattern at Central State College. Students there are admitted under an "open door" policy. Even so, the data in this study reflect success on the part of 357 students in completing relatively rigorous programs of study.

2. The guidelines endorse the idea that students should be selected on the basis of mental ability. The mental abilities of the 357 students were not determining factors in their being admitted to college. Each of the 357 graduates did earn the Bachelor of Science degree without specific cognizance of his mental ability by the faculty. The average gradepoint of the 357 graduates in both their overall college

work and in their major fields was considerably above the minimum gradepoint required for graduation.

3. The guidelines suggest that only students who are motivated toward careers in business and who possess those innate or nonmental qualities necessary for success in business should be permitted to study business. It was presumed that the 357 graduates were motivated toward careers in business through presenting themselves for counseling in business, and they were sufficiently motivated to complete degree requirements in business. Those students who discovered for themselves that they were not truly motivated toward a career in business and did not possess the abilities needed either transferred to another major or dropped out of the business education program.

General Education for Business

4. The guidelines suggest that approximately 50 percent of a student's undergraduate work should be completed in the area of general education. Approximately 45 percent of the work completed by the graduates consisted of general education as classified by the guidelines. The graduates completed general education in basically the same broad general areas as suggested by the guidelines, except that they included courses classified as general education by Central State College which differed from those suggested in the guidelines. The most important deviations from the specific

general education courses suggested in the guidelines existed in the areas of communication, mathematics, and foreign language. There was considerable similarity in courses in the areas of science, humanities and fine arts, and social studies and behavioral science.

Business Core

5. The base of "core" of business courses which the graduates completed was not as comprehensive in terms of total hours or number of courses as was the core suggested in the guidelines. The business core the graduates completed was not designed to be comprehensive but was designed to provide background for higher level study of business as offered at Central State College.

6. The business core the graduates completed contained a minimum of preparation that would be helpful to a student in interpreting research. No exact requirements for the preparation of a student to interpret research were found in the guidelines; therefore, the level of ability of the graduates in this area could not be evaluated.

7. The guidelines advise that only those courses with general applicability to business should be included in the business core. Instruction in typewriting and office machines was part of the core of business subjects which the graduates completed.

8. A considerable number of the graduates completed college with an impressive background in economics, even though only six hours of basic economics were required for graduation. Many students minored in economics, and others elected advanced courses in economics as part of their social studies minors or general education.

9. The business core which the graduates completed did not require a course in organizational theory and management principles. A course, Principles of Management, was available and approximately 50 percent of the graduates studied this subject.

10. The information-control devices of accounting and statistics as recommended in the guidelines were part of the core requirements completed by each graduate. The great majority of the graduates completed more than six hours of accounting, which was the amount suggested by the guidelines for those who were not majoring in accounting.

11. Work in the traditional functional fields of personnel management and industrial relations, production, finance, and marketing was not part of the core requirements which each of the graduates completed. Numerous students completed basic courses in personnel management, marketing, and finance, but only as elements in their specializations in business.

12. All the graduates completed a conventional business law course. This course appeared to encompass similar

objectives to those proposed in the guidelines for a business law course.

13. The core curriculum in business was not topped off with a capstone course in business policy as suggested in the guidelines. Practically all the students completed two or more advanced courses in their major during their last year in school; consequently, the idea of pursuing "culminating" core work was not entirely removed from the programs followed.

Business Specialization

14. There was no over-emphasis on specialization in the programs which the graduates followed. Certain of the specialized programs suggested in the guidelines are not available at Central State College. Specialization is available in management, marketing, general business, and accounting. The guidelines suggest specialization in all the traditional functional areas of business policy and accounting.

15. The specialization in marketing appeared to be directed toward both business management and business operations. The study of marketing did not appear to take place in an isolated setting. The majority of those who majored in marketing completed minors in social studies or the behavioral sciences. The core courses in the marketing program did not have names similar to the courses suggested in the guidelines. The marketing courses were similar in total hours suggested,

and they centered around those areas of marketing suggested in the guidelines. The marketing program was not topped off with an integrating seminar in marketing management.

16. The program in management appeared to be built around the interests and needs of students, but the program was limited in scope. No instruction was available in the area of industrial relations. The existing program emphasized the broader and more general areas of management rather than technical knowledge only. The overall program in management did not correspond too closely to the program suggested in the guidelines. The program may be termed "general" in nature and was not designed to meet the needs of those students who wish to concentrate in personnel management and industrial relations.

17. The program in accounting was not designed to prepare students for careers in public accounting only. There was enough freedom of choice to elect accounting courses and other subject matter to satisfy the individual interests and needs of any student who majored in accounting. There was considerable difference in the amount of specialization in accounting as suggested in the guidelines and the amount required for a major in accounting at Central State College. The basic objectives of accounting courses suggested in the guidelines and the basic objectives of accounting courses taught at Central State College appear to be similar, excepting taxation accounting. The emphasis in the guidelines

suggested the study of theory and background of taxes, while the emphasis in the taxation course at Central State College was practical application of income tax laws.

Major Concerns

The Ford Foundation report and the Carnegie Foundation report are important studies of American higher education for business. Guidelines drawn from these two studies may be assumed, therefore, to have value and merit. The overall program in business at Central State College was found to correspond closely with many of the recommendations in the guidelines; yet there was wide divergence in certain areas. Recognizing the critical dimensions of the two studies, the deviations found in the business program at Central State College should be of major concern to those responsible for administering that program or any program similar to it. With this thought in mind, the following concerns are evidenced by the writer.

1. It is undoubtedly desirable to give careful attention to the mental abilities, motivations, and innate qualities of students. This may have to continue largely as a matter of informal consideration, primarily in the student-counselor relationship; but regardless of the process involved, these areas of counseling should not be left unnoticed and should be formally integrated into the present counseling process in business at Central State College. The

rigors of the grading system should not be relied upon to eliminate those who cannot successfully complete a program in business, nor should lack of interest in the study of business be relied upon to displace those students who are not suited for careers in business. Not only is there need for close attention to meeting the needs of students when they are admitted to college but also the counseling process should encompass guidelines designed to aid students at all levels of their study of business.

2. More attention must be given in the general education pattern to communication, mathematics, and foreign language. The entire business faculty must assume responsibility for the development of communication skill. Those literature courses of most value to business students should be identified and required rather than permit free election from all literature courses. Each student should be exposed to pure mathematics, which is taught outside the Department of Business. To require of each student mathematics through calculus may not be feasible. The Department of Business and the Department of Mathematics should instigate a program to include more instruction in mathematics into each business student's education. The study of foreign language should be encouraged. To require study of a foreign language by each student who majors in business might not be feasible, but undoubtedly more attention can be given to placing students whose career interests indicate a need for foreign language

in such courses. Business students need formal instruction in ethics. Provision should be made to make courses in ethics available to students and all business students should be encouraged to complete at least an elementary course in this important area which should be a part of every student's general education.

3. A business core should include sufficient hours and should be comprehensive enough to present the business enterprise as a whole. The courses, Principles of Management, Principles of Marketing, Principles of Finance, Personnel Management, Industrial Relations, and Production Management should be part of the business core required of all students. Such courses as Typewriting and Office Machines should be examined closely for the contribution they make to a student's business education. Six hours of advanced economics should be a part of the business core. By requiring advanced economics in the business core, every student who completes a degree with a major in business will have an adequate amount of training in economics. A capstone course in business policy is needed in the business core to meet the needs of all students who major in business. Such a course should be an integrating experience for the students in which they get opportunities to pull together all they have learned in their business courses and to apply this knowledge in the solving of relatively complex business problems. The content might consist of case studies from the various areas of business.

4. The traditional functional areas of business (marketing, personnel management and industrial relations, finance, and production) and accounting are undoubtedly needed as areas of specialization if a college or university is to adequately serve the interest and needs of all students who desire to major in business. It is realized that many smaller colleges and universities are not large enough, in terms of faculty or student enrollment, to offer programs in each of the suggested areas. Those schools which find themselves limited in their ability to offer an adequate number of specialized programs should move progressively toward correcting any deficiencies in programs they currently offer, plus planning to expand in the suggested areas as quickly as circumstances permit.

Programs such as the general business program offered at Central State College should be reviewed and analyzed as to their purpose. Technically, such programs are not specialized programs but, instead, are a "liberal arts" approach to the study of business. They offer broad generalized instruction in business but lack depth in any one subject. With specific reference to the business programs at Central State College, the following areas appear to need attention.

The specialization areas of finance management and production management should be considered for addition to the present offering at Central State College. Certainly,

the basic courses in these areas should be offered for the benefit of all business students.

The specialization in general business presently offered at Central State College should be reviewed. If the intention of the Department of Business is that this program should be specialized, change should be effected so that this objective is accomplished. In addition to offering the current twelve-hour concentration in accounting, similar concentration should be made available in the functional areas of business on an optional basis. It would appear necessary to require at least 15 hours in any of the areas to give sufficient depth.

The program in management is too limited; it needs to be extended into a true specialization. Work in industrial relations should be made a part of it, along with advanced work in personnel management. The program in marketing should be strengthened through adding a course in marketing management and requiring all students who major in marketing to complete this course. The program in accounting can be strengthened through requiring students to complete three additional hours of advanced accounting theory and reducing their elective courses in accounting by three semester hours.

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APPENDIX

GUIDELINES OF COLLEGIATE EDUCATION FOR BUSINESS

Requirements in Business Occupations

Business needs substantial numbers of management people who are competent either to direct some aspect of the activities of a firm or to secure and analyze the information on which such direction must depend.

1. The requirements of business occupations are such that business students must have experience in applying background knowledge (language and literature, numerical relations, accepted standards of behavior) and general purpose tools, (accounting and statistics, etc.) to significant business problems.
2. The requirements of business occupations are such that business students should be made aware of the need for a well-developed philosophy and a set of ethical values. They should be made sensitive to the nature of the goals of all the groups who are affected by the activities of the firm.

At the lower levels of business management, ability to fit into an organization and to get along well with associates, willingness to take orders and follow instructions, and qualities of thoroughness and dependability are particularly needed.

1. At lower-level management positions, a different set of traits is needed for employment in business than that needed for upper-level management positions.
2. It is especially important at the lower levels of management that the manager have rapport with his fellow employees. Also, he must be able to take orders and follow the instructions of his superiors.

At the higher management levels, qualities of personal leadership, the general administrative skills, the ability to make decisions and accept responsibility in the face of uncertainty, and strong personal motivation become particularly important.

1. The business executive in a top-management position must have more formal education than the lower-level supervisor.
2. The amount of technical competence required for upper level business managers tends to diminish as the degree of administrative responsibility increases.
3. There is a great need for human relations and general management skills in higher management positions.
4. Preparation for higher management requires a background in the social sciences, the natural sciences, and the analytical tools of mathematics and statistics.

Nature of Business Competence

Preparation for careers in business has a legitimate place in undergraduate education when it is maintained at a high analytical level.

1. Career preparation at the undergraduate level should be conceived in broad terms, be closely related to the student's general studies, and contain considerable analytical content.
2. The career preparation of a student should include the general background and preprofessional subjects which are vital to a well-rounded program of business education.
3. Preparation for a career in business should establish a foundation for a lifetime of self-education; emphasis should be placed not on mastering the detailed aspects of a given subject but on developing the ability and the methods needed for meeting problems in later life.

Career preparation should strengthen the individual's intellectual powers through work in a number of underlying and related fields of study.

1. Related fields of study should develop the student's capacity to use basic communication skills--written, oral, and numerical--in solving business problems.
2. Areas of study should be pursued which will enable the student to use the methods of the humanist in approaching business problems, especially by developing sensitivity to human aspirations and an imaginative awareness of the value elements in business situations.
3. Courses pursued should be those that would develop sufficient familiarity with the work of mathematicians and scientists to be able to understand their language and to use at least some of their more important methods in tackling business problems.
4. Work should be completed by business students that will develop the capacities to see the relevance of the various social sciences to business affairs and to draw upon these subjects in whatever manner may be indicated in specific business situations.
5. Courses should be taken by the business student which will help him to master the underlying principles of at least one broad area of business policy (accounting, finance, marketing, etc.) and to gain an appreciation of the contributions which a given specialty can make to managerial policy making.

Competence, in business or any other field, includes not only an education and experience, but also certain personal traits.

1. Business competence implies that one possesses an assortment of skills--problem-solving skill, organizational skill, skill in human relations, and skill in communication.
2. For competence in business, business schools have an obligation to do whatever they can to develop a "sense of social responsibility."

3. For business competence, business schools should give somewhat more explicit consideration to ethical issues and introduce problems having strong ethical implications into various business courses.

Objectives of Collegiate Education for Business

Collegiate business education should have as its primary objective the preparation of students for personally rewarding and socially useful careers in business and related types of activities.

1. A business student's work should be focused on a foundational core of subject matter possessing enough internal unity to present the major functions of business enterprises and the business system as a whole.
2. The foundational core program should maintain the closest possible ties with other disciplines outside of business and economics.
3. Work in disciplines outside the field of business should help the student transfer whatever he has learned to his business career interest and ultimately to his daily work.
4. Study in a specialized business field is secondary to the more general preparation for leadership competence of a student for business, industrial, and civic life.

Collegiate education for business may include preparation for a career provided such preparation does not crowd out what is broadening and ennobling in the student's academic experience.

1. Business preparation for a career should develop in the student qualities of mind which will enable him to adjust to periods of rapid change ahead and should equip the student for continued study throughout his occupational life.
2. Preparation for a career which emphasizes procedures which will soon become obsolete cannot be sanctioned; therefore, teaching the student facts and techniques which will soon become obsolete but which have a salable value at the

moment, cannot be considered to be a legitimate objective of business education.

Collegiate business education should strive for a balance between the pursuit of knowledge for its own sake and the pursuit of knowledge as preparation for a particular career.

1. Collegiate business education has responsibility for preserving man's intellectual heritage and passing that store of knowledge to future generations.
2. Collegiate business education has responsibility for developing knowledges and abilities that can be useful to the individual and that can be used immediately in a productive manner.

Meeting the Needs of Business Students

Most students now attending business schools would derive great benefit from broader, more demanding programs of study.

1. Business schools offering a broad, demanding program of study will attract students who can profit more from such work than from a narrower specialized program.
2. Pursuing its responsibility for improved preparation, a collegiate school of business should refuse admission to students whose academic ability is below appropriate, established limits.

The interests of the less gifted students should not be allowed to outweigh the needs of those who are not now being challenged to the limits of their abilities.

1. The needs of the better students, who constitute the minority, cannot be neglected to meet the needs of the majority who are average and below.
2. The actual subject matter given to "average" and "below average" students should not be materially different from that given to superior students, but the pace should be slower and the level of the difficulty of the work should be reduced for such students.

3. Either a method of screening students should be devised to determine who should be admitted to business schools or the school should shift to an administrative arrangement whereby freshmen and sophomores who lack academic ability would be denied enrollment in a school of business.

To meet the needs of business students, more careful selection of students is necessary on the basis of mental ability and motivation and greater insistence on adequate academic preparation.

1. Neither a commercial, a technical-vocational, nor nondescript high school diploma is adequate preparation for a collegiate business program of respectable caliber.
2. The student body of business schools should be selected from individuals who have a reasonably high level of positive motivation toward careers in business and other forms of economic management.
3. Schools should either guide their admissions policies in part by a consideration of the innate qualities that are considered to be desirable for a career in business, or develop a program in which students who possess the intellectual but who lack the other necessary qualities are identified and given the opportunity to change their educational goals.
4. Because of present matriculation requirements, business students in general are identified with students of limited academic ability. However, the overall level of academic ability of business students can be improved through a more careful selection policy.

The economic and the social backgrounds of students have an important bearing on their approach to college work.

1. Students of business subjects are strongly oriented toward vocational preparation.
2. The social mobility of students in general can be promoted by college programs such as those offered by large public institutions.

3. In selecting students, undergraduate schools should give some consideration to extra-curricular attributes, i. e., extra-curricular activities of their students.
4. Although student preferences and interests are reflected in the emphasis given certain aspects of a college's program, responsibility for its general direction and character must rest with the faculty and the administrative leaders.

General Education for Business

The total program of a college or university should reveal the educated community's concept of the knowledge that should be transmitted to its youth and the kind of mind and character that an education should produce.

1. General education, as the principal goal of higher education during the undergraduate years, should take precedence over professional education during the preparation of the business student.
2. Undergraduate preparation in business rests on subjects in the liberal arts area.
3. Approximately fifty percent of the undergraduate studies of business students should be taken in the area of general education.

Inasmuch as the communication skill is vitally important to business students, the business faculty should assume an explicit responsibility for the continuing development of skill in communication after the instruction by the English faculty.

1. Undergraduate business students should take from twelve to fifteen semester hours of language arts.
2. The language arts requirement should include a year of English literature, a year of English composition, and a half-year of speech.
3. The business student should take four semester courses or eight to nine semester hours in the area of the humanities and the fine arts.

4. Responsibility for effective teaching of communication skills rests with the whole institution and not the English department only.
5. Skill in written communication can be developed in undergraduate business students if they are continuously required to present use of the knowledge attained in the language arts courses.

Business students need a framework for conceptualizing mathematically and for grasping statistical relationships.

1. A business student's high school preparation in mathematics should include a minimum of two years of algebra and one year of geometry.
2. As a minimum requirement, undergraduate business students should have mathematics through the first course in calculus.

Business students should have an introduction to each of the main branches of both physical and biological science.

1. A minimum of one science course in each area, physical and biological, should be completed in college, except that this requirement would be reduced by one semester for each year of high school science completed.
2. College science courses taken should require some laboratory work and a modest amount of study in depth.

Considerable familiarity with the work of social scientists is apparently essential for anyone who is engaged in the serious study of business problems.

1. Business students should be required to take eighteen hours of work in the social sciences, composed of twelve hours in history and political science and six in the behavioral sciences.
2. Social science subjects should be taught by faculty who have specialized in their respective fields.

The needs of business students in the foreign language area are essentially no different from those of students in other fields.

1. Ability to read the literature of at least one foreign language with proficiency should be required as a condition for graduation.
2. The business major should be exposed to advanced literature of at least one foreign culture through selected courses concerning the language, literature, history, or geography of a particular foreign country.

Professional Core of Education for Business

The professional part of the undergraduate curriculum should consist primarily of a large core of required courses that will provide an introduction to each of the main aspects of the structure and function of business.

1. A vital part of the core program is the familiarization of the business student with the tools necessary for interpreting research.
2. Only those courses with general applicability to business should be included in the core program. Work in typewriting, shorthand, etc., should not be included in the core.
3. A reduction is in order in the number of required courses in the major fields now offered in the business area is in order so that students majoring in business can take more of their work in the liberal arts and the professional core.
4. The base or "core" for undergraduate business students should be from twelve to fifteen courses for a total of 36 to 48 semester hours.
5. The "core" program should relate the student's studies in literature and the humanities, mathematics, and sciences, and history, political science, psychology, and sociology to types of situations that he will face in business.
6. The "core" program should possess enough internal cohesion for the student to see the major functions of any particular business enterprise and the business system as a whole.
7. From twelve to fifteen hours of the "core" program should be devoted to the study of economics,

that includes the basic principles course and the advanced courses in aggregative economics and managerial economics.

8. From three to six semester hours of the "core" should be required in the area of organization theory and management principles.
9. Organization theory should emphasize the organization of authority and the interaction among individuals in their organizational environment.
10. Management principles should represent a distillation of the best current management practices.

The information-control devices in business are accounting and statistics. These disciplines are recognized by businessmen and business educators as being significant in the preparation of businessmen.

1. The accounting requirement for business students who are not aspiring to be accountants should not be more than six semester hours.
2. As a part of his training in the informational and control uses of accounting, the student should be exposed to some of the subject matter now included in cost accounting, budgeting, and analysis of financial statements. This work should be included in the basic six hours of accounting.
3. A requirement of at least one semester of statistics is necessary for the business student with emphasis on the use of statistics as a tool rather than a procedural or analytical approach.

Firms operate in commodity, labor, and financial markets and have problems of economic management which can be considered under the headings of marketing, production, employee relations, and finance. The traditional functional fields of the business curriculum, therefore, have both internal-management and external-market aspects.

1. A course in each of the functional areas of business, such as personnel management and industrial relations, production management, finance management, and marketing management should be required of all business majors.

2. The management approach to finance, marketing, personnel, and industrial relations should not be undertaken before the junior year in the student's training.
3. The descriptive detail associated with the traditional basic courses in the functional areas of business should be reduced to a minimum, and emphasis should be placed on analysis and managerial problem-solving techniques.
4. The traditional course in money and banking should not be considered an adequate substitute for the core course in finance.

A course in the legal framework of business should be substituted for the present conventional course in business law required of business students.

1. Every student should be made aware that business must be conducted within a framework of law and that knowledge of the rules of conduct is essential for one who will formulate business policy.
2. The basic objective of a course in the legal framework of business should be to instill in the student an appreciation of the law as a system of social thought and social action.

The capstone of the core curriculum should be a course in "business policy" which would give students an opportunity to pull together what they have learned in the separate business fields and utilize this knowledge in the analysis of complex business problems.

1. This capstone course in business policy should offer the student something that he will find nowhere else in the curriculum: an integration of the management viewpoint. The course would encompass the entire business curriculum and beyond.
2. The policy course should come in the senior year--preferably in the last term--and should be a case course. The cases must not be prejudiced toward any one area of business policy (marketing, accounting, finance, etc.) but should be constructed in such a manner that the student would have to draw from all of his prior training in solving them.

3. The capstone course in business policy should be offered for three to six semester hours of credit.

Areas of Concentration in Education for Business

If undergraduate four-year programs in business are to give priority to the general education base and the professional business core, the time now being devoted to specialization in business must be reduced.

1. Business schools should move progressively toward the discontinuance of present major fields of specialization, because business itself is enough specialization for most business students.
2. The areas of business policy (finance, production, personnel management and industrial relations, marketing) and accounting represent a sufficient number of areas for concentration beyond the core program for the undergraduate business student.
3. Two or three courses (not more than twelve semester hours) in one of the business policy areas provides sufficient undergraduate business concentration.
4. To meet the requirements of the American Institute of Certified Public Accountants, students interested in concentrating in accounting may be permitted to enroll in twelve hours of accounting beyond elementary accounting.
5. Major fields involving specialized problems of a particular industry should not be a part of the business curriculum.
6. Present specialized programs such as secretarial training and hotel and restaurant management, and other programs which are vocationally oriented, should be transferred to community colleges and junior colleges.
7. Business education programs which have the objective of preparing business teachers for the public schools should be transferred to colleges of education and departments of education.

Finance

The undergraduate finance curriculum should rest on a two-year liberal arts base, with business work to begin in the junior year.

1. Two of the four basic courses which should be included in an undergraduate finance curriculum are beginning accounting and basic statistics. These courses would presumably be required of any business major.
2. Two courses which should be taken during the finance student's junior year are Financial Institutions and Economics of the Firm. The former would provide the student with an understanding and appreciation of the process of capital formation and the dynamic nature of our financial system. The latter would teach the characteristics of a business enterprise.
3. In addition to the preceding basic courses, the junior-year schedule would be chosen from work in advanced mathematics, behavioral studies, political science, and economics.

The student concentrating in finance should study during his senior year the advanced courses of the finance curriculum, namely, corporation finance, money and banking, and a finance seminar.

1. A total of nine semester hours would be required for an undergraduate concentration in finance.
2. The corporation finance course should be a required course and would be devoted mainly to examining the corporation as a functioning unit under such topics as cash-flow and source of funds.
3. The course in money and banking should be a required course during the senior year for the finance major, and the course should develop principles of banking and credit and fiscal policy to demonstrate their influences on both the national economy and the financing of the individual business.
4. The seminar in finance should be an elective course and should be reserved for the best students who are interested in and capable of some

independent work. The course should give the student experience in independent research and provide an opportunity for the student to begin integrating his knowledge toward a specific project.

5. The student's remaining work for the senior year should be taken from the areas of advanced mathematics, areas of business other than finance, behavioral studies, political science, and economics.

Production

If a rigorous production concentration can be designed so as to contribute heavily to the student's education and given a real or even fancied interest in production on the part of students, it would seem that such a production concentration should be offered.

1. A production emphasis should consist of component parts which expose the student to rigorous analysis and thus enhance his capacity for rigorous thinking.
2. The undergraduate production concentration courses should include exposure to some of the current research literature in production as well as practice in analysis that implements the findings of research, if it is to attain the status of a professional course.
3. The business school will more effectively show the businessman the way, not by confining the program of study to teaching present practices, through either the text-lecture method or the case method, but by stressing the development of better decision processes.
4. The undergraduate concentration in production should consist of nine to twelve hours of work and include three hours of accounting and statistics during the junior year, three hours of problems in production, and three hours in production volume control. Work, not to exceed three hours credit, may be elected from selected readings in production or motion and time study.

Marketing

The marketing curriculum can be oriented toward either management or public policy, but logic dictates that the undergraduate program in marketing follow a management perspective.

1. Most business students are preparing themselves professionally for business management, thus the goal of the curriculum should be preparation of the student for business management and operations.
2. Each student is expected to perform as a responsible citizen of his business community; therefore, public policy issues are important and should be given careful consideration. This task can be accomplished within a management-oriented decision-making framework.
3. The core of marketing courses required of all undergraduates in the marketing concentration would be eleven to thirteen semester hours of work built around those elements that lie at the heart of marketing--the consumer and markets, channels, and business structure of marketing, products and promotion, and competition and price--topped off with an integrating seminar on marketing management.
4. The orientation of the work would be slanted somewhat more toward social considerations and a bit less toward the straight professional, firm-oriented point of view.
5. In addition to the suggested concentration of eleven to thirteen hours of specific marketing courses, a student may choose as an elective one of the traditional courses, such as Retail Management and Sales Management.
6. Recognition must always be given to the fact that marketing cannot be studied as an isolated area. Its problems include considerations of finance, personal relations, personnel, control, and all other aspects of business. Some ideas about marketing are self-contained, but others must come through contact with philosophy, mathematics, the behavioral sciences, and any other pertinent intellectual sources.

Management

The dual role of "personnel" as a specialized function and a universal responsibility suggests an emphasis in the curriculum away from technical knowledge and toward broader and more general problem areas.

1. The objectives and reasonable career expectations of the students involved should affect the curriculum designed for personnel management and industrial relations programs.
2. While most students who take the basic course in personnel management will have their primary functions in other fields, all must assume some general responsibility for personnel management.
3. If the emphasis in the curriculum should properly be a broad one, the essence of personnel management and industrial relations lies in the vast experience and extensive practical knowledge of the subject that has been accumulated.
4. If students are to come to grips with the real world in a detailed way, the curriculum cannot be constructed in a general and abstract manner; therefore, the case materials should be utilized throughout the curriculum to enrich the student's understanding and provoke his interest.
5. The program for undergraduate students concentrating in personnel management and industrial relations would have at its disposal three to four courses; the subject matter, although presented in the terminal course available to all students, would be studied in greater depth.
6. The orientation of the curriculum should be toward general understanding of the problems in the field of personnel management and industrial relations, rather than toward orientation training for job skills.
7. Specific skills can best be acquired on the job in the context of each firm's unique requirements, thus the firm may teach most specific skills more readily than the university or college.

Accounting

To provide management and other groups with financial data from which intelligent decisions can be made, more emphasis must be placed upon the reasons behind accounting procedures and upon established accounting standards.

1. No gap should exist between theory and practice because the two are parts of the same body of knowledge.
2. Even with the impact of tax legislation upon accounting, accountants must recognize that what may be good accounting for tax purposes may be very bad accounting for internal management of a firm and for reporting to shareholders and other interested groups.

The individual entering public practice must be equipped to recognize and solve problems of reorganization, valuation, forecasting, fixed and variable-cost analyses, and other perplexing issues of the business world; consequently, to deal with such problems the accountant must be able to make business decisions and provide data needed for such decisions.

1. A program in accounting should provide the broad type of training which would thwart the tendency of the present accounting curriculum to become increasingly more technical with excessive emphasis upon a narrow concept of public accounting.
2. A program designed for orientation in accounting which would provide a broad type of training can be constructed within a limitation of fifteen semester credit hours, which would develop a point of view toward the functions of accounting and prepare the student for a career in which knowledge of accounting is vital.
3. Those schools which wish to prepare undergraduate students for immediate careers in public accounting will find it necessary to provide four or five elective courses beyond the recommended fifteen hours, but the students should not be allowed to select more than two of these elective courses.
4. Although existing accounting materials can be used, reorganization of the traditional sequences of elementary, intermediate and advanced principles of accounting would seem desirable.

5. The objective of the first fundamentals course in accounting would be the introduction of the student to the basic concepts and procedures essential to an understanding of the accounting functions of collecting, summarizing, and presenting financial information. Record keeping procedures should be minimized but not eliminated.
6. The second fundamentals course would be designed to acquaint students, whether they plan to continue accounting studies or not, with the contributions accounting makes to the operation and management of the business. This course would be offered for two semester hours of credit.
7. The first required advanced course in accounting would be offered for six semester hours credit and would continue with the examination of concepts and procedures introduced in the foundation course. Theory and procedures introduced in the foundation course would then be supplemented by theory and practice of financial accounting; these two would be combined so that they would supplement each other, and emphasis would be directed toward the determination of income and financial position of the business organization.
8. The last required advanced course would be offered for four semester hours of credit and would deal with the role of accounting in the internal management of the firm. Content of the course would deal largely with manufacturing companies.
9. A course in taxation and business policy is recommended for all students, and is a course beyond what is required for orientation in accounting for the business student. This course would not be a course in income tax accounting, but rather would be a broad examination of the major taxes imposed by federal and state governments, the impact of these taxes upon business decisions, and economic reasons for the ways in which taxes are imposed, calculated, and assessed.

Preparation of a Business Faculty

The business faculties should be neither wholly business-oriented nor wholly nonbusiness-oriented, but both.

1. The business faculty needs to have facility in the broad background subjects and in a number of tools of the major disciplines of the humanities, sciences, and social sciences, since the field of business stands athwart a number of important areas.
2. Most business faculty members should have a significant amount of responsible business experience, whether obtained through an interlude of full-time business practice or through consulting activity. First hand familiarity is important, combined with large doses of scholarship and teaching ability.
3. The specialized interests of the faculty should largely be reflected in a school's research activities and perhaps in certain advanced seminars, not for the most part in the regular course offerings.
4. A business faculty should include at least one person thoroughly informed in each of the foundation areas: English literature or philosophy, mathematics, engineering, or science, law or political science, and psychology or sociology.
5. The business faculty should include people who have a thorough grounding in the basic business subjects of accounting, statistics, and economics.
6. There is a need for people with a special competence in the four broad functional areas of finance, marketing, personnel, and production who have sufficient familiarity with business practice to be able to identify central problems and enough academic background to put such problems in an analytical framework.
7. Irrespective of the faculty preparation and interests, additions to a teaching staff should not be allowed to skew course offerings along unduly narrow lines.

In the face of the mounting enrollments, the quality of business faculty takes on greater significance than the quantity.

1. Business education should be put on a more serious academic footing in order to attract more first-rate scholars as students and teachers in the field.
2. The law degree should be combined with a masters in business administration or a degree in the social sciences to constitute adequate preparation for teaching in business education. A law degree alone is insufficient preparation for teaching business education.
3. Advanced accounting should be taught by those having the doctorate rather than those having only the M.B.A. and the C.P.A.
4. Schools should avoid hiring too many part-time teachers. This practice becomes excessive when ten percent or more of the business faculty are employed on a part-time basis.
5. There is a general agreement that the use of businessmen as part-time teachers is an expedient to avoid as much as possible.
6. The full-time faculty, for the most part, should be composed of teacher-scholars, not exbusinessmen.
7. Business schools and departments should avoid the expedient of inbreeding--the hiring of one's own graduates as instructors.

A better trained and more scholarly faculty who have a sound grasp of analytical tools and who are well informed regarding recent developments in the relevant scientific literature and business practice will produce more scientific research.

1. Summer grants should be made to those faculty members who are willing to devote their summers to research rather than extra teaching and other income-producing work.
2. Institutions should make it possible for members of business school faculties to secure additional training in statistics, mathematics, and the various social sciences.
3. Business schools should take more initiative in establishing closer working relations with

other departments--psychology, sociology, economics, mathematics, statistics, engineering, etc.

4. Interaction between the business faculty and various business firms should contribute to teaching and research activity.

Instructional Methods and Research in Business

Of significant importance to reform in business education are the "scholarly inclined subject matter specialists" and the "managerially oriented" group of business educators. These groups must ally with the applied social scientists (and statisticians and mathematicians) interested in business problems to effect the needed reforms in business education at the collegiate level.

1. Good teaching requires an adequate educational philosophy and an appropriate selection of teaching methods and teaching materials.
2. The aim of instruction in the business program should be to make the student participate actively in the learning process and to help him develop for himself the problem-solving, organizational, and communication skills that he will need all his life.
3. The overall quality of teaching in the schools and departments of business is not high and must be improved to attract top-rate scholars to the field.

The emphasis in business school teaching is now weighted too heavily toward the description of existing institutions, procedures, and practices. What is needed is a greater emphasis on the analytical and on the managerial-clinical aspect of the various fields.

1. There is need in programs of business for managerial and clinical emphasis at which time the problems are presented from the viewpoint of a manager from within the business.
2. The instruction in the basic courses in the field of business should concentrate more on emphasizing principles in contrast to a clinical approach to problem solving.

3. A larger volume of more challenging reading material, more written work, and more good problems and cases for class discussion are among the major needs of undergraduate teaching.
4. The library should be used extensively as a source of information in an undergraduate program of business administration. This means that the undergraduate business student should be given extensive library assignments.
5. A combination of teaching methods (the straight lecture, the discussion, and a combination of lecture and class discussion) should be used in the business administration classroom. No single method is adaptable to all types of courses and students.
6. The method of instruction should be one which will enable the student to participate actively in the class recitation instead of being a passive observer.
7. Business games, a form of role playing, is recommended as a way by which organizational problems can be determined and dramatized to give the student a simulated experience of selecting alternative solutions.
8. At the undergraduate level, the case method of teaching is recommended as a device for shaking up conventional teaching methods and breaking away from a straight lecture-textbook emphasis.
9. The kind of personal involvement that is a consequence of using the case method of teaching should be an important part of the student's learning experience if he is to develop the ability "to think in the presence of new situations."
10. The teacher who uses a case approach to teaching must be well informed in his subject matter area and have the ability to direct the discussion to bring out the salient points to be learned.

The formal professional instruction of the business student is given greater meaning when it is combined with suitable business experience.

1. A careful screening should be made of firms who participate in work-experience programs to

determine if the position has educational value to the student or is for the sole benefit of the employer.

2. An institution which is able to find "bread and butter" jobs for its students could by exerting comparable energy obtain jobs for the better students in cooperative work-experience programs.
3. Schools which do not have cooperative work programs should consider the feasibility of having students work during the summer vacations and submit a report of some aspect of the experience to the faculty.

If the business schools are to continue to operate on the principle of mass education, it becomes imperative that the most promising candidates for future positions of leadership be identified and that their training be patterned to bring about the maximum possible development of their talents.

1. Special attention should be given to meeting the needs of the academically talented students who are enrolled in business administration programs.
2. The honors program in business administration should not be a specialization in a particular business subject. The major of business itself is enough specialization.
3. Honors programs should admit only the academically talented who are either juniors or seniors.

Professional education can only be satisfactorily accomplished where research and teaching are effectively combined.

1. The business school or department of a university or college must create as well as transmit knowledge.
2. Schools with limited resources should have a modest program of research publication, but their administrators should insist that research personnel have something worth publishing.
3. All schools should insist that their faculty members be scholars as well as teachers. This does not mean, however, that all professors could be

expected to publish the results of their scholarship.

The business schools need to develop both more pure or fundamental research and, using the best tools now available, more applied research at a high analytical level.

1. In the course of performing pure research, the underlying disciplines of business education should be brought into the business school.
2. Applied research done in business should constitute the formulation of challenging hypotheses, the development and use of sophisticated analytical tools, including more utilization of concepts and findings from the various social sciences and greater reliance on mathematics and statistics.