

1965

Guidance Activities for the Teacher of Business Education

Virginia Watkins

Eastern Illinois University

This research is a product of the graduate program in [Guidance and Counseling](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Watkins, Virginia, "Guidance Activities for the Teacher of Business Education" (1965). *Masters Theses*. 4266.
<https://thekeep.eiu.edu/theses/4266>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Guidance Activities for The Teacher

of Business Education
(TITLE)

BY

Virginia Watkins

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1965
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

7-29-65
DATE

7-29-65
DATE

To: Graduate Degree Candidates who have written formal theses.

Subject: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

If you have no objection to your thesis being reproduced, please sign the following statement.

Permission to Reproduce a Thesis

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

10-4-65
Date

RECEIVED
OCT 7 1965
THE GRADUATE SCHOOL

337564

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Business programs	
Reasons given for taking business subjects	
Reasons given for not taking business subjects	
Chapter	
I. STUDENT-CENTERED ACTIVITIES	5
Orientation within classes	
Occupational and educational information	
Testing	
II. COUNSELOR-CENTERED ACTIVITIES	21
Individual records	
Conferences	
Curriculum	
Placement and follow-up	
Public relations	
III. SUMMARY	34
BIBLIOGRAPHY	39

INTRODUCTION

If education is to be meaningful in this day of vast specialization and automation, then there comes a time when each individual must utilize his educational background as an aid in making job choices.¹ Business education lends itself to this utilization by being divided into two general areas of training: Basic business and vocational business.²

Subjects such as business economics, business law, and general business help to provide a fundamental background in basic business economics. The importance of these subjects is meaningful since statistics show that six out of ten students who enter high school do not go on to enter college and that only five per cent of the high school graduates have enough background in economics to live successfully in our economically complex society.³

¹Frank J. Dame, "Guidance in Business Education," The Journal of Business Education, XXXVIII (March, 1963), 232.

²A. Humberger, "A Guidance, Placement, and Follow-Up Program for Business Education in The High School," The Balance Sheet, XXXIII (September, 1961), 4.

³William Selden, "The Place of Business Education in The Business Curriculum," The Balance Sheet, XXXIII (January, 1962), 197.

The vocational business program is made up of those subjects that will, when properly utilized, provide for the various marketable skills desired by industry.¹ The school not only has the responsibility of giving the necessary education and training to enable the student to get a first job, but also, the school should equip the student in such a way that the student can adapt in the vocation, can advance in the vocation, and can become a useful citizen to society.²

REASONS GIVEN FOR TAKING BUSINESS SUBJECTS

Students give many reasons for taking subjects in the business education programs. Some students hope to be able to get a job as the result of the training done in the business subjects. They know that business is an important force in our economic society. However, not all students who take the business subjects will be able to learn enough to qualify for a job in business. Other students believe that the business courses are easy. Such reasoning is fallacious because adequate understanding of the business processes requires considerable attention and intelligence. A few students who lack the necessary aptitude for academic study are mistakenly guided into the business courses by some academic teachers. This, also, is fallacious thinking because a student who has

¹Humbarger, loc. cit.

²Guidance in Business Education, Suggestions for Counselors and Administrators, Monograph 85 (Cincinnati: South-Western Publishing Co., 1959), p. 4.

difficulty in an academic study because of a lack in ability may also have difficulty in a business one.

Although many aspects of business life are not alluring or colorful, often students are captivated by the lure of business as it is so colorfully painted in fiction and in sensational biography. Students are often encouraged by their parents to take business subjects because the parent regards business as a means by which the children may be able to improve their social and economic status. While these reasons for the enrollment in a subject are neither good nor bad within themselves, the fact remains, the student is often influenced to study a subject for which he is not suited because of his aptitude and interest.

REASONS GIVEN FOR NOT TAKING BUSINESS SUBJECTS

Students give various reasons for not taking business subjects. Some students do not take business subjects because they have been told by others that business subjects are difficult. This is as fallacious a belief as that regarding the easiness of business subjects. Business subjects are neither hard nor easy. The difficulty in mastering a subject stems from the student, and not, the subject. Just as one student will find bookkeeping easy because he likes to work with numbers; another student will find it difficult because he doesn't like to work with numbers. Sometimes parents believe that if their children do specialize in the business subjects they will be refused admission into the colleges. This may be true

of a few conservative colleges in the eastern states. Many boys believe that business subjects are primarily for girls and as a result the boys will not take the business subjects. The assertion is often made that business courses are designed chiefly for boys and girls who wish to become clerks.¹ The belief that business subjects are to be taken primarily by girls and that the subjects are designed only for future clerks is as out-moded today as the writing with quill and ink-well were a quarter of a century ago. In today's modern business, literally thousands of men and women are hired as executives, managers, and supervisors.

The guidance of qualified students in the business programs is necessary. William Selden indicates in an article that automation tends to increase the number of office employees. Because of the large turnover in clerical occupations and other business occupations, twenty to twenty-five per cent of the high school population needs to be enrolled in the business education curriculum to meet the manpower needs of business. This is a challenge to counselors and to teachers of business subjects alike.²

¹Herbert A. Tonne, Principles and Problems of Business Education 2d ed. (New York: McGraw-Hill Book Company, Inc., 1954), pp. 152-153.

²William Selden, "Guidance for Business Education," The Vocational Guidance Quarterly, XII (Winter, 1963-1964), 107.

CHAPTER I

STUDENT-CENTERED ACTIVITIES

A generation or so ago one of the fictional heroes of the business world was "Ragged Dick," a character created by Horatio Alger. "Ragged Dick," always a young boy, started out penniless and by the last chapter had accomplished two achievements--he married a rich man's daughter and he achieved financial success. It is likely that such opportunities exist in today's world of business, but corporate empires usually deliver a collective frown on nepotism. Instead, the search is for ability, and in the complex world of business, ability can bring rewards, financial and otherwise, that Horatio Alger could only consider in fiction.

Most young people today have a desire to be successful. In that respect, they are similar to "Ragged Dick." But, success in the business world today, be it from the secretarial or executive point of view, usually depends upon the amount of education obtained plus a dedication to work. Success also depends on ability, an innate type of ability that is developed by education and hard work. This innate ability is a unique factor. Some people, particularly young people, demonstrate through tests and observations that they

possess innate ability, but they do little to develop their talent into an effective tool. It is not unusual for students with less ability and more determination to accomplish more than the exceptionally talented person. "If the boy or girl has the capacity for learning, learning will take place whenever interest is created within the individual."¹ Interest in learning has to come from within the person. The mother or teacher who explains, in part, the flower blossom by showing the petals or the stamens to a child and letting him handle them is challenging the child to become interested in knowing more about flowers and vegetation. If this challenge which has been given through the flower is accepted and kept by the child who has the ability, he will continue to learn. As long as there is interest, his desire for knowledge and understanding will not cease.

An institution developed by society that helps an individual to develop skills and understandings is the American system of secondary schools, staffed with professionally-trained teachers who help individuals to help themselves. The teacher in the secondary school can provide situations and materials in such a way that the individual can be helped to arrive at what is normally considered to be a satisfactory conclusion as far as personal interests and abilities are concerned.

¹Selden, The Vocational Guidance Quarterly, XII, 110.

Some high school students need help in assessing and evaluating their aptitudes, abilities and skills. Individuals have different aptitudes for attempting the accomplishment of their goals. One person may enjoy those activities that require manipulative skill with the hands. Another person may prefer those activities that are involved in the expressing of ideas. Parental evaluation of their children is often based on the parental prejudices. A desire for the child to follow in his father's foot-steps is illustrated by the common accolade--"a chip off the old block," usually delivered by a proud parent who is often really attempting to fulfill his own ambitions through his children. The individual wants to know about those attributes that will prove helpful and ultimately provide for him the stepping-stones to success. Since the pattern for everyday living is changing rapidly and the need to measure the skills and talents of today's young people is advantageous, there is a need for a variety of evaluative devices and processes. A number of activities have been devised to fill this need. Among the activities are those for orientation within classes, occupational and educational information, and testing.

ORIENTATION WITHIN CLASSES

Once the student decides to try business courses, the teacher should acquaint the student with the subject being taught. The student should be taught in such a way that he learns how to study the subject being taken. This objective

will necessitate the teacher devoting time and energy to showing the pupil the purpose of the subject and its vocational and cultural significance. The student can also be encouraged to consider the advantages to be gained from studying the subject. The course should become more important to him as he understands how it can be used as a basis for making educational and vocational choices. These implications may cause the class work to be more realistic to him.

Vocational interests that a person has are influenced by his environment. Persons are born without vocational interests. An individual is not destined to choose a particular vocation; what his interests are and what they become, may be dependent upon what the teacher brings out in him.¹

However, personal tastes and values cannot be forgotten. Just as some people like pie while others like strawberry ice cream, so it is with interests in vocations. One person may find it exciting to work with numbers while another finds numbers to be burdensome. It is hard to account for these likes and dislikes, although some may try to explain and give reasons for them. The importance of mentioning them here is to acknowledge that personal likes and dislikes do enter in to the selection of a vocation. The connotation on interests, as used in this paper, is concerned with providing experiences so that the student may have an opportunity to know if his vocational interest lies in the area of business. An attempt should be made to encourage the student to select his vocation,

¹The Role of The Teacher in The Guidance Program (Moravia! Chronicle Guidance Publications, Inc., 1962).

and not to back into it as he follows the path of least resistance. To avoid this and to arouse the interests in his students, the teacher may take them to visit different places of employment, or he may bring speakers into the classroom to discuss opportunities and requirements for success in various jobs. To create interest and to inform the students the teacher may encourage former students to visit and discuss their work experiences and the problems which they have had on the job.

Another possibility for arousing student interest would be the successful coordinating of both businessmen and beginning students in all day sessions on Saturday. If both student and businessman were willing, a day could be spent each week. This would familiarize the students with various aspects of business and permit them to sample experiences offered by the wide variety of businesses. Yet another possibility would be urging students to participate in student-business activities sponsored by local business organizations.

In some business classes, vocational units may be used. Students may be assisted, through group discussion, to know the importance of careful planning for the requirements needed in the different areas of work.

To help develop personality and character is a vital responsibility of the teacher.¹ The business teacher should help students to develop the personal qualities which are

¹State Superintendent of Instruction, Business Education Handbook for The Secondary Schools of Wisconsin, (July, 1964), p. 4.

desired in business. The most important personal traits desired in workers by employers are: "ability to get along with people, neatness, good personality, honesty, initiative, and loyalty."¹

The teacher of business subjects may assist the student in developing the proper attitude towards work. The proper attitude towards work can be reinforced by the teacher's asking of the students similar work responses as asked in industry. A job well-done in the classroom is as important to the student's own interests as a job well-done in business is important to the worker's own interests. Of particular importance is the stressing of completing assignments on time in both business education courses and in the daily routine of business. The student may also be assisted in developing the qualities needed to hold a job. However, at all times, the business teacher should keep in mind, "the needs of the student are even more important than the needs of the individual employer."²

The business teacher should attempt to get students interested in a business career instead of interested in taking a business subject such as typing or shorthand because these are really only two parts of the mechanics of business.

¹Ruby B. Knox, "Survey Local Business," The Balance Sheet, XXXVIII (February, 1962), 288.

²Guidance in Business Education, Suggestions for Counselors and Administrators, Monograph 85 (Cincinnati: South-Western Publishing Co., 1959), p. 4.

The student should be encouraged to choose for himself a career goal such as becoming a secretary.¹ The teacher should help the student to actually understand the nature and duties of the job for which he is preparing himself. Every student should be helped to weigh carefully the long range job opportunities against the more immediate gains which tend to influence him in his decision. The student should be shown that jobs paying more money at the start are often "dead-end" jobs that do not provide for advancement nor offer a chance to develop and improve skills and understandings.

The teacher has many opportunities in the classroom to present information so that the student may be greatly aided in making his own decision about his future career.² The teacher can present this information as an integrated part of the subject matter. For instance, in typing classes, the general and specific duties of a typist can be made known to the students by actually having them perform the duties of a typist. The student with ability and ambition should be encouraged by the business teacher. This encouragement can often be accomplished by the teacher showing a personal concern in the student. This concern may be expressed in a number of ways, such as, praising the student

¹Superintendent of Public Instruction, Business Education in The Secondary School, Bulletin D-3 (Springfield: 1963), p. 10.

²Charles M. Reinmuth, "Vocational Guidance and The Teacher of Bookkeeping," Business Education Forum, XVI (November, 1961), 24.

12

whenever a noteworthy accomplishment has been made, assisting the student when help is needed, and challenging the student by providing new experiences.

However, the student should be taught "not to regard vocational success as the sole criterion of a successful life."¹ The student should investigate to see how the choice of a vocation will affect his social and personal life now and in the future. There are, undoubtedly, many people who are very unhappy with their choice of occupation. They continue to work in their respective fields, though, for a variety of reasons, not the least of which is financial.

There are certain other aspects of vocational choice that a student should consider closely. For example, travel now plays an important part in modern business. Certain jobs require a great deal of travel. A person who does not want to move around the country would do well to avoid this type of work. Conversely, someone who likes to travel might find such an occupation very enjoyable. There is also the problem of social stratification to consider. The manner or way in which one chooses to live has an important bearing on vocational choice, because, whether right or wrong, certain modes of life are expected to be followed. Some companies have a tendency to regulate, to a certain extent, the private lives of their employees. It is not the intent of this paper to examine the point from a sociological view, or a moralistic

¹Tonne, loc. cit., p. 164.

one, but, nevertheless, students should possess the facts concerning what is likely to be required of them. The student, at all times, should be guided to think intelligently about himself and his vocation.

OCCUPATIONAL AND EDUCATIONAL INFORMATION

"Presumably, everyone wants to be 'successful' and the definition can be whatever one wishes it to be."¹ The word "success" has different meanings for different people. There are standards of success in every aspect of life that are recognized and accepted by society. The standard most often applied is financial success, although the standards in other areas such as honesty and personal conduct are no less important. As far as financial success is concerned, some people are less motivated by money than others, preferring to seek what Adler, an American philosopher, calls the "good life."

To be successful in choosing a vocation one must take into consideration one's intellectual and physical capacities. These capacities, the energy of his motivations, are translated into knowledge and skills, which in turn, should be a determining factor in the student's selection of a vocational choice.² The student should be helped

¹B. J. Scott Norwood, "Career Planning, Personal Tastes and Values," The Journal of Business Education, XXXVI (March, 1961), 251.

²ibid.

to use occupational and educational information in making his vocational choice.¹ There is always danger that the student could misinterpret or not understand some of the occupational and educational information because of the complexity of the information. Frank E. Wellman has said: "There is little value in a student choosing an occupation unless he has the aptitude to prepare for it."² A student who cannot assess his own ability in relationship to his vocational choice may choose to be a chemical engineer and fail because he is incapable of mastering the required knowledge needed for such a vocation.

Countless new careers are now appearing as a result of the developments in science, technology, government, and international relations. Some of those who wish to be identified with these new careers will be unable to do so because of inadequate job preparation. The teacher needs to help the individual student to learn about those opportunities that will neither frustrate him nor cause him to waste time and effort.³ This can be done through a laboratory study. In this study he will be able to obtain information about two or more occupations in which he is interested. A comparison

¹Frank E. Wellman, "Guidance and The Curriculum," School Life (April, 1958), 6.

²Ibid.

³Donald G. Mortensen, Seymour P. Stein and Fred G. Rhodes, Guidance Casebook and Study Materials (New York: John Wiley and Sons, Inc., 1960), p. 73.

can be made between the requirements for the occupation and the characteristics and skills which he possess. In this way he is able to evaluate how efficiently his potentials match those needed by the occupation. In a laboratory study each individual studies independently.

The purpose is to give each individual an opportunity to study intensively one or more occupations of particular interest to him, to compare the requirements of these with what he already knows about himself, to prepare a summary of his present thinking which may facilitate profitable discussion in the counseling interview, and incidentally to learn where and how to get facts about jobs whenever he may need them in the future.¹

Another way to help the student learn about occupations is to help him to get information about jobs in the community. To help gather local information, surveys of the business establishments may be made by the student. Group conferences will also give first hand information to students in such a way that their attention is aroused and maintained because a local businessman presides at the conference. The business teacher may assign occupations as a topic for debate, dramatization, and role playing in the classroom.²

To encourage students to go on for further study, a business teacher may arrange for a Business Contact Day in which representatives of various industries arrange for

¹Robert Hoppeck, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1965), p. 289.

²Ibid. p. 330.

interviews with the business students from the school.¹ Students can also be encouraged to visit nearby universities and colleges. For those considering the possibility of getting further study by joining the military forces or becoming a part of the Civil Service, representatives of the various branches and agencies can be brought in for special discussions and to answer questions of the students.

Business students who are planning to go on to college after graduating from high school often need information about loans and scholarships. The teacher should have a file about loans and scholarships that are available to business students.²

The business teacher should know the resources for occupational information in the school, community and elsewhere. The material for study may be brought into the classroom so that the students can utilize the classroom time in study. To assist students, the teacher may display various pieces of occupational literature on bulletin boards, book shelves, and on tables. Pamphlets may be given to the students to keep for further reference. However, care should be taken on the part of the teacher to see that the information is accurate and up-to-date.

¹Knox, loc. cit., p. 244.

²Philip Brother Harris, "The Guidance of Business Students in Selected Secondary Schools," The Personnel and Guidance Journal, XXXV (May, 1957), 593.

If the class is able to take a field trip to a factory, much occupational information may be obtained from observation. Plant tours permit the student "to see, hear, feel, and smell the environment" in which he may work if he would choose any of the occupations observed.¹ The plant should be close enough for the school to visit, yet large enough to show a wide variety of vocations, but useful information can come from almost any observation.

Effective occupational information may be given through the use of visual aids. Filmstrips may be used to illustrate different occupations and the requirements for doing them. Educational television programs may contain authentic occupational information.² Slides of different occupation may be made and tape recordings synchronized to the slides may describe the work being done. If these are made of the local occupations, student interest is increased. Pictures showing former students at work may be displayed. Business firms will provide materials for an "Opportunity Day Career Exhibit," and a representative to answer questions that the students may have. At these exhibits literature describing jobs may be "given away." Alumni are often willing to make a recording, if not a speech, and these taped recordings may be played to give information to the students.³

¹Hoppeck, loc. cit., p. 223.

²Hoppeck, loc. cit., p. 319.

³Hoppeck, loc. cit., p. 305.

An extra-curricular course in occupations may be studied through a career club. The career club offers an excellent chance for students to combine both personal interest and classroom knowledge. It is virtually impossible for each person in the classroom to study in his desired field in any depth because of the broad base of business knowledge that must necessarily be covered. The career club gives the student a chance to build from the general background to a point of specific knowledge. Career Day is another popular means of providing information about occupations. However, because of time limitations students are limited to the number of meetings that can be attended by them.¹

The wise choice of an occupation cannot be over-emphasized by the teacher in business, since the choice of an occupation may determine whether one will be employed or not employed. This choice may determine success or failure, and whether the worker will enjoy or dislike his work. The choice of an occupation influences almost every other aspect of life, and the selection may determine how a democratic society will utilize its manpower.²

TESTING

Some students consider tests as a necessary evil to be taken because the school requires the teacher to make an

¹Hoppeck, loc. cit., p. 226.

²Hoppeck, loc. cit., pp. 1-3.

evaluation of the student's competency in a given subject. If this is the only purpose of testing, then it would have been better if Horace Mann had never used the essay question which caused the big change from oral examinations to written ones. The purpose for giving tests to a student should be to help him to learn about himself whatever the test may reveal.¹ There are many tests which propose to do this. Some are designed to indicate ability, interest, and skills of the taker. Others are to measure achievement and to indicate so called "native intelligence" or capacity for learning. Special aptitude tests have been designed to predict success or failure for almost every occupation. In ascertaining the usefulness and interpreting the score of tests several factors should enter in. The interpreter should have an understanding of the test, its validity, reliability, and the nature of the group on which norms were established. Other factors to be considered are: understanding the individual and his home environment, his reading and vocabulary ability and his social adjustment. Such factors as adverse physical conditions under which the test is given and the limitations of the test should be considered. Many tests are constructed on middle class values, yet, these same tests are given to lower and upper class members; this is a limiting factor of the tests.

¹C. Gilbert Wrenn and Willis E. Dugan, Guidance Procedures in High School (Minneapolis: The University of Minnesota Press, 1950), p. 30.

While aptitude tests cannot pinpoint a perfect vocation for each individual, it may help to point him in the right direction. It may be used to focalize his interests and aptitudes. However, interest and aptitude are not necessarily the same, although, they may be. As an illustration a person may have an interest in music and enjoy listening to music, but he may have little or no aptitude for performing on a musical instrument.

The primary work of the business teacher in testing is to encourage and help the student to compare his test scores on one test with the scores on other tests of similar and different types which the student has taken so that he may learn all he can about his own strengths and weaknesses.¹

¹Selden, The Vocational Guidance Quarterly, loc. cit., p. 108.

CHAPTER II

COUNSELOR-CENTERED ACTIVITIES

"Every experience of the student affects, in some way, his development towards maturity."¹ The teacher usually has little control over the total experiences of the student, although school is sometimes considered a controlled, complex series of experiences.

INDIVIDUAL RECORDS

The teacher can use a record of past experiences as a means of understanding the individual student. The teacher is in a position to observe the student in classroom situations, in extra-curricular activities, and on the school ground. These developmental experiences of the individual student should be systematically recorded and should become a part of the accumulative record. These observations can be made over a long period of time. Thus, the information will be more complete and more accurate than observations quickly made and recorded on the last day of the grading period. The value of the accumulative records depends on the teachers who

¹Merle H. Ohlsen, Guidance an Introduction (New York: Harcourt, Brace & World, Inc., 1955), p. 191.

compile the information.¹ Unless objectivity and attention to detail are strictly adhered to, other teachers who attempt to use the records will not find them beneficial. A well-organized and objectively written accumulative record has a value to the teacher that corresponds to the value a complete and accurate individual medical history has to a doctor.

The business teacher is able to contribute to the accumulative record information about the work habits, class participation, and attitudes and interests of the student who is enrolled in the business program. The teacher can contribute as well as use information gained from anecdotal records, behavior ratings, peer rating devices, structured or unstructured autobiographies.

If the business teacher can properly administer and use sociometric devices, much information may be obtained. The teacher may use questionnaires from which sociograms may be made. The teacher may provide situations in which the student may tell about himself and his future goals as part of the class assignment.

Various check lists, tests, and inventories may be given to the student by the teacher. All of these may become a part of the accumulative record of the student. The accumulative record should be used and reviewed frequently. New information should be added and the material

¹The Role of The Teacher in The Guidance Program
(Moravia: Chronicle Guidance Publications, Inc., 1962).

which is no longer useful should be taken out of the record and destroyed.¹

CONFERENCING

Teachers have a day-to-day contact with students which provides an opportunity for the teachers to observe and to become acquainted with the students. This daily contact between the student and the teacher provides an opportunity for talking with the student when the student so desires.² This close contact should enable the teacher to understand certain symptoms that, on the surface, are meaningless, yet often are indications of problems. An illustration of this could be the student who is reported ill whenever a test is to be given. Business classes are ideal for fostering close contact between teacher and student because of the informal atmosphere. This informal situation permits the teacher to have the time to listen to the student who wants to talk about a problem and it permits the student to talk more freely about what is important to him at the time.

The business teacher should participate in the more formal staff conferences and be willing to be a member of the school guidance committee.³ Much can be learned from

¹Raymond N. Hatch and Buford Steffire, Administration of Guidance Services (Englewood Cliffs: Prentice-Hall, Inc., 1958), p. 180.

²Vocationally Talented Pupils, Division of Field Studies and Research (New Brunswick: Rutgers-The State University, 1962), p. 15.

³Hatch and Steffire, loc. cit., p. 156.

the exchange of information at such conferences, particularly if the committee is working with a student enrolled in the business program. The purpose of attending these conferences is to gain more information that might be useful in promoting the most affective learning experiences possible for the individual student.

The business teacher should work closely with the guidance counselors because of the common concept that students who do poorly in other areas of study will fare better in the more "practical" business classes. Consequently, business teachers are often likely to get students who range from listlessness and defeat to the more extreme instances of rebelliousness on the part of the student.

It is suggested that at least once each year all the business teachers should cooperate in a general meeting with the counselors so that related problems may be discussed, and so that changes and additions to each of the programs may be initiated, discussed and understood.¹ At this conference suggestions for different course areas and different teaching methods may be exchanged. This will also give the business teachers an opportunity to learn what the guidance department is planning for future improvement.

¹Some Suggestions for Additional Cooperation Among Members of The Business and Guidance Departments (Albany: State University, 1961), p. 4.

CURRICULUM

The business curriculum which was revised yesterday must be re-examined today and, if necessary, changed tomorrow to meet the changes caused by the accelerated development of technology. The teacher must be alert to the preparation needed by the student in a changing world.¹ The importance of keeping up with the rapidly changing world of business cannot be over-stressed. The chief factors in the success of the business program may be found in the curriculum and its aims. The business teacher should be involved in the formulation of the aims of the business curriculum. In the past, the goals and requirements in business education were relatively simple and stable. This is no longer the case. The subject area has become broadened and the field of business knowledge is ever expanding. The vocational and social emphasis of business curriculum must be kept up-to-date.

In making sure that the business curriculum fits the needs of today and is ready to tackle those of tomorrow, there are several contributions the business teacher can make. One of the contributions of the teacher is to be well-prepared and capable of presenting in a convincing manner the recommendations for what is hoped will be an ideal

¹George E. Arnstein, "Automation Comes to The Office," The Balance Sheet, XLIV (September, 1962), 18.

business curriculum.¹ It is not the purpose of this paper to set up an ideal business curriculum, however, the teacher should be aware of the standards for business education as listed by the State Office of Public Instruction in the state in which the teaching is done. These should be considered along with the special needs of the community in which the school is located. For example, the curriculum emphasis may be different for a small sized high school in a rural area where the business courses are taken mostly for personal use as compared with the large city school in which the business courses are taken primarily for their vocational value. The business teacher can make a significant contribution to the development of a sound curriculum by keeping up with the trends in business and in the teaching profession.² The teacher can do this by reading professional journals and magazines and by attending professional meetings. The teacher can also contribute "practical" knowledge by calling for suggestions from workers and managers in industry and business in the community.³ This last is important because the local enterprises will absorb a substantial

¹Eugene F. Whitney, "An Experiment in Business Guidance," The Balance Sheet, XXXI (January, 1960), 212.

²John C. Roman, The Business Curriculum, Monograph 100 (Cincinnati: South-Western Publishing Co., 1960), p. 5.

³Thelma D. Wicklin, "The Role of Business Education in The Secondary Curriculum," The Balance Sheet, XXXIII (September, 1961), 14.

proportion of the business-trained graduates each year.

Unless there is close coordination, there might be problems that would detract from the effectiveness of the business education program, particularly in the area of public relations discussed later in this chapter.

PLACEMENT AND FOLLOW-UP

The business department has offered to the prospective graduate actual training and education for the business world. It is the responsibility of the business teacher and the businessman to cooperate in helping the student to have an opportunity to put into practice the training and skill that he has learned in school. However, the student must realize that "a certain amount of the responsibility is his."¹ It is he, the student, who will actually be working at a specific job. The teacher can help to prepare the student for work and the businessman can provide the opportunity for work, but the student is the one who must do the work.

The procedure to be followed in getting a job must be a product of the teaching-learning situation. The student should be taught the general procedures for securing employment including an understanding of the various agencies that will help him to secure a job. The student needs to be taught how to fill out various application blanks, develop skill in

¹J. Frank Dame and Albert R. Brinkman, Guidance in Business Education, 2d ed. (Cincinnati: South-Western Publishing Co., 1954), p. 126.

the preparation of personal data sheets, and be able to prepare a letter of application. If properly prepared the student can make the most of the opportunity to sell himself and his ability.

In preparation for a personal interview the student should be taught to emphasize neatness, accuracy, cleanliness, and, in general, how to conduct himself in a manner that is to his advantage in an interview. Students should know how to write thank-you letters to personnel directors with whom they have had an interview. The letters should suggest a willingness to give more information if needed and to let the director know that the student is still interested in the job. If the student has found another position, then a letter should be sent to the director thanking him for his interest and explaining that he is no longer available for the job.¹

To give the student an opportunity to practice preparing himself for an interview, the teacher may assume the role of the interviewer and have the student send a letter of application with a personal data sheet a few days in advance of the designated time for the interview. A rating sheet should be checked by the teacher conducting the interview. This sheet will rate such things as neatness, appearance, poise, manners, and general behavior of the student applicant. The student dresses as if it were an actual interview. He carries a portfolio of his work with him. This gives

¹Jane E. Putnam and Charles Loedel, "Prepare Your Students for Job Hunting," Business Education World, XXXIII (May, 1962), 24.

him something to talk about and it illustrates the type of work that he can do. The portfolio should include samples of typing, shorthand, carbon copies, stencils, envelopes, and letters. Another personal data sheet with a photograph may also be included in case the interviewer has lost the previous one. Evidence of extra-curricular activities and certificates earned in shorthand and typing may be useful.¹

A follow-up study of former students employed in the community is a means of providing background information for the planning of curriculum and subject content. This is assuming that most of the graduates and drop-outs stay within the community; if not, then the follow-up study should be made wherever the former student is when the study is made. The follow-up study should involve a survey of the employed graduates and drop-outs and their employers. The study should also include those who may not be presently employed. From this study information may be obtained as to how well the school is preparing the student for work.² The teacher needs to find out the common mistakes made on the job by former students, why such mistakes occur, and how to teach in the future to prevent students from making them. The teaching and the curriculum will be enriched and improved in proportion to the adequacy of the knowledge gained from the

¹ Richard D. Featheringham, "We Make Job Interview's Meaningful," Business Education World, XXXIII (May, 1963), 25.

² Dane and Brinkman, loc. cit., p. 29.

follow-up study and may add to the efficient performance of the school personnel on the job.

The placement and follow-up aspects of the business program are valuable tools for linking community interest more closely to the business program specifically and to the school in general. It easily can be demonstrated that the business program is the easiest for the community-at-large to judge because the results are seen daily. The students now employed in the community reflect the quality of business education offered by the local high school. The effective use of the follow-up study will help to insure that the product of the school will be satisfactory and that the school program will have a source of ideas from former students and businessmen. Dame and Brinkman have said:

Expressing an interest in the businessman's opinion helps to develop a desirable confidence on his part in the school and its efforts. The information brought out by the study will be of interest to the community as a whole since it pertains to one of the agencies that the community supports through taxation. Thus, to win and keep the respect of local employers, the school, through the business department, must indicate an interest in the product of its effort, namely, the former business student who is now employed.¹

This is one reason for the business department to check on the results of its educational program. Another reason is that the business department of the school supplies the business workers of the community. It is important to determine if the school program is meeting the needs of the

¹Dame and Brinkman, loc. cit., p. 92.

school attenders and the business society. The business teacher has a responsibility to the community because his product, in a large measure, goes directly into the working force of the community.

PUBLIC RELATIONS

An informed public will usually rally to the support of a school program that it understands. The business teacher, operating through the administrative channels of the school, should utilize every opportunity to let the school community know just how the business department is helping to educate youth to take their places in society.

The teacher should take steps to insure that the student newspaper receives news about the success and achievements of the students as well as about what programs or projects are going on in the classes. The same information should be given to the local news media. Other possibilities that can be used for good public relations include parent interviews, community participation in planning special business projects, and displaying informational materials. A special display may be set up in the store windows during National Education Week.

Usually, a good, effective public relations program emphasizes one objective at a time. However, the day by day activities of the teacher in the classroom are very important because the teacher interprets the school directly to the students and, subsequently, indirectly to the community.

The student who enjoys the school activities is an effective public-relations agent for the school. A parent who is pleased with the help given to his child by the school will aid in the support of that school.¹

Unfortunately, the reverse is true. A child who dislikes to go to school may destroy the public relations work accomplished in the past. The dinner table conversation or the remarks of a displeased parent may have more effect on public opinion than anything the school can do. There are two things that the teacher can do to offset the damage caused by these remarks. The first is remedial in nature. By trying to explain and clarify the situation as quickly as possible the teacher may forestall bad after-effects. The second is preventative in nature; it consists of building up a background of good will in the community that will act to keep people from making hasty and unfortunate conclusions or from paying heed to those who do. The business instructor will find it advantageous to do this preventative work.

The business teacher may promote good public relations through student clubs and organizations. The teacher can train a group of students to discuss in panel form some pertinent question such as "What a Secretary Expects from Her Employer." These panel groups could be available for the programs of community groups such as the Chamber of

¹Dame and Brinkman, loc. cit., p. 203.

Commerce or Rotary Club.¹

The business teacher can make significant personal efforts towards maintaining good public relations by living in the community and participating in the community affairs such as church and civic clubs. The teacher may also supervise the preparing of the material to be sent into the community for community drives such as The Cancer Drive. The personal appearance of the teacher can be a decided asset to good public relations. The teacher's everyday dress, manners and actions affect public opinion of the teacher and the school.

¹The National Business Education Association and The Eastern Business Teachers Association, Administration and Supervision of Business Education (Des Moines: Wallace-Homestead Company, 1952), p. 375.

CHAPTER III

SUMMARY

It is common today to hear such figures as 70,000,000 employed American and the gross national product reaching over closer to the 700 billion dollar mark--statements that only a few years ago would have brought down on the head of such a speaker a heap of scorn and derision--much the same as was heaped on those nonsensical idlers who, a few years ago, sketched plans for travel in space, or a century ago, sketched plans for the steamboat. Today, people are a little less inclined to laugh at what seems to be impossible. Instead, there is, on the part of most, a determination to be prepared.

As stated earlier in this paper, the present economy currently needs twenty to twenty-five per cent of the high school students to be enrolled in business education. It is true that automation will reduce the need for unskilled workers. Automation, however, will increase the need for better trained workers. Well-qualified workers are needed to provide business with the necessary know-how to support a constantly growing population which has commitments around

the world that would have amazed the Roman who knew only his continent in Augustus Caesar's day.

In no small sense, the business teacher in the secondary school will be partially responsible for what happens in the future regarding the economic well-being of the nation. The days when all that was required of the business teacher was to turn out a few students capable of typing and taking shorthand with some familiarity with bookkeeping are gone along with the horsehair sofas in the waiting rooms of the business establishments. The complexity of modern business and its subsequent need for workers has created a situation that means the business teacher of today must assume a more important role in the guidance of students. It is up to the teacher to fan the spark of "desire" which keeps students striving for whatever their personal goals of success in business may include. The teacher must strive to translate "desire" into classroom accomplishments that will build the necessary skills and informational background that the student needs to be successful in his chosen vocation.

The business program is often terminal education for the student, especially so for the non-college bound one. In most schools this individual has only three programs from which to make his choice, industrial arts, agriculture, and business. Because of the nature of the courses, business

will have the largest enrollment, and the importance of the student-centered activities such as orientation in classes, occupational and educational information, and testing have grave significance to the business teacher. The importance of the guidance activities cannot be over stressed. It is not an exaggeration to say that much of what happens to the student in the future depends on the first weeks of school when each autumn the freshmen attend their first class in business. If the teacher can get them started successfully, then the emphasis the rest of the four years in high school will be accentuated in the business program. This early orientation period is very important to the student.

Every tool known by the teacher should be used as such to guide the student. Often, the student's potential is indicated in the cumulative record, and verified through student conferences and accomplishments. The teacher should be concerned with the curriculum so that not only the present needs are accounted for, but so that future needs of the student may be anticipated in time to make preparation. This problem of providing for the future needs of the student is probably one of the hardest of all to solve because the "student being trained today will fill the jobs of tomorrow that are still unknown today."¹ As a check on curriculum values as well as the effectiveness of information learned, the teacher should promote follow-up studies and placement

¹Dr. Carl K. Green, Classroom Lecture in Education 592. (Winter Quarter, 1965).

of students.

The teacher of business should always be aware of the important role that business has in our society. The effective functioning of business enterprises is the hub around which our way of life spins just as the business teacher is the center around which training and education for business circulates. Let the teacher be ever mindful of the great task before him. May he be endowed with dedication to his task, strong and cohesive leadership to maintain continuity in the classroom, the ability to communicate with student and community, and a desire to help each pupil to reach out to attain the full development of his potentials. Then, and, then only, may the teacher of business education be able to participate in this process called "guidance" which is defined by Frank W. Miller as follows: "Guidance is the process of helping individuals achieve the self-understanding and self-direction necessary to make the maximum adjustment to school, home, and community."¹

¹Frank W. Miller, Guidance Principles and Services (Columbus: Charles E. Merrill Books, Inc., 1961), p. 1.

BIBLIOGRAPHY

Books

- Dame, Frank J., and Brinkman, Albert R. Guidance in Business Education 2d ed. Cincinnati: South-Western Publishing Co., 1954.
- Hardaway, Mathilde, and Maier, Thomas B. Tests and Measurements in Business Education 2d ed. Cincinnati: South-Western Publishing Co., 1952.
- Hatch, Raymond N., and Steffire, Buford. Administration of Guidance Services. Englewood Cliffs: Prentice-Hall, Inc., 1958.
- Hoppock, Robert. Occupational Information. New York: McGraw-Hill Book Company, Inc., 1963.
- Miller, Frank W. Guidance Principles and Services. Columbus: Charles E. Merrill Books, Inc., 1961.
- Ohlsen, Merle W. Guidance An Introduction. New York: Harcourt, Brace & World, Inc., 1955.
- The National Business Education Association and The Eastern Business Teachers Association, Administration and Supervision of Business Education. Des Moines: Wallace-Homestead Company, 1952.
- Tonne, Herbert A. Principles of Business Education 2d ed. New York: McGraw-Hill Book Company, Inc., 1954.
- Wrenn, C. Gilbert, and Dugan, Willis E. Guidance Procedures in High School. Minneapolis: The University of Minnesota Press, 1950.
- Zeran, Franklin R., and Riccio, Anthony G. Organization and Administration of Guidance Services. Chicago: Rand McNally and Co., 1962.

Pamphlets

- Guidance in Business Education, Suggestions for Counselors and Administrators Monograph 85. Cincinnati: South-Western Publishing Co., 1959.
- Mortensen, Donald G., Stein, Seymour P., and Rhodes, Fred G. Guidance Casebook and Study Materials. New York: John Wiley and Sons, Inc., 1960.
- Roman, John C. The Business Curriculum Monograph 100. Cincinnati: South-Western Publishing Co., 1960.
- Some Suggestions for Additional Cooperation Among Members of The Business and Guidance Departments. Albany: The University of The State of New York, 1961.
- State Superintendent of Instruction. Business Education Handbook for The Secondary Schools of Wisconsin. July, 1964.
- Superintendent of Public Instruction. Business Education in The Secondary School Bulletin D-3. Springfield: 1963.
- The Role of The Teacher in The Guidance Program. Moravia: Chronicle Guidance Publications, Inc., 1962.
- Vocationally Talented Pupils. New Brunswick: Rutgers-The State University, 1962.

Periodicals

- Arnstein, George E. "Automation Comes to The Office," The Balance Sheet, XLIV (September, 1962).
- Dame, Frank J. "Guidance in Business Education," The Journal of Business Education, XXXVIII (March, 1963).
- Featheringham, Richard D. "We Make Job Interviews Meaningful," Business Education World, XXXXIII (May, 1963).
- Harris, Philip Brother. "The Guidance of Business Students in Selected Secondary Schools," The Personnel and Guidance Journal, XXXV (May, 1957).
- Humbarger, A. "A Guidance, Placement, and Follow-Up Program for Business Education in The High School," The Balance Sheet, XXXXIII (September, 1961).

- Knox, Ruby B. "Survey Local Business," The Balance Sheet, XXXXIII (February, 1962).
- Nicklin, Thelma D. "The Role of Business Education in The Secondary Curriculum," The Balance Sheet, XXXXIII (September, 1961).
- Norwood, B. J. Scott. "Career Planning--Personal Tastes and Values," The Journal of Business Education, XXXVI (March, 1961).
- Putnam, Jane E., and Loedel, Charles. "Prepare Your Students for Job Hunting," Business Education World, XXXXIII (May, 1962).
- Reinmuth, Charles M. "Vocational Guidance and The Teacher of Bookkeeping," Business Education Forum, XVI (November, 1961).
- Selden, William. "Guidance For Business Education," The Vocational Guidance Quarterly, XII (Winter, 1963-1964).
- Selden, William. "The Place of Business Education In The Business Curriculum," The Balance Sheet, XXXXIII (January, 1962).
- Wellman, Frank E. "Guidance and The Curriculum," School Life (April, 1958).
- Whitney, Eugene F. "An Experiment in Business Guidance," The Balance Sheet, XXXXI (January, 1960).

Other Sources

- Green, Carl K. Classroom Lecture in Education 592. (Winter quarter, 1965).