1948

The preparation of junior college business teachers

Adams, Willard Granville

Boston University

http://hdl.handle.net/2144/18894

Boston University
TEACHER PREPARATION FOR JUNIOR COLLEGE BUSINESS TEACHERS

SERVICE PAPER
Granville A. 93
The Gift of Willard G. Adams

Service Paper
Adams, W. G.
1948

Stored
BOSTON UNIVERSITY

SCHOOL OF EDUCATION

SERVICE PAPER

THE PREPARATION OF JUNIOR COLLEGE BUSINESS TEACHERS

Submitted by

WILLARD GRANVILLE ADAMS

B. A. Clark College, 1936

In partial fulfillment of Requirement

for the degree of

MASTER OF EDUCATION

1948

First Reader:  John L. Rowe
Second Reader:  C. L. Pelletier
Third Reader:
Gift of W.G. Adams
School of education
June 10, 1949
19432
# TABLE OF CONTENTS

Chapter I  
The Problem 1  
The Purpose of this Study 4  
Definitions 5  
The Importance of the Problem 6  

Chapter II  
Synopsis of Related Studies 10  

Chapter III  
Procedures 19  

Chapter IV  
Findings 23  
Recapitulation of Tabulated Courses 38  
List of Colleges and Universities offering courses considered in this study 39  

Chapter V  
Conclusions and Recommendations 40  
Bibliography 47  

Appendix A  
List of Accredited Colleges and Universities offering graduate courses in Business and in Education 33
**LIST OF TABLES AND APPENDICES**

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Administration and Curriculum</td>
<td>24-25</td>
</tr>
<tr>
<td>II</td>
<td>Survey and Orientation</td>
<td>28</td>
</tr>
<tr>
<td>III</td>
<td>Methods and Practice Teaching</td>
<td>30</td>
</tr>
<tr>
<td>IV</td>
<td>Problems and Evaluation</td>
<td>32</td>
</tr>
<tr>
<td>V</td>
<td>Seminar</td>
<td>34</td>
</tr>
<tr>
<td>VI</td>
<td>Guidance</td>
<td>35a</td>
</tr>
<tr>
<td>A</td>
<td>Letter from the American Council on Education</td>
<td>52</td>
</tr>
<tr>
<td>B</td>
<td>List of Accredited Colleges and Universities offering graduate courses in Business and in Education</td>
<td>53</td>
</tr>
<tr>
<td>Table I</td>
<td>Administrative and Curriculum</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table II</td>
<td>Search and Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table III</td>
<td>Program and Participation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table IV</td>
<td>Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table V</td>
<td>Conference</td>
<td></td>
</tr>
</tbody>
</table>

Appendix A
Letter from the American Council on Education

Appendix B
Table of Suggested Colleges and Universities Offering Graduate Courses in Statistics and in Mathematical Statistics

https://archive.org/details/preparationofjum00adam
ACKNOWLEDGEMENT

The writer wishes to express his appreciation to Dr. John L. Rowe, School of Education, Boston University, for his helpful suggestions and guidance in the preparation of this paper.

The problem of this thesis is (1) to demonstrate the evident inadequacies in the field of higher education for business teachers in relation to the smaller problems associated with the junior college, and (2) to show the need for

for consideration of the

The writer wishes to express the appreciation to Dr. John L. Horn for his helpful suggestions and hints since his cop preparation of this report.
CHAPTER I

TEACHER PREPARATION FOR JUNIOR COLLEGE BUSINESS TEACHERS

Teacher preparation for junior college business teachers is a wide felt need. With the ever growing demand for semi-professional business workers in our society has arisen a definite need for a new philosophy of education as to the function of the junior college in preparing its students for a successful business career. Leading educators and administrators have stated frequently that they need teachers who have been oriented to the problems of junior college teaching; teachers who are cognizant of the peculiar functions of the vocational business courses which the junior college rightly offers. The graduate facilities of our universities have not as yet faced the problem of preparing teachers who wish to teach in the junior college, although a few offer courses which "might be made to relate to the preparation of junior college teaching."

The problem of this thesis is (1) to demonstrate the present inadequacies in the field of higher education for business teachers in relation to the peculiar problems associated with the junior college, and (2) to show the need for

---

Chapter II

TEACHER PREPARATION FOR JUNIOR COLLEGE BUSINESS TEACHING

Teacher preparation for junior college business courses

In a world full of men with the clear training coming for service

professional courses on the college level and a

activities need a new philosophy of education as to the

function of the junior college in preparing the candidates for

a successful business career. Teaching business and sales

instructors have stressed students that they need business

who have been oriented to the application of junior college

Research: Researches are continuing on the business side

time of the vocational business courses with the junior

college. Right along this time the business faculty of the

universities have not as yet faced the problem of preparing
researches who will go to be teachers in the junior college. Although
a few other courses with "marketable" value are made to help to the

preparation of junior college teaching.

The problem of this course is (1) to demonstrate the

courses for business teachers in relation to the business programs exist-

comparison with the junior college and (2) to show the need for

"Committee on Teacher Preparation of Junior College Institute of Y.A.A.N. 1928."

"Preparation of Junior College Teachers"
additional curricula offerings in this particular area.

The most recent census of junior college enrollments shows that as of January 1948 the 663 junior colleges in the United States had some 445,048 students, and that there were more than 20,935 teachers of whom 17,725 are full time instructors. Zook, one of the leading figures in the field of junior college education wrote:

The junior colleges are now becoming numerous enough in a number of states and the faculty large enough so that the problem of their (teachers) preparation becomes important both in size and quantity.\(^2\)

Dean Russell in his 1945 report to the trustees of Columbia stated:

The difficulty is that teachers for the new junior colleges and terminal institutes cannot be drawn from the institutions which are now preparing college teachers. To date this has been largely the task of the graduate schools; but the colleges often have been dissatisfied with the results. Graduate schools properly point their program toward research and advanced scholarship and too frequently the ability to teach and guide young people is disregarded. Colleges complain that the holder of the Ph.D. degree does not meet the requirements for college teaching and often is neither qualified nor interested.\(^3\)

He then points out that a new type of teacher preparation is definitely needed. The junior colleges need, he

---


The most recent survey of junior college enrollment shows that as of January 1965, 1,000 junior colleges in the United States had some 900,000 students, and that these were more than 60,000 students of whom 1,450 were full-time.

Another concern is the increasing numbers in the field of education. Junior college education has become an important part of the educational establishment.

The junior colleges have been expanding rapidly in a number of areas such as social science, humanities, foreign languages, and art. The expansion of junior college education has been rapid and significant. Junior college education has been expanding rapidly in a number of areas such as social science, humanities, foreign languages, and art.

The difficulty of the junior college and the need for junior college enrollment to be increased are problems that have been discussed by many, but the junior college is still a young institution and has many gaps in its educational program. The junior college is not yet fully defined in its educational role.

We can see from history that a new type of college is needed to

feels, not researchers or advanced scholars, but rather, competent teachers and men and women interested in young adults. Garrison states, "the junior college is not a research but a teaching institution ...as an agency for general public education, its teaching procedures must be given major emphasis."4

Koos, writing in the October, 1947 Junior College Journal emphasizes the problem again when he states:

The rapid growth of the junior college and the imminence of the junior college level as a universalized period of schooling have long since discredited this policy of opportunism in recruitment of teachers. Development of the junior college is already far past the point where programs of preparation for junior college teaching should be operative in many higher institutions and where desirable qualifications, objectively determined, for junior college instructors should be known to administrators and others responsible for nominating and appointing them.5

Eckert feels that because of the pressing situation in lack of teacher preparation for junior college teaching, that:

Graduate facilities have an unparalleled opportunity to improve the pattern of American higher education and through it the whole level of our civic and cultural life. At both the undergraduate and the graduate level far more teachers are prepared than workers in any other professional field, and yet ironically, college

---

5 Koos, Leonard V. "Junior College Teachers: Degrees and Graduate Residence." Junior College Journal. October 1947. p. 77
The Junior College is not a dead-end...
teachers are the only professional group for whom the training program has not been expressly designed to prepare candidates for their oncoming responsibilities. 6

Zook summarizes the problem as he sees it in the following excerpt:

The value of teacher education for teachers in the elementary schools is no longer in question. Never yet, however, have we seriously attacked the problem of educating teachers at the college level, except, of course, from the purely subject matter side. The graduate schools of the country, generally speaking, even in the field of education, seem as yet to be primarily interested in the preparation of scholars and research workers rather than in the preparation of college teachers, in which calling nearly three fourths of the graduate students will spend most of their lives. 7

It can be seen from the selections quoted that a definite problem does exist in the preparation of teachers for junior college and that many of the leading educators in the field are much concerned with its solution.

The purpose of this study is to:

1. Demonstrate the need for more adequate teacher preparation for business education teachers for the junior colleges.

2. To show the present inadequacies of available graduate curricula offerings.

3. To determine what corrective measures should be taken to meet the present conditions.

4. To set up a model graduate teacher education program for those preparing to enter junior college business education.

7 Zook, George. op. cit., p. 415
The purpose of the demonstration is to show the importance of teacher education. The demonstration will be followed by an address from the provost. The program will include a panel discussion on the importance of teacher education and a presentation on the benefits of a college teaching certificate.

A New Demonstration: "A New College Teaching Certificate"

"Secrecy" Taft College, Pomona, California, November 17, 1969

"Secrecy" Taft College, Pomona, California, November 17, 1969

"Secrecy" Taft College, Pomona, California, November 17, 1969
Definitions

In order that there may be uniformity and clarity in the understanding of the terms as they are used in this thesis, the following definitions are listed:

1. Junior College. An organized educational institute offering either terminal or university parallel curricula or both, requiring graduation from a four year accredited high school for admission and specifying that all methods of instruction shall be of collegiate grade.  

2. Higher Level. The two upper years of the conventional four year college course; completion of which leads to the degree of Bachelor of Arts or Bachelor of Science.  

3. Advanced Business Education. Work at the graduate level in the field of education with special emphasis on its relationship to the teaching of business subjects.  

4. Terminal courses. Those courses which are so planned that they will be completed at the end of the second year's work, in contradistinction to those courses which are essentially preparatory for advanced professional work.  

---

Definitions
In order that these may be understood and clarified in
the understanding of the terms as they are used in this

Here are definitions for these terms:

1. Junior College

An organization established for the purpose of
offering academic instruction, vocational training,
applied studies, or remedial education to a non-traditional
population. Junior colleges provide opportunities for students
who have completed high school, are seeking higher education
and are not ready for the academic rigor of a four-year
institution.

2. Higher Level

The two-year degree of the conventional
type of junior college course; 2-year
or 4-year degree to the college of education.

3. Advanced Professional Education

Work at the graduate level in the field
of education with special emphasis on
the relationship of the teaching of
 elementary and secondary school.

4. Technical Courses

These courses which
are to prepare for a career in
one of the technical areas.
Work in preparation to those
courses which are essentially
to prepare for advanced professional work.
In the United States today nearly 500,000 young people are attending junior colleges. Almost 21,000 faculty members are teaching the various courses in the 48 states. According to Bogue\(^9\) some 60 per cent of the enrolled students are taking terminal vocational courses. The terminal nature of the junior college courses creates a serious problem for the teacher. Garrison states: \(^{10}\)

> The instructor must have vocational competence in his field, must know teaching procedures, have a philosophy of education in regard to junior colleges, be familiar with student guidance...

In addition, he must be acquainted with the demands of business, be aware of current trends in occupations and be alert to future needs. As a guidance counselor as well as a skill builder, the position of the business teacher is unique.

> Increased specialization characterizes the business program at the junior college level more than at the high school level. Preparation for particular jobs is one way of providing this specialization.\(^{11}\)

This quotation indicates that in the opinion of Eells, the junior college business teacher must be able to

---

\(^9\)Bogue, Jessie P. *Loc. cit.*

\(^{10}\)Garrison, Lloyd A. "Preparation of Junior College Instructors." Ph.D. Thesis (unpublished) Yale University, 1941

be specialists. And at the same time, it is agreed, the ideal junior college teacher must have a broad general knowledge.

Pugh\(^\text{12}\) has stated that certain difficulties were met in the finding of well-qualified teachers for junior colleges: a lack of knowledge in the special field, a general lack of teaching qualifications, a lack of comprehension of the major problems of terminal education, competition with business for trained teaching personnel, and the general lack of courses available to train prospective teachers. In addition to these failings, he further indicates that there is no clear cut training program designed to specifically prepare teachers for the junior colleges.

The teacher at the junior college level, it would appear, not only requires a sound and thorough grounding in the usual courses given for teacher preparation, but also should have a liberal educational background and be professionally well qualified in his particular subject matter area. Garrison\(^\text{13}\) feels that the graduate schools


\(^{13}\) Garrison, Lloyd A., Loc. cit., p. 205
pe specialists. And at the same time it is essential
these junior college teachers must have a broad general
knowledge.

It is also evident that certain alterations were made
in the training of the junior college teachers for junior
college. A lack of knowledge in the special field of
cooperation, a lack of knowledge of course difficulties, a lack of course
presentation of the major programs of terminal education, and
definition of the major role of courses available to train prospective
teachers. In addition, a large part of the junior college teachers, we
agree, were not clear on the major objectives program and
alignment of specialties. Junior college teachers for the junior
colleges.

The teacher at the junior college level is constantly
superior not only to prepare a student for economic growth
but also to have a liberal education background and to
so stimulate and motivate students to participate in the particular
activity. Certification is based on the above standards.
should make provision to insure vocational competence as well as mastery of subject matter.

Garrett\textsuperscript{14} reports that 72 per cent of the schools he surveyed offering graduate work in business education had no entrance requirements other than a Bachelor's degree of any sort, and that only 12 per cent require, in addition to the Bachelor's degree, an acceptable scholastic average in a program of business subject matter content in the undergraduate work of the student before granting him permission to pursue a program of studies leading to a Master's degree in Business Education.

It is evident from the literature in the field that the need for courses specifically designed for junior college teachers is pressing. This is particularly true in the field of business education in which a major part of the work is in terminal instruction and the present enrollments are among the largest.

Eckert sounded the warning when she said: "A sense of utter urgency of education in this atomic age should

\textsuperscript{14}
proper and the preparation to insures vocational competence as an
essential in the success of a career of the successful student. The
enrollment of students and their work in business education and
the undergraduate curriculum are especially geared to the
undergraduate work of the student. Preparation in the
acquisition of knowledge of a business degree is necessary in
business education.

If in endeavor to fulfill these missions the college
attains to and degree of an outstanding college
college for commerce education geared to junior
college, the degree of a business education is
the need for commerce education geared to junior
college. In the field of business education in which a major part
of the work is in certain field of instruction and the present es-

s okect some the worth when one say "A sense
of ability among our education in this area are showing

14

"Examination of the Qualities of the College" by Herbert K. May
Conferences in Business Education in the College and Under-
S "Examination of the Qualities of the College" by Herbert
May, "Examination of the Qualities of the College" by Herbert
May, College, 1943, pp. 93-98.
force every graduate faculty to re-examine the training
provided prospective junior college teachers. 15

It was shown in the first chapter that the need for
specialized training for junior college teachers has long
been felt. Russell, Zook and Knox have stressed the unique
character of the junior college.

A careful survey of the literature reveals only a few
major studies in college teacher preparation, one with
special reference to junior college teachers' preparation
and none which is specifically concerned with the prepara-
tion of business teachers for junior colleges.

The American Council on Education sponsored a con-
ference on the preparation of instructors for junior colleges
and technical institutes in 1943. A final report of this
conference is not ready for distribution at this time.
(See letter from the Council, Appendix A).

The studies of Byram, 16 Reed, 17 Eckert 18 and Garrison 19
are directly concerned with teacher preparation.

15  

16  
Byram, Harold Moore. Some Problems in the Provision
of Professional Education for College Teachers. Contribu-
tions to Education, No. 378. Bureau of Publications, Teach-
er College, Columbia University, New York. p. 197.

17  
Reed, Anna Y. The Effective and Ineffective College

18  
Garrison, Lloyd. Loc. cit.
Place every graduate student to re-examine the cleaning
brochure brochures junior college principal.
CHAPTER II

SYNOPSIS OF RELATED STUDIES

It was shown in the first chapter that the need for specialized training for junior college teachers has long been felt. Russell, Zook and Koos have stressed the unique character of the junior college.

A careful survey of the literature reveals only a few major studies in college teacher preparation, one with special reference to junior college teachers' preparation and none which is specifically concerned with the preparation of business teachers for junior colleges.

The American Council on Education sponsored a conference on the preparation of instructors for junior colleges and technical institutes in 1945. A final report of this conference is not ready for distribution at this time. (See letter from the Council, Appendix A).

The studies of Byram,16 Reed,17 Eckert18 and Garrison19 are directly concerned with teacher preparation.


17 Reed, Anna Y. The Effective and Ineffective College Teacher. The American Book Company, New York, New York, 1935

18 Eckert, Ruth. Loc. cit.

CHAPTER II

PROBLEMS OF EXTENDED STUDIES

The American Council on Education has presented only a few
A certain manner of the Institute concerning only a few
materials within the College. Concerning preparation, one with
specific reference to junior college teachers; preparation
and none which is particularly concened with the problem.

The American Council on Education sponsored a con-
ference on the preparation of instructors for junior college
and junior college instructors in 1946. A fourth report of this
conference is not ready for publication at this time.

(See letter from the Council, Appendix A)

The problem of training is not really a question of teacher
preparation, with teacher preparation

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In

In
Byram suggests the problems associated with college teaching are common enough to all departments to justify a general training program for prospective college teachers. He lists seven principles which should govern the program of training college teachers:

1. Prospective teachers should study the problems of the college in the changing social order to determine aims and objectives.

2. Prospective college teachers should study the psychology and psychological problems of students of college age.

3. Courses in education with problems of college instruction should be made available to graduate students who expect to become teachers.

4. Professional education given should be based upon the actual problems met by teachers.

5. Opportunities to teach and observe under guidance should be given.

6. Courses dealing with general and administrative problems of education should be available.

7. Opportunity for students or teachers already in service to engage in research in problems of college education should be given.

Reed investigated by means of questionnaire those qualities in college instructors considered by administrators to be the most desirable. She found that general scholarship, inspirational power, social culture and potential

---

The study of college graduates who entered college in the preceding seven years reveals several principles which may improve the program of training college graduates.

1. Prospective graduate students should have the opportunity of determining their major field of study.

2. Prospective graduate students should be encouraged to become active in the academic society.

3. College instructors should be made available to graduate students who wish to become professors.

4. Opportunities should be given for graduate students to teach and develop new areas of knowledge.

5. Opportunities for research in science and mathematics should be provided.

6. Opportunities for research in science should be increased.

7. Opportunities for research in science should be increased.

8. Opportunities for research in science should be increased.

9. Opportunities for research in science should be increased.

10. Opportunities for research in science should be increased.

11. Opportunities for research in science should be increased.

12. Opportunities for research in science should be increased.

13. Opportunities for research in science should be increased.

14. Opportunities for research in science should be increased.

15. Opportunities for research in science should be increased.

16. Opportunities for research in science should be increased.

17. Opportunities for research in science should be increased.

18. Opportunities for research in science should be increased.

19. Opportunities for research in science should be increased.

20. Opportunities for research in science should be increased.

21. Opportunities for research in science should be increased.

22. Opportunities for research in science should be increased.

23. Opportunities for research in science should be increased.

24. Opportunities for research in science should be increased.

25. Opportunities for research in science should be increased.

26. Opportunities for research in science should be increased.

27. Opportunities for research in science should be increased.

28. Opportunities for research in science should be increased.

29. Opportunities for research in science should be increased.

30. Opportunities for research in science should be increased.
teaching ability were the four qualities most commonly listed by the college administrators.

Eckert\textsuperscript{21} states:

The type of subject preparation needed by a teacher at the junior college level where most prospective college instructors will get jobs, differs markedly from that required by instructors of an advanced or graduate course.

Garrison\textsuperscript{22} resolved the problem of junior college teacher preparation into four sections:

1. To determine the academic and professional qualifications of teachers now in service in junior colleges.

2. To determine the professional responsibilities of junior college teachers.

3. To determine the differences and similarities between high school and junior college teaching.

4. To make recommendations about the preparation of junior college teachers.

Garrison indicates that the shift in functions of the junior colleges has necessitated a careful consideration of the preparation of the instructors. Further, he states that emphasis has been on the qualifications

\textsuperscript{21} Eckert, Ruth. \textit{Op. cit.}, p. 31

\textsuperscript{22} Garrison, Lloyd A. \textit{Op. cit.}, p. 135
Sexual activity may be for love or for promiscuity.

**Formal Report**

The type of approach preparation needed
will vary, depending on the junior college or junior college preparatory school. The problem of differentials in the preparation of junior college students is complex and requires careful consideration.

1. To determine the academic and professional differentials of students in junior college.

2. To determine the professional and vocational differentials of students in junior college.

3. To determine the differences and similarities between high school and junior college students.

4. To make recommendations for the preparation of junior college students.

5. To determine the impact of junior college preparation on the preparation of junior college students.

The junior college preparation is necessary to facilitate a certain kind of preparation. It is important to note that emphasis has been placed on the differentials.

---

..etc.
possessed by teachers rather than those which they should have for the most effective work. He found that the four most common functions of the junior college were preparatory, vocational, terminal, and guidance. The vocational curricula, he states, is dominated by commerce and business courses.

His investigation shows that junior college teachers are "generally" required to have a Master's degree and that the main source of supply is from the high schools. His survey points out that few college teachers have professional preparation for teaching due principally to the "failure of the graduate schools to make provision for it."

His questionnaire responses show that the teachers now in service are overwhelmingly (533 of 665 questioned) in favor of a course in Junior College Problems as a part of required professional training. An even larger number (554 of the 665 replying) recommended, in addition, a course in Junior College Methods. Administrators showed approximately the same reactions to a suggested program of junior college teacher preparation.

Several conferences on college teacher preparation have been held during the past decade and the reports of these meetings further emphasize the problem of preparation. In 1938 the central theme of the Institute for
The investigation shows that junior college teachers are generally unable to handle a master's degree and that the main source of supply is from the high school. If a school cannot meet the college requirements for the junior college teacher, they must either increase the elementary division or take the teacher preparation for the junior college teacher to meet the requirements for a junior college position. A most satisfactory solution is a program in the junior college which will be a part of the high school program as a part of the junior college. A program in junior college methods and administrative training is clearly the most satisfactory way to prepare a junior college teacher. The central theme of the Institute for Research on Teachers' Education is to develop the program of training for junior college teachers.
Administrative Officers of Higher Education (at the University of Chicago) was *The Preparation and In-Service Training of College Teachers*. In this report, Kelly emphasized the changes in the college student population and the failure of the faculty to meet the current needs of the heterogeneous group. He advocated a definite cleavage between the upper and lower divisions, suggesting that the lower division revamp its curriculum to meet the needs of its student body. He then differentiated between the teachers who would instruct in the lower and upper divisions.

Edwards in the same report questions the whole graduate research procedure as a preparatory function for college teachers. He feels that the type of education to be given the potential college teacher must of necessity differ from that given a productive scholar. He recommended that a differentiated program for college teachers would necessitate a different Doctor's degree—one which would permit of wide intellectual freedom in all departments of the university.

Others educators attending this conference were

---


24 Ibid.

25 Loc. cit.
Administration of the University of Chicago (see The Preparation and In-Service Training of College Teachers). In this report Kelly emphasizes the changes in the college student population and the size of the faculty to meet the current needs of the undergraduate program. He emphasizes a general observation between the upper and lower divisions' suggested and actual division of the student body. He frames it differently by the needs of the student body who would profit in the lower and upper divisions.

Emphasis is on the same report due to the need to recognize the problem as a preparation function for college teachers. He feels that the type of education to be given the potential college teachers must be necessary different from that given a vocational school. He recommends that with the different educational programs for college teachers, a different college degree--one which would necessitate a different educational background in all departments of the university.
concerned with the requisites of successful college teachers.

Dodge\textsuperscript{26} summarizes the work already done in the various graduate faculties toward training of college teachers. He cited the University of Chicago and the University of Iowa as outstanding examples since the problem of training college teachers has been met in these two universities.

An earlier conference which met in 1930 considered three major aspects of college teaching:

1. The deficiencies in current college teaching, lack of productivity on the part of the instructors, and lack of enthusiasm for teaching.

2. The academic and professional elements in the training of prospective college teachers and the type of graduate training needed by prospective college teachers.

3. Reorganization of post graduate work to better equip the student for college teaching.

Evenden\textsuperscript{27} lists seven points which he believes all

\textsuperscript{26} Ibid.

College teachers' preparation should contain:

1. Professional orientation - Education's place in society.
2. Essential professional tools; the professional skills and concepts which are required of all teachers.
3. A sympathetic understanding of the physical, mental and social characteristics of those who are to be taught.
4. The appropriate methods (subject and grade).
5. How to manage and organize a class.
6. An adequate philosophy of education.

The American Council on Education's Report of 1946 considers the improvement of teacher education. The investigating committee was chiefly concerned with general teacher preparation but stated in connection with college teacher preparation: "It seems clear that graduate schools need to reconsider their functions and procedures." The causes of present ineffectual teaching are reviewed and a suggestion is made that current degree requirements be modified. The in-service concept of teacher education is stressed and a plea for cooperation between the several departments in the graduate schools is made as a remedial measure.

college preparation, preparation and professional preparation.

1. Place in society.

2. Essential professional core: the pro-

fessional skills and concepts which
are required of all teachers.

3. A sympathetic understanding of the
progress in mental and social concepts
facilities of those who are to be taught.

4. The appropriate methods (subject and
grade).

5. How to manage and organize a course.

6. A sound philosophy of education.

7. Adequate practice teaching and observ-
ence.

The American Council on Education's Report of 1946

The American Council on the Improvement of Teacher Education. The in-

vestigation committee was specially concerned with general

teacher preparation and asked in connection with college

teacher preparation: "It seems clear that graduate schools

need to recognize their functions and responsibilities."

The need to recognize their functions and responsibilities and a

sense of personal intellectual freedom are recognized and a

suggestion is made that certain graduate requirements be

modified. The increasing concern of teacher education to

increase and a plea for cooperation between the several

departments in the graduate schools is made as a temporal

measure.
Koos completed a survey of junior college teachers in relation to the subjects taught and the specialized preparation each had received. He is concerned with academic subjects only, but his findings and subsequent recommendations are directly related to the preparation of the business teacher. He states:

It is not typical in junior colleges that teachers give instruction in one narrow field. They should be prepared to teach at both the high school and the college level, at least through later high school and the junior college years.

Junior college teachers should be prepared both for an instructional service broader in scope horizontally and for a vertical range comprehensive of later high school and early college years. By following this inclusive recommendation, higher institutions mapping out programs of junior college teacher preparation not only will be meeting realistically the actual situation now being faced by junior college teachers for responsibilities in an emerging organization of American Education at this level.

The President's Commission on Higher Education is concerned with the preparation of college teachers. The Commission states:

It is in the preparation of college teachers that the graduate school program is seriously inadequate. Its single-minded emphasis on the

---

29 President's Commission on Higher Education as reported in the New York Times. December 16, 1947
Koch, completed a survey of junior college teachers
in relation to the adequacy of the guidance and the specializa-
tion in preparation each had received. He was concerned with academic
requirements only, and the findings and recommendations
from the survey led to the preparation of the present
report. He states:

Koch college teachers are not prepared for teaching
positions in non-academic fields, for which they were
prepared, or for teaching in the liberal arts. Many college
teachers are not qualified for teaching in junior high schools
and the junior college level.

Junior college teachers are not prepared for teaching
positions in non-academic fields, for which they were
prepared, or for teaching in the liberal arts. Many college
teachers are not qualified for teaching in junior high schools
and the junior college level.

The President's Commission on Higher Education states:

"It is in the preparation of college teachers
that the entrance-exit problem is most acute.
Inadequate training in the single-field emphasis on the
preparation of "junior college teachers" for teaching
in non-academic fields is a serious issue."

President's Commission on Higher Education as it
proposes in the New York Times, December 1, 1941.
research tradition and its purpose of forcing all its students into the mold of narrow specialism do not produce college teachers of the kind we urgently need.

Perhaps the place to begin the process of reform is with the graduate faculties themselves. In few cases can the same man function satisfactorily on the level of intense specialization and preoccupation with research and also on the level of broad synthesis and general education. Not many men can serve two such different masters. A special effort should be made, therefore, to add to graduate teaching staffs men of broad knowledge, men of imagination and understanding, and wisdom. They can then educate others who will educate others and others, on through the whole educational system.
Praises the place to perform the successes of labor. It will provide services for the new science and invention, and development of the level of industrial society. They can open new access opportunities with new skills and knowledge.
CHAPTER III

PROCEDURES

In order to determine what courses for the preparation of junior college business teachers were offered in the various colleges and universities, a list of those institutions offering both business and education courses on the graduate level was compiled.

This list was prepared from the Educational Directory of the United States Office of Education by the National Association of Business Teacher Training Institutes. This list contains all the four year colleges and universities offering business-teacher training as of 1946 which are accredited by a national or regional association.

The current catalogue, 1947-48, from each of the 58 institutions was secured. (See Appendix B). This contains a geographic listing of the several colleges and universities.

A careful study of each catalogue was made for the purpose of determining what courses were specifically designed for business teachers desiring to teach at the junior college level.

Those courses which mentioned junior college teaching in relation to business subjects, courses which mentioned
a consideration of the junior college as an integral part of the subject matter, and those courses in higher education which might reasonably include a consideration of the junior college were tabulated.

For ease in tabulation a 3 x 5 card was made out for each of the 58 institutions. When a course was found which mentioned the junior college, the course number, title and complete description was transferred to the card.

A wide variety of titles and course descriptions were found which dealt specifically with higher education and junior college. These were classified according to their basic purpose under the following headings:

1. Administration and Curriculum
2. Methods and Practice Teaching
3. Problems and Evaluation
4. Survey and Orientation
5. Seminar
6. Guidance

It is evident, of course, that some overlapping of content is inevitable. For the purposes of this study, essentially a survey, however, this lack of a clear cut classification will not alter the facts. No course is tabulated more than once, although the course title may suggest two classifications. In each case, the course
a considerable number of the Junior college as an important part
of the subject matter, and those courses in physical edu-

cation which might reasonably include a consideration of

the Junior college were covered.

For ease in compilation a 6 x 6 card was made out for
each of the 55 institutions. When a course was found which
mentioned the Junior college, the course number, title, and
comprehensive description was transcribed to the card.

A wide variety of titles and course descriptions
were found which dealt specifically with higher education
and Junior college. These were classed into the following categories:

1. Administration and Curriculum
2. Methods and Practice Teaching
3. Problems and Evaluation
4. Survey and Operation
5. Seminar
6. Confirmation

If it is evident, of course, that some overlapping of
courses is inevitable, for the purpose of this report,
establishes a record, however, this year of a select list
of classifications will not affect the results. No attempt to
capitalize more from one section than another. The course title may
suggest two classifications. In each case, the course

is classified under the heading of its major content. For example, the course "Problems of Junior College Administration and Supervision" is classified under (1) Administration rather than under (3) Problems since this latter class is a general classification embracing all phases of junior college education.

Tables I through VI were designed to show the names of those institutions offering courses under the six general headings and to show in abbreviated form the course titles. In some instances, the course title is followed in the catalogue with a concise outline of the course content; for example, the University of Nebraska's 1947-48 catalogue lists:

30

The Junior College. The Junior College movement, relationship of the movement to provisions for an adequate educational program; function of the junior college; legal status and basis for extension of the junior college; problems of organization, administration, curriculum. Designed primarily for those interested in upper secondary and college levels.

In direct contrast to a specific statement of course content, a solitary course heading may stand alone except for a credit designation. For example:

31

Course No. 569 The Junior College (4)


31 George Peabody College for Teachers 1947-48 Bulletin Memphis, Tennessee. p. 70
In classifying under the heading of the major component examples, the course "History of Junior College Volleyball" contains the argument that it is a necessary component of the junior college curriculum. Tables I and II present the six-year plan for the junior college, and to show in an alphabetical form the course titles in some instances. The course title is followed by the course outline of the course content for example. The University of Kentucky, 1936-37 Bulletin, Volume 9, pp. 28-29.


If no description is included with the course, a clue to its content may be found in the section of the Education Department under which the course is listed; some catalogues list all courses which are primarily administrative, or guidance, or methods, etc. in groups. If this was the case, then the course would be tabulated under this type of heading; if no clue was found as to its content, it was assumed for the purposes of this study to be a survey course.

Accrediting agencies
Control of Education
Administration of Guidance
Critical analysis of selected colleges
Curriculum organization
Duties of administrative officers
Evaluation of teaching
Experimentation in college teaching
Extension services
Faculty organization and place in administration
Finance
Financial management and support
General education in the Junior College
Historical development of Junior Colleges
Instructional problems
Legal status of the Junior College
Library
Marking systems
Methods (teaching)
Objectives of the Junior College
Physical plant
Place and function of the Junior College
Professional organization for improvement
Residence instruction
Student personal services
Survey courses in the Junior College
Terminal Education
Trends in Education for the Profession
If no geologist is familiar with the course, a glance to
the contract may be long to the section of the description
department which the course is listed; some cases
will still succeed which are primarily administrative,
and
influence, etc., in accordance. If this was the
case, then the course could be represented under the
case of reading. If no one was found as to the content, if we
assumed for the purpose of this study to be similar,
course.
CHAPTER IV
FINDINGS

The most frequently encountered course titles were those in the Administration and Curriculum classification. Of the courses considered, 15 or 42 per cent fall in this group. (See Table I) An analysis of the catalogue descriptions of the courses shown in Table I reveals that 28 different topics are covered in these courses. The topics are:

- Accrediting agencies
- Control of Education
- Administration of Guidance
- Critical analysis of selected colleges
- Curriculum organization
- Duties of administrative officers
- Evaluation of teaching
- Experimentation in college teaching
- Extension services
- Faculty organization and place in administration
- Finance
- Financial management and support
- General Education in the Junior College
- Historical development of Junior Colleges
- Instructional problems
- Legal status of the Junior College
- Library
- Marking systems
- Methods (teaching)
- Objectives of the Junior College
- Physical plant
- Place and function of the Junior College
- Professional organization for improvement
- Residence instruction
- Student personnel services
- Survey courses in the Junior College
- Terminal Education
- Trends in Education for the Profession
CHAPTER VI
Findings

The more frequently encountered course titles were:

- Accounting principles
- Control of Education
- Administration of Guidance
- Curricular analysis of selected colleges
- Curriculum organization
- Part-time and part-time institutes
- Evaluation of college teaching
- Extension service

These organize and place in administration

Finance

Personal management and support

General Education in the Junior College

Instructional development of junior colleges

Instructional problems

Steps, stages, and the junior college

Minority programs

Method of teaching (teaching)

Project plan

Place and function of the junior college

Professional organization for improvement

Student personnel services

Student courses in the junior college

Terminal function

Trends in Education for the Profession
<table>
<thead>
<tr>
<th>Course Description</th>
<th>J. O. Smith</th>
<th>Teachers Coll., Col.</th>
<th>Univ. of Nebraska</th>
<th>New York University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and Administration of the Junior College</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration and Finance of Colleges and Higher Educational Institutes</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional and Administrative Problems of the Junior College</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum and Teaching Problems of the Junior College</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Junior College; Organization, Administration, and Curriculum</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration of Colleges and Universities including Junior Colleges</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Course Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration and Organization of the Junior College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration and Finance of Colleges and Higher Educational Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative and Organization of the Junior College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Organization of Colleges and Universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration of College and University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE I (Continued)

**ADMINISTRATION AND CURRICULUM**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>New York University</th>
<th>Ohio State University</th>
<th>Univ. of Oregon</th>
<th>Univ. of Pennsylvania</th>
<th>Wayne University</th>
<th>Univ. of Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum in Business Education at Various School Levels</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum in Business Education in Secondary and Post Secondary Schools</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration of Guidance for Executive Officers in Junior Colleges</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricula and Instruction in Higher Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Curricula Development in Liberal Arts and Junior Colleges</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles and Practices in Higher Education</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Problems of Junior College Organization and Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Curricula and Method in Higher Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Course Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration in Business Mgmt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum in Business Ed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction in Secondary and Vocational Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership and Administration of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Development and Management in Secondary and Junior Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles and Practices in Higher Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization and Administration in Higher Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It is questionable as to which elements would make up the most desirable administration course for the prospective junior college teacher or administrator. If administration and curriculum are to be combined in a single semester course and this seems to be the present status, only cursory attention may be given to many of the problems.

It was noted that none of the courses mentions public relations as a factor for consideration. This phase of administration is of great importance to the administrator of public junior colleges. The business teacher in the junior college has a unique position in relation to this. His department not only offers pre-employment business training in which an increasingly large number of students are interested, but also adult education in supplementary business training. Only when the community knows of these possibilities and the school's facilities for this type of instruction can the business administrator feel that his department is serving the community adequately.

The administrator in the junior college should have, it would seem, some policy as to vocational work programs. Vocational business education is an important phase of the junior college business teacher's work; a consideration of the philosophy associated with work education should be a part of the administrator's experience.
It is desirable to make sure that all elements would work in the most efficient and effective manner.

Because junior college presidents are often in a single administration and department, it seems to be the best solution to only have a single faculty. Only one faculty section may be given to many of the departments.

It was noted that none of the courses mention business.

The courses are a factor in the administration of schools. The presidents teacher in the junior college has a unique position in relation to this.

The department not only offers the employment services and training in which an increasing number of people are interested, but also skill acquisition in employment services training. Only when the community knows of these possibilities and the school's facilities for this type of information can the presidents administration feel that the department is serving the community adequately.

The administration in the junior college is purely paper.

It would seem some portion of accounting work duplication.

Accounting practice abstraction is an important phase of the junior college presidents' work, and a co-ordination of the philosophy associated with work educational training.
Survey courses which considered the junior college's place in relation to the whole education process, to vocational problems, and current trends occurred 8 times or 23 per cent of all courses. (See Table II).

The survey courses considered the following topics:

Curricula in the junior college
Development of business education
General education in the junior college
Functions of the junior college
Junior college movement in America
Methods and trends in skill subjects
Methods and trends in socio-business subjects
Objectives of junior college education
Origin of the junior college
Public junior colleges in California
Recent junior college developments in the East
Scope of junior college education
Survey of modern tendencies in junior college education
Student personnel in the junior college
Terminal education in the junior college
Theories and concepts of liberal education in the junior college
Vocational Education in the junior college

Some of the topics listed above might well be placed in courses other than those called "survey". Methods and Trends in the skill and socio-business subjects would fall more naturally in a general methods course. Consideration in a general survey course should be given to the practices and general attitudes of four year colleges as they refer to the junior college; for example, present practices in accepting transferring students, the recognition by the four year liberal arts colleges of the general survey
The study committee concluded the following points:

- Continuity in the junior college
- Development of baccalaureate education
- General education in the junior college
- Functions of the junior college
- Junior college movement in America
- Methods and means in skill successes
- Functions and means in socio-economic aspects
- Development of junior college education
- Criteria of the junior college
- Public junior colleges in California
- Recent junior college developments in the East
- Scope of junior college education
- Summary of modern conditions in junior college

Some of the policies discussed above might well be placed in another chapter. The same offers, though those college 'exempts' and terms in the skill and socio-economic aspects would likely move temporarily in a general education course. General education in a general electronics course should be given to the practices and general objectives of each junior college as each reads

One need interpret extra colleges of the general nature
<table>
<thead>
<tr>
<th>TABLE II</th>
<th>Survey and Orientation Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Description</td>
</tr>
<tr>
<td>S. Cali. Unit. of Pedagogy College</td>
<td>Business Education in Collegiate Schools</td>
</tr>
<tr>
<td></td>
<td>Orientation in Business Teaching Methods for Teachers at the Junior College Level</td>
</tr>
<tr>
<td>Oregon State Unit. of Oregon University</td>
<td>Trends in Higher Education; To serve prospective college teachers</td>
</tr>
<tr>
<td>New York University</td>
<td>Professional and Vocation Higher Education</td>
</tr>
<tr>
<td>Kentucky Unit. of College, Col. Teachers</td>
<td>Theories of Higher Education</td>
</tr>
<tr>
<td>Boston University</td>
<td>The Junior College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The caption 'College' is repeated several times, with the word 'College' being repeated in each instance. The text appears to be a list or a series of entries, each starting with 'College' followed by another word or phrase, but the content of these entries is not clear due to the repetition and lack of context. The overall layout suggests a table or a list, but the content is unclear without further context.
courses as they are now given in the junior colleges and the granting of credit for courses in the junior colleges which are considered vocational by the traditional liberal arts colleges.

Only five courses were found which specifically mentioned Methods and Practice Teaching at the college or junior college level. (See Table III). Two universities, the University of California and New York University list Practice Teaching in the junior college as separate courses. Two of the courses specifically state in the description that the course is open only for those teachers who are teaching in the junior college or university. In addition to actual practice teaching, the courses offer a consideration of the following:

- Instructional techniques in higher education
- Instructional services and facilities
- College visitation
- Methods used in college instruction
- Marking systems
- Bases for measuring instruction
- Efforts being made to improve college teaching

The value of practice teaching for secondary teachers is beyond question; the opportunity for the prospective junior college teacher to teach under observation is almost non-existent. The Garrison\textsuperscript{32} survey indicated that practice teaching was one of the experiences junior college

\textsuperscript{32} Garrison, Lloyd A. \textit{Op. cit.}
Only five courses were found which specifically men-

tered to student and practice teaching at the college of
Junior College Level (see Table III). Two universi-

ties of California and New York University offered
Practice Teaching in the Junior college as separate courses.
The course offered only for those courses who the teaching
courses in the Junior college or University. In addition to regular
practice teaching the courses AFTER a contribution of

The following:

Information concerning the major college
Information concerning the facility
College of Education
More ideas in college Information
Marketing features
Methods of teaching Information
Efforts made to improve college teaching

The nature of practice teaching for secondary courses
in Primary education: The opportunities for the profession
Junior college teachers to become major practitioners.
The preparation of teachers is essential non-essential. The preparation
almost non-essential. The preparation
practice teaching was one of the experiences Junior college

\[ \text{Geriatric Home A} \]
METHODS AND PRACTICE TEACHING

TABLE III

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Univ. of California</th>
<th>Univ. of Kentucky</th>
<th>Univ. of Wisconsin</th>
<th>New York University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervised Teaching in the Junior College</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problems of College Teaching</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Teaching at the College Level</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Improvement of Instruction in the Student's Own Field</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Course Description</th>
<th>Junior College</th>
<th>College Level</th>
<th>College Level</th>
<th>Junior College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising Teaching in the Teaching of College Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problems of College Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Structure of Educational Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
teachers would recommend as an element of training. Of the 582 teachers who replied, 487 or 82 per cent were in favor of a course in Practice Teaching.

Gilbreth\(^3\) found that almost one-fifth of the teacher training institutes he considered did not have a correlated program between the Departments of Education and Business. Armentrout\(^4\) states: "The success of any teacher training program depends upon the proper correlation of theory and practice." It appears that the prospective junior college business teacher has little opportunity to benefit from such a correlated program.

Gilbreth believes that observation of successful teachers is a fundamental phase of Practice Teaching. Only one course was found in this survey which mentioned 'observation' as an element of training; there was no reference in this course to business instruction. Armentrout states that a period of observation not only gives the student teacher confidence but such observation forms 'the connecting link between theory and practice.' It appears, then,


10

A study of student teaching in

The course of student teaching in

The report of student teaching in

A study of student teaching in

The course of student teaching in

The report of student teaching in
that the courses as now outlined by the institutions considered in this study show a definite lack in this phase of teacher preparation. Gilbreth recommends that "all teacher training institutions preparing students for teaching positions in the field of business should provide facilities for a course in Student Teaching; this would include not only conferences but an adequately planned period of observation."

Four institutions offer courses which are concerned with various problems and evaluation of junior college education. (See Table IV). These courses considered the following topics:

Class management
Counseling
Course organization
Curriculum problems in the junior college
Evaluating status and progress of students
Methods and instructional procedures
Philosophy of the junior college
Principles of effective learning
Syllabus
Teaching problems in the junior college

It is difficult to evaluate the several 'problems' courses since this caption was used as a cul-de-sac in which such diverse subjects as Counseling, Curriculum and Philosophy were found. An acceptable sequence of courses would more logically place a course in the Philosophy of the junior college before a general 'problems'
It is difficult to determine the present situation of
access to higher education in the United States, and
many factors may contribute to the observation that
comparatively few minority students enroll in higher
education. It appears, however, that the number of
minority students enrolled in higher education is
increasing, but the rate of increase is not sufficient
to meet the needs of the population.

Therefore, it is important to develop policies and
programs that will enable minority students to
attain educational opportunities commensurate with
their abilities and potential.
TABLE IV

PROBLEMS AND EVALUATION

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Univ. of Michigan</th>
<th>New York University</th>
<th>Syracuse University</th>
<th>George Peabody College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems in Higher Education for Students Seeking Teaching Positions in Junior College.</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Problems of College Teaching; The Junior College.</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Learning and Evaluation in Higher Education; Effectiveness of College Teaching.</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Workshop in Junior College</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Course Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major in College Teaching:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation of College Teachers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops in Junior College:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for Teaching in Glentworth and Exeter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Functions of Education in College Teaching:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops in Junior College:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
course. The prospective junior college teacher would then have a basis for his later consideration of the problems connected with the junior college.

One would expect to find a consideration of vocational and terminal education policies in a 'problems' course. In place of a "Methods" course or "Principles of Effective Learning" a "Problems" course might better include a consideration of General Education for Terminal Students or a consideration of the Integration of the Junior College Curriculum with that of the high school and the college.

Eells classified the problems of the junior college under these headings: (1) organization, (2) content, (3) guidance, (4) staff, (5) equipment, (6) financial support and (7) general. It would appear that the problems are numerous enough without including those subjects which are now covered in specialized courses.

Three seminar courses were listed which considered the junior college. (See Table V). It may be assumed that other seminar or thesis writing courses might reasonably include a consideration of junior college problems; only those whose description mentioned junior college or higher education, however, were included in this survey.

The program of the Junior College Center would
open new areas for the further consideration of the
program connected with the Junior College.

One would expect to find a co-ordination of vocations
of the terminal and college postion to a "protection of the
In place of a "method" course of "principles of irritation of
"program" course might better include a con-
integration of General Education for Terminal Students or
integration of the interaction of the Junior College
Curriculum with that of the high school and the college.

The future of the program of the Junior College
under these conditions:

1. Registration
2. Guidance
3. External

It would appear that the programs of the more money with greater influence of those subjects which
are now covered in general education courses.

Three seminar courses were offered with consolation the
Junior College. (See Table V.) It may be assumed that
other seminar or special college sections might reasonably
include a co-ordination of Junior College problems only
those whose co-ordination mentioned Junior college or higher.

education. However, were included in this answer.

28
One course in guidance for business teachers was found. (See Table VI). This adequate course for business teachers; no description of the course content was given, but it was assumed for the purposes of this survey that such a course would be of value to the prospective junior college business teacher. Since college business teacher training, he must also be concerned with guidance. Guidance should be an important phase of the work of the business teacher.

### TABLE V

<table>
<thead>
<tr>
<th>Course Descriptions</th>
<th>Univ. of California</th>
<th>Univ. of Pennsylvania</th>
<th>Univ. of Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Junior College</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Seminar in Higher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis Writing Section</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Junior College; Seminar in Higher Education; Thesis Writing Section.

Only 18 or 20 per cent list courses in their 1947-48 catalogues as being in the field of Administration and Supervision. An analysis of the several courses listed indicates that there is little agreement among educators as to what constitutes "administration". Much overlapping of subject matter is evident since topics which have a definite area of their own, such as Methods, are found in the administration courses as they are now described in the catalogues.
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Faculty</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Junior College</td>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>Seminar in English</td>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>The Junior College</td>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>Tessa Writing Section</td>
<td>I</td>
<td>1</td>
</tr>
</tbody>
</table>
One course in Guidance for business teachers was found. (See Table VI). This was a graduate course for business teachers; no description of the course content was given, but it was assumed for the purposes of this survey that such a course would be of value to the prospective junior college business teacher. Since the junior college business teacher is directly concerned with vocational training, he must also be concerned with guidance and placement. Guidance should be an important phase of the work of the business teacher.

Summary and conclusion of Findings

In the 58 institutions considered in this survey, only 18 or 31 per cent list courses in their 1947-48 bulletins which are designed to meet the needs of the prospective junior college teacher and of the 36 courses listed 15 or 42 per cent were in the field of Administration and Supervision. An analysis of the several courses listed indicates that there is little agreement among educators as to what constitutes "administration". Much overlapping of subject matter is evident since topics which have a definite area of their own, such as Methods, are found in the administration courses as they are now described in the catalogues.
One course in guidance for pre-service teachers was long.

(See Table IV.) This was a pedestrian course for pre-service teachers on the principles of a course at Stanford. Amendment of the course content was given, and if it were studied for the purposes of the second part of such a course, many of the aims of the developmental junior college in this concern with sociology, and placement, and what also do concern with sociology, and placement since training in this course would be an important phase of the work of the junior college teachers.

Summary and Background of Literature

In the 50 institutions concerned to date, only 10 or 12 per cent of the courses in field courses were patterned after the senior college course, and of the 60 courses on special education, 90 per cent were in the field of administration. The trend has been slow and disappointing. In addition to being more comprehensive in content, many supplementary courses, such as the use of the senior college teacher, have a definite role of their own. Such as methods of teaching, the long in the semipractical course as they are now accepted.

In the case of some...
The "survey" courses show a similar lack of uniformity, and frequent overlapping of subject matter. The methods and practice teaching courses are too few in number to make broad generalizations. GUIDANCE is evident, however, that those courses as now offered by the institutions considered in this study are too few in number, and actual practice teaching at the junior college level is limited to two or three. A similar lack of methods courses is evident from this study. A general consideration of methods is a part of some of the administration, survey, and problems courses. No separate consideration of methods for the junior college was found.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Univ. of Pittsburgh</th>
</tr>
</thead>
</table>

Guidance for Business Teachers

Garrison found that 86 per cent of the junior college teachers who returned his questionnaire recommended a course in junior college problems. Of the 63 institutions considered in this survey, only four list a course entitled "Problems in the junior college." An analysis of these courses indicates little uniformity as to what constitutes the problems peculiar to junior colleges.

1. Less than 60 per cent of those institutions offering graduate work in both business and education list in their 1947-48 bulletin courses specifically designed for the
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Guidance for Business Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The "survey" courses show a similar lack of uniformity, and frequent overlapping of subject matter. The methods and practice teaching courses are too few in number to make broad generalizations. It is evident, however, that those courses as now offered by the institutions considered in this study are too few in number, and actual practice teaching at the junior college level is limited to two universities. A similar lack of methods courses is evident from this study. A general consideration of methods is a part of some of the administration, survey, and problems courses. No separate consideration of methods for the junior college was found.

Garrison\textsuperscript{36} found that 85 per cent of the junior college teachers who returned his questionnaire recommended a course in junior college problems. Of the 58 institutions considered in this survey, only four list a course entitled "Problems in the junior college." An analysis of these courses indicates little uniformity as to what constitutes the problems peculiar to junior colleges.

1. Less than 50 per cent of those institutions offering graduate work in both business and education list in their 1947-48 bulletins courses specifically designed for the

\textsuperscript{36} Garrison, Lloyd A. \textit{Op. cit.}, pp. 208-209
The survey "contains a similar lack of multiplicity
and trend towards replication of subject matter. The methods
and practice of teaching courses are too few in number to
make proper generalization. In the subject, however, that
course content is now altered by the participation of another
course in the same area for few in number and subject practice
in fine study we have few in number and subject practice
of teaching at the junior college level is limited to two
universities. A similar lack of methods courses is evident
from this study. A general concentration of methods in a
part of some of the administration's annual programs
of courses. No separate concentration of methods for the
junior college was found.

Certification long felt 88 per cent of the junior
college teachers and administer the declaración recommenda-
a course in junior college programs. Of the 88 teachers
who completed in this area, only four more a course
entitled "programs in the junior college." An emphasis
on these courses includes little multiplicity as to what
colleges use the programs better to junior college.
I saw from 80 per cent of these institutions
attending transfer work in both business and
accounting major in first year and a half
concentrate specifically getting for the

Certification. Please A. CO. O11. 660. 408
prospective college or junior college teacher.

2. A total of 36 courses is offered by the 58 institutions which consider some phase of higher education.

3. Of the available courses, 42 per cent are listed under Administration and Supervision.

4. Only 5 courses in practice teaching and college methods are listed; two of these courses are restricted to graduate assistants and two are restricted to in-service teachers.

5. Overlapping of subject matter is common as shown by the course content analysis.

6. Wide spread lack of uniformity of course content is evident from the tabulation of the course descriptions.
<table>
<thead>
<tr>
<th>Classification</th>
<th>Number Of Courses</th>
<th>Percentage Of All Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Curriculum</td>
<td>15</td>
<td>41.66</td>
</tr>
<tr>
<td>Survey and Orientation</td>
<td>8</td>
<td>22.22</td>
</tr>
<tr>
<td>Methods and Practice Teaching</td>
<td>5</td>
<td>13.88</td>
</tr>
<tr>
<td>Problems and Evaluation</td>
<td>4</td>
<td>11.11</td>
</tr>
<tr>
<td>Seminar and Thesis Writing</td>
<td>3</td>
<td>8.35</td>
</tr>
<tr>
<td>Guidance</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100.00</strong></td>
</tr>
<tr>
<td>Percentage of All Courses</td>
<td>Number</td>
<td>Classification</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>4.16</td>
<td>15</td>
<td>Administrative and Curriculum Survey and Orientation</td>
</tr>
<tr>
<td>3.38</td>
<td>6</td>
<td>Methods and Practice Teaching Procedures and Evaluation</td>
</tr>
<tr>
<td>3.28</td>
<td>5</td>
<td>Seminar and Thesis Writing</td>
</tr>
<tr>
<td>1.00</td>
<td>1</td>
<td>Confidence</td>
</tr>
<tr>
<td>0.00</td>
<td>20</td>
<td>Total</td>
</tr>
</tbody>
</table>
## ALPHABETICAL LISTING OF COLLEGES AND UNIVERSITIES
### OFFERING COURSES TABULATED IN THIS SURVEY

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Courses</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston University</td>
<td>1</td>
<td>Boston, Mass.</td>
</tr>
<tr>
<td>California, University of</td>
<td>2</td>
<td>Los Angeles, Calif.</td>
</tr>
<tr>
<td>Columbia University, Teachers College</td>
<td>3</td>
<td>New York, New York</td>
</tr>
<tr>
<td>Chicago, University of</td>
<td>2</td>
<td>Chicago, Illinois</td>
</tr>
<tr>
<td>Kentucky, University of</td>
<td>2</td>
<td>Lexington, Kentucky</td>
</tr>
<tr>
<td>Michigan, University of</td>
<td>1</td>
<td>Ann Arbor, Michigan</td>
</tr>
<tr>
<td>Nebraska, University of</td>
<td>1</td>
<td>Lincoln, Nebraska</td>
</tr>
<tr>
<td>New York University</td>
<td>7</td>
<td>New York, New York</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>2</td>
<td>Columbus, Ohio</td>
</tr>
<tr>
<td>Oregon, University of</td>
<td>4</td>
<td>Eugene, Oregon</td>
</tr>
<tr>
<td>George Peabody College for Teachers</td>
<td>2</td>
<td>Nashville, Tenn.</td>
</tr>
<tr>
<td>Pittsburg, University of</td>
<td>1</td>
<td>Pittsburg, Pa.</td>
</tr>
<tr>
<td>Southern California, University of</td>
<td>1</td>
<td>Los Angeles, Calif.</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>1</td>
<td>Syracuse, New York</td>
</tr>
<tr>
<td>Texas, University of</td>
<td>2</td>
<td>Austin, Texas</td>
</tr>
<tr>
<td>Wisconsin, University of</td>
<td>1</td>
<td>Madison, Wisconsin</td>
</tr>
<tr>
<td>Wayne University</td>
<td>1</td>
<td>Detroit, Michigan</td>
</tr>
<tr>
<td>Location</td>
<td>Number of Courses</td>
<td>Institution</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Boston, Mass.</td>
<td>1</td>
<td>Boston University</td>
</tr>
<tr>
<td>Los Angeles, Calif.</td>
<td>5</td>
<td>California University</td>
</tr>
<tr>
<td>New York, N. York</td>
<td>5</td>
<td>Columbia University</td>
</tr>
<tr>
<td>Chicago, Illinois</td>
<td>2</td>
<td>Teachers College</td>
</tr>
<tr>
<td>Boston, Mass.</td>
<td>2</td>
<td>University of Massachusetts</td>
</tr>
<tr>
<td>New York, N. York</td>
<td>5</td>
<td>New York University</td>
</tr>
<tr>
<td>Columbia, Ky.</td>
<td>2</td>
<td>University of Oregon</td>
</tr>
<tr>
<td>Eugene, Oregon</td>
<td>4</td>
<td>Oregon State University</td>
</tr>
<tr>
<td>Nashville, Tenn.</td>
<td>2</td>
<td>George Peabody College</td>
</tr>
<tr>
<td>Philadelphia, Pa.</td>
<td>8</td>
<td>Pennsylvania University</td>
</tr>
<tr>
<td>Pittsburgh, Pa.</td>
<td>1</td>
<td>University of Pittsburgh</td>
</tr>
<tr>
<td>Los Angeles, Calif.</td>
<td>1</td>
<td>University of Southern California</td>
</tr>
<tr>
<td>Santa Clara, Calif.</td>
<td>1</td>
<td>Santa Clara University</td>
</tr>
<tr>
<td>Austin, Texas</td>
<td>2</td>
<td>University of Texas</td>
</tr>
<tr>
<td>Medford, Wisconsin</td>
<td>1</td>
<td>University of Wisconsin</td>
</tr>
<tr>
<td>Detroit, Michigan</td>
<td>1</td>
<td>Wayne University</td>
</tr>
</tbody>
</table>
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The literature on junior college teacher preparation is not extensive. One survey was found which investigated the training which junior college teachers (academic) had; one unpublished doctoral dissertation* was found which was concerned in part with what junior college teachers would like to have had as preparation for more effective teaching. The American Council on Education has in process its report of a recent conference on the preparation of junior college teachers; and the Institute of Administrative Officers on Higher Education has sponsored several conferences on college teaching. These considered the various phases of teacher preparation as related to the liberal arts college. No study was found, however, which was primarily concerned with business teaching either in the four year traditional college or in the junior college.

It is the considered opinion of those connected with junior colleges that the usual preparation for college teaching is not adequate for the needs of the prospective junior college teacher. The conventional graduate research program is not considered effective training for teaching. The usual high school teacher-training program approaches

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The importance of junior college teacher preparation is not overstated. One reason was found which influenced the existence which junior college teachers' education (academic) had over non-teacher preparation. Another influence was that which we may concern in part with what junior college teachers would like to have regard as preparation for more effective teaching. The American Council on Education, for example, has been concerned with the preparation of junior college teachers. The report of a recent conference on the preparation of junior college teachers and the Incidence of Administrative Offenses on Junior Education was sponsored by several conferences on college education. These conferences were conducted by the various phases of college education. These conferences were conducted by the various phases of teacher preparation as related to the preparation of college teachers. Teacher preparation as related to the preparation of college teachers. However, these phases were distinctly concerned with preparing teachers for the junior college. If the preparation of junior colleges were to prepare for the needs of the prospective junior college teacher, the conventional graduate education program is not considered adequate preparation for teaching. The need for school teacher-training programs suggests
nearer the goal, but lacks certain elements which are fundamental to effective work at the junior college level. The results of the survey reported in Chapter IV indicate the paucity of available courses which are specifically concerned with junior college instruction, and the lack of courses which might help the business teacher in the junior college. Increased emphasis on up-grading the business skills curricula, increased enrollments in terminal business courses, the vocational nature of the business subjects and the demand for semi-professional workers in the business field requires a more effective teaching program, and better qualified teachers.

At this time, it appears, such training is not available to the prospective junior college teacher, except in a very limited number of institutions.

The junior college business teacher requires a broad general education as a basis for additional specialized training. Eckert\(^{37}\) states that the junior college teacher should be thoroughly tested at the beginning of his graduate work to see whether he has really obtained a broadly based and closely integrated general education. She further states that the student should be challenged to develop the

never tire of the quest for an effective teacher of the junior college level.

The results of the study reported in Chapter IV in- 
grate the number of available courses which are 
specifically 
with concentration with junior college instructors, and the 
leak of courses which might help the business teacher in 
the junior college. In the absence of specific instruction in 
"business" courses, the vocational values of the 
student and the emphasis on semi-professional workers in 
the business field render a more effective teaching plan. 

At this time, it appears, such training is not easily 
spie to the prospective junior college teacher, except in 
a very limited number of institutions.

The junior college business teacher needs a program 
General education as a basis for additional specialization 
program Emphasis on the junior college teacher's 
spend a significant part of the beginning of the college 
work to see whether he is really adapting a properly 
and especially in junior college education. The upper 
area that the student should be splitting to develop the
human understandings, the reflective turn of mind, and
the deep social concern that a teacher needs in his per-
sonal living, in his family, school and community rela-
tionships.

In business teaching, more than in the non-vocation-
al fields, a narrow specialization may result from over-
emphasis on the subject matter. Skill building requires
many hours of work; office practice, machine skills, filing,
and transcription cannot be acquired in an abbreviated
course. The junior college business teacher prepares his
students for immediate employment; and his students must
have marketable skills in order to be placed successfully
in business. This vocational requirement, however, should
not be allowed to overshadow the general education in the
business teacher's preparation.

Tead\textsuperscript{38} states:

In a democratic society the aim of
general education to produce rounded per-
sons must keep the narrowly vocational aim in
its proper perspective . . . This implies
that in all courses at the junior college
level, the motive of gaining competence for
work may well be drawn upon heavily and in
certain courses specific vocational aims
may begin to emerge, but it does not imply
using so much of the student's time for de-
tailed training in restricted skills that he
has insufficient time left for other assign-
ments designed to make him a whole person.

\textsuperscript{38} Tead, Ordway. "The Role of General Education in
the Junior College." \textit{Junior College Journal}. March 1947
p. 274.
In the context of modern business and society, the role of the secretary is of immense importance. The collective effort of mind and hand

... the need for a secretary who can meet the demands of the

... some training in the family, school, and community life.

... In business, secretarial work plays a crucial role. The

... path to success. A narrow specialization may lead to

... skills, patience, and determination are necessary.

... many hours of work, office procedures, and writing skills.

... and creativity cannot be overlooked. In an application for employment, the

... the importance of keeping up to date with the

... for satisfactory performance. The

... not only to observe but also to

66

... background. In a democratic society, the aim of
general education is to equip young people to

... This implies...

... the working environment. In order to

... work may well be drawn from personal interests and
career objectives. Flexibility is important here.

... may lead to success, but it does not imply

... the effectiveness of the

... falling behind in necessary skills can lead to

... falls for other reasons.

... make a more balanced.
It is obvious that the junior college business teacher, if he ascribes to emphasis on general education, needs a well-defined philosophy of education which will help him resolve the problem. It will be recalled that none of the institutions considered in the survey reported in Chapter IV mentioned a course in Educational Philosophy except as a consideration in an administration course. Passing attention is given to objectives and functions properly a part of the philosophy in other courses tabulated in Chapter IV.

Only one course in Guidance for business teachers was offered by the 58 institutions considered in this survey. Tonne states: "Guidance is a natural concomitant of all good teaching." The junior college business teacher has a particularly important place in the guidance program since his students are being trained for immediate employment. Placement is a natural adjunct to guidance, and is the culmination of the business teacher's work. It would appear that the junior college teacher requires training in guidance to adequately perform his duties.

Closely related to guidance and placement is work

---

If it appears that the junior college president/teacher
is the source to emphasize on general education, then a
well-defined philosophy of education which will help him
rescue the problem. It will be necessary to place one of the
interventions considered in the survey report on in Chapter
VI mentioning a course in Educational Philosophy except as
a consideration in an administration course. Peasant
attention is given to objectives and functions presented in
part of the philosophy in other courses reported in
Chapter VI.

Only one course in Guidance for plumbers was
offered by one institution considered in this survey. An
attempt was made to insert Guidance in a general course in the
The junior college Guidance course has a
particularly important place in the Guidance program since
its proponents see the field catering for immediate employment.
Placement is a serious problem to Guidance. If work
mentioned of the Guidance program's work. It would suggest
rather the junior college Guidance course remains in line with
several factors related to Guidance and Placement is work

38

experience. Sipe\textsuperscript{40} found only 11 of the 94 teacher training institutions he included in his survey that gave any consideration to the requirement of business experience as a prerequisite for business teaching. Of the 11 listed by Sipe, only 2 allowed any credit for this type of work.

Recent experience in business, it would appear, would be a valuable phase of the junior college business teacher's preparation. He is directly concerned with training of workers for business and should be cognizant not only of the theory but with the actual practices of business.

Since the needs of business are constantly in a flux, the business teacher must be aware of new demands if he is to prepare his students vocationally. Because of this, he should frequently re-examine the business curriculum. He should be able to alter the sequential pattern of courses so they will be cumulative and progressive; thus serving both the student and business more effectively.

The well-trained business teacher should have had some exposure to Curriculum Construction.

\textsuperscript{40} Sipe, John Marvin. "Commercial Teacher Training in 94 Accredited Teachers Colleges and Normal Schools." Ed. D. Dissertation. Indiana University, Indianapolis, Ind., 1941.
experience. Since only first or the first group findings of the business teacher training
and the preparation of the student, the student experience as a business teacher for business teaching. Of the 11 teacher of
these only 3 allowed by Ceylon. This type of work.
Recent experience in business and work of the junior business teachers.
Experience. He is generally connected with training or
work in business and work of the junior business teachers.
The teacher must be connected with the business practice of business.
Since the needs of business are connected in a firm.
The business teacher must be aware of the business. It is to
prepare the student, to examine the business teaching.
He should be able to accept the responsibilities of
concerns to the student. He will be contributing and progressive.
The well-training business teacher should have had some
experience in commercial communication.
Recommendations

The following suggested program for the preparation of business teachers in the junior college is a concept derived as a result of this study.

The junior college business teacher trainee should have in his preparation the following subjects:

1. A broad general education
2. Business content courses, such as
   - Accounting
   - Business Law
   - Management
   - Business Writing
3. Business skill courses, such as
   - Typewriting
   - Shorthand
   - Office Machines
   - Office Practice
4. Economics
   - Money and Banking
   - Economic or World Geography
5. Professional Education courses should include
   - Educational Psychology
   - History of Vocational (or Business) Education
   - Tests and Measurements in Business Education
   - General methods of teaching
6. Specialized Education
   - Methods in Business Education with emphasis on college teaching
Recommendations

The following suggested program for the preparation of business teachers in the junior college is a concept that has been developed as a result of this study.

The junior college business teacher requires a course of study to prepare him for a group general education and as a Business-related courses,

5. Business-related courses, such as:
   - Accounting
   - Business Law
   - Management
   - Business Writing

6. Business skill courses, such as:
   - Typing
   - shorthand
   - Office Mechanical
   - Office Practice

4. Economics
   - Money and Banking
   - Economic and World Geography

3. Professional Business courses, such as:
   - Business Psychology
   - History of Accounting (or Business)
   - Management
   - Accounting

2. Methods of Teaching Business
   - General Methods of Teaching

1. Specialized Education
   - Methods in Business Education with emphasis on college teaching
Practice teaching in college under competent supervision

Philosophy of Education, with special emphasis on the terminal and vocational nature of junior college business education

Guidance for college teachers

Curriculum Construction with particular emphasis on community needs.

Business Experience coordinated with the trainee's program by the faculty advisor.

This program of business teacher training is not available in our universities or colleges. If such a program should be implemented, junior college teachers could be prepared to meet their teaching problems and to be more effective teachers; their students, in turn, would become more capable employees and more successful citizens.


Practicing teaching in college under competent supervision

Philosophy of Education, with special emphasis on the terminal and voca-

tional needs of junior college business education.

Guidance to college teachers

Curriculum cooperation with community agencies.

Student experience cooperation with the co-labor.

This program of practical teaching training is one

essential to our universities and colleges. It is not a pro-

gram simply of improvement. Junior college teachers cannot

expect to improve by implementing junior college practices con-

stantly. They must be prepared to meet their teaching problems and to do more

effective teaching. Their students should become

more capable employees and more successful citizens.
BIBLIOGRAPHY


American Council on Education. The Improvement of Teacher Education. Washington, D.C., 1946.


BIBLIOGRAPHY (Continued)


Koos, Leonard V. *The Junior College.* University of Minnesota, Minneapolis, Minn., 1924.


THE PREPARATION AND USE OF TEACHERS, the Institute of Higher Education, University of Chicago.

...in the preparation of teachers. The Institute of Higher Education, University of Chicago.


BIBLIOGRAPHY (Continued)


BIBLIOGRAPHY (Continued)


BIBLIOGRAPHY (Continued)

Since going overseas "Commercial Teacher Training at "
American Teacher College and Normal Schools".
In. "D. Discussion. Institute Universities".
Institute. 1917.

Secondary Education" (Ita. Lecture).

"The role of General Education in the Junior

"The Junior College Program." 1929.

Winter, "Protection of the Junior College, State Teacher College, Heads of Colorado,"
1942.

November 12, 1947

Mr. Willard G. Adams
251 Marlborough Street
Boston 16, Massachusetts

Dear Mr. Adams:

Unfortunately, the report of the Conference on the Preparation of Instructors for Junior Colleges and Technical Institutes has not yet been published. I received the final manuscript only a few days ago. I shall be glad to see that you are notified when it is released.

Sincerely yours,

/s/ A. J. Brumbaugh
A. J. Brumbaugh
Vice President
AMERICAN COUNCIL ON EDUCATION

740 Jackson Place
Washington, D.C.

November 15, 1954

Mr. William G. Abear
101 Massachusetts Avenue
Boston, Massachusetts

Dear Mr. Abear:

Unfortunately, the report of the Commission of the President of the Association of American Colleges and Technical Institutes has not yet been published. I received the latter manuscript only a few days ago. I shall be able to see if they have notified you of its receipt.

Sincerely yours,

A. J. Bumpenrieder
Vice President
## APPENDIX B

<table>
<thead>
<tr>
<th>STATE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arizona</strong></td>
<td></td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Tucson</td>
</tr>
<tr>
<td>Arizona State College</td>
<td>Tempe</td>
</tr>
<tr>
<td><strong>California</strong></td>
<td></td>
</tr>
<tr>
<td>University of, University of Southern California</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>University of, University of Southern California</td>
<td>Los Angeles</td>
</tr>
<tr>
<td><strong>Colorado</strong></td>
<td></td>
</tr>
<tr>
<td>University of, Colorado State Teachers College</td>
<td>Denver</td>
</tr>
<tr>
<td><strong>Connecticut</strong></td>
<td></td>
</tr>
<tr>
<td>University of, University of Connecticut</td>
<td>Storrs</td>
</tr>
<tr>
<td><strong>Georgia</strong></td>
<td></td>
</tr>
<tr>
<td>Atlanta University</td>
<td>Atlanta</td>
</tr>
<tr>
<td><strong>Illinois</strong></td>
<td></td>
</tr>
<tr>
<td>University of Chicago</td>
<td>Chicago</td>
</tr>
<tr>
<td><strong>Indiana</strong></td>
<td></td>
</tr>
<tr>
<td>Indiana University</td>
<td>Bloomington</td>
</tr>
<tr>
<td>Ball State Teachers College</td>
<td>Muncie</td>
</tr>
<tr>
<td>Indiana State Teachers College</td>
<td>Terre Haute</td>
</tr>
<tr>
<td><strong>Iowa</strong></td>
<td></td>
</tr>
<tr>
<td>Drake University</td>
<td>Des Moines</td>
</tr>
<tr>
<td>State University of Iowa</td>
<td>Iowa City</td>
</tr>
<tr>
<td><strong>Kansas</strong></td>
<td></td>
</tr>
<tr>
<td>Kansas State Teachers College</td>
<td>Emporia</td>
</tr>
<tr>
<td>Kansas State Teachers College</td>
<td>Pittsburgh</td>
</tr>
<tr>
<td><strong>Kentucky</strong></td>
<td></td>
</tr>
<tr>
<td>University of, University of Kentucky</td>
<td>Lexington</td>
</tr>
<tr>
<td><strong>Louisiana</strong></td>
<td></td>
</tr>
<tr>
<td>Louisiana A and M College</td>
<td>Baton Rouge</td>
</tr>
<tr>
<td>Location</td>
<td>State</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Tucson</td>
<td>Arizona University of Arizona</td>
</tr>
<tr>
<td>Tempe</td>
<td>Arizona State College</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>California University of Southern California</td>
</tr>
<tr>
<td>Denver</td>
<td>Colorado State College</td>
</tr>
<tr>
<td>Greeley</td>
<td>Colorado State College</td>
</tr>
<tr>
<td>Stone</td>
<td>Connecticut University of Connecticut</td>
</tr>
<tr>
<td>Atlanta</td>
<td>Georgia Institute of Technology</td>
</tr>
<tr>
<td>Chicago</td>
<td>Illinois University of Chicago</td>
</tr>
<tr>
<td>Bloomington</td>
<td>Indiana University</td>
</tr>
<tr>
<td>Monroe</td>
<td>Indiana State Teachers College</td>
</tr>
<tr>
<td>Terre Haute</td>
<td>Indiana State Teachers College</td>
</tr>
<tr>
<td>Des Moines</td>
<td>Iowa State University</td>
</tr>
<tr>
<td>Iowa City</td>
<td>Iowa State University of Iowa</td>
</tr>
<tr>
<td>Emporia</td>
<td>Kansas State Teachers College</td>
</tr>
<tr>
<td>Pferfabriken</td>
<td>Kansas State Teachers College</td>
</tr>
<tr>
<td>Lexington</td>
<td>Kentucky University of Kentucky</td>
</tr>
<tr>
<td>Reno, Nevada</td>
<td>Montana A and M College</td>
</tr>
<tr>
<td>STATE</td>
<td>LOCATION</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Massachusetts</td>
<td></td>
</tr>
<tr>
<td>Boston University</td>
<td>Boston</td>
</tr>
<tr>
<td>Harvard University</td>
<td>Cambridge</td>
</tr>
<tr>
<td>Michigan</td>
<td></td>
</tr>
<tr>
<td>University of</td>
<td>Ann Arbor</td>
</tr>
<tr>
<td>Wayne University</td>
<td>Detroit</td>
</tr>
<tr>
<td>Mississippi</td>
<td></td>
</tr>
<tr>
<td>Mississippi State College</td>
<td>State College</td>
</tr>
<tr>
<td>University of Mississippi</td>
<td>University</td>
</tr>
<tr>
<td>Montana</td>
<td></td>
</tr>
<tr>
<td>Montana State University</td>
<td>Missoula</td>
</tr>
<tr>
<td>Nebraska</td>
<td></td>
</tr>
<tr>
<td>University of Nebraska</td>
<td>Lincoln</td>
</tr>
<tr>
<td>New Jersey</td>
<td></td>
</tr>
<tr>
<td>Rutgers</td>
<td>New Brunswick</td>
</tr>
<tr>
<td>New Jersey State Teachers College</td>
<td>Upper Montclair</td>
</tr>
<tr>
<td>New Mexico</td>
<td></td>
</tr>
<tr>
<td>New Mexico Highlands University</td>
<td>Las Vegas</td>
</tr>
<tr>
<td>New York</td>
<td></td>
</tr>
<tr>
<td>Columbia</td>
<td></td>
</tr>
<tr>
<td>Syracuse University</td>
<td>New York City</td>
</tr>
<tr>
<td>College of the City of New York</td>
<td>New York City</td>
</tr>
<tr>
<td>New York University</td>
<td>New York City</td>
</tr>
<tr>
<td>New York State Teachers College</td>
<td>Albany</td>
</tr>
<tr>
<td>North Carolina</td>
<td></td>
</tr>
<tr>
<td>Women's College of the University of North Carolina</td>
<td>Greensboro</td>
</tr>
<tr>
<td>Ohio</td>
<td></td>
</tr>
<tr>
<td>Kent State University</td>
<td>Kent</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>Columbus</td>
</tr>
<tr>
<td>Ohio University</td>
<td>Athens</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>Cincinnati</td>
</tr>
<tr>
<td>University of Toledo</td>
<td>Toledo</td>
</tr>
<tr>
<td>Location</td>
<td>State</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Boston</td>
<td>MASSACHUSETTS</td>
</tr>
<tr>
<td>Cambridge</td>
<td>BOSTON UNIVERSITY</td>
</tr>
<tr>
<td>Ann Arbor</td>
<td>HARVARD UNIVERSITY</td>
</tr>
<tr>
<td>Detroit</td>
<td>MICHIGAN</td>
</tr>
<tr>
<td>Sallie College</td>
<td>UNIVERSITY OF MICHIGAN</td>
</tr>
<tr>
<td>Montevallo</td>
<td>UNIVERSITY OF MONTGOMERY</td>
</tr>
<tr>
<td>Lincoln</td>
<td>UNIVERSITY OF MISSISSIPPI</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>UNIVERSITY OF NEW JERSEY</td>
</tr>
<tr>
<td>Upper Montclair</td>
<td>NEW JERSEY STATE UNIVERSITY</td>
</tr>
<tr>
<td>Las Vegas</td>
<td>UNIVERSITY OF NEW MEXICO</td>
</tr>
<tr>
<td>New York City</td>
<td>SOUTHEASTERN UNIVERSITY</td>
</tr>
<tr>
<td>New York City</td>
<td>COLLEGE AT THE CITY OF NEW YORK</td>
</tr>
<tr>
<td>Auburn</td>
<td>NEW YORK UNIVERSITY</td>
</tr>
<tr>
<td>Greensboro</td>
<td>NEW YORK STATE TEACHERS COLLEGE</td>
</tr>
<tr>
<td>Kent</td>
<td>WOMEN'S COLLEGE AT THE UNIVERSITY OF NORTH CAROLINA</td>
</tr>
<tr>
<td>Columbus</td>
<td>UNIVERSITY OF OHIO</td>
</tr>
<tr>
<td>Athens</td>
<td>UNIVERSITY OF OHIO</td>
</tr>
<tr>
<td>Chillicothe</td>
<td>UNIVERSITY OF CINCINNATI</td>
</tr>
<tr>
<td>Toledo</td>
<td>UNIVERSITY OF TOLEDO</td>
</tr>
</tbody>
</table>
## APPENDIX B (Continued)

<table>
<thead>
<tr>
<th>STATE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma</td>
<td>Stillwater, Norman</td>
</tr>
<tr>
<td>Oklahoma A and M College</td>
<td>Stillwater</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>Norman</td>
</tr>
<tr>
<td>Oregon</td>
<td>Corvallis, Eugene</td>
</tr>
<tr>
<td>Oregon State College</td>
<td>Corvallis</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>Eugene</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Pittsburgh, Philadelphia, Pittsburgh</td>
</tr>
<tr>
<td>Duquesne University</td>
<td>Pittsburgh</td>
</tr>
<tr>
<td>Temple University</td>
<td>Philadelphia</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>Philadelphia</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>Pittsburgh</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Knoxville, Nashville</td>
</tr>
<tr>
<td>University of Tennessee</td>
<td>Knoxville</td>
</tr>
<tr>
<td>George Peabody College for Teachers</td>
<td>Nashville</td>
</tr>
<tr>
<td>Texas</td>
<td>Denton, Huntsville, Austin</td>
</tr>
<tr>
<td>Texas State for Women</td>
<td>Denton</td>
</tr>
<tr>
<td>North Texas State Teachers College</td>
<td>Denton</td>
</tr>
<tr>
<td>Sam Houston State Teachers College</td>
<td>Huntsville</td>
</tr>
<tr>
<td>West Texas State Teachers College</td>
<td>Canyon</td>
</tr>
<tr>
<td>University of Texas</td>
<td>Austin</td>
</tr>
<tr>
<td>Washington</td>
<td>Pullman, Seattle</td>
</tr>
<tr>
<td>Washington State Teachers College</td>
<td>Pullman</td>
</tr>
<tr>
<td>University of</td>
<td>University of, Seattle</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Madison</td>
</tr>
<tr>
<td>University of</td>
<td>Madison</td>
</tr>
<tr>
<td>Location</td>
<td>State</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Stillwater</td>
<td>Oklahoma</td>
</tr>
<tr>
<td>Norman</td>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>College Station</td>
<td>Oregon</td>
</tr>
<tr>
<td>Eugene</td>
<td>Oregon State University</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>Pennsylvania</td>
</tr>
<tr>
<td>Philadelphia</td>
<td>Temple University</td>
</tr>
<tr>
<td>Philadephia</td>
<td>University of Pennsylvania</td>
</tr>
<tr>
<td>Kansasville</td>
<td>Tennessee</td>
</tr>
<tr>
<td>Replinville</td>
<td>University of Tennessee</td>
</tr>
<tr>
<td>Robeson</td>
<td>Texas</td>
</tr>
<tr>
<td>Denison</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Dikeon</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Haltomville</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Canton</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Austin</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Weatherford</td>
<td>Weatherford College</td>
</tr>
<tr>
<td>DeRidder</td>
<td>Weatherford College</td>
</tr>
<tr>
<td>Madill</td>
<td>University of Texas</td>
</tr>
<tr>
<td>Madison</td>
<td>University of Wisconsin</td>
</tr>
</tbody>
</table>