

FLORIDA STATE UNIVERSITY

A SURVEY OF CURRENT ARTICLES ON
ADMINISTRATION AND SUPERVISION
OF BUSINESS EDUCATION

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A Paper

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study is to survey articles on administration and supervision of business education that have appeared in professional literature between January 1, 1942, and December 31, 1952.

Need for Investigation

Business education in American secondary schools has developed until it now enrolls close to two million students and provides employment for nearly fifty thousand teachers.¹ Peeples found that in the State of Florida in the spring of 1952 the class enrollment in business education in the white high schools was nearly 38,000,² while the total enrollment was 63,778.³ An

¹H. A. Tonne, E. L. Popham, and M. H. Freeman, Methods of Teaching Business Subjects, p. 3. New York: The Gregg Publishing Company, 1951.

²Binford H. Peeples, "A Study of the Supervisory Needs of Business Education In Florida," p. 12. Unpublished Master's Thesis, School of Business, Florida State University, 1952.

³Biennial Report of the Superintendent of Public Instruction State of Florida. For the Fiscal Years Beginning July 1, 1950, and ending June 30, 1952, p. 27. Tallahassee.

instructional undertaking of this magnitude calls for adequate supervision in order to administer effectively the business education program.

To aid supervisors in keeping abreast of current thought on business education supervision, a considerable number of articles has been published in current business education periodicals.

The need for this investigation is based on four factors:

1. Need for the classification and summarization of the articles on administration and supervision of business education that have appeared in the periodical literature between January 1, 1942, and December 31, 1952.
2. Need for understanding on the part of school administrators of the problems faced by the supervisor of business education.
3. Need for the development on the part of students of business education of an understanding of the problems of the business education supervisor.
4. Need for suggestions that will improve the teaching profession.

Historical Review of Previous Research

In recent years considerable research has been done in which current articles have been surveyed. Several books have appeared which contain a partial bibliography of current articles parallel to the purpose of the book. The Business Education Index lists current articles by year but does not annotate or classify them. The Review of

Educational Research lists several studies which contain bibliographies for shorter periods of time.

As far as can be ascertained, no previous study has surveyed, annotated, and compiled in one source the articles for the period covered by this study.

Delimitation

This study is limited to a survey of articles on administration and supervision of business education which are listed in the Business Education Index and appeared in the following periodicals from January 1, 1942, through December 31, 1952.

American Business Education
Business Education World
Modern Business Education
The Balance Sheet
The Journal of Business Education
The National Business Education Quarterly
U. B. E. A. Forum

Definition of Terms

In this study the following terms are used. They are presented here in order to insure a clear understanding of their meaning as used through this study.

Administration: The direction, control, and management of all matters pertaining to school affairs, including business administration, since all aspects of school affairs, may be considered as carried on for educational ends.⁴

Supervision: All efforts directed toward providing leadership to teachers and other educational

⁴Carter V. Good, Dictionary of Education, p. 11. New York: McGraw-Hill Book Company, Inc., 1945.

workers in the improvement of instruction...a plan for improvement of instruction according to which teachers and supervisors are regarded as co-workers, the teachers participating in analyzing and determining such aspects of instruction as objectives, materials, and methods.⁵

Business Education: That area of education which develops skills, attitudes, and understandings essential for the successful direction of business relationships as they affect the individual as a consumer.⁶

Brief History of Business Education

Business education in America had its beginning in 1653 when a school was established in Plymouth, by a Mr. Morton who taught pupils "to read, write, and cast accounts."⁷ A course in bookkeeping is claimed to have been offered in 1823 in the English Classical School for Boys. This school was established in Boston in 1821.⁸

By the beginning of the nineteenth century, business education classes were taught in many schools throughout the nation. It was not until 1895, however, that the first business education courses were offered in Florida. Moorman's study indicates that these first

⁵Ibid., p. 400.

⁶Ibid., p. 54.

⁷Edwin G. Knepper, History of Business Education In United States, p. 5. Ann Arbor: Edwards Brothers, Inc., 1941.

⁸Earl P. Strong, The Organization, Administration, and Supervision of Business Education. New York: Gregg Publishing Company, 1944.

courses in business education were offered in the Duval County High School, Jacksonville.⁹

Since that time, additions have been made each year to the number of business education departments in the public schools of Florida.¹⁰ By the spring of 1952 one hundred and forty seven of the one hundred and fifty accredited schools in Florida offered courses in business education.¹¹

Brief History of Administration
and Supervision of Business Education

Problems of administration and supervision of business education arose with the increased business offerings throughout the United States. Local communities were the first to seek a solution. In 1905, Frederick G. Nichols was appointed as City Director of Business Education in Rochester, New York. In 1910, Cincinnati, Ohio, followed by appointing a local supervisor, as did Pittsburg, Pennsylvania, in 1912, and Des Moines, Iowa, in 1913. By 1953, forty-four school systems in cities over 100,000 in population employed officials who are responsible for the administration and supervision of the total program of

⁹J. H. Moorman, "The Development of Commercial Education in the Public Secondary Schools of Florida," p. 35. Unpublished Master's Thesis, College of Education, University of Florida, Gainesville, 1933.

¹⁰Peeples, op. cit., p. 11.

¹¹Ibid., p. 12.

business education.¹² Seventeen cities employed persons to administer and supervise business education exclusive of vocational education for the distributive occupations.¹³

Many years passed after business education appeared in high schools before state departments of education began to recognize its existence. In 1919, New York recognized supervision as its responsibility and appointed Frederick G. Nichols, Inspector of Business Education for the New York State Department of Education. California was the first western state to provide supervision, and Louisiana started the first program in the South. Louisiana's program was on a part-time basis so Virginia was the first southern state to give full-time support to business education supervision.¹⁴

Gradually other states recognized that this area of education was being neglected at the state level and provided leadership. Thirteen states now provide for supervision of business education programs in public

¹²Kenneth J. Hansen, "City Supervisors of Business Education," The National Business Education Quarterly, XXI (Summer, 1953), 57.

¹³Ibid.

¹⁴Arthur L. Walker, "A State-Wide Administrative and Supervisory Program of Business Education," The National Business Education Quarterly, XVI (Winter, 1947), 52.

schools either by a person in charge of the total vocational program or for business education alone.¹⁵

Technique of Investigation

The data for this study were collected by recording on 5 by 8 cards the bibliographical data for each article and the position of the author at the time the article was published. The annotation of each article was written and recorded on the card at the time the article was read and surveyed.

¹⁵Hansen, op cit., p. 53.

CHAPTER II

RESULTS OF THE INVESTIGATION

Pertinent data concerning the number of articles surveyed, topics treated by the articles, and the positions of the authors of the articles are presented in this chapter. An annotated bibliography of the articles surveyed is contained in Chapter III. The information in these two chapters was obtained from the articles as they were read in the survey.

Number of Articles Surveyed

The number of articles appearing in each periodical surveyed is given in Table 1, page 10. The periodicals are arranged in alphabetical order by title.

Table 1 shows that 134 articles classified under the heading "Administration and Supervision" in the Business Education Index appeared in the periodicals surveyed. From this table it can be seen that 12 articles or nearly 9 per cent of the articles surveyed appeared in American Business Education. The Business Education World contained 43 articles or 32 per cent of the total number surveyed. Only 3 articles or slightly over 2 per cent of the total articles appeared in Modern Business Education. The

Balance Sheet contained 12 articles or nearly 9 per cent of the total number of articles surveyed. Slightly less than 10 per cent or 13 articles were published in The Journal of Business Education. Forty-four articles or nearly 33 per cent of the articles appeared in The National Business Education Quarterly. The U. B. E. A. Forum contained 7 articles or 5 per cent of the articles surveyed.

Table 1 also show the number of articles for each year of the survey. From 1942 through 1946 very few articles were written on administration and supervision of business education. In 1947, the number of articles increased from 7 articles of the previous year to 19 for the year 1947. In 1948, 37 articles were published, almost twice the number of the year before. After 1948 the articles decreased in number with only 9 articles appearing in 1949. In 1950, the number increased to 10 articles. Again in 1951 there was an increase in writing with 17 articles published that year. The year 1952 marked a second all-time high with 20 articles being published during that year.

Topics Treated By Year

Each article surveyed is classified as to topic in Table 2. The topics are listed in descending order according to the number of articles pertaining to the topic. The articles which were not classified are listed under the

TABLE 1
NUMBER OF ARTICLES SURVEYED

	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	Per Cent Total
Periodical												
American Business Education					1	1	3	3	1	1	2	12 9
Business Education World		2		3	3	10	13	4	4	1	3	43 32
Modern Business Education							2			1		3 2
The Balance Sheet	3	1			1		1	1	1	1	3	12 9
The Journal of Busi- ness Education		1	1	1	2	1	1			2	4	13 10
The National Busi- ness Education Quarterly			3			7	17		4	6	7	44 33
U. B. E. A. Forum								1		5	1	7 5
Total	3	4	4	4	7	19	37	9	10	17	20	134 100

topic heading "Miscellaneous Articles." All articles so classified did not lend themselves to individual classification.

Table 2 page 12 shows that 18 of the 134 articles surveyed pertain to "Public Relations." Ranking second is "Functions of Administration and Supervision" with 17 articles listed under that topic. "Classroom Supervision" follows with 13 articles devoted to that area. Twelve articles were concerned with explaining means of "Improving Administration and Supervision" of Business Education. "Problems and Needed Research" had 10 articles devoted to it. Each of the topics "Organizing For Administration and Supervision" and "Curriculum Construction, Evaluation, and Revision" had seven articles devoted to it.

The "Establishment and Maintaining of Standards" had 6 articles. Four articles were concerned with the topic "Meetings and Conferences." Three articles were written on each of the areas of "Administrative and Departmental Relations," "Budgeting Procedures," Assignment and Orientation of Teachers," "In-Service Education," "Selecting Instructional Equipment," "Guidance Procedures," and "Department Evaluation." To the areas of "State Supervision" and "Cooperative Business Education Programs" 2 articles each were devoted. The topic "Miscellaneous Articles" accounted for 15 of the articles which were of an un-classifyable nature.

TABLE 2

TOPICS TREATED BY YEAR

	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	Total
Public Relations					2		3	3	1	2	7	18
Functions of Administration and Supervision		1		2	2	1	6	2		1	3	17
Classroom Supervision					1	4	7					13
Improving Administration and Supervision	1		1			1	5		1	2	1	12
Problems and Needed Research	1									1	8	10
Organizing For Administration and Supervision		1		1		1	1		2	1		7
Curriculum Construction, Evaluation & Revision	1					1	1		3	1		7
Establishing and Maintaining Standards						1			4			6
Meetings and Conferences			1	1		1	2					4
Administrative and Departmental Relations							1	1		1		3
Budgeting Procedures							1		1	1		3
Assignment and Orientation of Teachers												3
In-Service Education					1	2	1	1	1			3
Selecting Instructional Equipment						1	1	1				3
Guidance Procedures	1						2			3		3
Department Evaluation												3

Position of Authors

The authors of the articles surveyed are classified as to position in Table 3. No special significance is to be attached to the order in which the positions are listed.

Table 3 shows that the largest single group of authors was the "Collegiate Instructors." Local and state supervisors considered together account for 25 per cent of the authors of the articles surveyed. All instructional personnel considered as a group plus all administrative and supervisory personnel make up 89 per cent of the authors.

CHAPTER III

CLASSIFIED ANNOTATED BIBLIOGRAPHY

An annotation for each article surveyed is presented in this chapter. Under each topic the articles are listed by magazine with authors listed alphabetically for each magazine.

Public Relations

Baxandall, Ray W. "Good Public Relations for Business Schools," American Business Education, V (March, 1949), 183-88.

Gives examples which are typical of the practical and effective ways in which business schools are handling public relations with high-school seniors, high-school officials, employers, the general public, parents of students, and graduates of the school.

Beaumont, John A. "Public Relations for Business Teachers," American Business Education, IX (October, 1952), 26-31.

Points out the need for public relations on the part of business teachers. Lists and describes the groups with whom teachers must work in establishing satisfactory relationships. Reminds of necessary precautions to be taken in conducting effective public relations.

Cameron, R. M. "Selling Business Education to the Community," American Business Education, III (December, 1946), 114-19.

Presents many valuable tips for promoting business education and selling it to the community. Gives examples of rating sheets that a business education teacher could use in taking stock of himself to find out if he has certain weaknesses that should be corrected and thereby make his selling work easier.

Sluder, Lester I. "Evaluating a Public Relations Program," American Business Education, V (May, 1949), 285-92.

Points out that a good public relations program must be built around what the public wished to know about the school. Lists methods by which the public may be informed of the school. A check list for evaluating a public relations program is presented.

Bogges, Louise. "How to Get Newspaper Publicity," Business Education World, XXXII (June, 1952), 477-78.

Describes in detail just how to go about getting publicity for the business education department in the local paper. Gives hints on writing routine new items, how to get a feature article written and accepted by the paper, how to illustrate stories most effectively, and suggestions for feature stories.

Linnane, George W. "The Role of the Business Teacher In Public Relations," The Balance Sheet, XXXIII (April, 1952), 348-49, 352.

Discusses ways in which the business teacher can sell the business education program to businessmen, and methods of dramatizing and describing business education to the public.

Neher, Martha E. "John Q. Public Will Pay For Services For Mary and John Gladly--If He Knows What They Are," The Balance Sheet, XXVII (January, 1946), 202-03.

Presents the thesis that parents and industry will be glad to pay the bill if they are informed in any but a dry way that more money is needed, for what it is being spent, and the results they may expect.

Dillehay, A. J. "Working Together," The National Business Education Quarterly, XVII (December, 1948), 17-22.

Discusses the current philosophy of secondary education as compared to that which was present during the education of most businessmen. Points out how business and education can effectively work together for the benefit of both.

Getsinger, J. Wilson. "One Way To Make the Community Aware of Business Education," The National Business Education Quarterly, XIX (May, 1951), 35-37.

Suggests ways in which business education can work with businessmen. Gives illustrations of projects carried on under the sponsorship of NOMA in promoting school-business relations.

Given, John N. "Throw Away That Red Hat," The National Business Education Quarterly, XVIII (May, 1950), 2-4.

Presents a plea for business education to develop a full-time public relations program to inform businessmen and the public in general of our aims and purposes. Rather than putting on our "Red Hat" as the fireman and going to the fire of public opinion, keep them informed continually.

Given, John N. "Your Community--Are You Interested?" The National Business Education Quarterly, XVI Points out what characterizes a good school public relations program. Suggests means by which community relationships may be improved.

Loso, Foster W. "...And What About The School's Sales Department?" The National Business Education Quarterly, XVI (May, 1948), 55-60.

Points out how the school guidance program can more effectively do its job of guiding, placing, and following up students and maintaining public relations.

Oye, Helen. "Public Relations For Business Education," The Journal of Business Education, XXVII (May, 1952), 383-84.

Review the many ways in which an alert teacher of business education is able to develop good public relations for his department and his school.

Rowe, Benjamin. "Principles of Effective Public Relations in Education," The Journal of Business Education, XXVIII (November, 1952), 59.

Discusses the need for public relations in education. Presents the first two of eight principles of effective public relations.

Rowe, Benjamin. "Principles of Effective Public Relations in Education," The Journal of Business Education, XXVIII (December, 1952), 101.

Presents principles three and four of eight principles of effective public relations.

Satlow, I. David. "Maintaining A Sound Program of Public Relations For the Business Department," The National Business Education Quarterly, XX (October, 1951), 9-14, 41-47.

Describes the development and maintenance of good public relations with the school staff, parents and graduates, dealings with colleges, contacts with industry, governmental agencies, and community contacts.

Sluder, Lester I. "A Dozen Principles For Building Better School-Business-Community Relations," U. B. E. A. Forum, III (February, 1949), 18.
Presents twelve suggestions for bringing about better rapport between business and school.

Getsinger, J. Wilson, "Public Relations in A Metropolitan Vocational Program," U. B. E. A. Forum, VII (December, 1952), 35.

Describes effective means by which public relations activities may be carried on in a vocational education program of metropolitan schools.

Functions of Administration and Supervision

Andruss, Harvey A. "Duties of Department Heads," American Business Education, IX (December, 1952), 71-77.

This is a report of the surveys of the duties of business department heads in Pennsylvania high schools made in 1930, 1940, and 1950. The questionnaire used for the survey is illustrated.

Angell, Albert D., Jr. "Using Vision in Department Supervision," American Business Education, IV (March, 1948), 212-13, 15.

Discusses some of the factors that go to make up a good job of supervision in the business department of a school.

Boynton, Paul M. "Better School Supervision," Business Education World, XXVI (April, 1946), 416-17.

Describes the functions of supervision and lists the principal duties and activities of a state supervisor of business education.

Fitch, Marjorie. "A Plea for Common Sense In Business Education," Business Education World, XXVI (December, 1945), 175-77.

Describes the purposes of supervision and explains how democracy can be exercised in supervision.

Satlow, I. David. "Democracy at Work in Supervision," Business Education World, XXIX (May, 1949), 525-30.

Discusses how a supervisor can function as a leader by using democracy in his supervisory practices. Cites illustrations of how democratic procedure can be applied toward the solution of problems involved in the functioning of a department.

Moorman, John H. "The Need for Supervision of Business Education in City Schools," Modern Business Education, XIV (May, 1948), 6, 7.

Points out the dividends which schools will gain by employing a business education supervisor. Cites incongruity of supervision in industry and not in business education. Enumerates the specific purposes of supervision in business education.

Parker, G. H. "The Need For State Supervision in Business Education," Modern Business Education, XIV (May, 1948), 4, 5, 40.

Reviews the advantages to be gained by having a state supervisor of business education and summarizes some specific accomplishments for which state supervision has been directly responsible.

Dame, J. Frank. "Administration and Supervision in Business Education," The Balance Sheet, XXXIII (May, 1952), 392-93.

Discusses the activities of supervisors of business education grouping them under the three main headings of policy making, selection of equipment, and improvement of instruction. Explains how the goal of supervision may be accomplished by directing all efforts and activities of the supervisor of business education toward the improvement of instruction.

Morgan, Raymond W. "The Supervisor--Help or Hindrance?" The Balance Sheet, XXX (May, 1949), 400-03.

The author presents in narrative form what the classroom teacher can expect when the supervisor comes to observe in the classroom. A valuable contribution for the teacher who is not aware of the function of supervision.

Clevenger, Earl. "The Administrator and The Business Man," The National Business Education Quarterly, XVI (May, 1948), 51.

Indicates ways in which the administrator may help his school in its cooperation with business and help his pupils become more intelligently informed as to what is expected of them when they enter the business office.

Freeman, M. Herbert, and Louis C. Nanassy, "Unique Functions of A Business Education Teacher-Training Program," The National Business Education Quarterly, XVI (December, 1947), 25-32, 58.

Presents in outline form the functions of a business education department head in a teacher training institution. Describes in detail unique functions of a progressive department head.

Hall, Linnie Ruth. "The Solution of Problems By State Supervisors of Business Education," The National Business Education Quarterly, XX (May, 1952), 31-34, 42.

Summarizes pertinent data of a doctoral thesis. Lists objectives of state supervision of business education, the functions of a state supervisor, and lists principles for the maintenance of state supervision. Discusses institutional leadership and services in supervision.

Phillips, Estelle. "Co-ordinating Various Phases of the School System," The National Business Education Quarterly, XVI (May, 1948), 11-14, 26.

Explains how the administrator may co-ordinate all phases of the school system with greatest efficiency.

Graham, Jessie. "The Strategy of Supervision," The Journal of Business Education, XXI (November, 1945), 11.

The purposes of supervision are discussed and current philosophy of supervision is explained.

Mileham, Virginia. "Better Supervision--A Step Forward in Business Education," The Journal of Business Education, XVIII (March, 1943), 11-12.

Presents a discussion on why a supervisor is needed in business education.

Stroop, Christine. "Needed: Supervisory Services for Business Teachers," The Journal of Business Education, XXI (January, 1946), 11-12.

Discusses some services rendered by a supervisor.

Tonne, Herbert A. "Notes By The Editor," The Journal of Business Education, XXIII (January, 1948), 7, 26.

Presents points to be considered in a periodic check-up by a department head who wishes to run his department in a democratic manner.

Classroom Supervision

Given, John N. "The Administrator Looks at the Bookkeeping Teacher," Business Education World, XVIII (November, 1947), 153.

Discusses three general over-all considerations for the successful teaching of bookkeeping. Six rules are given the administrator to assist him in recognizing a successful teacher of bookkeeping.

Given, John N. "The Administrator Looks at the Business Teacher," Business Education World, XXVIII (September, 1947), 34.

Describes the characteristics of a good business teacher which the administrator should recognize in his position.

Given, John N. "The Administrator Looks at the Business-Law Teacher," Business Education World, XXVIII (May, 1948), 527.

The values of a course in business law are listed. Basic considerations of the qualifications of a business law teacher are given. What an alert administrator will see when he visits the classroom of the superior teacher of business law is given.

Given, John N. "The Administrator Looks at the Salesmanship Teacher," Business Education World, XXVIII (January, 1948), 271.

The purposes of the types of salesmanship courses are given. Basic considerations of the course are discussed. To aid the administrator who wishes to recognize a successful teacher of this subject five specific rules are given.

Given, John N. "The Administrator Looks at the Secretarial Practice Teacher," Business Education World, XXVIII (February, 1948), 335.

The purpose of the course in office practice is discussed. Basic considerations of the organization of the course are described. To aid the administrator in recognizing effective teaching when he visits the secretarial practice classroom, six things to note are given.

Given, John N. "The Administrator Looks at the Teacher of Elementary Business," Business Education World, XXVIII (April, 1948), 467.

Basic considerations of the content of an introduction course are given. The administrator should be able to judge the ability of the teacher of this subject by placing a "yes" after the theoretical check list of nine items which characterize the good teacher of Elementary Business and his classroom

Given, John N. "The Administrator Looks at the Transcription Teacher," Business Education World, XXVIII (March, 1948), p. 421.

A resume of the need for and the function of a class in transcription is given. To aid the administrator in his supervisory visits to the transcription class a list of eight symptoms of a properly conducted class is given.

Given, John N. "The Administrator Looks at the Typewriting Teacher," Business Education World, XXVIII (December, 1947), 210.

This article lists nine items that the administrator can watch for in gauging typewriting instruction.

Rice, Louis A. "Why Not Let Them In On It?" Business Education World, XXVII (September, 1946), 29.

Practices that are evidence of good teaching that should be observable in any shorthand classroom are listed.

Satlow, I. David, and Raskin, Irving. "The Supervisor Views Your Lesson Planning," Business Education World, XXVIII (June, 1948), 596-601.

Analyzes several problems pertaining to the status of lesson planning.

Satlow, I. David. "Good Supervisory Practices In Teaching Retailing," The Journal of Business Education, XXVI (April, 1951), 345-46.

Outlines briefly how the commercial department head can be of service to the teachers of distributive education through: (1) The testing program (2) Departmental conferences (3) Supervisory bulletins (4) Suggested Professional Reading (5) Observation of teaching.

Zelliot, Ernest A. "Visiting Classes," The National Business Education Quarterly, XVI (May, 1948), 15-19.

Presents suggestions on matters of class visitation such as frequency of visits, things to observe in the classroom, conduct of the supervisor.

Improving Administration and Supervision

Andruss, Harvey A. "The Human Side of Administration," American Business Education, VIII (October, 1951), 7-14.

Deals with the improvement of administration by improving the human side--by more careful selection of the human beings who are to coordinate the efforts of other human beings in an organization directed toward common purposes and goals.

Mills, Lottie. "If Your Teacher Were Manager?" American Business Education, IV (March, 1948), 218-20.

Presents what she would do if she were manager of a private business school.

Ridington, Thomas T., et al. "Improving Business Department Supervision," American Business Education, V (December, 1948), 110-12.

Suggests ways in which business education in a school can improve; (1) By conducting conferences and meetings with teachers in a democratic manner, (2) By teachers assisting the supervisor in his problems, and (3) By having a well-developed program for beginning teachers.

Finch, Robert. "Effective Teacher Action in Improving Business Education," The Balance Sheet, XXIX (March, 1948), 293-95.

Lists some practical and specific suggestions on how teachers can work with administrators to improve business education.

Puckett, Cecil. "Let's Remove Another Stumbling Block," The Balance Sheet, XXIV (January, 1943), 195.

Calls for more courses in the university to help prepare future administrators for problems in business education.

Gage, Erdene. "The One-Teacher Business Education Department," The Journal of Business Education, XXVII (January, 1952), 199-202.

Considers the work from the angle of an administrator, teacher, and supervisor and how he can be a success in each phase.

Lamb, Marion. "Choosing The Big Jobs," The Journal of Business Education, XIX (April, 1944), 9, 20.

Presents a plea for business educators to not become so addicted to the routine they teach and their routine responsibilities in testing that work that they not only fail to worry about the big issues in business education--that they don't even see them.

Nichols, Frederick. "A Taxpayer Takes A Look At The Administration of Business Education," The Journal of Business Education, (February, 1950), 9, 29.

Presents a discussion on the various phases of business education from which a full return is not received for the amount invested. Although no suggestions are made for making more efficient use of the tax dollar, the author urges all administrators and business teachers to take whatever steps may seem best to make the tax dollar more productive.

Forkner, Hamden L. "Better Business Education Administration," The National Business Education Quarterly, XVI (May, 1948), 5-6.

Discusses the advantages to be gained from the newly organized Administrators Division of the United Business Education Association.

Hanna, J. Marshall. "Is Administration Doing Its Part?" The National Business Education Quarterly, XVI (December, 1947), 11-12.

Appeals for greater administrative interest in bringing about wider use of cooperative education, in eliminating departmentalization, in devising a more realistic system of grading, in providing essential equipment, and in instigating an effective program of guidance in their schools.

Hanna, J. Marshall, "Who Needs To Be Sold?" The National Business Education Quarterly, XVI (May, 1948), 7-8.

Points out various phases of improvement in business education which are beyond the scope of the teacher to improve.

Hicks, Charles B. "Twelve Principles of Good Administration," The National Business Education Quarterly, XIX (May, 1951), 19-22, 39.

Defines administration and enumerates and discusses briefly twelve qualities of good administration.

Problems and Needed Research

Hansen, Kenneth. "Administrators Have Problems," Business Education World, (October, 1952), 77, 90.

Discusses a recent survey which indicates that administrators of business education trace most of their problems to teacher personnel.

Cohen, Milton. "Problems of a High School Business Department," The Balance Sheet, XXIV (November, 1952), 105-6, 15.

Discusses problems relating to whom business education should serve, who should teach certain of the business subjects, standards, training of teachers, and makes recommendations for solving the problems.

Cutshall, Paul. "Future Problems in Business Education," The Balance Sheet, XXIII (January, 1942), 208-10.

Points out problems with students, curriculum, classroom equipment, and qualified teachers.

Enterline, H. G. "Summary of Needed Research in Business Education and Supervision," The National Business Education Quarterly, XX (May, 1952), 43-52.

Summarizes the scope of previous research in business education administration and supervision. Lists eleven areas in the order in which it appears that research is urgently needed.

Eyster, Elvin. "An Action Program For Studying Administrative and Supervisory Problems in Business Education," The National Business Education Quarterly, XX (May, 1952), 5-9.

Explains how the Administrators Division of UBEA can aid in a long-range study of major problems thereby improving business education by providing administrators with data and related information helpful to them in solving their specific problems.

Hanna, J. Marshall. "Administrative Problems Related To Graduate Programs in Business Education," The National Business Education Quarterly, XX (May, 1952), 21-30.

Points out how the Administrators Division of UBEA could make a real contribution to the solution of the many problems which evolve out of graduate and in-service programs in business education.

Hansen, J. Kenneth. "Crucial Problems Facing Business Education Administrators Today," The National Business Education Quarterly, XIX (May, 1951), 3-8, 34.

Presents a discussion of suggestions of 145 state and local business education and distributive education administrators as to what they consider to be the most crucial problems facing them in their work today.

Milligan, Jack. "Problems Faced By State Directors of Business Education," The National Business Education Quarterly, XX (May, 1952), 26-30.

Describes three of the most pressing problems of state directors of business education and suggests steps which could be taken by cooperation between business education associations in solving the problems.

Perry, Enos C. "Problems of the Business Education Administrator in Metropolitan School Systems," The National Business Education Quarterly, XX (May, 1952), 35-42.

Lists seven of the most crucial problems facing an administrator. Discusses in detail the problem of selling business education and upgrading and retraining teachers. Suggests solutions for the problems.

Toll, Lewis R. "Major Administrative Problems of the Business Education Department of a State Teachers College," The National Business Education Quarterly, XX (May, 1952), 10-16.

Lists twenty problems that are of greatest consequence to the college or university business education department administrator. Discusses the problem of curriculum content and suggests ways in which the Administrators Division of UBEA could aid through national surveys in solving some of these problems.

Organizing For Administration and Supervision

Fitch, Marjorie. "Look at September Now," Business Education World, XXVII (June, 1947), 566.

Suggests using check lists to determine in June those things which must be taken care of in order to get off to a good start in September.

Liggitt, Earle. "Getting Ready for September Requires Co-operative Advance Planning," Business Education World, XXX (June, 1950), 497-99.

Points out how teachers can co-operate with the administration in making plans for the next school year through inventories, new equipment needs, and requests for a change in texts.

Raskin, Irving, and Satlow, I. David. "The Department Head In Action--Department Office Files," Business Education World, XXVI (December, 1945), 179.

Pertains to mechanics of setting up a filing system for an office of an administrator.

Satlow, I. David. "Do You Use Check Lists?" Business Education World, XXIII (January, 1943), 275.

Pertains to the making of check lists of what the administrator anticipates he must do before the end of the semester.

Satlow, I. David. "Thirty-one Devices For Saving the Time and Effort of the Department Head," Business Education World, XXI (January, 1951), 234-36.

Describes ways of organizing for supervision that will save time so that the supervisor can devote more time to the important phases of supervision, guidance of teacher effort.

Schneider, Arnold. "Make Your Departmental Reports Work For Your Department," Business Education World, XXX (March, 1950), 325-26.

Describes the use of reports in showing the administration the need for additional equipment, added personnel for the business education department. List eleven principles of report writing which would be helpful in building a report.

Brigham, James. "The Cumulative Record of The Commerce Department as a Basis For Pupil Accounting," The National Business Education Quarterly, XVII (December, 1948), 45-50, 64.

Describes how student records may be used in recording yearly marks, how the records may be used in guidance, how they may be used in measuring student growth, as an aid to placement, and in follow-up study.

Curriculum Construction, Evaluation, and Revision

Hosler, Russell., et al. "Evaluating Business Education," American Business Education, VI (May, 1950), 225-35. Presents criteria to be considered by an administrator in evaluating instruction in the field of business education.

Milligan, Jack. "Laying the Groundwork for a Vocational Adult Extension Training Program," The Balance Sheet, XXIV (September, 1942), 4-7, 47. Planning the needs to be met in preparing a course for adults is the purpose of this article.

Reagan, Mary. "It Can Be Done," The Balance Sheet, XXI (January, 1950), 196-98. Describes the extensive changes made in one particular high school business curriculum in order to keep pace with modern trends in education.

Tonne, Herbert. "What Administrators Think About Shorthand and Typing," The Journal of Business Education, XXIII (December, 1947), 19-20. Statements of general administrators of what they think is the future of typewriting and shorthand instruction in the high school.

Beynton, Paul. "Encouraging Effective Reorganization of the Business Education Program and Course of Study," The National Business Education Quarterly, XVII (December, 1948), 13-16, 63-64. Presents ways in which he used his position as supervisor of business education to effect a reorganization of business education.

DeBrum, S. Joseph. "Business Education--An Especial Concern of School Administrators," The National Business Education Quarterly, XVIII (May, 1950), 8-9, 25.

Presents a plea for a greater amount of business training in the school's general education offerings. Lists ten means by which administrators and business educators can strengthen the business-training services for the community.

Phillips, Estelle. "The Role of the Supervisor in Streamlining Shorthand Procedures," U. B. E. A. Forum, VI (October, 1951), 24-26.

Discusses the contributions which a supervisor can make in curriculum planning which will enable greater efficiency in the teaching of shorthand.

Establishing and Maintaining Standards

Bowman, Wallace. "Heads of Department Problems in Developing Standards in Business Education," American Business Education, IV (October, 1947), 48-50, 55.

Presents a list of responsibilities of a department head. Discusses ways of planning for meeting the problems faced by the administrator.

Dame, J. Frank., and Hypps, Irene C. "Techniques For Development and Maintenance of Standards From Standpoint of the School," The National Business Education Quarterly, XII (March, 1944), 49-50.

Presents coordinating principles for development and maintenance of standards from standpoint of the school. Provides suggestions for an application of principles with suggested references for additional information on applying the principles.

Alexander, E. W. "Responsibilities of the Secondary-School Principal for Determining Standards," U. B. E. A. Forum, V (May, 1951), 22-25.

Suggests ways in which the secondary school principal may organize for administration to help business education attain its goals.

Goldstein, Edward H. "Responsibilities for the Department Head for Determining Standards," U. B. E. A. Forum, V (May, 1951), 17-19.

Explains methods by which the head of the department may help teachers under his supervision determine classroom standards.

Liles, Parker. "Responsibilities of the City Supervisor for Determining Standards," U. B. E. A. Forum, V (May, 1951), 19-22.

Describes methods of developing standards cooperatively with the business teacher, placement director, head of the business department, state supervisor, employees, and office management groups.

Walker, Arthur. "Responsibilities of the State Supervisor for Determining Standards," U. B. E. A. Forum, V (May, 1951), 25-27.

Points out how the supervisor because of his broad perspective and special qualifications is in a position to render valuable assistance to teachers of business education in determining and attaining standards.

Meetings and Conferences

Raskin, Irving., and Satlow, I. David. "Departmental Conferences," Business Education World, XXVI (November, 1945), 117-19.

Describes conference and faculty meetings. Lists the various phases of meetings and how to plan for them.

Blackler, William. "Leading A Business Conference," The National Business Education Quarterly, XVI (May, 1948), 34-38.

Presents a well-organized discussion on the essentials of a conference.

Gruber, Joseph. "Organizing and Conducting Faculty Conferences," The National Business Education Quarterly, XVII (December, 1948), 23-26, 44.

Presents suggestions which the supervisor can use in planning conferences for the year, and suggests topics which could be considered in these conferences.

Intema, Otto. "Improving Conference Programs," The National Business Education Quarterly, XVI (December, 1947), 14-16, 64.

Discusses means of improving conference programs through better planning, use of large group discussion techniques, the role of consultants, and well-balanced program followed by an evaluation at the conclusion of the conference which will be of value in planning future conference programs.

Administrative and Departmental Relations

Thistlethwaite, R. L. "Educate Your Administrator," Business Education World, XXIX (March, 1949), 401-03.

Lists seventeen helpful hints which will aid a teacher in improving teacher-administration relationships.

Bjonerud, Bernice., et al. "What a Teacher, Administrator, and Student Think of Each Other," Modern Business Education, XVII (March, 1951), 12-14, 20.

Lists ten things which an administrator expects of a business teacher and ten things an administrator expects of students. The teacher points out what qualities she desires in an administrator and in students. The student tells the personal and professional qualities she expects of a teacher and the characteristics she desires of an administrator.

Hanna, J. Marshall. "Administrators Can Be Informed," The National Business Education Quarterly, XVII (December, 1948), 11-12.

Presents seven suggestions which a business education teacher can use to bring about a better understanding of the program and its needs with the high school principal or superintendent.

Budgeting Procedures

Schneider, Arnold. "How To Build A Budget For The Business Education Department," Business Education World, XXX (May, 1950), 439-40.

Provides counsel on the building of a department budget through a description of how to collect basic information, putting the budget together, and selling it to the administration. Gives examples of sample forms useful in presenting the budget.

Blackstone, Bruce. "Request--Not Approved," The National Business Education Quarterly, XIX (May, 1951), 23-24.

Presents helpful hints useful in preparing a request for additional equipment and supplies that will be returned Request--Approved.

Dotson, Verner. "Procuring Funds For Office Machines," The National Business Education Quarterly, XVI (May, 1948), 43-48.

Sets forth principles established in Seattle, Washington, for securing funds for office machines with the hope that they will be applicable to other communities as they are, or with modification.

Assignment and Orientation of Teachers

Raskin, Irving., and Satlow, I. David. "The New Teacher," Business Education World, XXVII (October, 1946), 78-82.

Presents suggestions for the department head to use in orienting the newcomer to the business education department.

French, Frances. "Improving Business Education Through Planned Teacher Scheduling," The National Business Education Quarterly, XVI (December, 1947), 43-46, 57.

Presents a plan for scheduling business education classes in typewriting and shorthand so that a teacher will have the same group of students for two years, which will provide for greater subject-matter integration.

Lamb, Marion. "Helping The Beginning Teacher," The National Business Education Quarterly, XVI (December, 1947), 17-20, 50.

Describes seven essential principles to be followed by the administrator or supervisor in bringing about successful adjustment of the beginning teacher to the school and community.

In-Service Education

Satlow, I. David. "Teacher Intervisitation," Business Education World, XXVIII (January, 1948), 266-70.
Discusses methods of initiating a teacher intervisitation program.

Satlow, I. David. "Training Business Teachers for Professional Leadership," Business Education World, XXX (September, 1949), 11-13.

Presents seven areas in which the would be supervisor must be developed and how the head of a department can render a service to the profession by aiding his faculty to develop in these areas and advance in their field thereby contributing to the profession.

DeLancey, Opal. "Plans For Improvement of Classroom Instruction Through In-Service Programs," The National Business Education Quarterly, XIX (December, 1950), 37-42.

Describes in detail planning a conference for business teachers and administrators. Discusses means of soliciting from teachers and administrators, topics to be discussed which are of interest to them, planning the discussion, outline for the discussion.

Selecting Instructional Equipment

Place, Irene. "Good Materials and Equipment," American Business Education, V (March, 1949), 217-20.

Presents suggestions for planning for the physical equipment and layout of a classroom in business education and reviews outcomes to be considered in further developing the resources that comprise the outfitting of the teacher himself.

Gibson, E. Dana. "Providing Instructional Materials," The National Business Education Quarterly, XVI (May, 1948), 39-42, 61-62.

Presents a long-range plan by which the College Section of the NBTA is trying to obtain more and better aids for business education. Solicits the ideas of readers for changes, additions, and subtractions from the proposed plan.

Kahn, Gilbert. "Office Equipment--Its Availability To Schools," The National Business Education Quarterly, XVI (December, 1947), 21-23.

Summarizes the availability of various types of equipment and the length of time necessary for delivery.

Guidance Procedures

King, Norman. "No Dumping Allowed," The Balance Sheet, XXIV (November, 1942), 115, 144.

Presents a plan by which the dumping of academically poor students into the commercial department may be eliminated.

Hardaway, Mathilde. "What Administrators Should Know About The Status of Prognosis In Business Education," The National Business Education Quarterly, XVII (December, 1948), 31-36, 62-63.

Discusses the value of various prognostic tests in predicting success in business subjects. Points out that several factors should be considered in advising students on a program of study not the test alone..

Shipley, Clifford. "Significant Duties of the Department Chairman Which Promote Pupil Guidance," The National Business Education Quarterly, XVIII (December, 1948), 57-62.

Gives forty-three items which make up a check list by which the business department chairman may strengthen the parts he and his staff may play in the increasingly important role of the department in the guidance program.

Department Evaluation

Turille, S. J. "Evaluating the Physical Needs of the Department of Business Education," The Balance Sheet, XXXIII (October, 1951), 55-59.

Presents suggestions for evaluating the needs of the business education department in terms of equipment, textbooks, supplies, and other instructional supplies.

Armbrister, Cloyd. "Evaluation of a College Business Department," The Journal of Business Education, XXVI (May, 1951), 385-86.

Presents criteria for a yearly evaluation of the teacher personnel; equipment; objectives of the department; methods of instruction; testing, and grading; courses being offered; and course content.

Huffman, Harry. "Evaluative Criteria For the Business Department," The National Business Education Quarterly, XIX (May, 1951), 9-12, 37.

Compares the 1940 and 1950 editions of the Evaluative Criteria prepared by the Cooperative Study of Secondary-School Standards. Discusses some of the more important items used in evaluating the business education department.

State Supervision

Peck, Gladys. "Louisiana Business Education," Business Education World, XXXIII (November, 1952), 131-33.

Presents in report form the status of business education in the State of Louisiana as of the spring of 1952. Discusses the enrollment in business subjects, the grade placement of subjects in the curriculum, and the guidance practices in the business education department.

Walker, Arthur. "A State-Wide Administrative and Supervisory Program of Business Education," The National Business Education Quarterly, XVI (December, 1947), 51-57.

Describes the history of business education supervision in the State of Virginia. Presents an outline of the aims of the Virginia Program.

Cooperative Business Education Programs

Kibly, Ira., and Blackler, W. R. "Administrative Aspects of Cooperative Business Training," The National Business Education Quarterly, XII (May, 1944), 59-61.

Points out the benefits to business and students from cooperative work experience. Explains some of the problems encountered in organizing a program and lists criteria which are effective in maintaining a successful cooperative training program.

Weaver, Luther B. "Cooperative Business Training," The National Business Education Quarterly, XII (May, 1944), 42-46, 52.

Presents a description of the problems involved in organizing and administering a cooperative work experience program. Describes the program at Wilmington, Delaware. Points out the advantages for the program from the point of view of the school and from the point of view of employers.

Miscellaneous Articles

Falting, Marjorie. "Our Typewriter Shortage Problem Solved," The Business Education World, XXIII (March, 1943), 429.

Hyde, E. Duncan. "Analyzing the Efficiency of Typewriter Use," Business Education World, XXX (October, 1949), 61-63.

Describes an efficient means by which the efficiency of typewriter use in a school or city system may be computed for use in justifying the need for more equipment or to point out how much more use can be efficiently gained from the available machines.

Lindberg, Ruby. "Rebuttal--the Business Teacher Looks Back at the Administrator," Business Education World, XXVIII (December, 1947), p. 211.

This article is a paraphrase of Mr. Given's initial article in his "The Administrator Looks" series.

"My Teachers!" Business Education World, XXVIII (September-June, 1947-48), 30, 83, 148, 203, 265, 391, 481.

A monthly series of one column articles written by anonymous supervisors of business education. These articles pertain to amusing incidents which the supervisor has experienced in his work.

Miranda, Belmira. "So Now I'm a First Assistant," Business Education World, XXX (June, 1950), 501-02.

Describes the various requirements such as experience, written examinations, personal examinations which are required for becoming the head of a business education department in the State of New York.

Selby, P. O. "Small Things Count Too," The Journal of Business Education, XXI (January, 1946), 7.

Suggests that business education forget the high-and-mighty issues and wage a concerted effort to get the glass partition taken from between business education classrooms.

CHAPTER IV

CONCLUSIONS

Conclusions in the form of principles of administration and supervision of business education are presented in this chapter. These principles were developed from the contents of the articles surveyed in this study.

Principles of Administration and Supervision of Business Education

1. Good administration and supervision has an objective.
2. Good administration and supervision interprets the objective to everyone concerned.
3. Good administration and supervision delegates some routine activities.
4. Good administration and supervision makes plans for the future.
5. Good administration and supervision is responsive to the thoughts, problems, and troubles of others.
6. Good administration and supervision is based on sound knowledge of the administrator's or supervisor's field.
7. Good administration and supervision is based on the scientific method.
8. Good administration and supervision when delegating responsibility, delegates commensurate authority to perform the work.

9. Good administration and supervision is built on joint effort of faculty and staff.
10. Good administration and supervision commands respect.

Classroom Supervision

1. The time of the visit is agreed upon by the supervisor and the teacher.
2. The lesson plan is reviewed before the lesson is given unless the supervisor decrees otherwise.
3. The supervisor follows the rules for "visiting" and does not interrupt the teacher during the class period.
4. At the end of the visit a conference is held in which there is free interchange of ideas concerning the effectiveness of methods and the actual results achieved.

Assignment and Orientation of Teachers

1. To be effective, good orientation materials must be supplemented by the efforts of experienced teachers who are willing to help newcomers to make a place for themselves in the life of the school and the community.
2. The professional orientation of the new teacher is a joint responsibility of the new teacher and administration, aided by the experienced teachers in the school.
3. Give the beginner a teaching schedule that permits him to succeed.
4. The new teacher should have available authoritative help on teaching problems so that he will not have to resort to trial-and-error methods in solving professional problems.
5. A supervising teacher or principal who is work-centered in his point of view and who has a constructive, developmental attitude towards young teachers should visit the classes of a

new teacher frequently during the first year of teaching in order to help the teacher improve.

6. The weaknesses of a beginning teacher should not become a general topic of conversation in the school. The attitude of teachers and administrators should be one of support and help to the new "member" of the team, not one of destructive criticism.
7. Channels of communication should be kept open between the new teacher and the other members of the staff at all levels so that the teacher will have the feeling of "belonging" and so that he will feel free to ask for help when he needs it.

Public Relations

1. There should be a planned functional program of public relations.
2. The public relations program should be continuous.
3. Public relations begins within the school. It involves the continuous participation of students and staff.
4. An effective school public relations program should involve the continuous participation by laymen in the study and development of the school program.
5. An effective school public relations program should have good coordination and communication both internally and externally, and should make use of various media.
6. An effective school public relations program is sensitive to social change and community needs.
7. An effective program of public relations provides an appraisal of the various phases of the program.
8. In effective public relations, there should be provision for quick amelioration of conflicts, potential or active.

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