

This is to certify that the

thesis entitled

THE EFFECTIVENESS OF COMMUNICATION OF
RECOMMENDATIONS FOR BUSINESS EDUCATION IN SEVENTH-
DAY ADVENTIST SECONDARY SCHOOLS IN NORTH AMERICA

presented by

James Eberly Thomas

has been accepted towards fulfillment
of the requirements for

Ph. D. degree in Education

Robert Polond

Major professor

Date 8-13-76



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ABSTRACT

THE EFFECTIVENESS OF COMMUNICATION OR RECOMMENDATIONS FOR BUSINESS EDUCATION IN SEVENTH-DAY ADVENTIST SECONDARY SCHOOLS IN NORTH AMERICA

By

James Eberly Thomas

Statement of the Problem

The problem was to determine if there was adequate communication between hierarchical levels of the Seventh-day Adventist educational system in North America concerning business education curriculum recommendations, and if those recommendations had been implemented.

This was accomplished through surveying: (1) union education directors, (2) secondary school administrators and business teachers, and (3) business teacher educators, all within the Seventh-day Adventist educational system in the continental United States. The purpose was to determine: (1) curriculum procedures at each level; (2) knowledge concerning the report entitled: Business Education Section Report, June, 1969; and (3) coordination of the report with Seventh-day Adventist business teacher education programs. Based on the findings, recommendations were made to the North American Division of Seventh-day Adventists and to the union education directors located within certain divisions.

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The descriptive survey method using questionnaires and letters was used to obtain the data for this study. From February through May of 1976, questionnaires and letters were mailed to the nine union education directors, 79 school administrators, approximately 90 business teachers, and five business teacher educators. All union education directors and teacher educators responded; 69 of 79 school administrators and 80 of 90 business teachers also responded.

Findings

Selected findings are:

1. Union curriculum recommendations were generally formulated and disseminated at least annually through established committees. These committees were generally well represented with all levels of denominational educational personnel.
2. The Pacific Union Curriculum Committee had the final authority concerning curriculum recommendations. In all other unions, curriculum recommendations were subject to approval by a higher authority.
3. All but three administrators in all unions placed "great" or "some" emphasis on union curriculum recommendations. The highest majority placing "great" emphasis were located within the Pacific Union.
4. Four-fifths of the business teachers within the Pacific Union were involved to a high degree, while most within the Southern Union were rarely involved.
5. In more than half of the schools which have curriculum committees, the business teachers were not included; however, none of the seven schools in the

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Southern Union which have curriculum committees included business teachers.

6. Only within the Pacific Union was there (1) very high degree of business teacher involvement, and (2) general agreement between both groups as to that high degree of involvement.

7. Administrators within the Central Union perceived that union curriculum recommendations were considered "very frequently" in determining curriculum. Business teachers perceived that consideration to be "rare" or "never."

8. Perceptions were different within the Southern Union regarding the adoption of all trends as perceived by administrators and business teachers. Administrators perceived adoption as being the highest of all unions; business teachers perceived adoption as being the lowest of all unions.

9. Administrators within the Pacific and Southern Unions had the most knowledge regarding the recommendations of all trends by their respective unions.

10. Concerning a comparison between stratified sections of population and the adoption of the six trends, the findings are that adoption of the trends was not different in boarding schools as compared with day schools, and only slightly different in schools with 200 or more students compared with schools with 199 or less; however, the adoption of the six trends was three times as great in white schools as compared with black schools.

11. The findings confirmed that there was no coordination of the six trends with business teacher education programs in Seventh-day Adventist colleges and universities.

12. Secondary schools within the Pacific Union: (1) had proportionately adopted more of the six trends in business education than any of the other eight

unions; (2) had the highest proportionate number of administrators who place great emphasis upon union curriculum recommendations; and (3) had (a) the highest degree of business teacher involvement in school curriculum decision making, and (b) general agreement as to that high degree of involvement. In addition, the Pacific Union Curriculum Committee was the only union which had final authority over curriculum recommendations.

THE EFFECTIVENESS OF COMMUNICATION
OF RECOMMENDATIONS FOR BUSINESS EDUCATION
IN SEVENTH-DAY ADVENTIST SECONDARY SCHOOLS IN NORTH AMERICA

by

James Eberly Thomas

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education and Curriculum

1976

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ACKNOWLEDGMENTS

The researcher expresses deepest gratitude to Dr. Robert Poland and Dr. Peter Haines for their guidance, and to other members of the committee, Dr. Michael White, Dr. Samuel Corl, and Dr. Thomas Burns for their contributions.

A sincere debt of appreciation is also extended to Dr. Thomas Geraty of Andrews University for his help during the initial stages of this study, and to the union education directors, teacher educators, academy administrators, and business teachers of the North American Division who cooperated in the collection of data.

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Chapter I

THE PROBLEM

During the early days of the Seventh-day Adventist Church, there was little idea that education was necessary. In short, the denomination believed that the Lord was coming immediately, and no child would grow up on this earth. There was need to teach only the cardinal tenets of the faith.¹ These ideas began to change, and sporadic efforts were made to establish church schools in different areas, one of the first being at Buck's Bridge, New York in 1863. It was Battle Creek College (Battle Creek, Michigan) where Seventh-day Adventist education gained its firm root during the 1860's, and from this sprang other colleges throughout the country.²

Only later, during the 1890's, did the secondary schools and elementary schools emerge as a completion to what is today the largest Protestant school system in the world.³

¹ Arthur Whitefield Spalding, Origin and History of SDA (Washington, D.C.: Review & Herald Publishing Association. 1962, p. 91.

²Ibid.

³Ibid.

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One of the basic philosophies within the Seventh-day Adventist Church is that of educating its youth in denominationally sponsored schools.⁴ The Church now operates a school system which includes 13 colleges and universities and 79 secondary schools within the continental United States.⁵

An integral part of the North American Division of Seventh-day Adventists is the standing committee known as the North American Division Curriculum Revision Committee. At times this committee is also known as the North American Division Curriculum Committee and will be referred to as NADCRC in this study.

A function of this committee is to study areas of education and make curriculum recommendations. Such recommendations are, in turn, to be disseminated to and reviewed by the ten union conference curriculum committees. Each committee is allowed to tailor these parent body recommendations to their particular geographic area, and then disseminate the adapted recommendations to the respective secondary schools within the union.⁶

The most recent NADCRC report on business education was in 1969. At that time the committee reviewed current literature and communicated with experts within and without the Denomination. Secondary business teachers within the church schools were also consulted. One section of that report entitled "Current

⁴Philosophy and Objectives of Seventh-day Adventist Education", Leaflet No. 47, (Washington, D.C.: Review & Herald Publishing Association, 1952), pp. 12, 13.

⁵General Conference of Seventh-day Adventists, World Report (General Conference of Seventh-day Adventists, Washington, D.C., 1973) pp. 31, S25, 1, 9.

⁶Jesse O. Gibson Ed. SDA Yearbook 1975 (Washington, D.C.: Review & Herald Publishing Association, 1975), pp. 281, 365.

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Trends in Business Education," outlined several trends which according to the committee "...could and should be adopted into the SDA (Seventh-day Adventist) system of business education."⁷

After being approved by the North American Division Education Department the report was disseminated to the ten union conferences which comprise the North American Division of Seventh-day Adventists.⁸ The recommendations contained in the Report were then reviewed and adapted for further dissemination by the individual unions during union curriculum committee meetings. The adapted recommendations were, in turn, to be disseminated to the secondary schools within the respective unions. The secondary schools then had the option of accepting in part or in total the curriculum recommendations or rejecting them.

This study, chaired by Mrs. Ionia Minium,⁹ reported six selected recommendations (also referred to as trends).

1. Every academy (senior secondary school) student should have typewriting.
2. Typewriting should be taught in one year instead of two. In a condensed course, more should be taught in less time.
3. A unit of data processing should be included in office practice courses giving an introduction and concepts.
4. Business clubs such as FBLA (Future Business Leaders of America) should be instituted.

⁷General Conference Curriculum Revision Committee, Business Education Section Report, June, 1969, (General Conference of Seventh-day Adventists, Washington, D.C., 1969) p. 3. Mimeographed for internal use, unpublished.

⁸A Union Conference is a sub-group of the North American Division of Seventh-day Adventists. See Definitions, p. 9 for details.

⁹See Appendix D-5, p. 155, for letter from Mrs. Minium.

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5. Notehand should be taught to college-bound students. (Notehand is a copyrighted simplified shorthand system for personal use rather than employment skill).
6. Block-time scheduling should be instituted for vocation stenographic programs.¹⁰

The implementation of the recommendations is not generally mandatory at the secondary school level, (some unions do make adoption mandatory); however, it should be pointed out that all Seventh-day Adventist schools included in this study are governed by a denominational accrediting body known as the General Conference Board of Regents. This accrediting body is empowered to grant denominational endorsement, give probational endorsement, or withhold endorsement, without which, a school would cease to exist as a Church recognized institution. The procedure followed in the past has been to place schools on probation for ignoring NADCRC disseminated recommendations. Following this, the school would be asked to show cause why recommendations are not implemented, the final step being the withholding of denominational endorsement.

Background--The Structure of the North American Division Educational System

The 1975 Seventh-day Adventist Yearbook lists 79 secondary schools within the continental United States. The denominational elementary and junior high schools are usually grouped under a state educational secretary; however, the secondary schools are divided into ten unions.¹¹ An example is the Lake Union

¹⁰op. cit. Business Education Section Report, June, 1969, p. 3.

¹¹See Limitations, Chapter 1, pp. 10, 11. This study excluded one of the ten unions.

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Conference of Seventh-day Adventists which includes Michigan, Illinois, Indiana, and Wisconsin. The ten unions comprise the North American Division of Seventh-day Adventists. In turn, the North American Division is one of eleven divisions which make up the General Conference of Seventh-day Adventists.

The problem of this study was to determine (1) if there was adequate communication between the NADCRC and the union conferences, between the union conferences and the secondary schools, between the secondary school administrators and business teachers, and (2) if there has been implementation of the recommendations by the secondary schools.

Purposes of the Study

It was assumed that the North American Division Curriculum Revision Committee has had an effect on the union conferences and in turn, the union conferences on the 79 secondary schools. The general purpose of the study was (1) to describe the procedures and attitudes of the union conference curriculum committees with regard to business education recommendations and dissemination; (2) to ascertain the attitudes and knowledge of the 79 secondary school administrators regarding their school curriculum formulation and the six recommendations in business education outlined earlier; (3) to determine the involvement of the approximately 90 secondary business teachers regarding formulation of school business education curriculum, and knowledge of union curriculum recommendations for business education; and (4) to make recommendations to the North American Division Education Department and union education directors.

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The study had the following objectives:

1. To measure comparatively the impact that the NADCRC recommendations for business education have had on the nine union conference curriculum committees.
2. To compare and contrast the procedures and attitudes of the nine union conference curriculum committees toward the implementation of the NADCRC recommendations for business education.
3. To determine quantitatively the extent to which NADCRC recommendations for business education have been adapted by the nine union conference curriculum committees to the specific areas and needs within each union.
4. To quantitatively measure the extent to which each of the nine union conference curriculum committees have disseminated the adapted NADCRC recommendations for business education to their respective secondary schools.
5. To compare and contrast the procedures and attitudes of the secondary school administrators toward the implementation of union conference adapted recommendations for business education.
6. To determine quantitatively the extent to which secondary school boards have voted to implement or secondary school administrators have decided to implement the union conference curriculum committee adapted recommendations for business education.
7. To determine the function and perceived function of the secondary school business education teachers in determining curriculum within the secondary schools.
8. To determine the extent to which Seventh-day Adventist teacher education institutions were involved in the implementation of recommendations contained in the June, 1969 Report.

Need for the Study

A fundamental reason for the Seventh-day Adventist school system is a strong vocational program. It is basically agreed among Seventh-day Adventist educators

that many of the schools have strayed from the original reasons given for establishment of the schools.

The function of the NADCRC is to "...study and plan for the needs in the North American Division from kindergarten to grade twelve. Articulate, reorganize, restructure and integrate areas of school curriculum, K-12."¹² With little or no formal evaluation regarding the effectiveness of the NADCRC in the area of business education, the information learned from this study will have directional impact on both the NADCRC and the individual union curriculum committees.¹³

The Seventh-day Adventist Colleges across the country can implement appropriate teacher education programs by analyzing business education curriculum innovations in the secondary schools; administrators' and teachers' knowledge and attitudes can be changed. Miss Nila Degner, business teacher educator at Andrews University, Berrien Springs, Michigan, supports these ideas and specifically feels that such a study would be of use in determining what competencies are needed by Adventist business teachers.¹⁴

Mr. Delane Isack, former business teacher educator at Atlantic Union College, South Lancaster, Massachusetts, has worked closely with the secondary

¹²North American Division of Seventh-day Adventists, Terms of Reference Authority and Responsibility of the North American Division Curriculum Committee (North American Division of Seventh-day Adventists, Washington, D.C.) unpublished-undated, p. 1.

¹³Dr. T. S. Geraty, personal interview at Andrews University, January, 1976.

¹⁴Miss Nila Degner, personal interview at Andrews University, September, 1975.

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schools for a number of years. He urges research into Adventist business education, and states in a letter to the researcher: "...research in this area is extremely limited or practically non-existent."¹⁵

In addition, Mr. Isaak stated that research into business education programs in Seventh-day Adventist secondary schools as they relate to NADCRC and subsequent recommendations resulting from such a study would improve the business education programs and help to change a traditional practice of orienting all academically capable students toward a college preparatory program. Those with vocational career interests would be recognized, thus alerting the schools to recognize needs other than college preparatory training.¹⁶ A long range effect of this study would be to reemphasize vocational education within the denominational school system.

The writings of Mrs. Ellen White are the basis of the Seventh-day Adventist School System.¹⁷ Her books on the subject of education are insistent on establishing strong vocational programs. The most common method used by Mrs. White for teaching this need for manual training is by examples of such training in biblical times. One such example is of the prophet Elisha.

¹⁵Mr. Delane Isaak, personal letter, December, 1975.

¹⁶ibid.

¹⁷See Chapter II, pp. 26, 27. Divine Inspiration and the Seventh-Day Adventist Educational System.

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The son of a wealthy farmer, Elisha had taken up the work that lay nearest. While possessing the capabilities of a leader among men, he received a training in life's common duties.¹⁸

Results of this study would be useful to those involved with evaluating and planning future functions of the NADCRC and the union educational committees. Other divisions of the General Conference, of which the North American Division is a part, can also benefit in the operation of similar curriculum committees located throughout the world.

Seventh-day Adventist teacher educators will have a much clearer idea of the state of business education in the denominational secondary schools and can thus better plan for the training of individuals who teach in those programs. Also, the schools would be able to examine and compare curriculums and hopefully adopt from those unions and schools who will be identified as those most effectively adopting business education recommendations. Finally, the procedures used by those union conference curriculum committees effectively disseminating recommendations to the secondary schools would have implications to many educational systems engaged in formulating and disseminating recommendations through channels of communications.

Assumptions

There are two assumptions which underly this study: First, the need within the Seventh-day Adventist educational system to have knowledge of the function of

¹⁸White, Ellen G., Education, (Pacific Press Publishing Association, Mountain View, California, 1903), p. 58.

the union conferences related to dissemination of NADCRC curriculum recommendations for business education and the adoption or rejection of those recommendations at the secondary school level. This assumption is based on conversations and letters from leaders within the Denomination. Dr. Charles B. Hirsch, Associate Educational Director of the General Conference Educational Department, stated: "Our office feels that this (study) is a fine endeavor, and one that may give us an insight as to what happens to recommendations made at the top when they finally reach the various levels, if and when they do;"¹⁹ Second, that respective union conference education directors are the source authorities for the answers to questions related to the attitudes and function of the union conference curriculum committees, and that the respective secondary school administrators and business teachers are the source authorities for the answers to questions related to the adoption or rejection of union conference recommendations for business education.

Limitations of the Study

There are governmental and traditional differences within and without the church which are associated with schools outside of the continental United States; therefore, the study excluded the Canadian Union Conference and the secondary schools therein.

For similar reasons, other secondary schools located within the North American Division were also excluded: Bermuda Academy (secondary school) located within the Atlantic Union, Hawaiian Mission Academy located within the Pacific Union, and the Alaskan Mission, which is part of the North Pacific Union.

¹⁹See Appendix C for letter from Dr. Hirsch.

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A further limitation of the study was that answers to questions obtained from the General Conference Education Department, the nine union conferences, the personnel employed at the 79 secondary schools, and the colleges and universities were only the opinions of those individuals.

Definitions

Definitions are paraphrased from the Nomenclature and Terminology, Glossary of the General Conference of Seventh-day Adventists, except where indicated with an asterisk.²⁰

Academy. In the U.S.A. an educational institution offering secondary education and under private control or offering specialized learning opportunities, also known as "secondary school" or "high school." The term will be used mainly in the Review of Literature.

*Black Secondary School. An educational institution which is administered by a group of black Seventh-day Adventists. Enrollment, financial support, and staffing is predominantly black.

Boarding School. An educational institution providing its students with food and lodging accommodations.

Day School. A school attended by the pupils or students during part of the day with the pupils or students coming from, and returning to their homes.

²⁰General Conference of Seventh-day Adventists Nomenclature and Terminology, Glossary (Department of Education, General Conference of Seventh-day Adventists, 1971).

General Conference of Seventh-day Adventists. The General Conference of Seventh-day Adventists is the governing body of the Denomination.

*NADCRC. The NADCRC is the North American Division Curriculum Revision Committee which is responsible for identifying and recommending curriculum changes to the ten respective union conferences.

North American Division of Seventh-day Adventists. The North American Division of Seventh-day Adventists is a geographic subgroup of the General Conference of Seventh-day Adventists which comprises the North American Continent.

*SDA. SDA is an abbreviation for Seventh-day Adventist.

Secondary School. A secondary school is synonymous with an academy and a senior secondary school.

*Trend(s) in Business Education. The NADCRC has defined Trends in Business Education as relating to the teaching of specific courses or parts of courses.

Union Conference. A union conference is a geographic subgroup of a division (see North American Division of Seventh-day Adventists). In the case of this study, a union conference is a geographic subgroup of the North American Division of Seventh-day Adventists.

Union Educational Director. A union educational director is an administrator of senior secondary schools within a union conference.

*White Secondary School. A white secondary school is a secondary school which is administered by a group of white Seventh-day Adventists. Enrollment, financial support, and staffing is predominately white.

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Chapter II

REVIEW OF RELATED LITERATURE

Communication and the Secondary School

Basic to this study of the dissemination of recommendations within the Seventh-day Adventist school system is an analysis of the nature of communications. Thayer, 1968, spoke of communication as a "continuous" rather than an "intermittent" function of human relations, and defines communication as "...the process of effecting an interchange of understanding between two or more people."¹ This definition identified the parties within the communication process--the sender and the receiver. Miller's definition, 1966, pinpointed the behaviorist influence when he said: "Communication has as its central interest those behavioral situations in which a source transmits a message to a receiver(s) with conscious intent to affect the latter's behavior."² Bending, 1970, was concerned with the purpose of communication when he stated that the "...main educational function of communication is to stimulate, that it is seldom used solely as a means of bringing about retention of fixed meaning."³

¹Lee Thayer, Communication and Communication Systems, (Homewood, Illinois, Richard D. Irwin, Inc., 1968), p. 13.

²Gerald R. Miller, "On Defining Communication; Another Stab," *Journal of Communications*, XVI (June, 1966), p. 92.

³C. W. Bending, Communication and the School, (New York: Pergamon Press, 1970), p. 60.

Organizational Communication

The growth of the Seventh-day Adventist school system throughout the past one hundred years points to the desirability of understanding communications within organizations. Bronlee's research, 1969, considered communication as the basic process of organizations.⁴ He followed information through the communication channels from beginning to destination, and found that as the organization increased in size, the downward flow of vertical communication was adversely affected as to ease and speed factors of message flow.

Communication flow is important to this study because the Seventh-day Adventist school system is continuing to grow throughout North America. The number of schools within the North American Division grew from 932 in 1973 to 969 in 1974, an increase of 37 schools in one year.⁵

This growth can cause problems in communication. However, a counterbalancing factor does exist which is the almost unanimously held purpose within the school system of preparing the youth as workers who will spread the gospel of Jesus Christ. Berelson and Steiner support this as a valid counterbalancing factor to group size. "The more attached people are to a group, or the more active they are within it, the more their membership determines their response to communication."⁶

⁴Wiley R. Bronlee, "Communication Networks Among the Professional Staff of Michigan Department of Education." (Unpublished Ph.D. Dissertation, Michigan State University, 1969).

⁵General Conference of Seventh-day Adventists, World Report, Washington, D.C.: General Conference of Seventh-day Adventists, 1974), p. E-2.

⁶Bernard Berelson and Gary A. Steiner, Human Behavior: An Inventory of Scientific Findings, (New York: Harcourt, Brace, and World, Inc., 1964), P. 539.

The high value that a Seventh-day Adventist places on his religious beliefs, his moral conviction, and financial commitment to teach in church-related schools, can also affect communication within the system. Houland, Janis, and Kelly, 1953, discussed the importance of the individual's position within the organization.⁷ Individuals who place high values on their membership are more resistant to any counternorm communication than those with lesser organization evaluation. The high value members are most vulnerable to social punishment from the organization and, therefore, have strong motivation to maintain friendly relationships.

Two-Way Flow of Communication

Little is known concerning implementation of NADCRC recommendations by the denominational secondary schools.⁸ This fact may be attributable, in part, to a lack of two-way communication between the NADCRC, the union conferences, and the secondary schools. Effective communication generally involves the nature of two-way flow. Barnlund, 1968, emphasized the fact when he wrote that "...information normally flows between communicants in both directions: the man who speaks also listens..... limiting communication to the sending of messages impoverishes the process and renders at least one participant impotent."⁹ Barnlund's views support the need for the study.

⁷Carl I. Houland, Irving L. Janis, and Harold H. Kelly, Communication and Persuasion (New Haven, Connecticut: Yale University Press, 1953), p. 144.

⁸T. S. Gerety, Andrews University, interview, January, 1976.

⁹Dean C. Barnlund, "Communication: The Context of Change." Perspectives on Communication, Carl E. Larson and Frank E. Dance, Eds. (Milwaukee, Wisconsin: Speech Center, 1968), p. 29.

Cutlip and Center, 1964, point to the problem within the field of education.

Education public relations in its best sense envisions intercommunication and mutual cooperation. Too often this view, in practice, becomes diluted; one segment does all the communicating--the other segments are perceived as receivers or listeners or at most, as groups to be persuaded to some action.¹⁰

This statement lends credence to the statement of the problem.

School Level Communication

An examination of communication factors at the three levels to be studied (NADCRC, unions, and secondary schools) is crucial to this study. The secondary school administrator has the responsibility of a leadership role in keeping communication channels operable with the union education director as well as his teachers. Savage, 1968, defines the dimensions of the secondary school administrator's responsibilities: public administrator, policy advisor, educational expert, leader, professional worker, and active community participant. Added to these are the responsibilities of the administrative process; recognizing and formulating problem solving, communication, decision making, and the involvement of other people in solving and resolving problems.¹¹

Each responsibility of an administrator is of importance; therefore, communication activities have been estimated to take up three-fourths of the administrator's

¹⁰Scot M. Cutlip and Allen H. Center, Effective Public Relations, Third Ed. (New Jersey) Prentiss-Hall, Inc., 1964), p. 395.

¹¹William Savage, Interpersonal and Group Relations in Educational Administration (Glenview, Illinois: Scott Forman and Co. 1968), p. 23.

time.¹² If there is not sufficient feedback from the receiver, a break in the communication occurs. That stops the effects of communication observed by the administrator which serves as an impetus for rationale in future communication. Thayer, 1960, relates the following problems concerning administrative communication:

1. Administrators or subordinates may not know what information it is they need.
2. Subordinates may be unfamiliar with the administrator's goals and objectives.
3. Structure of the organization may make for ineffectiveness of the communication.
4. Emphasis may be on form rather than functions and purposes of communications.¹³

Vandermyn and Smith, 1975, relates that poor communication is a factor in creating many school district ills.¹⁴ Critical issues facing education today, such as school financing, school-community relations, lack of curriculum direction, and teacher strikes, are attributed in part to communication problems. Vandermyn and Smith, 1975, noticed two factors common to all these issues.

The first was ineffective communication between the school district and its public and thus, a lack of cooperation between them. The second was ineffective communication accompanied by shaky working relations

¹²Larry A. Samoya, Robert D. Brooks and Richard E. Porter: "Survey of Adult Communication Activities," Journal of Communication, XIX (December, 1969, p. 306.

¹³Lee Thayer, Administrative Communication (Homewood, Illinois: Richard D. Irwin, Inc., 1969), p. 261.

¹⁴Gate Vandermyn and H. Dean Smith, "Finding Answers to School Problems," American Education, (June, 1975), p. 34.

within the district--between the school board and its superintendent, the central office and local school principals, or various other combinations.

Pulley, 1975, identified interference points in the communication process where breakdowns are likely to occur:¹⁵

1. The principal himself may serve as a point of interference, because he is perceived in many different ways. In order to enhance communications he must learn a positive attitude.
2. The message itself can be an interference. The principal is advised to study the dimensions of non-verbal communications.
3. The medium can distort or impede the communication process. It is recommended that repetition of messages through several media forms be considered.
4. Because the receiver can misinterpret the message, the sender should attempt to understand his receiver, and to construct and transmit his messages as clearly and non-alienatingly as possible.
5. The principal should always anticipate a reaction to a message that is unpredictable.

Pulley summarizes by stating that an awareness of these interferences should assist him in constructing more effective communication.¹⁶

Communications Research

Perry, 1971, researched the use of recommendations for mathematics programs in two-year colleges. He discovered that approximately one-half of the

¹⁵Jerry L. Pulley, "The Principal and Communication," NASSP Bulletin, (January, 1975), pp. 50-54.

¹⁶ibid.

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recommendations put forth by a committee on mathematics were adopted by the two-year colleges within the study. Significant conclusions of the study were that school location or size had no bearing on the adoption of the recommendations; however, student mathematical ability, and lack of demand for the courses were significant in rejecting the recommendations.¹⁷

Hoffer, 1971, studied ways to develop effective communication within secondary schools.¹⁸ Her communication model proved to be both practical and workable to administrators as a guideline to use in analyzing psychological closeness of message initiator to message receiver. Important findings included a lack of effective communication with female teachers, inexperienced teachers, male and older parents, and parents with the least children. Her findings affect this study in that communication between secondary administrators and business teachers is a major factor under study. The 1975 SDA Yearbook indicates that one out of two business teachers in North American Division secondary schools are female.¹⁹

Samuel Moore, 1970, in examining Peter Shrag's tenets concerning today's secondary schools, stated that:

¹⁷Roy Donald Perry, "A Study, Using CUPM Recommendations as Criteria of Selecting Components of the Two Year College Mathematics Programs in Seven States." (Unpublished Ed.D Dissertation, University of Houston, 1971).

¹⁸Janice Ann Hoffer, "An Investigation of Selected Communication Media Used to Transmit Secondary School Information to Teachers, Students, and Parents." (Unpublished Ph.D. Dissertation, Michigan State University, 1971).

¹⁹Jesse O. Gibson, Ed., SDA Yearbook, 1975 (Washington, D.C.: Review & Herald Publishing Association, 1975), pp. 281, 365.

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1. Schools must succeed in reflecting more the interest of their students--not just the incantations of the faculty, the administration, the board of education, and the community.
2. Schools must place increasing emphasis upon the systematic and critical examination of the culture and society in which they now exist.
3. Education must become a much more open system--no longer with the lock-grip on how one acquires wisdom and skills.²⁰

Knower, 1966, reflected on the efforts of this study when he stated: "Let us do research which will make a difference in the way men communicate in that changed world of tomorrow."²¹

A Definition of the Recommendations Contained in the June, 1969 Report

The NADCRC has defined trends in business education as concerning the teaching of specific courses, and has little relationship to what is commonly thought of as trends.

Typewriting

The first of the six trends advocated typewriting for all students. "Typewriting has the heaviest enrollment of all business subjects on the high school level."²² Pointing toward even greater enrollments, Sherster, 1974, cited

²⁰Samuel A. Moore, "Secondary Schools in the 70's or as Pogo Says, 'We Have Met the Enemy and He Is Us,'" Michigan Journal of Secondary Education, XI (Summer, 1970), p. 115.

²¹Franklin H. Knower, "The Present State of Experimental Speech Communication Research," The Frontiers of Experimental Speech Communication, Paul E. Reid, Ed. (Syracuse, New York: Syracuse University Press, 1966), p. 115.

²²Joyce Sherster, "Performance Goals in Typewriting," National Business Education Yearbook No. 12, 1974 (National Business Education Association, Reston, Va. 22091, 1974), p. 98.

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individual instructional methods, such as Individually Prescribed Instruction, as a way to bring typing to more and more students.²³ The researcher recalls the business teacher workshop at the Quadrennial Conference of Lake Union secondary teachers in 1972, where methods were discussed on ways to increase enrollments in business courses. Typewriting was stressed, along with a resolution to the Lake Union Education Office, that typewriting be offered to all students.

The second trend dealt with condensing typewriting instruction. Pele, of the Sperry Rand Corporation, in 1967 advocated condensing typing instruction in favor of more valuable typewriting competencies.²⁴ He stated:

What then, are the most valuable things we can teach during the typewriting course that are needed and are useful in practically every office?

1. High speed with accuracy--60 words per minute.
2. Skill in typewriting letters in two common letter styles.
3. Skill in other common typewriting applications--retyping rough drafts, addressing, centering, simple layout or arrangement, simple tabulation.

Pele believed that the typist could easily adapt to any job by concentrating on these basics.

Thoreson, 1974, used several multimedia systems in an effort to condense typewriting instruction and increase student productivity.²⁵

²³Ibid, p. 97.

²⁴Philip S. Pele, "Teach More of Less in Typewriting: National Business Education Yearbook No. 5, 1967 (National Business Education Association, Washington, D.C., 1967), pp. 42, 43.

²⁵Very Thoreson, "Multimedia Systems Approach in Teaching Typing," National Business Education Yearbook No. 12, 1974 (National Business Education Association, Reston, Va 22091, 1974), pp. 105-106.

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Types of programs that Thoreson developed included: pacing devices, audio tape, programmed instruction, and slides and movies. His study revealed that multimedia students were superior to traditionally taught students in every area studied but one. Thoreson's study revealed the following information:

The multimedia students proved superior to the traditionally taught students in every respect tested except straight copy accuracy. Based upon the results of this evaluation, it appears that students taught typewriting using multimedia systems approach may achieve at higher levels than those taught in the traditional manner.

Data Processing

Including a unit in data processing within an existing course, was one of the recommendations contained in the report. "Teaching business data processing at the secondary level is now taking place across the country."²⁶ Wood, 1967, spoke of developing a unit of data processing in existing courses. The methods he proposed are inexpensive and can be adopted by teachers with little or no experience. Dealing specifically with data processing in the office practice class, Wood advocated practice sets, and using an IBM Selectric typewriter to simulate the key punch process.

Youth Organizations

One of the "trends" recommended in the June, 1969 Report concerned the adoption of student youth organizations--specifically FBLA. Organized in 1942, FBLA was sponsored by a department of the National Education Association. The

²⁶Merle W. Wood, "The Teaching of Automated Data Processing in the High School," (South-Western Publishing Company, Chicago, Illinois, Monograph 116, 1967), pp. 3, 8.

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Organization now grants local and state charters, and is organized under the name "Future Business Leaders of America," and is a part of the National Business Education Association.²⁷

FBLA is dedicated to the development of youth and community service. Local chapters operate under their own constitution and choose their own projects and programs. These projects emphasize youth guidance, service, and community relations. The parent organization provides suggested projects and their implementation.²⁸ Roberts, 1971, related that FBLA is an integral part of the school program, (but not necessarily co-curricular) preparing students for business and office occupations.²⁹

Notehand

It was also recommended that notehand be taught to college-bound students. This course is for personal use, rather than vocational competence, and is offered mainly to college-bound students. Martin, 1970, described the content of such a course.³⁰

²⁷Harms, Harm; Stehr, B. W.; Harris, E. Edward; Methods of Teaching Business and Distributive Education, (Cincinnati, Ohio, South-Western Publishing Co.), p. 546.

²⁸Helen Hinkson Green, Activities Handbook for Business Teachers, (Gregg Publishing Division, McGraw-Hill Book Co., New York, N.Y., 1958), pp. 20, 21.

²⁹Roy W. Roberts, Vocational and Practical Arts Education, (Harper and Row Publishing, New York, N.Y., 1971), p. 181.

³⁰Ruth B. Wooschlager (Ed.), Business Education for the Seventies (Office of the Superintendent of Public Instruction, Vocational and Technical Education Division, Springfield, Illinois, 1972), p. 97. From Chapter "Course Guidelines" by Thomas B. Martin.

Note-taking is a course designed for college-bound students in which the main emphases are: Taking class notes, listening and converting ideas expressed by others into capsule statements, and recording original writing or communication. Since the chief purpose of instruction is to help the student develop the ability to capture the main points of the original meaning, no effort is made to develop verbatim reporting ability.

The objectives of the course include reading and writing accurately and fluently, compiling resource information, and the productive use of class notes. However, the basic objective is to develop "...a system of writing which is faster than longhand."³¹

Block-Time Scheduling

The last of the six trends encouraged the incorporation of block-time scheduling. Poland, 1970, offered a definition of block-time scheduling:³²

The block-time program provides a block of time for educating persons for office occupations as opposed to the traditional single-period type of instruction. Block programming refers to the practice of scheduling two or more related classes one after the other into a block of two or more courses; the student must enroll concurrently in both courses.

Summarizing, Poland related that all evidence indicates that it is possible to provide more intensive instruction using this technique.³³

³¹ibid.

³²Robert Poland, "Block-Time Approach in Office Education." National Business Education Yearbook No. 8, 1970 (National Business Education Association, Washington, D.C., 1970) p. 262.

³³ibid., p. 269.

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Selected Historical and Philosophical Aspects of the Seventh-Day Adventist
School System and Research Within the School System

Statement of Seventh-day Adventist Vocational Objectives

Besides civic, social, intellectual, and religious objectives, (the latter being the obvious underlying basis of the system) the General Conference of Seventh-day Adventists has outlined two basic vocational objectives which serve as guidelines in establishing such programs within the schools:

1. Students will choose and commence preparation for vocations, technical, or professional occupations that will make them effective employees of the denomination or self-supporting leaders in the life of the community.
2. Students will respect the dignity of labor and demonstrate a sense of responsibility for economic values as demonstrated by:
 - a. Engaging voluntarily in manual labor and other occupational activities provided by the school with pride and self-respect regardless of social background.
 - b. Striving for excellence in workmanship in whatever tasks they are assigned to perform by developing common sense, initiative, self-reliance, through work experience.
 - c. Respecting the property of others and giving it the same consideration as they would their personal possessions.³⁴

³⁴Philosophy and Objectives of Seventh-day Adventist Education, Leaflet No. 47, (Washington, D.C.: Review & Harold Publishing Association, 1952), pp. 12, 13.

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Divine Inspiration and the Seventh-Day Adventist Educational System

Seventh-day Adventists believe that God's nature, purposes, and plans for these days were given the Denomination through divine revelation. The Church accepts that this gift of revelation was manifested in the life and ministry of Ellen White. In this respect, the guiding principle in the Seventh-day Adventist philosophy of education is the divinely inspired writings of Ellen White.³⁵

Ellen White and Vocational Education

Mrs. White's book entitled Education is replete with statements concerning the importance of vocational education. Regarding the need for job training and the dignity of work she states:

The youth should be led to see the true dignity of labor. Show them that God is a constant worker. All things in nature do their allotted work. Action pervades the whole creation, and in order to fulfill our mission, we too, must be active.

The youth must be taught that life means earnest work, responsibility, care-taking. They need a training that will make them practical--men and women who can cope with emergencies. They should be taught that the discipline of systematic, well-regulated labor is essential, not only as a safeguard against the vicissitudes of life, but as an aid to all around development.³⁶

Specifically, Mrs. White mentions the various vocational disciplines and their place within the schools:

Manual training is deserving of far more attention than it has received. Schools should be established that, in

³⁵ibid.

³⁶ibid., p. 5.

addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training. Instruction should be given in agriculture, manufacturing, covering as many as possible of the useful trades; also, in household economy, healthful cookery, sewing, hygienic dress-making, the treatment of the sick, and kindred lines. Gardens, workshops, and treatment rooms should be provided, and the work in every line should be under the direction of skilled instructors.

Every youth on leaving school should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood.³⁷

The book, Fundamentals of Christian Education, is a compilation of Ellen White's writings. In it she related the need for business training. She stated that in the time of Christ: "All were educated in some business line, that they might possess a knowledge of practical life, and be not only self-sustaining but useful."³⁸ In several passages throughout her books she stresses the need for practical business training, and finally, summing up the value of business and economic education, she stated:

The lessons of economy, industry, self-denial, practical business management, and steadfastness of purpose, thus mastered, would prove a most important part of their equipment for the battle of life.³⁹

³⁷Ellen G. White, Education, (Mountain View, California: Pacific Press Publishing Association, 1903), pp. 215, 216.

³⁸Ellen G. White, Fundamentals of Christian Education, (Nashville, Tennessee: Southern Publishing Association, 1923), p. 417.

³⁹op. cit., Education, p. 221.

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If the counsel of Ellen White is to be the basis of Seventh-day Adventist education, then every effort should be made to create innovative and dynamic economic and business education programs throughout the system.

Research in Seventh-Day Adventist Education

Kutzner's study, 1972, on the meaning and importance of several educational objectives by Seventh-day Adventist secondary school teachers and administrators, which included vocational objectives, produced one interesting finding.⁴⁰ It was discovered that secondary school administrators differed significantly from teachers in meanings attached to vocational objectives. The study concluded that principals had better attitudes toward vocational objectives than did teachers. In addition, Kutzner concluded that Seventh-day Adventist day secondary schools are accomplishing overall objectives to a greater degree than are boarding secondary schools. Of particular interest to this researcher's study is the fact that there appeared a lack of harmony in emphasis and meaning of educational objectives between principals and staff. A parallel area of interest to this researcher's study was the relationship between boarding schools and day schools, and the adoption of NADCRC business education recommendations.

Reporting on research at Atlantic Union College, Isaak, 1973, revealed serious problems concerning factors in business education in Seventh-day Adventist secondary schools. Foremost was the lack of state certified business education teachers.

⁴⁰Arno Kutzner, "The Meaning and Importance Attached to Categories of Educational Objectives by Teachers and Principals in Seventh-day Adventist Secondary Schools." (Unpublished Ph.D. Dissertation, Arizona State University, 1972).

Statistics show that approximately eighty percent of the academy business teachers are found to be lacking in their preparation to teach business subjects.⁴¹

Isaak also reported that the curriculum in most academies is minimal, with consumer economics and general business being taught in only twenty percent of the schools, and distributive education virtually nonexistent.

Regarding union educational directors, Stratton, 1967, found a marked similarity in the degree of agreement and the degree of importance of certain duties performed by the educational directors. Rating high were the roles of (1) coordinator and communicator, and (2) curriculum and policy developer.⁴² Stratton's findings regarding the importance attached to communications and curriculum development by union education directors was directly related to this researcher's study in that union education directors were examined as communicators with secondary schools and developers of curriculum for the secondary schools.

Using fifteen Seventh-day Adventist academies in California which had been accredited by the Western Association of Schools and Colleges during 1963, 1964, and 1965, Callender, 1966, described to what extent the more important recommendations of the inspection had been implemented. Principals and teachers were asked to rate, on a scale of zero to four, the extent to which selected recommendations had been implemented.

⁴¹Deland W. Isaak, "Business Education Curriculum in SDA Secondary Schools," The Journal of Adventist Education, Vol. 35 (Summer, 1973), pp. 22-27.

⁴²Eldon Epard Stratton, "A Study of the Role of the Seventh-Day Adventist Union Conference Secretary of Education in North America as Seen by Themselves and Members of the General, Union and Local Organizations of Education," (Unpublished Ed. D. Dissertation, University of Oregon, 1967).

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Significant differences were found among the groups (by year of inspection) of schools--on ratings for implementation of recommendations. There was a progressive increase in extent of implementation with the passage of time.

There was a significant difference between ratings given by principals and ratings given by faculty members on extent of implementation, with principals rating the extent greater than faculty members did.⁴³

The research also examined the extent to which business education recommendations were implemented as perceived by secondary school administrators and business teachers.

⁴³Lynn Ray Callender, "Accreditation Recommendations and the Extent of Implementation in Selected Seventh-Day Adventist Schools," (Unpublished Ed. D. Dissertation, Arizona State University, 1966).

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Chapter III

PROCEDURES

The purpose of this study was to describe the procedures and attitudes of the nine union conferences in regard to formulating and disseminating curriculum recommendations for business education, and to describe the effects these recommendations have had on the 79 secondary schools. To achieve that purpose, it was necessary to select a research method that would describe accurately the union conference curriculum committee function, and the secondary school function as related specifically to NADCRC recommendations and union conference recommendations for business education.

The descriptive survey was selected as the most appropriate method for this study. Leedly, 1974, supports this conclusion:

The method of research that simply looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees is called the survey, the descriptive survey, or the normative survey method of research.¹

¹Leedly, Paul, Practical Research, Planning and Design. (MacMillan Publishing Co. Inc., New York) 1974, p. 79.

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Population of the Study

This study included the entire population of union education departments and secondary schools located within the North American Division of Seventh-day Adventists.² That population was nine union conference education departments, 79 secondary schools, and approximately 90 business teachers. Figure 1 indicates the geographic location of each union, and the number of secondary schools located within each union.

Survey Procedures

In December, 1975, the secondary school administrators of the Lake Union met with Elder Fred Stephan, Education Director of the Lake Union, at the monthly principals' meeting in Berrien Springs, Michigan. At this meeting, Elder Stephan reviewed the proposed Union Education Director's Questionnaire and distributed the proposed Secondary School Questionnaires³ to the principals for review. The questionnaires were revised based on their answers and comments.

Secondary school business teachers from Grand Ledge Academy, Battle Creek Academy, and Andrews University Academy, (all located within the Lake Union) were asked to answer and evaluate the questionnaire directed at the business teachers. Based upon comments made by the business teachers, no revisions were made on that questionnaire.

²See Chapter I, Limitations, pp. 10, 11. One Division and certain secondary schools were excluded from this study.

³See Appendix B, pp. 131-137.

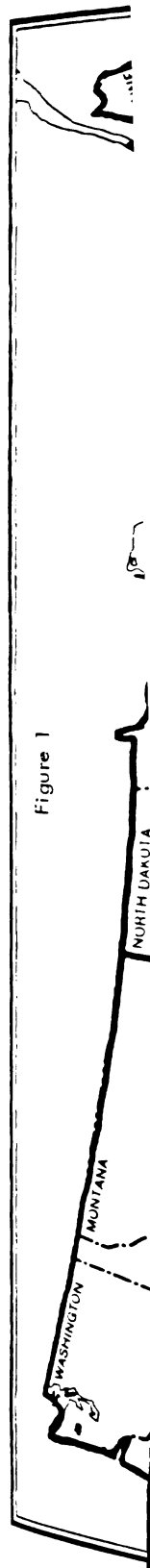
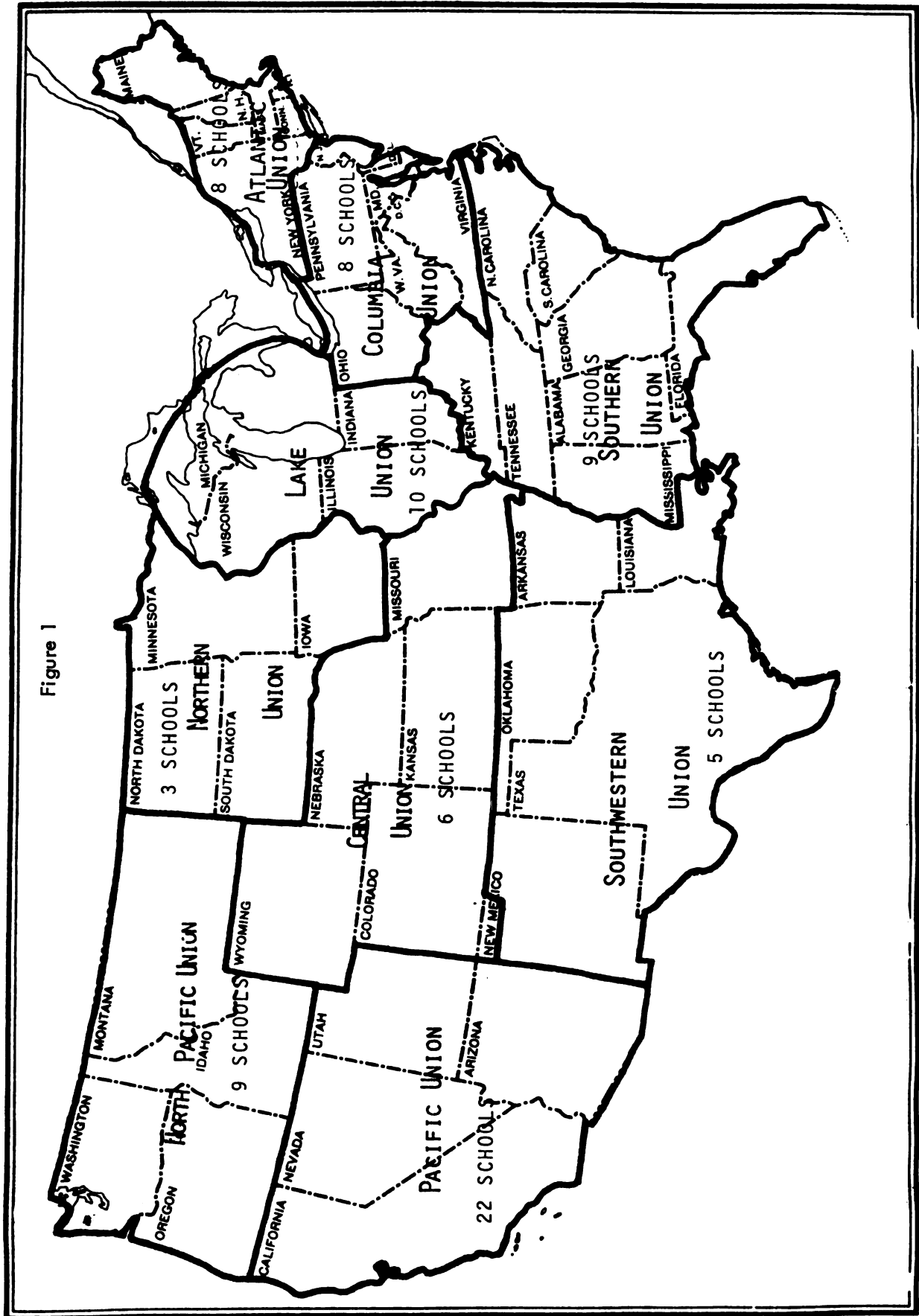


Figure 1

Figure 1



In order to obtain data from the union educational directors, secondary school administrators, and secondary school business teachers, it was necessary to obtain permission from each hierarchical level of the Church.

The organization of the Church is highly structured with each department, church and school being a sub-group of either another sub-group or the General Conference. In addition, there is a high degree of autonomy within each union and secondary school.

Obtaining permission to survey union departments of education or schools within the denomination began with endorsement from the General Conference Department of Education. The initial step in contacting the General Conference was to secure endorsement in the form of a cover letter from Dr. T. S. Geraty of Andrews University. In January, 1976, the cover letter from Dr. Geraty, along with the researcher's approved dissertation proposal, were sent to Dr. C. B. Hirsch, newly appointed Associate Educational Director of the General Conference for Secondary Schools.⁴

On February 13, 1976, the questionnaires were sent to the nine union education directors. Included with the questionnaires were: (1) a personal letter requesting the union educational director to complete a questionnaire and draft a cover letter directed at the secondary school administrators within their respective unions; (2) a cover letter from Dr. T. S. Geraty of Andrews University and a cover letter from Dr. C. B. Hirsch of the General Conference; (3) a stamped, addressed envelope.

⁴On February 10, 1976, a cover letter was received from Dr. Hirsch endorsing the study and directing union educational directors to cooperate with the study.

Autonomy within each union necessitated procuring cover letters from each of the nine union educational directors because secondary school administrators will, generally, not respond to questionnaires without approval from their immediate supervisors--the union educational director. It was necessary to send cover letters to the secondary schools from Andrews University and the General Conference, but this was not sufficient.

Between February 25 and March 17, 1976, the questionnaires were sent to the secondary school administrators. Time was not a crucial factor during the initial mailing to the secondary school administrators, since a follow-up was certain; therefore, the initial questionnaires were sent by third class mail. The questionnaires sent to the secondary school administrators included: (1) a form letter asking the administrator to complete a questionnaire and to pass along questionnaire(s) to those faculty members who taught business subjects; (2) a questionnaire directed to the administrator and two copies of a questionnaire directed to the business teacher(s); (3) a cover letter from Dr. Geraty of Andrews University, Dr. Hirsch of the General Conference, and the respective union education director; and (4) a stamped, addressed envelope for the administrator, and a stamped, addressed envelope for the business teacher(s).

Between March 15 and April 2, 1976, follow-up questionnaires were sent by certified mail to the 32 secondary schools which did not respond to the initial mailing. Seven of the 32 follow-ups were to secondary schools which had only partially responded. In those seven schools, either the administrator or the business teacher(s) had not responded. The questionnaires sent to the secondary schools during the follow-up were identical to those sent during the initial mailing, except

that the questionnaires were sent by certified mail and the form letter was substituted by typed personal letters directed to each secondary school administrator.

Approximately 80 percent of the administrators and business teachers responded to the initial mailing and first follow-up; however, that response was not consistent throughout all nine union conferences. Returns from two unions were less than 60 percent; therefore, a second follow-up was conducted within those two unions.

Telephone calls were made to three of the seven secondary school administrators located within the Atlantic Union Conference. These three had failed to respond to the follow-up packages. One of the three, Pioneer Valley Academy, had the follow-up and agreed to return it immediately. The remaining two, Northwestern Academy and Pine Forge Academy, agreed to return the questionnaires if they were sent again.

Telephone calls were made to two of the five secondary schools located within the Southwestern Union Conference which had not responded to the follow-up. At both secondary schools, Jefferson Academy and Sandia View Academy, answers to the questionnaires were secured over the telephone.

No attempt was made to secure responses in unions where 67 percent or more of the secondary schools had responded. That percentage was arbitrarily set as the minimum response from each union.

Letters of inquiry were sent to five Seventh-day Adventist Colleges and Universities engaged in business teacher education.

They were:

1. Andrews University, Berrien Springs, Michigan
2. Atlantic Union College, South Lancaster, Massachusetts
3. Loma Linda University, Loma Linda, California
4. Pacific Union College, Agwin, California
5. Union College, Lincoln, Nebraska

Included were personally typed letters directed to those individuals engaged in business teacher education. Two requests were made of those individuals. They were:

1. To provide information concerning the formulation of the document Business Education Section Report, June, 1969.
2. To provide information concerning whether the above report was disseminated to the colleges and universities, and if there was an attempt made to coordinate the business teacher education program with the business curriculum recommendations contained in the report.

Also contained in the letters sent to the colleges and universities were: (1) a cover letter from both Dr. Hirsch of the General Conference, and Dr. Geraty of Andrews University; and (2) a stamped, addressed envelope.

Dr. Hirsch, Associate Educational Director of the General Conference, was again contacted. A letter was sent requesting information concerning the formulation of the Report entitled: Business Education Section Report, June, 1969. All colleges and universities, and Dr. Hirsch responded to the inquiries.

Instrumentation

The data needed for this study concerning curriculum recommendations made by the nine unions, curriculum adoption by the 79 secondary schools, and the extent to which the business education trends were adopted by the 79 secondary schools, were obtained using three questionnaires. The three groups were: the

union education directors, the secondary school administrators, and the secondary school business teachers. Information regarding the coordination of the business education recommendations with business teacher education was obtained through responses to letters sent to business teacher educators at five Seventh-day Adventist Colleges and Universities.

The union education directors were asked to give answers to questions regarding: (1) the formulation of union level curriculum recommendations; (2) the extent to which NADCRC recommendations are received and incorporated into union level recommendations; (3) their knowledge regarding the document, Business Education Section Report, June, 1969; and (4) the procedures for disseminating curriculum recommendations to the secondary schools. All nine union education directors responded to the questionnaire.

The secondary school administrators were asked to respond to questions regarding: (1) the methods used in the formulation of curriculum and the involvement of business teachers in the formulation of curriculum; (2) the extent to which union conference recommendations were used in the formulation of curriculum; (3) their knowledge regarding the six selected trends in business education, and (4) opinions as to whether those trends not adopted would be (a) practical at their school, and/or (b) beneficial to students. There was a final response of 87 percent by the secondary school administrators. The responses by individual unions ranged from 67 percent to 100 percent. The questionnaires were coded using a five digit number.

The first digit identified the union, the second and third digit identified the school within the union, the fourth digit distinguished between boarding schools

and day schools, and the fifth digit distinguished between white schools and black schools.

The secondary school business teachers were asked to give answers to questions regarding: (1) personal involvement in curriculum decision-making; (2) knowledge concerning union conference curriculum recommendations; (3) adoption of the six selected trends at their schools; and (4) opinions as to whether those trends not adopted would be (a) practical at their school, and/or (b) beneficial to students.

Questionnaires and cover letters were returned by the nine union educational directors between February 25 and March 17, 1976. There was a 100 percent return. As the cover letters were received by the researcher, they were duplicated and included with the questionnaires sent to the respective secondary schools. There was a final response of 89 percent⁵ by business teachers. That response by individual union ranged from 67 percent to 100 percent. The questionnaires were coded using the same code as used for secondary school administrators.

On May 14, 1976, three of the ten secondary school administrators who did not respond to the questionnaire were contacted.⁶ In two cases, the administrators stated that they did not have time. In the third case, the administrator stated that he had answered numerous questionnaires and did not wish to devote further time to such endeavors. None objected to or were opposed to the study.

The questionnaires to the secondary school administrators and the business teachers contained a "trend" in business education which was not a recommendation

⁵Based on at least one response per school.

⁶The schools not responding were not identified in this study.

made by the NADCRC. That item was added to test the reliability of the answers made by both groups; however, it was discovered that at some point a recommendation similar to the reliability test question was actually recommended by at least two unions to some schools. For that reason, the reliability question was disregarded in the study. The reliability question was: A unit of business machines should be included in typing classes.

Analysis of the Data

The data obtained from the questionnaires were compiled on summary sheets for each union, and summary sheets were classified: (1) by administrators and business teachers; and, (2) by union education directors.

For the purpose of this study, parametric tests of significance, namely, measures of central tendency, were used as the most appropriate method of analysis because, as Borg and Gall, 1971, stated: "A parameter is a population score, whereas a statistic is a score for a sample randomly drawn from a population."⁷ Sampling was not used in this study; therefore, statistics were not appropriate for analysis. In most cases, a comparison of mean scores of stratified sections of the population was used to describe the data.

Respondents

Information on the respondents was obtained from the SDA Yearbook.⁸ The union education directors in the nine unions were all males and ordained ministers

⁷Walter R. Borg and Meredith D. Gall, Educational Research, An Introduction, (New York: David McKay Company, Inc., 1971), p. 311.

⁸Jesse O. Gibson, ed., Seventh-Day Adventist Yearbook, 1975 (Washington, D.C.: Review and Herald Publishing Association, 1975), pp. 281, 365.

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of the church. In three unions, the education director also served as the temperance director.

In the 79 secondary schools all of the administrators were males. In 51 of the secondary schools the administrator also served as the business manager of the school; six administrators also taught academic courses (none business education), and two also served as school registrar.

Sixty-two of the secondary school business teachers were females and thirty-six were males. Thirty-seven of those teaching business subjects also performed other duties as follows:

Assistant business manager	6
Registrar	4
Teaching in other areas	10
School Accountant or Treasurer	11
Librarian	2
Dean of boys or girls	2
Assistant Principal	1
Guidance Counselor	1

Chapter IV

FINDINGS

In April, 1976, this researcher met with Seventh-day Adventist teachers and teacher educators at the National Business Education Association Convention in San Francisco, California. Preliminary observations concerning this study were presented at a meeting of the Seventh-day Adventist Business Education Association. Those preliminary observations were discussed in regard to what information would be helpful to the Denomination in evaluating and planning future NADCRC functions. The suggestions and recommendations of those attending the convention in San Francisco influenced both the subjects presented in this chapter and methods in which they were presented.

This chapter is divided into nine parts. The subjects discussed are: (1) the responses from union education directors concerning (a) union and NADCRC curriculum, and (b) knowledge of the June, 1969 Report; (2) the responses from secondary school administrators regarding school level curriculum formulation; (3) responses from business teachers regarding school level curriculum formulation; (4) a comparison between union education directors and secondary school administrators concerning union curriculum recommendations; (5) a comparison between secondary school administrators and business teachers concerning school curriculum decision making; (6) knowledge regarding the six trends in business education as perceived by secondary school administrators and business teachers; (7) a comparison

concerning the adoption of the six trends between stratified sections of the population; (8) the practical and beneficial nature of the six trends which were not adopted as perceived by administrators and business teachers; and (9) involvement of colleges and universities concerning the six trends.

Responses From Union Education Directors Concerning
(1) Union and NADCRC Curriculum; and (2) Knowledge of the June, 1969 Report

The questionnaire to the union education directors was designed to obtain information regarding: (1) union level curriculum formulation; (2) NADCRC curriculum recommendations; (3) knowledge concerning the report entitled Business Education Section Report, June, 1969; and (4) the dissemination of that report to the respective secondary schools. This section will discuss the data received from the nine union education directors related to these topics.

Union Conference Curriculum Formulation

Curriculum recommendations made by the nine unions were formulated during committee meetings which were held annually in five unions and more than once annually in three unions. In one union, (Northern) there was no curriculum committee which formulated recommendations for the secondary schools. The education director of the Northern Union explained that since there were only three secondary schools within the Northern Union, no formal committee was established; however, there were individuals who met to handle items pertaining to curriculum on an annual basis.

Union education directors were asked to list those individuals who comprised the respective union curriculum committees.

Table 1 compares the nine unions.

Table 1

INDIVIDUALS WHO COMPRISE
THE UNION CONFERENCE CURRICULUM COMMITTEES

(X = members of respective curriculum committee)

UNIONS	INDIVIDUALS						
	Union Education Director	State Conference Education Director	Supervisors/Superintendents (Assistants to the Union Education Directors)	Academy Administrators	Elementary Teachers	Secondary Teachers	Teacher Educators and College Instructors
Atlantic	X		X	X		X	
Central	X	X	X	X	X	X	X
Columbia	X		X	X		X	
Lake	X	X	X	X		X	
North Pacific	X		X		X		
Northern	X	X		X		X	
Pacific	X		X	X		X	
Southern	X		X	X	X	X	X
Southwestern	X	X		X			

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In all nine cases the education director served on the committee.¹ Four of the nine unions included state education directors, and all but the Northern and Southwestern Unions included assistants to the union education director. Only the North Pacific Union did not include academy administrators, and only the Southwestern Union did not include secondary school teachers. The Central Union and the Southern Union were the only unions which included elementary teachers and college teachers on their curriculum committees. Both Central and Southern Union Offices were located near Seventh-day Adventist Colleges. The Central Union was the only union which included all groups while the Southern Union included all but state education directors.

In all cases except the North Pacific Union, the union education director was the chairperson of the curriculum committee. In the North Pacific Union the assistant union education director chaired the committee.

The union education directors were asked if their curriculum committee policies and recommendations were subject to approval by anyone outside this committee. Table 2 summarizes their answers.

In all cases except the Pacific Union, the curriculum committee policies and recommendations were subject to approval by an outside body or bodies.

In the Southern Union the policies and recommendations were subject to approval only when finances were involved. In the Lake Union the education director did not specifically answer the question, but indicated only that policies and recommendations were subject to approval "depending on their nature."

¹For the purpose of this discussion the individuals who handled curriculum recommendations within the Northern Union will be treated as a committee.

Table 2

**APPROVAL OF UNION POLICY AND CURRICULUM
COMMITTEE RECOMMENDATIONS BY GROUPS OUTSIDE THE COMMITTEE**

(X = approval needed)

UNIONS	Union Board of Education	Union Education Council	Union Executive Committee
Atlantic	X	X	
Central	X		
Columbia	X	X	
Lake			X*
North Pacific	X	X	
Northern	X		
Pacific			
Southern			X**
Southwestern	X		

*Depending on nature of policies and recommendations

**When finances are involved

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The body which reviewed and approved union curriculum committee policies and recommendations was usually called the Union Board of Education. In six out of the eight unions in which the policies and recommendations were subject to approval, it was made by the Union Board of Education; however, in the Southern Union where approval was needed for only matters involving finances, that approval was made by the Union Executive Committee. In the Lake Union approval was also by the executive committee rather than the Union Board of Education.

In three of the eight unions where outside approval was necessary, that approval was needed by more than one group. In those three cases, policy and curriculum recommendations were subject to approval by the Union Education Council in addition to the Union Board of Education.

NADCRC Recommendations and Union Curriculum Formulation

Union education directors were asked how often curriculum recommendations were received from the North American Division. In all nine cases curriculum recommendations were received regularly and on an annual basis. The union education directors were also asked if the recommendations received from the North American Division were: (1) self-explanatory, (2) open to individual interpretation, and (3) concise. Table 3 summarizes answers to these questions.

Only the education director of the Central Union felt that NADCRC recommendations were not self-explanatory. Three of nine directors failed to answer when asked if the NADCRC recommendations were open to individual interpretation, and only Columbia Union Education Director felt that the recommendations were not open to individual interpretation. Four of nine felt that the recommendations were concise; the remaining five directors failed to answer.

Table 3

**PERCEPTIONS OF UNION EDUCATION DIRECTORS
REGARDING NADCRC RECOMMENDATIONS**

(X = did not answer question)

UNIONS	Are Recommendations Self-Explanatory	Are Recommendations Open to Individual Interpretation	Are Recommendations Concise
Atlantic	Yes	X	X
Central	No	Yes	Yes
Columbia	Yes	No	Yes
Lake	Yes	Yes	X
North Pacific	Yes	Yes	Yes
Northern	Yes	X	X
Pacific	Yes	X	X
Southern	Yes	Yes	Yes
Southwestern	Yes	Yes	X

Union education directors were asked to what degree they used NADCRC recommendations.

Five of nine union curriculum committees used these recommendations "often" or "very frequently" in determining union curriculum recommendations while the remaining four unions (Central, Columbia, Northern, Pacific) used NADCRC recommendations only "occasionally." All unions except the North Pacific stated that there was no firm commitment to incorporate NADCRC recommendations into union recommendations.

Union education directors were asked if they were involved in the formulation of NADCRC recommendations. All had input into the formulation of NADCRC recommendations. Three of the nine (Lake, North Pacific, Pacific) stated that they were members of the NADCRC; four (Atlantic, Central, Columbia, Southern) submitted suggestions to the NADCRC; and two (Northern, Southwestern) did not state how they were involved.

Business Education Section Report, June, 1969, and the Dissemination of Union Curriculum Recommendations to the Respective Secondary Schools

Union education directors were asked if the six trends in Business Education contained in the June, 1969 Report were adapted into union policy and recommended to the respective secondary schools. Table 4 summarizes their answers.

Three of nine unions adapted and recommended all six trends to their respective secondary schools. In three cases there was knowledge of only one of the six trends being recommended, and in three cases it could not be determined if any of the six trends had been recommended.

Table 4

**THE SIX TRENDS IN BUSINESS EDUCATION ADAPTED AND RECOMMENDED
BY THE UNIONS TO THE RESPECTIVE SECONDARY SCHOOLS**

UNIONS	TRENDS					
	Typing is taught to all students	Typing is taught in one year instead of two	A unit of data processing is taught	There are business clubs such as FBLA in operation	Notehand is offered to college-bound students	Block-time scheduling is part of the curriculum
Atlantic	Yes	Yes	Yes	Yes	Yes	Yes
Central	Yes	Yes	Yes	Yes	Yes	Yes
Columbia	X ²	X	X	X	X	X
Lake	X	X	X	X	X	X
North Pacific	Yes	Yes	Yes	Yes	Yes	Yes
Northern	X	X	Yes	X	X	X
Pacific	X	X	X	X	X	X
Southern	Yes	X	X	X	X	X
Southwestern	Yes	X	X	X	X	X

²X = The trend was not recommended, or information concerning the matter was unavailable.

All unions except the Northern disseminated recommendations to their respective secondary school either annually or more than once annually. In the Northern union, curriculum recommendations were disseminated less than once annually.

Union education directors were asked what procedures were used to disseminate curriculum recommendations to the respective secondary schools. In four (Atlantic, Central, North Pacific, Northern) this was accomplished through mailings. In the remaining five unions, recommendations were presented at meetings between the union education director and the combined secondary school administrators.

The union education directors varied in their methods of encouraging their secondary schools to adopt union curriculum recommendations. Following are the methods used within each union.

Methods of Encouraging Curriculum Adoption

UNION

- Atlantic ----- Special workshops held every second year which include administrators and business teachers.
- Central ----- Personal meetings with each administrator.
- Columbia ----- Education director available to advise administrators.
- Lake ----- 1) Secondary school conventions.
2) Personal visits to each school.
3) Secondary school board meetings.
- North Pacific -- Union curriculum recommendations become official policy. Secondary schools are expected to adopt recommendations.
- Northern ----- Methods not defined by the union education director.
- Pacific ----- Special curriculum committee meetings held for secondary school administrators.
- Southern ----- Union recommendations are presented at secondary school board meetings for approval.
- Southwestern -- Secondary school curriculum persons. Methods not specifically defined.

Finally, the union education directors were asked how they perceived the importance of union curriculum recommendations by secondary school administrators. Two of nine (Atlantic, Southwestern) thought that secondary school administrators placed only "moderate importance" upon union curriculum recommendations. The remaining seven perceived their secondary school administrators as placing a "great importance" upon union curriculum recommendations.

Responses from Secondary School Administrators
Regarding School Level Curriculum Formulation

Secondary school administrators were asked to answer a questionnaire designed to obtain the following information: (1) methods of secondary school curriculum formulation; (2) knowledge regarding the six selected trends in business education; and (3) perceptions regarding whether or not the six trends not being taught at their secondary schools would be practical at their respective schools, and beneficial to their students. This section will discuss secondary school curriculum formulation.

Secondary school administrators were asked how often curriculum recommendations were received from their respective unions. Table 5 summarizes those answers.

Sixty-five administrators responded to the question. Forty percent stated that recommendations were received "more than once annually;" forty percent answered "annually;" and twenty percent answered "less than once annually." One administrator answered "no regular basis," and one "did not know."

Fifteen of the 26 respondents who received recommendations more than once annually were located within the Pacific Union. Those who received recommendations annually were evenly distributed throughout the entire population, while four of seven administrators within the Columbia Union received recommendations "less than once annually."

Administrators were asked if union curriculum recommendations were received in time to plan curriculum for the following school year.

Sixty-one of 69 respondents (88 percent) answered that recommendations were received in time to plan curriculum for the following school year. Five of the

Table 5

**FREQUENCY WITH WHICH CURRICULUM RECOMMENDATIONS
WERE RECEIVED BY SECONDARY SCHOOLS FROM THE UNIONS**

(N = 65)

UNION	More Than Once Annually	Annually	Less Than Once Annually
Atlantic	1	3	2
Central	1	1	3
Columbia	0	3	4
Lake	3	3	0
North Pacific	4	5	0
Northern	0	2	0
Pacific	15	4	1
Southern	2	3	2
Southwestern	0	2	1
Number Responding	26	26	13
Percentage Responding	40%	40%	20%

eight administrators who did not receive recommendations in time to plan curriculum for the following school year were located within the Columbia Union.

Table 6 summarizes the emphasis placed upon union curriculum recommendations by secondary school administrators.

Table 6

EMPHASIS PLACED UPON UNION CURRICULUM
RECOMMENDATIONS BY SECONDARY SCHOOL ADMINISTRATORS

(N = 67)

UNION	Great	Some	Little	None
Atlantic	0	5	0	0
Central	1	4	0	0
Columbia	2	4	1	0
Lake	5	4	0	0
North Pacific	4	4	1	0
Northern	1	1	0	0
Pacific	14	6	0	0
Southern	2	5	0	0
Southwestern	0	2	0	1
Number Responding	29	35	2	1
Percentage Responding	43%	53%	3%	1%

Sixty-four of 67 administrators placed some or great emphasis on union curriculum recommendations. Fourteen of the 29 administrators placing great

emphasis upon union curriculum recommendations were located within the Pacific Union.

Secondary school administrators were asked if they had to incorporate union curriculum recommendations into school curriculum. Table 7 summarizes their responses. Forty-three of 66 respondents stated that they were not committed to adopt union curriculum recommendations. In the Lake and Southwestern Unions all respondents answered "No," while more respondents answered "Yes" than "No" within the North Pacific Union and the Southern Union.

Table 7

SECONDARY SCHOOL ADMINISTRATORS WHO WERE AND WERE NOT
COMMITTED TO ADOPT UNION CURRICULUM RECOMMENDATIONS

(N = 66)

UNIONS

	Atlantic	Central	Columbia	Lake	North Pacific	Northern	Pacific	Southern	Southwestern	Total Responding	Percentage Responding
Committed	1	1	4	0	4	1	8	4	0	23	32%
Not Committed	5	4	3	9	5	1	11	2	3	43	68%

Forty-three of 66 respondents stated that they were not committed to adopt union curriculum recommendations. In the Lake and Southwestern Unions all respondents answered "No" while more respondents answered "Yes" than "No" within the North Pacific Union and the Southern Union.

Table 8 summarizes those secondary school administrators who were and were not encouraged to adopt union curriculum recommendations.

Table 8

SECONDARY SCHOOL ADMINISTRATORS WHO WERE ENCOURAGED
TO ADOPT UNION CONFERENCE CURRICULUM RECOMMENDATIONS
BY THE UNION EDUCATION DIRECTOR

(N = 66)

UNIONS

	Atlantic	Central	Columbia	Lake	North Pacific	Northern	Pacific	Southern	Southwestern	Total Responding	Percentage Responding
Encouraged	5	2	5	8	8	1	19	7	2	57	86%
Not Encouraged	1	3	1	1	0	1	1	0	1	9	14%

Fifty-seven of 66 respondents were encouraged to adopt union curriculum recommendations by the union education director. Within the Central Union three of five of the secondary school administrators were not encouraged.

Secondary school administrators were asked what methods were used to encourage them to adopt recommendations by their respective union education directors. The methods used by union education directors to encourage adoption of union curriculum recommendations were consistent throughout all unions. They were: personal visits, letters, telephone calls, in-service meetings, and workshops.

Table 9 summarizes secondary school administrators' perceptions regarding the respective union education director's direct involvement in formulating curriculum at the secondary schools.

Table 9

UNION EDUCATION DIRECTORS WHO WERE AND WERE NOT ACTIVE
IN FORMULATING SECONDARY SCHOOL CURRICULUM AS PERCEIVED
BY SECONDARY SCHOOL ADMINISTRATORS

(N = 67)

	UNIONS									
	Atlantic	Central	Columbia	Lake	North Pacific	Northern	Pacific	Southern	Southwestern	Total Responding
Active	2	1	1	7	7	1	10	2	0	31
Not Active	4	4	6	2	2	1	10	5	2	36
										Percentage Responding
										41%
										53%

A slight majority, 36 of 67 respondents, stated that union education directors were not active in formulating curriculum at the respective secondary schools; however, that slight majority was not consistent throughout the nine unions.

Within six of the nine unions at least one-half of the union education directors were not directly involved in secondary school curriculum formulation, while seven of nine respondents within both the Lake and the North Pacific Unions perceived the union education director as being active in formulating secondary school curriculum. In the case of the Pacific Union ten of twenty administrators perceived the union education director as being active in formulating secondary school curriculum.

Secondary school administrators were asked how the union education director actively participated in formulating individual secondary school curriculum. In all but three cases this was accomplished through personal visits to the schools, and by serving on the secondary school curriculum committees.

Secondary school administrators were asked to what degree their staff was included in curriculum decision-making. Possible answers ranged from "very frequently" to "never." Fifty-seven of 67 administrators (87 percent) answered "very frequently" or "often;" 10 of 67 (13 percent) answered "somewhat;" no respondent answered "rarely" or "never." That high percentage responding "very frequently" or "often" occurred in all nine unions.

As stated in Chapter I, there is a body within the Denomination known as the General Conference Board of Regents. A function of that body is to grant accreditation to the secondary schools within the North American Division. One criteria for accreditation is the adoption of NADCRC curriculum recommendations. Secondary school administrators were asked how much of an effect the General Conference accreditation of their schools had had in adopting union conference curriculum recommendations. Table 10 summarizes those answers.

Forty-seven of 65 respondents (71 percent) stated that General Conference accreditation had "quite a lot" or "somewhat" of an effect upon the adoption of union conference curriculum recommendations. Seventeen of 20 respondents within the Pacific Union answered "somewhat," "very little," or "none." In the remaining eight unions the respondents generally placed high emphasis upon the effects of General Conference accreditation related to the adoption of union conference curriculum recommendations.

Table 10

**THE EFFECT OF GENERAL CONFERENCE ACCREDITATION UPON
THE ADOPTION OF UNION CONFERENCE CURRICULUM
RECOMMENDATIONS BY SECONDARY SCHOOL ADMINISTRATORS**

(N = 65)

UNIONS	Very Much	Quite A Lot	Some- what	Very Little	None
Atlantic	1	4	1	0	0
Central	0	2	1	2	0
Columbia	1	2	2	1	1
Lake	1	3	4	0	0
North Pacific	2	2	4	0	0
Northern	0	2	0	0	0
Pacific	0	3	9	5	3
Southern	0	4	1	0	0
Southwestern	0	2	1	0	0
Number Responding	6	24	23	8	4
Percentage Responding	9%	36%	35%	13%	5%

Secondary school administrators were asked if they were involved in developing union conference curriculum recommendation; 46 of 54 respondents (85 percent) stated that they were involved in developing union curriculum recommendations. That approximate percentage was found in all nine unions.

The secondary school administrators were asked how they were involved in developing union conference curriculum recommendations. Thirty-eight of the 46 respondents stated that they were members of their respective union curriculum committees. The remaining eight were asked to submit their ideas and suggestions to their respective union curriculum committees.

Responses From Secondary School Business Teachers Regarding School Level Curriculum Formulation

Secondary school business teachers were asked to answer questionnaires designed to obtain information related to: (1) involvement in secondary school curriculum formulation, and their knowledge regarding union conference curriculum recommendations for business education; (2) knowledge regarding the six selected trends in business education being taught at their schools; (3) perceptions regarding if the six trends not being taught at their schools would be practical at their respective schools, and perceptions regarding if the six trends not being taught at their schools would be beneficial to their students. This section will describe secondary school business teachers' involvement in school curriculum formulation.

Business teachers were asked to what degree they were included in secondary school curriculum decision making. Possible answers ranged from "very frequently" to "rarely." Forty-three of 79 respondents (55 percent) answered "very frequently" or "often;" 36 of 79 respondents (45 percent) answered "somewhat" or "rarely."

Nineteen of 24 business teachers (79 percent) within the Pacific Union answered "very frequently or "often," while five of eight teachers (63 percent) within the Southern Union answered "rarely." In addition, 3 of 6 within the Southern Union stated that they felt the staff was not included at all.

In 54 of the 79 schools responding (77 percent), there was a committee which met to determine curriculum formulation. In 30 of the 54 schools (56 percent) which had curriculum committees, the business teachers were not included. Within eight of the nine unions about one-half of the business teachers were members of the school curriculum committee. Within the Southern Union, seven of the nine schools had curriculum committees, but in no cases were the business teachers members.

Fifty-five of 78 business teachers (71 percent) were aware that their respective unions made recommendations for business education. Answers were consistent throughout all nine unions. Business teachers who were aware of union business education curriculum recommendations were asked if they thought these recommendations were seriously considered in determining curriculum at their respective schools. Answers were consistent throughout all nine unions. Forty of the 55 business teachers (73 percent) who were aware of union business education curriculum recommendations felt that their schools considered these recommendations either "very frequently" or "often." Thirteen of 55 respondents answered "somewhat" and the remaining two respondents (3 percent) answered "rarely."

A Comparison Between Union Education Directors and Secondary School Administrators Concerning Union Curriculum Recommendations

This section will describe the perceptions of union education directors as compared with secondary school administrators concerning union curriculum recommendations.

Union education directors and secondary school administrators generally agreed that the latter group was involved in union curriculum decision making. There were 38 secondary school administrators who were members of their respective union curriculum committees. Findings were consistent throughout all nine unions; however, the Southwestern Union Education Director did not indicate that secondary school administrators were part of that union's curriculum committee.

Both groups generally agreed that union curriculum recommendations were disseminated to the secondary schools "annually;" however, within the Central and Columbia Unions the education director stated that recommendations were sent "annually" while the majority of secondary school administrators in both unions answered "less than once annually." There was also general agreement as to the methods of disseminating curriculum recommendations from the nine unions to the respective secondary schools.

Both groups generally agreed as to the great importance placed upon union curriculum recommendations in determining secondary school curriculum. Union education directors perceived that secondary school administrators placed a high emphasis upon union curriculum recommendations, and 64 of 67 secondary school administrators (96 percent) stated that they placed "great" or "some" emphasis upon curriculum recommendations.

A Comparison between Secondary School Administrators
and Business Teachers Concerning School Curriculum Decision Making

This section will describe the perceptions of secondary school administrators as compared with business teachers concerning secondary school curriculum decision making.

There was a discrepancy regarding the degree to which business teachers and staff were included in curriculum formulation as perceived by both groups. Table 11 summarizes this comparison.

Table 11

A COMPARISON BETWEEN SECONDARY SCHOOL ADMINISTRATORS
AND BUSINESS TEACHERS REGARDING BUSINESS TEACHER INVOLVEMENT
IN SCHOOL CURRICULUM DECISION MAKING

UNIONS	Percentage of administrators answering "very frequently" or "often"	Percentage of business teachers answering "very frequently" or "often"
	(N = 67)	(N = 79)
Atlantic	100%	29%
Central	60%	50%
Columbia	71%	63%
Lake	78%	50%
North Pacific	89%	44%
Northern	50%	50%
Pacific	95%	79%
Southern	86%	13%
Southwestern	100%	0%

Eighty-seven percent of secondary school administrators answered "very frequently" or "often" to that question, and that approximate high percentage occurred in all nine unions. No secondary school administrators answered "rarely" or "never" to that question.

Given the same question, only 55 percent of the business teachers answered "very frequently" or "often." There was general agreement on this question within four of the nine unions (Central, Columbia, Northern, Pacific); however, there was a great difference within the Atlantic, Southern, and Southwestern Unions. Within the Atlantic Union all six administrators answered "very frequently" or "often," while only two of seven business teachers answered "very frequently" or "often." That great disparity in perceptions was repeated in the Southern and Southwestern Unions. Comparatively moderate differences occurred within the Lake and North Pacific Unions. Only within the Pacific Union was there (1) a very high degree of business teacher involvement in curriculum decision making, and (2) general agreement between the administrators and business teachers as to that high degree of involvement.

Both groups were asked to what degree union conference curriculum recommendations were considered in formulating school curriculum. In all cases except the Central Union there was general agreement that the recommendations were strongly considered, although the business teachers in all cases perceived that consideration to be slightly less than did administrators. Within the Central Union all five administrators perceived their consideration to be very high, while only one of three business teachers (only three were aware of union curriculum recommendations) rated the consideration to be very high.

Knowledge Regarding the Six Trends in Business Education as Perceived
by Secondary School Administrators and Business Teachers

This section will discuss the adoption of each of the six selected trends in business education at the respective secondary schools as perceived by both secondary school administrators and business teachers. Knowledge of administrators concerning the recommendation of the six selected trends by their respective unions will also be discussed.

Secondary school administrators were asked if each of the six selected trends were part of the curriculum at their respective schools. Sixty-nine of 79 administrators responded, and Table 12 summarizes their responses.

The highest adopters of the trends as perceived by administrators were the Pacific Union and Southern Union. In both unions all schools responding adopted 33 percent of the six selected trends. The lowest adoption of the trends as perceived by administrators occurred within the North Pacific Union. In that case only 13 percent of the trends were adopted. The adoption percentage of all trends by all nine unions ranged from 13 percent to 33 percent as perceived by administrators.

Thirty-eight of 69 schools (55 percent) taught typewriting to all students, and 32 of 69 schools (46 percent) had condensed first year typewriting and second year typewriting into a one year course. These two trends were the highest adopted trends by all schools as perceived by administrators. The lowest adopted trends were notehand to college-bound students, 6 of 69 schools (9 percent), and business clubs in operation, 2 of 69 schools (3 percent).

Table 12

ADOPTION OF THE SIX TRENDS AS PERCEIVED BY
SECONDARY SCHOOL ADMINISTRATORS

(N = 69)

TRENDS

UNIONS	Typing is taught to all students	Typing is taught in one year instead of two	A unit of data processing is taught	There are business clubs such as FBLA in operation	Notehand is offered to college-bound students	Block-time scheduling is part of the curriculum	Total administrators responding--each union	Percent of adoption of all trends by unions
Atlantic	4	4	1	0	0	1	6	28%
Central	3	4	1	0	0	1	5	30%
Columbia	4	3	1	0	1	3	7	28%
Lake	3	3	1	0	0	1	9	15%
North Pacific	2	2	2	0	0	1	9	13%
Northern	1	1	0	1	0	0	2	25%
Pacific	14	10	5	0	5	5	20	33%
Southern	6	4	2	1	0	1	7	33%
Southwestern	1	1	1	0	0	22	4	21%
Total of schools adopting each trend	38	32	14	2	6	15		
Percent of adoption-- each trend, all schools	55%	46%	20%	3%	9%	22%		

Secondary school business teachers were also asked if each of the six selected trends in business education were part of the curriculum at their school. Eighty of approximately 100 business teachers responded, and Table 13 summarizes their responses.

The highest adopters of the trends as perceived by business teachers were the Northern Union (58 percent) and the Central Union (42 percent). The lowest adopters were the Southern Union (8 percent) and the Lake Union (10 percent). The adoption percentage of all trends by all nine unions ranged from 8 percent to 58 percent as perceived by business teachers. Thirty-six of 80 business teachers (46 percent) stated that a unit of data processing was taught in one of their classes, and 27 of 80 business teachers (34 percent) responded that typewriting was taught to all students. These latter two trends were the highest adopted trends by all schools as perceived by business teachers. Only 1 of 80 business teachers (1 percent) stated that business clubs were in operation at their schools.

Table 13

ADOPTION OF THE SIX TRENDS AS PERCEIVED BY BUSINESS TEACHERS

(N = 80)

TRENDS

UNIONS	Typing is taught to all students	Typing is taught in one year instead of two	A unit of data processing is taught	There are business clubs such as FBIA in operation	Notehand is offered to college-bound students	Block-time scheduling is part of the curriculum	Total administrators responding--each union	Percent of adoption of all trends by unions
Atlantic	2	3	5	0	1	1	8	25%
Central	5	3	6	0	1	0	6	42%
Columbia	1	3	6	0	1	2	11	20%
Lake	1	1	2	0	1	1	10	10%
North Pacific	0	4	5	0	0	0	9	20%
Northern	2	1	1	1	1	1	2	58%
Pacific	14	11	8	0	7	5	24	31%
Southern	2	0	2	0	0	0	8	8%
Southwestern	0	0	1	0	0	0	2	8%
Total of schools adopting each trend	27	26	36	1	12	10		
Percent of adoption--each trend, all schools	34%	33%	45%	1%	15%	13%		

Table 14 compares the perceptions of administrators and business teachers regarding the adoption of all of the six trends by union.

Table 14

**A COMPARISON BETWEEN ADMINISTRATORS AND BUSINESS
TEACHERS CONCERNING THE ADOPTION OF ALL OF THE
SIX TRENDS BY UNION**

UNIONS	Percent of adoption of all trends as perceived by administrators	Percent of adoption of all trends as perceived by business teachers
	(N = 69)	(N = 80)
Atlantic	28%	25%
Central	30%	42%
Columbia	28%	20%
Lake	15%	10%
North Pacific	13%	20%
Northern	25%	58%
Pacific	33%	31%
Southern	33%	8%
Southwestern	21%	8%

There were discrepancies within two of the nine unions. Southern Union secondary school administrators perceived that 33 percent of all trends were adopted at their schools. This was the highest adoption perceived by all administrators. Southern Union business teachers perceived that 8 percent of all trends were adopted at their schools. This was the lowest adoption perceived by all

business teachers. The opposite discrepancy was observed within the Northern Union; however, the percentages for the Northern Union were based on a very small population. Northern Union administrators perceived that 25 percent of all trends had been adopted, while business teachers' perceptions were that 58 percent of the trends were adopted.

Table 15 compares the perceptions of all administrators and all business teachers regarding the adoption of each of the six trends.

Table 15

A COMPARISON BETWEEN ADMINISTRATORS AND BUSINESS
TEACHERS CONCERNING THE ADOPTION OF EACH OF THE SIX TRENDS

TRENDS	Percent of adoption of each trend as perceived by administrators	Percent of adoption of each trend as perceived by business teachers
	(N = 69)	(N = 80)
Typing is taught to all students	55%	34%
Typing is taught in one year instead of two	46%	33%
A unit of data processing is taught	20%	45%
There are business clubs such as FBLA in operation	3%	1%
Notehand is offered to college-bound students	9%	15%
Block-time scheduling is part of the curriculum	22%	13%

There were differences regarding the two trends which dealt with typewriting. In both instances administrators perceived adoption to be approximately 20 percent higher than did business teachers. Concerning the trend which stated that a unit of data processing was taught, the opposite discrepancy occurred. Forty-five percent of all business teachers stated that they did teach a unit in data processing, while only 20 percent of administrators concurred. The total adoption of all trends as perceived by all administrators was almost identical to that perceived by all business teachers (26 percent and 24 percent respectively); however, those mean scores were misleading when each of the six trends were considered separately. The data presented shows that approximately 25 percent of all trends were adopted by all schools as perceived by both administrators and business teachers.

Table 16 summarizes all secondary schools by union as to the adoption of at least one of the six trends.

For the purpose of the remainder of this discussion, only the perceptions of administrators were considered, since it was doubtful that business teachers had direct knowledge concerning specific curriculum recommendations received from their respective union education directors.

Table 16 revealed that 78 percent of all secondary schools have adopted at least one of the six trends. There was a high degree of adoption of at least one of the six trends in all unions except the Lake Union, in which only 4 of 9 schools (44 percent) had adopted at least one trend. Similar data revealed that 14 of 20 schools (70 percent) within the Pacific Union had adopted two or more of the six

trends, and 5 of 7 schools (71 percent) within the Southern Union had adopted two or more of the six trends.³

Table 16

SECONDARY SCHOOLS WHICH HAVE ADOPTED AT LEAST ONE
OF THE SIX TRENDS AS PERCEIVED BY ADMINISTRATORS

(N = 69)

UNIONS	Number of schools adopting at least one of the six trends	Total schools responding	Percent of schools adopting at least one of the six trends
Atlantic	5	6	83%
Central	4	5	80%
Columbia	6	7	80%
Lake	4	9	44%
North Pacific	6	9	67%
Northern	2	2	100%
Pacific	17	20	85%
Southern	7	7	100%
Southwestern	3	4	75%

Secondary school administrators were asked if they had specific knowledge regarding the recommendation of all the six trends by their respective unions.

Table 17 summarizes their knowledge.

³Within the Southern Union there was a discrepancy between administrators and business teachers regarding the adoption of the six trends.

Table 17

**KNOWLEDGE OF ADMINISTRATORS OF EACH OF THE TRENDS
BEING RECOMMENDED BY THEIR RESPECTIVE UNIONS**

(N = 69)

UNIONS	TRENDS							Percent of adoption of all trends by unions
	Typing is taught to all students	Typing is taught in one year instead of two	A unit of data processing is taught	There are business clubs such as FBIA in operation	Notehand is offered to college-bound students	Block-time scheduling is part of the curriculum	Total administrators responding--each union	
Atlantic	1	1	0	0	0	1	6	8%
Central	3	2	0	0	0	0	5	17%
Columbia	0	0	0	0	0	1	7	2%
Lake	4	0	0	0	0	1	9	9%
North Pacific	1	1	0	0	0	0	9	4%
Northern	1	1	0	0	0	0	2	4%
Pacific	12	6	1	2	2	1	20	20%
Southern	4	3	0	1	1	1	7	24%
Southwestern	0	0	0	0	0	0	4	0%
Total administrators with knowledge of each trend	26	14	1	3	3	5		
Percent of knowledge--each trend, all administrators	40%	21%	2%	5%	5%	8%		

Administrators within the Southern Union (24 percent) and the Pacific Union (20 percent) had the most knowledge regarding the recommendation of each of the six trends by their respective unions. Within three unions knowledge was very low: Southwestern 0 percent; Columbia 2 percent; and North Pacific 4 percent. Results concerning each specific trend revealed that administrators had more knowledge regarding the two "typewriting" trends than any of the others.

Table 18 summarizes the percentages of administrators with knowledge of at least one trend being recommended, and knowledge of two or more trends being recommended by their respective unions.

Table 18

**KNOWLEDGE OF ADMINISTRATORS OF AT LEAST ONE TREND
AND TWO OR MORE TRENDS BEING RECOMMENDED
BY THEIR RESPECTIVE UNIONS**

UNIONS

	Atlantic	Central	Columbia	Lake	North Pacific	Northern	Pacific	Southern	Southwestern
Percent of administrators with knowledge of at least one trend being recommended	40%	80%	14%	44%	22%	50%	65%	86%	9%
Percent of administrators with knowledge of two or more trends being recommended	20%	20%	0%	11%	0%	0%	40%	43%	0%



Within the Southern Union 86 percent of the administrators had knowledge of at least one trend being recommended. The Central Union and Pacific Union administrators also had a high degree of knowledge of at least one trend being recommended. Within the Southern Union 43 percent of the administrators had knowledge of two or more trends being recommended, and within the Pacific Union 40 percent of the respondents also had knowledge of two or more trends being recommended. 48 percent of all administrators had knowledge of at least one trend being recommended, and 20 percent had knowledge of two or more trends being recommended.

A Comparison Concerning the Adoption of the Six Trends Between Stratified Sections of the Population

This section compares the adoption of the six trends by (1) boarding schools and day schools, (2) white schools and black schools, and (3) schools with enrollments above 200 and schools with enrollments of 199 or less as perceived by administrators.⁴

The data revealed that there was almost no difference regarding the comparison of adoption of the six trends between boarding schools and day schools. Thirty-six of the 69 schools were boarding schools. Their adoption of all six trends was 24 percent. Thirty-three of the 69 schools were day schools. Their adoption of all six trends was 27 percent.

⁴The researcher has presented the discrepancy which existed between perceptions of administrators and perceptions of business teachers concerning the adoption of the six trends. Further emphasis of those discrepancies was redundant; therefore, only the perceptions of administrators was presented in this section.

There were five black schools located within the population. Of those five schools only two had adopted any of the six trends; they were Pine Forge (1), and Oakwood (2). The total adoption of all trends by the five black schools was 10 percent. The total adoption of all trends by all 64 responding white schools was 27 percent.

The data revealed that there was a slight difference regarding the adoption of the six trends by schools with enrollments of 200 or more compared with schools with enrollments of 199 or less. Thirty-four of the 69 schools had enrollments of 200 or more. Their adoption of all six trends was 22 percent. Thirty-five of the 69 schools had enrollments of 199 or less. Their adoption of all six trends was 29 percent.

The Practical and Beneficial Nature of the Six Trends
Which Were Not Adopted, as Perceived by
Administrators and Business Teachers

This section will compare the perceptions of administrators and business teachers regarding: (1) the practicality at their schools of those six trends not adopted, and (2) the beneficial nature to students of those six trends not adopted.

Tables 19 and 20 summarize the perceptions of administrators and business teachers regarding the practicality of those trends not adopted at their respective schools.

Business teachers generally perceived those trends not adopted as being practical to a greater extent than did administrators. Concerning "block-time scheduling," 55 percent of the business teachers stated that it would be practical

at their schools, while only 27 percent of administrators agreed. Typewriting for all students was perceived as highly practical by both groups.

Table 19

TRENDS NOT ADOPTED BUT PERCEIVED AS PRACTICAL BY ADMINISTRATORS

TRENDS	Perceived as practical	Total Respondents	Percent of respondents perceiving as practical
Typing is taught to all students	15	25	60%
Typing is taught in one year instead of two	5	29	17%
A unit of data processing is taught	14	35	40%
There are business clubs such as FBLA in operation	24	49	49%
Notehand is offered to college-bound students	29	50	58%
Block-time scheduling is part of the curriculum	9	33	27%
Percent of total perceiving as practical			43%

Table 20

**TRENDS NOT ADOPTED BUT PERCEIVED AS PRACTICAL
BY BUSINESS TEACHERS**

TRENDS	Perceived as practical	Total respondents	Percent of respondents perceiving as practical
Typing is taught to all students	31	46	67%
Typing is taught in one year instead of two	10	33	30%
A unit of data processing is taught	15	34	44%
There are business clubs such as FBLA in operation	31	52	60%
Notehand is offered to college-bound students	28	54	52%
Block-time scheduling is part of the curriculum	33	60	55%
Percent of total perceiving as practical			52%

Tables 21 and 22 summarize the perception of administrators and business teachers regarding the beneficial nature to students of those trends not adopted at their respective schools.

Table 21

**TRENDS NOT ADOPTED BUT PERCEIVED AS BENEFICIAL TO STUDENTS
AS PERCEIVED BY ADMINISTRATORS**

TRENDS	Perceived as beneficial	Total respondents	Percent of respondents perceiving as beneficial
Typing is taught to all students	21	26	81%
Typing is taught in one year instead of two	5	27	19%
A unit of data processing is taught	37	49	76%
There are business clubs such as FBLA in operation	38	51	75%
Notehand is offered to college-bound students	43	53	81%
Block-time scheduling is part of the curriculum	22	45	50%
Percent of total perceiving as beneficial			66%

Table 22

**TRENDS NOT ADOPTED BUT PERCEIVED AS BENEFICIAL TO STUDENTS
AS PERCEIVED BY BUSINESS TEACHERS**

TRENDS	Perceived as Beneficial	Total respondents	Percent of respondents perceiving as beneficial
Typing is taught to all students	49	51	98%
Typing is taught in one year instead of two	12	30	40%
A unit of data processing is taught	27	35	77%
There are business clubs such as FBLA in operation	47	60	78%
Notehand is offered to college-bound students	46	60	77%
Block-time scheduling is part of the curriculum	49	61	80%
Percent of total perceiving as beneficial			77%

Business teachers generally perceived those trends not adopted as being beneficial to students to a greater extent than did administrators. Concerning the trend "block-time scheduling," 80 percent of the business teachers stated that it would be beneficial to students, while only 50 percent of the administrators agreed. Nearly all administrators and business teachers agreed that typewriting would be beneficial for all students. The majority of both groups also agreed that condensing typewriting instruction would not be beneficial to students.

Involvement of Colleges and Universities
Concerning the Six Selected Trends

This section will describe the involvement of Seventh-day Adventist colleges and universities concerning the implementation of teacher education programs in coordination with the six selected trends contained in the report entitled: Business Education Section Report, June, 1969.

Five colleges and universities responded to inquiries concerning the six selected trends. All five included units on at least some of the trends in their teacher education programs. In every case there was no coordination of the report with existing business teacher education programs.⁵

⁵See Appendix D for letters from teacher educators.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The North American Division of Seventh-day Adventists issued a report in 1969 which was formulated by the North American Division Curriculum Revision Committee. That report was entitled: Business Education Section Report, June, 1969. The report listed several recommendations for business education curriculum for Seventh-day Adventist secondary schools. At the time of this study, no information was available regarding: (1) the dissemination of the report to the unions of the North American Division; (2) consideration and adoption of recommendations by the secondary schools within the North American Division; or (3) the coordination of the recommendations with Seventh-day Adventist business teacher education programs.

Statement of the Problem

The problem of this study was to survey: (1) all union education directors regarding (a) union curriculum procedures and formulation, and (b) knowledge concerning the June, 1969 Report; (2) all secondary school administrators concerning (a) secondary school curriculum formulation, and (b) knowledge and perceptions related to the six selected trends in business education contained in the June, 1969 Report; (3) all business teachers concerning their (a) involvement in secondary

school curriculum decision making, and (b) knowledge and perceptions related to the six selected trends in business education contained in the June, 1969 Report; and (4) Seventh-day Adventist business teacher educators concerning the coordination of the recommendations with business teacher education programs.

Procedures

The population of this study was the nine union education directors which were located within the continental United States, secondary school administrators and business teachers therein, and Seventh-day Adventist business teacher educators at five colleges and universities with business teacher education programs, all located within the North American Division.

The descriptive survey method of investigation was used; questionnaires and letters were developed to obtain the data. From February through May, 1976, questionnaires were sent to the union education directors, secondary school administrators, and business teachers, and letters were sent to the business teacher educators. Responses were received from all nine union education directors, 69 of 79 secondary school administrators, 80 of approximately 90 business teachers, and all five business teacher educators.

Findings

The following are the findings as a result of data furnished by the nine union education directors:

1. Union curriculum recommendations were formulated annually or more than annually through established committees in eight of the nine unions. In the Northern Union, curriculum recommendations were formulated

annually on an informal basis. All union curriculum committees included the union education director. Only the North Pacific Union did not include secondary school administrators, and only the South-western Union did not include secondary teachers. The Central and Southern unions included elementary teachers, and the same two unions, both located near Seventh-day Adventist Colleges, included college instructors.

2. The Pacific Union Curriculum Committee had the final authority concerning curriculum recommendations. In all other unions, curriculum recommendations were subject to approval by a higher authority.
3. The NADCRC disseminated curriculum recommendations to all nine unions on an annual basis. All but the Central Union Education Director perceived those recommendations to be self-explanatory, and only the Columbia Union Education Director did not feel that the NADCRC recommendations were open to individual interpretation. All four of nine union education directors responding to the question felt that the recommendations were concise.
4. Five of nine unions adopted NADCRC recommendations very frequently or often. The Central, Columbia, Northern, and Pacific Unions used them only occasionally. There was no firm commitment to incorporate NADCRC recommendations in eight of the nine unions. That commitment was present only in the North Pacific Union. All nine union education directors had input into the formulation of NADCRC recommendations.

5. The Atlantic, Central and North Pacific union education directors perceived that all six selected trends were adapted and recommended to the respective secondary schools. One of the six trends was adopted and recommended in three unions (Northern, Southern, and South-western). Information concerning adoption and dissemination could not be determined in the remaining three unions (Columbia, Lake, and Pacific).
6. Only the Northern Union did not disseminate curriculum recommendations at least annually.
7. The union education directors within the Atlantic, Central, and South-western Unions, did not feel that secondary school administrators placed great importance on union curriculum recommendations.

The major findings related to secondary school administrations and school level curriculum formulation are:

1. Four out of five secondary schools received union curriculum recommendations at least annually, and those recommendations were received in time to plan curriculum for the following year; however, five of the eight administrators within the Columbia Union stated that they did not receive union curriculum recommendations in time to plan curriculum for the following year.
2. All but three administrators in all unions placed great or some emphasis on union curriculum recommendations. The highest majority placing great emphasis were located within the Pacific Union.

3. Two-thirds of all administrators felt that they did not have to adopt union curriculum recommendations. All respondents within the Lake and Southwestern Unions answered that they did not have to adopt union curriculum recommendations.
4. Nine of ten respondents were encouraged to adopt union recommendations; however, three of five administrators within the Central Union were not.
5. A slight majority of administrators perceived that the union education director was not active in formulating secondary school curriculum. In both the Lake and North Pacific Unions, however, seven of nine administrators perceived that the union education director was active in formulating secondary school curriculum.
6. Nine out of ten administrators included their teachers "frequently" in school curriculum decision making. This was consistent throughout all nine unions.
7. One in five administrators responding to the question placed little or no emphasis on denominational endorsement of their schools as related to the adoption of union curriculum recommendations. Two-thirds of all administrators placing little or no emphasis were located within the Pacific Union.
8. Nine out of ten administrators were active in formulating union curriculum recommendations, and that majority was through membership on their respective union curriculum committees.

Regarding secondary school business teachers, the major findings concerning business teacher involvement in school curriculum formulation are:

1. One-half of all business teachers were involved in school curriculum decision making very frequently or often. Four-fifths of the business teachers within the Pacific Union were involved to a high degree, while most within the Southern Union were rarely involved.
2. Three-fourths of all schools had committees which determined curriculum. In slightly more than half of the schools which have curriculum committees, the business teachers were not included; however, none of the seven schools in the Southern Union which have curriculum committees included business teachers.
3. Three-fourths of the business teachers were aware that their respective unions made curriculum recommendations for business education. Three-fourths of those that were aware, felt that their school considered these union curriculum recommendations very frequently or often.

Findings which show a comparison between union education directors and secondary school administrators concerning union curriculum recommendations are:

1. Both groups generally agreed that secondary school administrators were involved in union curriculum decision making.
2. The union education directors within the Central and Columbia Unions stated that they disseminated curriculum recommendations to their respective secondary schools at least "annually," while three-fourths of the secondary school administrators in both unions answered "less than annually."

3. Both groups agreed that union curriculum recommendations were very important in determining secondary school curriculum.

Regarding a comparison between secondary school administrators and business teachers concerning secondary school curriculum decision making, the findings are:

1. There was a difference of opinion regarding the degree to which business teachers were included in curriculum decision making within three unions (Atlantic, Southern, and Southwestern), as perceived by administrators and business teachers. In all three cases, the business teachers rated their involvement lower than did administrators.
2. Only within the Pacific Union was there (1) very high degree of business teacher involvement, and (2) general agreement between both groups as to that high degree of involvement.
3. Administrators within the Central Union perceived that union curriculum recommendations were considered "very frequently" in determining curriculum. Business teachers perceived that consideration to be "rare" or "never."

The data revealed the following information concerning knowledge of the six selected trends as perceived by secondary school administrators and business teachers. The findings are:

1. The most frequent adopters of the six trends as perceived by administrators were the schools within the Pacific and Southern Unions. The least frequent adopters were the schools within the North Pacific Union. The trends most adopted as perceived by administrators, were those two

which dealt with typewriting. The least adopted trends were "notehand" and "business clubs."

2. Perceptions were markedly different within the Southern Union regarding the adoption of all trends as perceived by administrators and business teachers. Administrators perceived adoption as being the highest of all unions; business teachers perceived adoption as being the lowest of all unions.
3. There were differences of opinion regarding which trends were adopted by all schools. The typewriting trends were perceived as being adopted to a lesser extent by business teachers; however, business teachers perceived that data processing was adopted to a greater extent than administrators.
4. There was at least a two-thirds adoption of at least one of the six trends in all unions except the Lake Union, and three-fourths of the schools within the Pacific and Southern Unions had adopted two or more trends, all perceived by administrators.
5. Administrators within the Pacific and Southern Unions had the most knowledge regarding the recommendations of all trends by their respective unions. There was little or no knowledge of this within the Southwestern, Northern, Columbia, or North Pacific Unions. In those four unions, no administrator had knowledge of more than one trend being recommended.

Concerning a comparison between stratified sections of population and the adoption of the six trends, the findings are that adoption of the trends was not different in boarding schools as compared with day schools, and only slightly

different in schools with 200 or more students compared with schools with 199 or less; however, the adoption of the six trends was three times as great in white schools as compared with black schools.

The practical and beneficial nature of the six trends not adopted as perceived by secondary school administrators and business teachers produced the following findings: business teachers and administrators generally felt that those trends not adopted were both practical and beneficial; however, those perceptions by business teachers were approximately 10 percent higher than those of administrators. Typewriting for all students was perceived as practical and beneficial by both groups, while "condensing typewriting" was generally perceived as not being practical or beneficial by both administrators and business teachers.

The findings confirmed that there was no coordination of the six trends with business teacher education programs in Seventh-day Adventist colleges and universities.

Based on the data, the following are findings concerning the Central Union:

1. The union education director: (1) did not perceive that NADCRC recommendations were self-explanatory; (2) did not encourage his secondary school administrators to adopt union curriculum recommendations; and (3) was generally inactive regarding personal involvement in secondary school curriculum formulation.
2. Secondary school administrators generally: (1) did not receive curriculum recommendations in time to plan curriculum for the following school year; (2) did not feel committed to adopt union curriculum recommendations; and (3) did not place great emphasis on General Conference endorsement related to adoption of curriculum recommendations.

3. Business teachers: (1) did not feel that union conference business education recommendations were considered to a great extent; (2) were never members of school curriculum committees; and (3) were rarely involved in school curriculum decision making.

The findings indicated that secondary schools within the Pacific Union:

- (1) had proportionately adopted more of the six trends in business education than any of the other eight unions; (2) had the highest proportionate number of administrators who place great emphasis upon union curriculum recommendations; and (3) had (a) the highest degree of business teacher involvement in school curriculum decision making, and (b) general agreement as to that high degree of involvement.
- In addition, the Pacific Union Curriculum Committee was the only union which had final authority over curriculum recommendations.

Conclusions

Based on the data obtained in this study, the major conclusions are:

1. The North American Division Curriculum Revision Committee has regularly formulated curriculum recommendations which have reflected the needs of all nine unions throughout the United States, and which were concise, self-explanatory, and yet, open to individual interpretation.
2. Union curriculum committees: (1) were generally well represented by educational personnel within the Denomination; (2) were generally only a recommending body which needed approval for their decisions by a higher authority; (3) were generally not committed to adopt NADCRC

recommendations, but considered these recommendations to a high degree; and (4) have generally disseminated their recommendations to their respective secondary schools at least annually. The exceptions to these generalizations were:

- a. The North Pacific and Southwestern Unions included only three of the seven groups of educators that served on union curriculum committees; the Southwestern Union did not include secondary teachers, and the North Pacific Union did not include secondary school administrators on their respective union curriculum committees.
 - b. The Pacific Union Curriculum Committee was the final authority in determining curriculum recommendations within that Union.
 - c. There was a firm commitment to incorporate NADCRC recommendations into union policy within the North Pacific Union.
 - d. A slight majority of secondary schools within the Central and Columbia Unions received union curriculum recommendations "less than once annually."
3. At least part of the six selected trends were disseminated by all nine unions to their respective secondary schools.¹
 4. Union education directors did not differ with their respective secondary school administrators regarding the high degree of importance that

¹In three unions information concerning the dissemination could not be determined; nevertheless, the administrators within those three unions confirmed that dissemination had occurred.

secondary school administrators placed upon union curriculum recommendations.

5. Secondary school administrators were: (1) generally not committed to adopt union curriculum recommendations, but were generally influenced to do so because of General Conference accreditation of their schools; and (2) generally encouraged by their union education directors to adopt union education recommendations, but were not generally aided by their union education directors in formulating secondary school curriculum.

Exceptions to these generalizations were:

- a. A slight majority of secondary school administrators within the Columbia and Southwestern Unions were committed to adopt union curriculum recommendations.
 - b. Two-thirds of those secondary school administrators who were not influenced by General Conference endorsement of their schools were located within the Pacific Union.
 - c. Three of five secondary school administrators within the Central Union were generally not encouraged to adopt union curriculum recommendations by their union education directors.
 - d. Union education directors within the Lake and North Pacific Unions were active in formulating secondary school curriculum.
6. Secondary school administrators were generally involved in union curriculum decision making, and that involvement was generally through membership on the union curriculum committee. There were no exceptions within the nine unions.

7. There were differences of opinion between the perceptions of secondary school administrators and business teachers concerning teacher involvement in curriculum decision making. Administrators generally considered that involvement to be high, while only a slight majority of business teachers concurred. Exceptions were:
 - a. Both groups agreed that business teachers within the Pacific Union were included in curriculum decision making to a high degree.
 - b. The business teachers within the Southern Union perceived that they were "rarely" included in curriculum decision making.
8. Business teachers in all unions were generally aware that their unions made curriculum recommendations, and generally agreed that business education recommendations were considered to a great extent in determining school curriculum. An exception to this conclusion was that the business teachers within the Central Union did not feel that business education recommendations were seriously considered.
9. Secondary school administrators and business teachers in all unions generally agreed that "business clubs," "notehand," and "block-time instruction" had not been adopted. There was disagreement concerning the adoption of the two "typewriting" trends and the "data processing" trend.
10. There were no discernable patterns regarding: (1) teacher involvement in curriculum decision making and the adoption of the six trends within unions; (2) the dissemination of the six trends by the nine unions and the adoption of the trends by the respective schools; (3) union education

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director encouragement to adopt curriculum recommendations or union education personal involvement in school curriculum formulation, and the adoption of the six trends by the respective schools; or (4) General Conference accreditation and the adoption of the six trends.

11. As perceived by administrators, there was a positive parallel regarding knowledge of two or more of the six trends being recommended by the union, and the adoption of the trends.
12. As perceived by administrators, there was little or no difference between schools with enrollments of 200 or more and schools with enrollments of 199 or less concerning the adoption of the six trends; however, there was a difference among white and black schools.
13. There was general agreement between administrators and business teachers that those trends not adopted would be practical at their schools and beneficial to students. Exceptions were:
 - a. Business teachers generally felt that the trends were both practical and beneficial to a greater extent than did administrators.
 - b. Condensing typewriting instruction was perceived by the majority of both groups to be not practical or beneficial.
 - c. Three-fourths of the administrators felt that block-time instruction would not be practical, but slightly less than one-half of the business teachers agreed.
14. There was no attempt made to coordinate the June, 1969 Report with Seventh-day Adventist business teacher education programs.

Recommendations

A purpose of this study was to make recommendations to the North American Division Education Department concerning future operation of the NADCRC, and to make recommendations to union education directors where applicable. The recommendations made here are based on the data received from those surveyed. Assuming that there is a need to plan future operations of the NADCRC, recommendations are presented as a basis for that planning. Assuming also that union education directors can benefit from a better understanding concerning the knowledge and perceptions of their secondary school administrators and business teachers, recommendations are presented to enable that better understanding.

The recommendations to the North American Division Education Department are:

1. The North American Division Education Department should examine the intent of NADCRC recommendations regarding interpretation by the union education directors. As evidenced by this study, all but the Columbia Union Education Director perceived that NADCRC recommendations were open to individual interpretation. If this is not the intent, then reexamination is necessary.
2. The North American Division Education Department should make an effort to discover why the five black secondary schools adopted the six trends at a lesser rate than did white secondary schools.
3. All NADCRC recommendations should be coordinated with teacher education programs. It is possible that the June, 1969 report was not

adopted to a greater extent because business teachers did not have competence in the areas recommended.

4. The North American Division Education Department should commission the NADCRC to formulate a current report centered on formulating current business education curriculum recommendations, and such reports to be continued on a regular basis.
5. The North American Division Education Department should plan and execute periodic follow-up studies to determine the effectiveness of the NADCRC.
6. The North American Division Education Department should be aware when examining the function of the NADCRC, that seemingly negative factors concerning the Central Union did not have a negative effect upon the adoption of the six trends. The Central Union had adopted trends to a greater extent than most of the nine unions. It is recommended that the North American Division Education Department examine:
(1) the lack of involvement by the Central Union Education Director with his secondary schools; (2) the lack of commitment by the secondary school administrators concerning union curriculum recommendations, and (3) the exclusion of business teachers in school curriculum formulation, all in relation to the adoption of curriculum recommendations. Either these factors have had little effect on the adoption of curriculum recommendations, or other factors not discovered in this study have influenced curriculum adoption in the Central Union.

7. The North American Division Education Department should consider the relationship between: (1) the great emphasis placed upon union curriculum recommendations by Pacific Union secondary school administrators, and the corresponding high degree of adoption of union curriculum recommendations; and (2) the autonomy of the Pacific Union Curriculum Committee, and the corresponding high degree of adoption of union curriculum recommendations by the secondary schools therein.

The recommendations to the union education directors are:

1. Consideration should be given to the inclusion of certain individuals on union curriculum committees: (1) secondary school administrators in the North Pacific Union, (2) secondary teachers in the Southwestern Union, and (3) collegiate personnel where practical in all unions.
2. The union education director of the Southern Union should make an effort to discover why secondary school administrators and business teachers had such contradictory perceptions regarding the adoption of the six trends.
3. The union education directors of the Central and Columbia Unions should consider the timing for disseminating curriculum recommendations to their respective secondary schools, as slightly more than one-half of all administrators within the North American Division who did not receive union curriculum recommendations in time to plan curriculum for the following school year were located within those unions.
4. The nine union education directors should make an effort to discover the reasons why those trends not adopted are not part of the curriculum

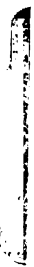
at the secondary schools, because the majority of all administrators and business teachers felt that all but one of the six trends not adopted would be (1) practical at their schools, and (2) beneficial to students.

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APPENDICES

APPENDIX A

Business Education Section Report, June, 1969

BUSINESS EDUCATION

I. Introduction

The business education section of the curriculum revision guidance committee has reviewed current literature and has had communication with experts in the business field both within and without the denominational system. Communication has also been open with a number of academy business teachers over the past three years in order to identify problem areas. With this background, the following steps have been taken:

- A. Statement of Problems
- B. Current Trends in Business Education
- C. General statement of philosophy for business education
- D. General objectives for business education
- E. Basic program structure, scope, sequence, and guidelines for business education (Total course offerings--five, with possibly four in any given year)
- F. Resources and supplementary materials have been compiled and are ready for the typist
- G. Curriculum Guide--shorthand--being prepared by Mrs. Irma Minium, Union College
- H. Research--machine shorthand vs. manual--being conducted at Union College

THE ABOVE MATERIALS AND INFORMATION SHOULD NOW BE DISTRIBUTED TO ALL ACADEMY BUSINESS EDUCATION TEACHERS FOR THEIR USE.

II. Recommendations

CS68.05

TYPING
RECOMMENDED
FOR GRADUATION

VOTED, That a minimum of 1/2 unit of personal typewriting be recommended for all graduates of Seventh-day Adventist secondary schools.

CS68.13

ADDING MACHINES
A PART OF BUSINESS
EDUCATION EQUIPMENT

VOTED, To recommend that adding machines be available in the bookkeeping and/or office practice classrooms.

**BUSINESS ECONOMICS
AVAILABLE TO ALL
STUDENTS ON THE
11th OR 12th GRADE
LEVEL**

WHEREAS, since our economic future is largely shaped by the decisions all of us make as individuals and the preservation of our basically free enterprise system depends on our ability to make wise economic decisions, it is mandatory for everyone to have a knowledge of business and the economic system within which it operates. It is, therefore,

RECOMMENDED that a course in Business Economics be made available to all students on the 11th or 12th grade level, as it is felt the students will be better able to relate their learnings more effectively at this level of maturity. Among other things this course should include the following: You as a Consumer, Making Effective Use of Credit, Using the Services of Banks, Building Financial Security, Buying Protection Through Insurance, Aids and Protection for the Consumer, The Financing of Government, Labor and American Business, and Citizenship Responsibilities in a Free Enterprise System.

**BUSINESS ECONOMICS
TEACHER TRAINING**

WHEREAS, recognizing that there is a dire lack of methods courses in the teaching of Business Economics in our teacher-training institutions, it is

RECOMMENDED that the college departments of education take steps immediately to provide teacher training courses in the colleges and conduct workshops for preparation of instructional materials.

**BOOKKEEPING AND
BUSINESS ECONOMICS
CURRICULUM GUIDES**

It is RECOMMENDED that curriculum guides be prepared for bookkeeping and business economics. It is suggested that these be assigned to the North Pacific Union Conference, for it is felt that Dr. Gertrude Gibson of Walla Walla College could give strong guidance and leadership in the preparation of these materials. Time during the summer months should be given for her committee to function.

**TYPEWRITING
PROGRAMMED
INSTRUCTION
RESEARCH**

WHEREAS, recognizing the current trend in the use of programmed instruction in typewriting, it is

RECOMMENDED that a research project be conducted by Pacific Union College to determine the effectiveness of this program as compared to the conventional method of teaching typewriting.

**CURRENT TRENDS
in Business Education**

Following is a list, without elaboration, of the most pertinent current trends that could and should be adapted to the Seventh-day Adventist system of business education:

1. Education for economic understanding for all students.
2. Every academy student should have typewriting.
3. One year of typewriting instead of two. Teach more in less time.
 - a. By the turn of the century instruction may be more individualized by students working in carrels with programmed instruction.
 - b. Junior-high typewriting taught with a language-arts emphasis.
4. Data processing--a unit in office practice the minimum--giving an introduction and concepts.
5. Mathematics--a much stronger foundation in arithmetic must be included--through the mathematics department if possible.
6. Shorthand
 - a. Teach more in less time--one year.
 - b. Machine shorthand may answer this (Union College has begun research on this.)
7. Business Clubs
 - a. More than just social
 - b. Give community service
 - c. Give service to the school
 - d. FBLA (Future Business Leaders of America)
8. Supervisor in Business Education
 - a. National level--General Conference
 - b. Union Conference Supervisor
 - c. College Personnel--go to teachers conventions and conduct workshops.
9. Note Hand for college-bound students.
10. Block-time scheduling for vocational stenographic programs.

**GUIDELINES FOR BUSINESS EDUCATION
in Seventh-day Adventist Secondary Schools**

Philosophy

Education for business is a vital, interrelated part of the whole process of education. It embraces three very closely linked, yet distinct areas of education: general education, basic business-economic education, and specialized or vocational business education. Each includes adequate and appropriate amounts and kinds of learning experiences for developing certain desired knowledges, understandings, attitudes, appreciations, and skills needed by all persons in order to function satisfactorily and effectively as intelligent members of a changing society.

The philosophy of Christian business education in a Seventh-day Adventist secondary school setting is threefold:

1. Christian business education emphasizes the relationship of Bible principles to success in business and everyday living. "There is no branch of legitimate business for which the Bible does not afford an essential preparation. Its principles of diligence, honesty, thrift, temperance and purity are the secret of true success." Ellen G. White, Education, p. 135.
2. Business education offers to every individual an opportunity to develop those skills, abilities, and understandings that will enable him to handle competently his personal business affairs and contribute to successful Christian stewardship; to develop an understanding of vocational opportunities available in the church organization as well as in the broad field of business; and to assume his citizenship responsibilities through enlightened participation in, and understanding and appreciation of, the American enterprise.
3. It offers to the student who wishes to pursue a career in business these skills, abilities, and understandings that will enable him to enter, perform, and progress in a business occupation either in the church organization or in the world community after graduation from high school; and it provides him with the occupational intelligence to enable him to fit into and find job satisfaction in the labor force of our complex and dynamic economy. It also may supplement academic education for the college-bound student with practical education for the student who may need an earning capacity while in school.

In Seventh-day Adventist secondary schools, course offerings in the basic business-economic area should be available to all youth regardless of career goals, long-range aspirations, economic or social status, and levels of ability.

General Objectives for Business Education

- 1. To provide a common core of business courses which would include skills and knowledges essential to the performance of most initial business occupations, thus providing preparation for a wide occupational base in the denomination and community that will permit the student to adapt to continual change.**
- 2. To provide guidance in the performance of those business activities in which all persons engage regardless of their age, occupation, profession, and economic or social status.**
- 3. To give instruction in practical economic problems and concepts that are essential to an understanding of the structure and function of business and its relation to the occupational lives of all citizens.**
- 4. To develop skills and understandings essential to the prudent management of one's financial activities, including the acceptance of his family, church, and community responsibilities**
- 5. To develop knowledges, understanding, attitudes, and skills which will enable the individual to evaluate local, national, and international problems and to support local, state, and federal governments and organizations designed to conserve human and natural resources**
- 6. To correlate the vocational values of general education courses such as English, mathematics, and other related learnings to the field of business.**
- 7. To instill a sense of tolerance and respect for individual differences in working with others.**
- 8. To encourage independent thinking and problem solving.**
- 9. To prepare students for dependable Christian leadership and participation in the church and community.**
- 10. To inspire respect for the dignity of labor and excellence in one's occupation.**

Secondary Program Structure for Business Education

Business Economics

Business Economics provides a solid body of subject matter designed to meet the needs of all students regardless of educational objectives. The course is designed specifically to aid in the achievement of the "economic efficiency" objective of general education due to the high degree of economic illiteracy within the general populace. Unless the individual member of the community realizes that what he does as a consumer as well as a producer has a considerable effect upon the community, we are not as a group able to control the economic system within reasonable limits. It is the purpose of Business Economics to develop an understanding of the operation of our economy, an understanding and appreciation of the role of business, competence as a user of business and government services and a working knowledge of the part a Christian is to play in all business activities.

The four Principles of Secondary Education, as defined by the Educational Policies Commission, include the following:^{1/}

1. Objectives of self-realization
2. Objectives of human relationship
3. Objectives of economic efficiency
4. Objectives of civic responsibility

The course in Business Economics contributes to each of these objectives, but makes its greatest contribution to the last two and would, therefore, justify this course as a required general education offering.

A competent, experienced teacher, using textbooks now available and the wide variety of learning materials offered by business, can establish an excellent course in this area. A well-taught course in business economics should have much appeal for the college-bound student.

A one-year course must be available to all students, preferably on the 11th or 12th grade level, for the students will be able to relate their learnings to personal as well as business economics more effectively at this level of maturity.

General Objectives

Essential learnings imply that the student is:

1. To understand the way in which the American business-economic system is organized and how this system operates in order to satisfy the needs and wants of individuals

^{1/} The Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, The Central Purpose of American Education, January, 1962, p. 2

Business Education - 7

2. To develop knowledges of business which every person must have if he is to be a wise buyer, user, and producer of business goods and services

3. To establish concepts of business that will contribute to the solution of personal business problems and the understanding of world economic relations

4. To become an intelligent participant in community and national affairs, by having a background of personal experiences

5. To understand and use business terminology as it applies to business activities

6. To build a foundation for further study in business and economics for business occupations within the church or the business world

Specific Objectives

1. To gain a basic understanding of the reasons for the high standard of living in a free enterprise system

2. To manage money wisely by budgeting, saving, and investing

3. To use credit wisely and to recognize the extent to which credit may be used

4. To become better consumers and producers of business goods and services

5. To utilize banking services by being aware of the counseling and other services available at banking institutions

6. To be aware of the influence of labor and the Seventh-day Adventist position in relation to it

7. To survey the many aspects of insurance, including purposes, types, benefits, and premiums

8. To have an awareness of the basic functions of electronic data processing -- eliminating the mysticism that surrounds this field

9. To exhibit Christian attitudes toward business and personal responsibilities

10. To explore occupational opportunities in the various business activities within the denomination and the community with an emphasis on the techniques of job finding

Bookkeeping

As each student enters the bookkeeping class, preferably in the eleventh or twelfth grade, he approaches the subject with his personal objectives in mind. One will be taking the class because it is the only subject that will fit his schedule, another will be taking it with a vocational objective in mind, and still another will be taking it in order to learn how to handle his personal finances. For example, every person who earns an income is responsible for keeping records that can be checked by income tax authorities. Also, the Spirit of Prophecy stresses the importance of having a knowledge of bookkeeping techniques. This course will help the student know how to make the many economic decisions that he has to make. Thus, the course must be taught in such a way that each of these students will feel that he has achieved his personal objectives.

The advent of computer technology and its rapid adoption by business and other enterprises, and the increasing application of mathematical techniques to the solution of management problems are working substantial changes in the nature of bookkeeping. Bookkeeping and data processing are so interwoven in business that they cannot be separated.

A good bookkeeping course must take other than recording activities into account. It cannot concentrate solely on journalizing, posting, and preparing statements. It cannot be an encyclopedic presentation of a variety of topics such as worksheets, payroll, adjusting and closing entries. We must teach students to reason, to solve problems, to reach conclusions, to make decisions. The emphasis must be on the "why" in the teaching of bookkeeping.

Thus, the implications are that the systems approach to the teaching of bookkeeping should be used. The systems approach is not a new concept, although it is a relatively new term. Each employee should have both specific depth training in his immediate job and a broad, general overview of his company. Knowledge of systems -- the purpose, the sequence, and the relationship of activities in a system -- is necessary if the office worker (whether an accountant, a secretary, a clerk, or an equipment operator) is to utilize intelligently the manipulative skills he may possess.

General Objectives

In the development of the skills required in bookkeeping the student should be able:

1. To interpret records and reports intelligently
2. To analyze and as a result of the analysis be able to synthesize: "Why is this done?" "Is there a better way of doing it?"
3. To analyze and synthesize, the student must of necessity be able to use the technique of flowcharting: these are the "roadmaps" of modern business
4. To understand the broad principles of bookkeeping common to manual, mechanical, and electronic systems. While systems and jobs are certain to change, it is likely that the principles which are behind any good data processing system will continue to be true.

5. To develop skill in using adding and calculating machines; bookkeeping work done in offices will be done with the aid of such equipment

6. To prepare personal income tax forms

7. To be aware of the opportunities open to persons with a bookkeeping background particularly within the denomination. As a result, the student should be able to be of more service in the local church or on the various conference levels than he would have been had he not had bookkeeping

8. To possess the qualities of accuracy, neatness, honesty, integrity, and character traits so necessary to the success of the Christian businessman or woman

9. To learn to make opening, closing, and adjusting entries and filling out and using worksheets, and making entries for the sale and write off of assets should be optional; it is a rare bookkeeper who makes these entries today.

Shorthand

With the increasing amount of paper work required within the denomination and in business each year and the continuing critical shortage of stenographers and secretaries, it is highly important that high schools include in their curriculum vocational education in the office skills. The good stenographer is a precious commodity. During good times and poor there is no skill that provides better employment security for the able young persons than stenographic skill. For those students who are capable of becoming stenographers and who plan to do office work, shorthand should be a part of their program. Even though voice-recording equipment is used fairly extensively for dictation, most businessmen prefer to employ stenographers who are skilled in both shorthand and machine transcription.

It is preferred that a two-year shorthand program be offered so that the student has ample opportunity to develop maximum skill; however, it is recognized that this is not always possible. It is then the responsibility of the shorthand teacher to enrich the one-year program to the fullest extent if it is to be of vocational value. If only one year of shorthand is taught, it should be given on the 11th grade level with Office Practice following on the 12th grade level where shorthand transcription can be further developed.

The basic objective of the shorthand course is to provide the student with those skills, knowledges, and attitudes needed to obtain an initial position in stenographic work within the denomination or in the business world.

Objectives

In order to master the necessary skills the shorthand student will need:

1. To master the principles of shorthand theory -- phrasing, word beginnings, word endings, etc.

2. To recognize sounds in English words, record legibly in shorthand the sounds heard, and read the shorthand notes rapidly and accurately.

3. To automatize the commonly used words and phrases
4. To develop a general vocabulary through dictation material of various levels of difficulty and on various subject matter in the time available
5. To develop the ability to take dictation of familiar material and transcribe accurately
6. To build skills of spelling, punctuation, capitalization, word division, proofreading, and developing vocabulary and acceptable English usage
7. To take new matter dictation for 3 minutes at the rate of 60 words per minute and transcribe it with 95% accuracy as a minimum requirement of the first year shorthand course
8. To develop desirable work habits -- accuracy, efficiency in the use of time and materials, punctuality, dependability, loyalty, character traits and behavior patterns necessary for success in the business world and in the world to come.

Typewriting

The growing need for improving lines of communication in our rapidly expanding political and economic systems, plus the fact that the typewriter increases an individual's ability to express his ideas, adds daily to the numbers who must use the typewriter in their work. It is fact becoming a general education skill for all students.

The typewriter has come to be recognized as a tool for learning, i.e., in the area of language arts skills, and all secondary students must have typewriting for immediate personal uses as well as for subsequent use. Today's typewriting program must also be designed to meet the needs of the vocational business student.

The personal objectives and first semester vocational typing objectives may be covered in the same course. Development of the basic skills should come first in any beginning typewriting class -- personal or vocational.

In schools where more than one section of beginning typewriting must be offered, personal-use typewriting might be separated from the vocational course. Thus the course could be offered each semester. It should be offered five periods a week on whichever grade level it best fits the student's schedule.

Typewriting skill has too often been defined in a restricted sense to straight-copy skill only. The overall evaluation of a student's typewriting skill should be based on factors other than just straight-copy skill. Straight-copy skill should enter less and less into the total evaluation pattern as the student progresses through the typewriting course.

Other elements which need to be evaluated and graded include technique, particularly in the first semester; basic skill competencies; problem work; work attitudes and habits; with emphasis on production performance.

For the vocational typewriting student, the course must be taken as close to the time of his employment as practical -- preferably in the 11th or 12th grade.

Objectives

First Semester

In order to acquire the skills necessary to good performance on the typewriter, it is necessary for the student:

1. To acquire the fundamental techniques that will serve as a basis for effective use of the typewriter
2. To improve language arts skills by increasing ability to spell, punctuate, syllabicate, compose in good English, and apply this background knowledge in typewriting situations
3. To arrange typewritten material for readability and attractiveness and to produce usable copies on the first attempt
4. To type at a rate that is faster than he can write longhand
5. To follow oral and written instructions and to analyze and to solve problems
6. To develop attitudes, work habits, character traits, and behavior patterns that are necessary not only for success in the business world but also for effective citizenship in this world and the world to come
7. To become proficient in the care of the typewriter

Instruction in the course provides for the development of correct techniques, speed and control. Typewriting problems included are centering, tabulating, using letter forms, addressing envelopes, and typing postal cards, rough drafts, and manuscripts. Students learn skills of proofreading, spreading and crowding letters, erasing, writing on ruled lines and printed forms, and preparing carbon copies.

Second Semester

1. To produce work of acceptable quantity and quality as to meet the requirements for an initial job employment in business
2. To conduct efficiently all auxiliary typewriting activities -- erasing, cutting stencils the basic organization and routine of business procedures required for the selection of correct business forms, format, and style.
3. To compose at the typewriter
4. To apply the rules of form to more complex situations than those encountered during the first semester
5. To make neat erasures on both original and carbon copies
6. To type manuscripts, including footnotes and supplementary pages, without the need to check references, manuals, or books

7. To plan and type simple tabulations, letters in various styles, and business forms

8. To understand general office procedures

9. To become proficient in the use of reference sources, i.e., dictionary, style manuals, and secretarial handbooks

The typewriting problems included in the first semester will be expanded in depth during the second semester. Technical typewriting such as legal documents should be left to the option of the teacher.

Office Practice

Statistics show that in March of 1963, 15.2 per cent of the work force in the 50 states of the United States were clerical workers, and opportunities for employment in the clerical jobs today are increasing. Students who have taken office practice courses could constitute a large source of trained workers to fill these clerical positions.

The office is an integrated pattern of systems for gathering information, processing information, and storing information for future use. Management bases decisions on the data furnished by personnel responsible for these three basic functions.

Office workers contribute to the processing of data rather than processing data individually. Their tasks are performed sequentially in office-wide systems. Office practice courses, therefore, should be structured so that students will think in terms of the whole office rather than in terms of isolated jobs performed.

Office practice, a two-semester terminal course, is not a single course, rather a combination of courses. It integrates and correlates in one course the related stenographic, clerical, and general office skills, and office information. It usually includes the preparation of students to operate those types of business machines which they will most often be required to use on the job -- adding and calculating machines, duplicating machines, filing and mailing devices, transcribing machines.

It places final emphasis on each activity and requires the student to go through a variety of experiences which will enable him to see the relationship between these experiences and the structure of the business office. Preferably, office practice should be taught by a teacher of the business skills who has had office work experience. Office practice should be offered in the senior year with prerequisites of typewriting and business economics, or concurrent registration in business economics.

Since the course should meet the needs of all students who expect to work in an office whether he is a stenographer, bookkeeper, record keeper, or a general office worker, not every student enrolled in the course will be required to participate in every one of the activities and experiences provided in office practice. Specific assignments will vary with individual personal objectives, abilities, skills, and needs. Office practice courses can be adapted to the needs of the high, average, or low ability student.

Objectives

The purposes of Office Practice will be fulfilled if the student is:

1. To receive refresher training in once-learned skills that are partially lost if not used constantly, such as: English fundamentals, basic mathematics, and typewriting techniques, and shorthand
2. To participate in activities which demand application of the acquired specialized skills and knowledges and which will further develop them
3. To further develop shorthand transcription skills
4. To gain understandings of business, office practice procedures, policies, and systems
5. To develop a responsible attitude for assuming tasks and carrying them to completion without close supervision
6. To have an understanding of office standards of performance and production
7. To make working adjustment on the initial job easier while at the same time increasing proficiency
8. To judge completed work and make necessary corrections and adjustments to make the work usable
9. To develop further a business vocabulary, including the terminology of data processing
10. To further understand and appreciate our economic system
11. To understand and appreciate the impact of automation on the handling of office activities
12. To have a right concept toward work and what the employer expects for a fair rate on his investment in his worker
13. To make intelligent use of reference materials -- including S. D. A. Yearbook and Conference Directory
14. To learn standards of office dress and personal hygiene
15. To develop acceptable office manners, desirable personality traits, and a desirable code of ethics
16. To think constructively, to question and analyze practices, and to give appropriate and timely suggestions for improvements
17. To develop practical skill in operating business machines most often used on the job -- voice transcription, adding and calculating, and duplicating-- and thoroughly gain a desire for absolute accuracy, neatness, and thoroughness

18. To develop an attitude of cooperation and fairness toward co-workers and a realization of how a job fits into the total office and business situation

19. To become familiar with the basic principles of data processing and to appreciate the role it plays in modern business and industry

20. To develop skills and understandings in areas of office work that have not been covered in other courses, such as:

- a. receptionist work
- b. handling mail
- c. filing
- d. telephone
- e. travel services
- f. typewriting essentials
 - (1) selection of materials
 - (2) business forms and papers
 - (3) letter styles
 - (4) composing at the typewriter
 - (5) correspondence responsibilities
- g. financial records
 - (1) banking
 - (2) petty cash
 - (3) payroll
 - (4) credit
- h. occupational
 - (1) application
 - (2) data sheet
 - (3) interview
 - (4) civil service
 - (5) denominational occupations

Office Practice Equipment

Secondary schools can offer an effective Office Practice class with no more equipment than typewriters, 10-key adding machines, calculators (printing calculator will serve the purpose of the 10-key adding machine), stencil duplicator, fluid duplicator, and voice writing machines, at least one electric typewriter.

Where funds are available, the ideal equipment for a 15-member class would be the following:^{1/}

10-key adding machines	3	Fluid Duplicator	1
Rotary Calculators	2	Copy Machine	1
Printing Calculators	2	Typewriter (simulating key punch)	1
Transcribing Machines	2	Offset Duplicator (optional)	1
Electric Typewriters	4	Posting Machine (Optional)	1
Electric Typewriter (wide carriage)	1	Billing Machine (Optional)	1
Electric Typewriter (differential spacing)	1		
Stencil Duplicator	1		

^{1/} Association of School Administrators, Curriculum Handbook for School Administrators, 1967

APPENDIX B

Questionnaires

- 1. Union Education Directors**
- 2. Secondary School Administrators**
- 3. Secondary School Business Teachers**

APPENDIX B-1

UNION EDUCATION DIRECTORS

The following questionnaire is part of a study to determine the extent to which North American Division and union conference recommendations for business education curriculum are being received and considered at the academy level.

Your time and cooperation in completing this short questionnaire is deeply appreciated. When finished, please return in the self-addressed stamped envelope which is provided.

1. What positions do those who comprise the union conference curriculum committee hold?
 1. _____ 4. _____
 2. _____ 5. _____
 3. _____ 6. _____
2. How often does the curriculum committee meet?
_____ more than once annually _____ annually _____ less than once annually
3. Who chairs the committee? _____
4. Are North American Division Curriculum Recommendations used in determining the agenda of the committee?
_____ very frequently _____ often _____ somewhat _____ rarely
- 5a. Are union conference curriculum committee policies/recommendations subject to approval by anyone outside the committee?
_____ yes _____ no
- 5b. If yes, who? _____
6. What is the procedure for disseminating union curriculum recommendations to the secondary schools (mail, telephone, personal meeting)? _____

7. When you receive curriculum recommendations from the North American Division are they:
self explanatory _____ yes _____ no
open to individual interpretation _____ yes _____ no
concise _____ yes _____ no
- 8a. How often are curriculum recommendations received from the North American Division?
_____ more than once annually _____ annually _____ less than once annually
- 8b. Are curriculum recommendations received from the North American Division on a regular basis?
_____ yes _____ no

9. Concerning the last North American Curriculum Revision Committee business education section report issued in 1969, have all or any of the following recommended trends been adapted to the SDA system of business education at the union level? Have any or all of the trends been recommended to the secondary schools?
- | | | | |
|----|--------------------------------------|----------------------------------|--|
| A. | <input type="checkbox"/> Recommended | <input type="checkbox"/> Adapted | Every student should have typing |
| B. | <input type="checkbox"/> Recommended | <input type="checkbox"/> Adapted | Typing should be taught in one year instead of two. (Teach more in less time) |
| C. | <input type="checkbox"/> Recommended | <input type="checkbox"/> Adapted | A unit of business machines should be taught in typing classes. |
| D. | <input type="checkbox"/> Recommended | <input type="checkbox"/> Adapted | A unit of data processing should be taught in office practice courses giving an introduction and concepts. |
| E. | <input type="checkbox"/> Recommended | <input type="checkbox"/> Adapted | Business clubs such as FBLA (Future Business Leaders of America) should be instituted. |
| F. | <input type="checkbox"/> Recommended | <input type="checkbox"/> Adapted | Notehand should be offered to college bound students. |
| G. | <input type="checkbox"/> Recommended | <input type="checkbox"/> Adapted | Block-time scheduling should be instituted for the vocational stenographic programs. |
10. Is there a firm committment to incorporate the North American Curriculum Committee recommendations for business education into union policy?
☐ yes ☐ no
11. How does the union education office encourage the secondary schools to adopt curriculum recommendations? _____

12. How often are union curriculum recommendations sent to the secondary schools?
☐ more than once annually ☐ annually ☐ less than once annually
13. How do you perceive the importance of union curriculum recommendations by the secondary school administrator?
☐ very important ☐ somewhat important ☐ of little importance
14. Do you have input into the formulation of recommendations made by the North American Division Curriculum Revision Committee (submitted your ideas, served as a member of that body, been asked or surveyed?)

APPENDIX B-2

ACADEMY ADMINISTRATORS

The following questionnaire is part of a study to determine the extent to which North American Division and union conference recommendations for business education curriculum are being received and considered at the academy level.

Your time and cooperation in completing this questionnaire is deeply appreciated. When finished, please return in the stamped, self-addressed envelope which is provided.

- 1a. How often are curriculum recommendations received from the union conference?
☐ more than once annually ☐ annually ☐ less than once annually
- 1b. Are curriculum recommendations received from the union conference in time to plan curriculum at your school for the following year? ☐ yes ☐ no
2. How much emphasis is placed on union conference curriculum recommendations in determining curriculum at your school?
☐ great ☐ some ☐ little ☐ none
3. Is your staff included in curriculum decision making?
☐ very frequently ☐ often ☐ somewhat ☐ rarely ☐ no
- 4a. Are you encouraged to adopt curriculum recommendations by the Union Education Director? ☐ yes ☐ no
- 4b. If yes, how are you encouraged? _____

- 5a. Is the Education Director active is helping to formulate curriculum at your school?
☐ yes ☐ no
- 5b. If yes, how is he active? _____

6. Do you have to incorporate union conference curriculum recommendations into your school's curriculum? ☐ yes ☐ no
7. How much of an effect has the General Conference accreditation of your school been in adopting union conference curriculum recommendations?
☐ very much ☐ quite a lot ☐ somewhat ☐ very little ☐ none
8. The following curriculum recommendations might have been sent to you from the union conference. Check the one appropriate line concerning curriculum at your school.
 A. Every academy student is taught typewriting.
 ☐ Never recommended by the union to my knowledge; not a part of our curriculum.
 ☐ Never recommended by the union to my knowledge; is a part of our curriculum.
 ☐ Recommended by the union but not adopted at our school. (Please explain why) _____
 ☐ Recommended by the union and adopted in the past, but not now a part of our curriculum. (Please explain) _____
 ☐ Recommended by the union; part of our school curriculum.

B. Typing is taught in one year instead of two. (More is taught in less time.)

- ☐ Never recommended by the union to my knowledge; not a part of our curriculum.
☐ Never recommended by the union to my knowledge; is a part of our curriculum.
☐ Recommended by the union but not adopted at our school. (Please explain why) _____
☐ Recommended by the union and adopted in the past, but not now a part of our curriculum. (Please explain) _____
☐ Recommended by the union; part of our school curriculum.

C. A unit of business machines is taught in typing classes.

- ☐ Never recommended by the union to my knowledge; not a part of our curriculum.
☐ Never recommended by the union to my knowledge; is a part of our curriculum.
☐ Recommended by the union but not adopted at our school. (Please explain why) _____
☐ Recommended by the union and adopted in the past, but not now a part of our curriculum. (Please explain) _____
☐ Recommended by the union; part of our school curriculum.

D. A unit of data processing is taught in office practice class or some other class.

- ☐ Never recommended by the union to my knowledge; not a part of our curriculum.
☐ Never recommended by the union to my knowledge; is a part of our curriculum.
☐ Recommended by the union but not adopted at our school. (Please explain why) _____
☐ Recommended by the union and adopted in the past, but not now a part of our curriculum. (Please explain) _____
☐ Recommended by the union; part of our school curriculum.

E. There are business clubs such as FBLA (Future Business Leaders of America) in operation.

- ☐ Never recommended by the union to my knowledge; not a part of our curriculum.
☐ Never recommended by the union to my knowledge; is a part of our curriculum.
☐ Recommended by the union but not adopted at our school. (Please explain why) _____
☐ Recommended by the union and adopted in the past, but not now a part of our curriculum. (Please explain) _____
☐ Recommended by the union; part of our school curriculum.

F. Notehand is offered to all college bound students. (Notehand is a copyrighted simplified shorthand system for personal use rather than employment skill.)

- ☐ Never recommended by the union to my knowledge; not a part of our curriculum.
☐ Never recommended by the union to my knowledge; is a part of our curriculum.
☐ Recommended by the union but not adopted at our school. (Please explain why) _____
☐ Recommended by the union and adopted in the past, but not now a part of our curriculum. (Please explain) _____
☐ Recommended by the union; part of our curriculum.

G. Block-time scheduling (two or more periods) is part of the stenographic program or vocational office program.

- ☐ Never recommended by the union to my knowledge; not a part of our curriculum.
☐ Never recommended by the union to my knowledge; is a part of our curriculum.
☐ Recommended by the union but not adopted at our school. (Please explain why) _____
☐ Recommended by the union and adopted in the past, but not now a part of our curriculum. (Please explain) _____
☐ Recommended by the union; part of our school curriculum.

9. Which of the above items in question 8, if not a part of your present program, would be practical and/or beneficial at your school?

- | | | | |
|---|----------------------------|------------------------------|-----------------------------|
| A. Typing for all students? | practical at our school | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| | beneficial to our students | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| B. Typing condensed into one year instead of two? | practical at our school | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| | beneficial to our students | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| C. Business machines taught in typing class? | practical at our school | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| | beneficial to our students | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| D. Data processing unit? | practical at our school | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| | beneficial to our students | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| E. Business clubs? | practical at our school | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| | beneficial to our students | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| F. Notehand to college-bound | practical at our school | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| | beneficial to our students | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| G. Block-time scheduling | practical at our school | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| | beneficial to our students | <input type="checkbox"/> yes | <input type="checkbox"/> no |

10. Are you involved in developing union conference curriculum recommendations? (submitted your ideas, served as a member of that committee which develops recommendations, been asked for your opinions or surveyed.)

Additional comments: _____

1

ACADEMY BUSINESS TEACHERS

The following questionnaire is part of a study to determine the extent to which North American Division and union conference recommendations for business education curriculum are being received and considered at the academy level.

Your time and cooperation in completing this short questionnaire is appreciated. When finished, please return in the self-addressed stamped envelope which is provided.

1a. To what degree are you included in curriculum decision making?

☐ very frequently ☐ often ☐ somewhat ☐ rarely

1b. Does the staff at your school have influence in curriculum decision making at your school?

☐ yes ☐ no

2a. Is there a committee which determines curriculum at your school?

☐ yes ☐ no

2b. If yes, are you a member of that committee?

☐ yes ☐ no

3a. Are you aware that the union conference makes curriculum recommendations for business education at your school?

☐ yes ☐ no

3b. If yes, do you feel that union conference recommendations for business education are seriously considered in determining curriculum at your school?

☐ very frequently ☐ often ☐ somewhat ☐ rarely

4. Check the appropriate box regarding curriculum at your school:

A. Typing is taught to every student

☐ yes ☐ no

B. Typing is taught in one year instead of two. (More taught in less time)

☐ yes ☐ no

C. A unit of business machines is taught in typing classes.

☐ yes ☐ no

D. A unit of data processing is taught in office practice class or some other class.

☐ yes ☐ no

E. There are business clubs such as FBLA (Future Business Leaders of America) in operation

☐ yes ☐ no

F. Notehand is offered to college bound students

___yes ___no

G. Block-time scheduling (two or more periods) is part of the stenographic program or the vocational office program.

___yes ___no

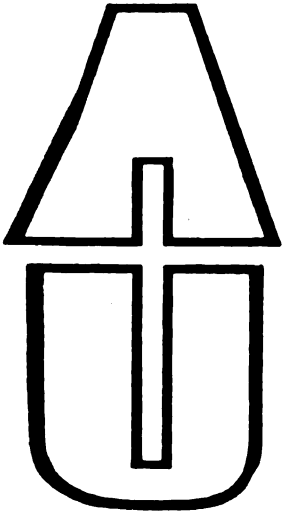
5. Which of the above items in Question 4, if not a part of your present program, would be practical and/or beneficial at your school?

- | | | | |
|---|----------------------------|--------|-------|
| A. Typing for all students | practical at our school | ___yes | ___no |
| | beneficial to our students | ___yes | ___no |
| B. Typing in one year
instead of two | practical at our school | ___yes | ___no |
| | beneficial to our students | ___yes | ___no |
| C. Business Machines for
typing students | practical at our school | ___yes | ___no |
| | beneficial to our students | ___yes | ___no |
| D. Data processing unit | practical at our school | ___yes | ___no |
| | beneficial to our students | ___yes | ___no |
| E. Business clubs | practical at our school | ___yes | ___no |
| | beneficial to our students | ___yes | ___no |
| F. Notehand to the college-
bound | practical at our school | ___yes | ___no |
| | beneficial to our students | ___yes | ___no |
| G. Block-time scheduling | practical at our school | ___yes | ___no |
| | beneficial to our students | ___yes | ___no |

APPENDIX C

Cover Letters

- 1. Andrews University**
- 2. The General Conference of Seventh-Day Adventists**
- 3. Atlantic Union**
- 4. Central Union**
- 5. Columbia Union**
- 6. Lake Union**
- 7. North Pacific Union**
- 8. Northern Union**
- 9. Pacific Union**
- 10. Southern Union**
- 11. Southwestern Union**



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

February, 1976

Directors of Education
Union Conferences of S.D.A.
North American Division

Dear Colleagues:

LETTER OF INTRODUCTION

One of our teachers in the Lake Union Conference on the secondary school level, James E. Thomas, is currently pursuing his Doctor of Philosophy degree curriculum at Michigan State University.

His dissertation topic, in my opinion, has scholastic merits in both informational and historical value for the implementation of curricular patterns and programs in the North American Division.

From the findings, conclusions, and recommendations of this dissertation, I trust that we shall re-evaluate realistically improvements needed in the Seventh-day Adventist curriculum for business education.

In behalf of the immediate future of the North American Division, and for the validity of his dissertation results, I shall appreciate your sincere cooperation with Mr. Thomas.

Cordially yours,

A handwritten signature in black ink, which appears to read 'T. S. Geraty'. The signature is written in a cursive, flowing style.

T. S. Geraty, Chairman
Department of Education

nr



DEPARTMENT OF EDUCATION

General Conference of

Seventh-day Adventists

February 10, 1976

CHURCH WORLD HEADQUARTERS: 6840 EASTERN AVENUE, NW, WASHINGTON, D.C. 20012
TELEPHONE: (202) 723-0800 • CABLE: ADVENTIST, WASHINGTON • TELEX: 88-880

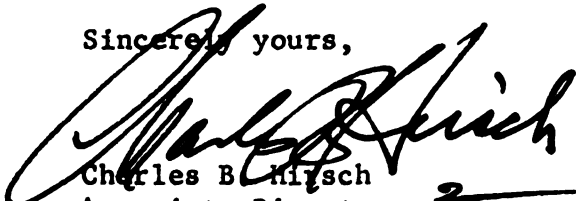
To Whom It May Concern:

Mr. James E. Thomas is planning to do research on his dissertation in the area of curriculum and its effectiveness in the North American Division insofar as secondary education is concerned. Our office feels that this is a fine endeavor, and one that may give us a little insight as to what happens to recommendations made at the top when they finally reach the various academy levels, if and when they do.

I would strongly recommend your cooperation in this research.

Mr. Thomas will be communicating with you directly in regard to this matter.

Sincerely yours,



Charles B. Hirsch
Associate Director

CBH:rlj

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H

THE ATLANTIC UNION CONFERENCE OF SEVENTH-DAY ADVENTISTS
400 MAIN STREET • SOUTH LANCASTER, MASSACHUSETTS 01561 • 617/368-8333

February 23, 1976

TO WHOM IT MAY CONCERN:

James E. Thomas, a student at the Michigan State University, is in the process of working on his dissertation in the area of curriculum and its effectiveness in the North American Division, insofar as our secondary schools are concerned.

After checking over his material, we feel that it is a very worthwhile endeavor, and we hope that you will cooperate with him in his survey of the program of business education in the Atlantic Union Conference

Yours very sincerely,



L. E. Smart
Director of Education

LES:dw/

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CENTRAL Union Conference

SEVENTH-DAY ADVENTISTS

Phone 488-2313

4547 CALVERT STREET LINCOLN, NEBRASKA 68506

Mailing Address
P. O. Box 6127

March 11, 1976

Mr. James Thomas
12518 Crab Apple Lane
Grand Ledge, Michigan 48837

Dear Mr Thomas:

I am writing to let you know that you have my permission to contact the academy principals here in the Central Union in regard to this survey that you are making for your doctoral thesis. I am sorry that I failed to check the indicated place on the blank that you sent to me, however, for some reason or other it was an oversight on my part, and most assuredly we are anxious to cooperate with you and will be interested in the results of your study when it is completed.

Very sincerely yours,



L. G. Barker
Secretary of Education

LGB/hc

APPENDIX C-5
COLUMBIA **UNION**
CONFERENCE

maryland · district of columbia · virginia · west virginia · pennsylvania · ohio · new jersey · delaware

of seventh-day
adventists

7710 carroll avenue
takoma park
maryland 20012

301 270-6600

office of education

1 March 1976

Principals of the Academies
Columbia Union Conference

Dear Brethren:

Recently, James Thomas, a doctoral candidate at Michigan State University has written asking for assistance in securing information from each of our academies.

He is particularly concerned in his study with the recommendations of the North American Division Curriculum Revision Committee and how these recommendations are carried out.

It would please me if you would feel free to assist him by responding to his questionnaire.

Very sincerely yours,



E. C. Wines

Director, Office of Education

ECW-m

LAKE UNION
CONFERENCE*of Seventh-day Adventists*

BOX C. BERRIEN SPRINGS

• MICHIGAN 49103

PHONE (810) 473-4541

February 9, 1976

Mr. James Thomas
12518 Crab Apple Lane
Grand Ledge, Michigan 48837

Dear Brother Thomas:

Today I wrote to the principals of the Lake Union Academies asking them to cooperate in filling out the questionnaire that you will soon be sending them.

I mentioned to them that you will be editing the questionnaire, making necessary changes, as we discussed them on the telephone last Sunday.

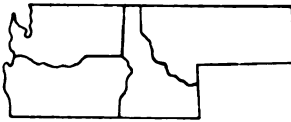
I am sure you will find them cooperative.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "F. R. Stephan".

F. R. Stephan, Director
DEPARTMENT OF EDUCATION

to



ALASKA
IDAHO
MONTANA
OREGON
WASHINGTON

APPENDIX C-7

NORTH PACIFIC UNION CONFERENCE

of Seventh-day Adventists

10225 EAST BURNSIDE
P.O. BOX 16677

PORTLAND, OREGON 97216
(503) 255-7300

Feb. 19, 1976

Mr. James Thomas
12518 Crab Apple Ln.
Grand Ledge, MI 48837

Dear Mr. Thomas:

Your letter of February 10 is at hand regarding your doctoral study. This is to advise that you have our approval to send questionnaires to our academy administrators and business teachers.

We shall anticipate your favoring us with copies of the results.

Sincerely,

T. W. Walters, Director
OFFICE OF EDUCATION

TWW:hs

NORTHERN UNION CONFERENCE

of Seventh-day Adventists

400 NORTH LILAC DRIVE
MINNEAPOLIS, MINNESOTA 55422
TELEPHONE: 612/545-0471

EDUCATIONAL AND MISSIONARY VOLUNTEER DEPARTMENT

March 3, 1976

Mr. James Thomas
12518 Crab Apple Ln.
Grand Ledge, MI 48837

Dear Brother Thomas:

You have my approval to contact teachers of the Northern Union academies for assistance in your Business Education Curriculum study in connection with your graduate program.

May the Lord continue to bless as you pursue your course.

Very sincerely,

C. M. Willison

C. M. Willison
Director of Education

CMW:mt
enc.

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ARIZONA
CALIFORNIA
HAWAII
NEVADA
UTAH

PACIFIC UNION CONFERENCE

of Seventh-day Adventists

P.O. BOX 146, 1545 NORTH VERDUGO ROAD, GLENDALE, CALIFORNIA 91209
(213) 241-5173

February 20, 1976

Superintendents of Education
Academy Principals
PACIFIC UNION CONFERENCE

Gentlemen:

This is to introduce Mr. James Thomas, a graduate student at Michigan State University. Mr. Thomas has the support of Andrews University and the General Conference Education Department staff to conduct a field survey for his doctoral dissertation project. Mr. Thomas is anxious to circularize our field with a questionnaire which we hope you will complete and return as soon as possible.

Thank you for your cooperation.

Very sincerely yours,

W. M. Schneider, Director
OFFICE OF EDUCATION

WMS:vlf

APPENDIX C-1d

Southern Union Conference



of Seventh-day Adventists

Office of Education

March 1, 1976

TO WHOM IT MAY CONCERN:

We are recommending to you the research project being undertaken by James Thomas of Andrews University. Our curriculum committees on both the conference and the union levels will benefit from this important study. Your participation now will enhance and strengthen our curriculum work in the future. It will speed forward this research program if you will complete quickly the questionnaire which is being sent to you.

Thanks so much for your cooperation.

Yours sincerely,



Vernon W. Becker
Director of Education

VWB:sce

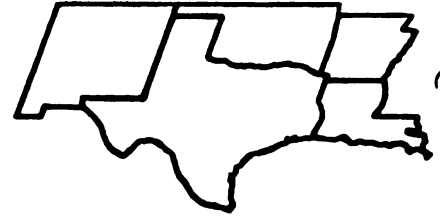
South

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Southwestern Union Conference

OF SEVENTH-DAY ADVENTISTS

600 S. CENTRAL EXPRESSWAY, BOX 400, RICHARDSON, TEXAS 75080



(214) 235-5241

March 1, 1976

TO WHOM IT MAY CONCERN

This is to notify that James Thomas in the Michigan Conference, residing at 12518 Crab Apple Lane, Grand Ledge, Michigan, is conducting a Business Education Curriculum Study and will be sending out a survey to the Academies in the Southwestern Union. Please fill out and return to him at your earliest convenience.

Sincerely,

Frances Clark
Elementary Supervisor

m ✓

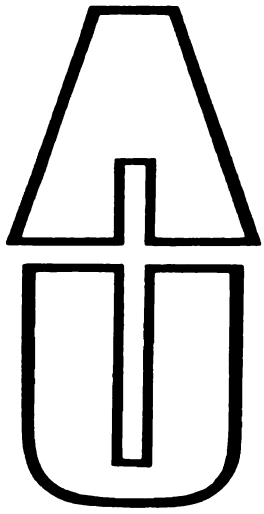
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APPENDIX D

Responses from Teacher Educators and Mrs. Ionia Minium

- 1. Andrews University**
- 2. Atlantic Union College**
- 3. Loma Linda University**
- 4. Pacific Union College**
- 5. Mrs. Ionia Minium**



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

April 1, 1976

Mr. James Thomas
12518 Crab Apple Lane
Grand Ledge, MI 48837

Dear Jim:

The committee which worked on the revisions or recommendations for business education for Seventh-day Adventist secondary schools was chaired by Mrs. L. W. Minium, 4848 Calvert, Lincoln, NE 68506. Mrs. Minium has recently retired; but, she could give you the details of the committee's work.


I really do not know what information or instructions were distributed to the secondary teachers or to the college teachers. The report of the committee was presented in detail to those in attendance. I would expect that most of the college teachers would, in turn, make use of this material and these committees in connection with their methods class. I presume that you have a copy of this report. If by any chance you do not, I have copies available here.

To my knowledge, we are not including in the methods class instructions in the teaching of data processing or how to teach "notehand." It may be that some of the other schools do this. We have only one methods class here for all business education courses. It has been difficult for us to put everything into it that we would like to include. Our major emphases are in the area of typewriting, shorthand, transcription, general business, and book-keeping. Also, we have not given special emphasis to "FBLA."

Both Nila and I will be attending the NBA convention and are looking forward to seeing you there. I would like to know something of your progress in gathering information for your doctorate. I believe this will be a valuable contribution to our area of business education.

As you probably know, we have an opening for a teacher in our department. We have not made any final selection of an individual for this position; but, we are hoping to find someone with a doctorate in order to strengthen our MAT program.

Cordially,


Bonnie Jean Hannah, Chairman
Secretarial Studies Department

sgr

APPENDIX D-2

P. O. Box 303
Timber Lake, SD 57656
March 28, 1976

Mr. James Thomas
12518 Crab Apple Lane
Grand Ledge, MI 48837

Dear Jim,

Thank you for your letter of March 19 and for bringing me up to date on the progress you are making with your study. It appears that you are moving right along and getting the important things done, which is more than I can say for myself. I'm trying to read for comps but find it next to impossible with my teaching load. I plan to go back to the University of Connecticut this summer for a few weeks to write my exams, but as of today I almost doubt that I'll be ready for them. I do know one thing: I'll never do another Ph.D. eighteen hundred miles from the university!

I'll try to answer your questions the best I can, although I doubt if my answers will be of any help to you.

I was slated to be the representative for the Southern Union at the 1969 Curriculum Revision Committee of the North American Division (representing business education). In fact, I was all set to go, when I received the call to be Chairman of the Business Education/Secretarial Science Department at A.U.C., which I accepted. Consequently, I did not attend the meeting, which was held in California, I believe, and therefore I have no first-hand knowledge of the proceedings. Furthermore, nothing was ever relayed or sent on to me--either printed or oral--pertaining to that session.

Regarding the six items you inquired about, I will respond to them individually. Forgive me for being candid.

1. How to teach typewriting to all students: Your word "all" threw me, and I'm not sure how to interpret it. Do you mean all high school students, all junior and senior high students? Gradeschool students? My methods class was intended for business education teachers who would be teaching typin- to first and second year typing students, regardless of their academic rank, but supposed that they would be freshmen or sophomores.

2. How to combine the teaching of first and second year typewriting into a condensed one-year program: In addition to teaching methods for a regular typing class, I did discuss "personal typing" and an accelerated course, which might be similar to what you have in mind. However, not a great deal of time was spent on either one (i.e., personal typing or an accelerated course) since the likelihood of either being offered in any of our academies is remote at best. Our academies are lucky if they have qualified business education teachers (I don't mean certified), much less offer a "frill" course such as personal typing! (I could tell you stories!!) Some of my business education majors did go into public school teaching, however, and consequently, I felt it important to at least mention these courses in our class discussions.

3. How to teach data processing: Of all 6 of your items, the least mention was made of this one in classes, but again it was touched upon in our discussions. My giving it superficial emphasis was not due to my belief that it isn't important, but rather because of a lack of need for this information in our academies. Another reason, of course, is that business education covers so many areas and subjects--too many to cover in two methods courses--so a list of priorities was inevitable. This may sound ridiculous to anyone unfamiliar with our parochial system, but as you may know (or may not know!), business education is the step child of the curriculum. I know this after having taught in two of our larger academies (Mt. Vernon, Ohio, and Collegedale, Tennessee), and after supervising student teachers in several of our other academies. But don't get me started on that subject, as I'm prepared to give a hell-fire and brimstone sermon regarding that topic! In my not-so-humble opinion, I believe that business education is looked upon as degrading by many parents and academy principals, and intended for only flunkies and boneheads. Somehow they are of the narrowminded opinion or philosophy that if their sons and daughters don't become nurses, doctors, missionaries, or preachers, they'll all go to hell in a broombasket. Well, I believe in vocational education (for the masses, if necessary), and because their philosophy and mine are so divergent, I have chosen to teach "in the world" rather than put up with that hassle.

4. How to implement business clubs into existing curriculum: I can't see such a progressive idea ever catching on in any of our academies, but I did mention FBLA and other vocational clubs for the benefit of those who would be teaching in public schools. I'm all for these organizations and I believe they serve a good purpose and need. I frequently got literature from organizational headquarters and gave it to my methods students.

5. How to teach "Notehand" to college-bound students: As you know after reading my article in the Journal of Adventist Education, shorthand isn't exactly the most popular course in the "business curriculum" in our schools. And of those that do offer it, few offer a second year (which I think is imperative if the first year is to be of any value), and then of those teaching the subject, think of how many aren't qualified, not to mention certified! So with that in mind, I must confess that not a great deal of emphasis was placed on Notehand. But again, it was discussed in my shorthand methods classes for the benefit of those headed for public schools.

6. How to utilize "block-time" scheduling in teaching vocational office education: I did spend more time on this, although it is a pipe-dream for any of our academies, primarily because so many of the kids have to work in the industries to pay their way. I had my methods students do simulation scheduling to show them "how it works," (again for the ones planning to teach in public schools).

To answer your final question: No, the above principles were not taught in conjunction with the recommendations made by the North American Division. I taught what I taught because I thought it was important and relevant (which, I suppose, was based upon my own experience and my graduate work: M.A. at the University of Kentucky, C.A.G.S. at Boston University, and Ph.D. course work (completed!) at the University of Connecticut). You see, all my

education is secular (be it good or bad), and after having taught in our academies for several years before my 6 years at A.U.C., I was appalled at the status (status?) of business education in our academies, so I began a one-man crusade to do something about it. At A.U.C. I hammered away at it with seemingly little success. But I have had some remarkable students during that time, many of which are outstanding in their field. Those that have received the most recognition by their supervisors and administrators are--unfortunately--in public schools (where their talents are appreciated, I might add, and where they can implement their progressive ideas and realize a sense of accomplishment). I'm proud of every one, and that makes it all worthwhile!

If I seem to be a little cynical, please forgive me, for how could you have known that by bringing up the subject you would hit a sensitive nerve. I hope this will be helpful to you in some measure. I "spouted off" because I regard you as a friend (I somehow feel I know you). If I can assist you further, don't hesitate to let me know. I wish you every success in your work, and I shall look forward to hearing from you again.

May the Lord bless you in your endeavors to serve Him.

Sincerely,

A handwritten signature in cursive script, appearing to read "DeLane".

DeLane W. Isaak

LOMA LINDA UNIVERSITY



LA SIERRA CAMPUS
RIVERSIDE, CALIFORNIA 92505

DEPT. OF SECRETARIAL
AND BUSINESS EDUCATION

April 13, 1976

Mr. James Thomas
12518 Crab Apple Lane
Grand Ledge, MI 48837

Dear Mr. Thomas:

Doctor Meier, Dean of the School of Education has referred your letter of March 21 to me. I am sorry that I have not been able to answer it sooner.

As chairman of the department of secretarial and business education, I teach a number of the methods courses both on the undergraduate and graduate level. The North American Division Curriculum Revision Committee Report of 1969 was finished just about the time I returned to La Sierra. I believe Mrs. Minium, who was teaching at Union College at that time and still lives in the community although she is retired, was on the committee, and Virginia Barclay. I do not know where Mrs. Barclay is located at the present time, but I am quite sure that she helped on the committee. It may be that Mrs. Willhelm at Rio Lindo Academy worked on it also, but I am not sure of that. As far as I know, it was never sent out to the colleges, although I had just finished my doctoral degree and was interested in this area so requested a copy of their recommendations. I don't know whether anything was ever done with it or not. I have not heard anything beyond that.

In our methods courses on both the undergraduate and graduate level, we have worked some with questions 1, 2, 4, and 5, although we have not gone into these in depth. We have had a seminar several summers ago in Data Processing and will have another one this summer to help teachers know how to include data processing units within other classes in the business education curriculum.

From my statement above, I think you can tell that we are not doing this as a result of the North American Division Curriculum Revision Committee. We have recognized these as trends and have taught them from that angle.

I will be interested in knowing how your study comes out and if we can be of any further help to you, let us know.

Sincerely yours,

Lois McKee, Chairman

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PACIFIC UNION COLLEGE

ANGWIN, CALIFORNIA 94508



April 2, 1976

Mr. James Thomas
12518 Crab Apple Lane
Grand Ledge, MI 48837

Dear Mr. Thomas:

Recently I received your letter about the research you are conducting for you dissertation. I have never heard of either the North American Division Curriculum Revision Committee or the document called Business Education Section Report, 1969.

If the efforts of this committee are for colleges I have some questions about them. One obvious question centers around the committee recommendations and the state requirements. Each state has its own requirements for certification in business education and these requirements probably vary considerably in different states. Thus to have one quite common business education program may or may not be feasible. If the efforts of the committee were for high schools and academies, then I think my response would be different.

Thank you for your time and interest, and I hope the best of success in your dissertation.

Sincerely,

Richard Voth, Chairman
Dept. of Bus. Admin. & Econ.

RV:pr

4848 Calvert
Lincoln, NE 68506
June 3, 1976

Mr. James Thomas
12518 Crab Apple In.
Grand Lodge, MI 48837

Dear Mr. Thomas,

I am sorry to be so long in answering your letter of April 7. We have been out of town since the first of April. Since we have been retired from Union College we have been gone from home a great deal.

It is true that I was member of the North American Division Curriculum Revision Committee, however I was not the chairman. Mrs. Virginia McKibben, who I believe is located at Shenandoah Academy in Virginia at the present time was the chairman. I attended a meeting in Collegedale Tennessee, and also the committee meeting in LaSierra just prior to the Secondary principal's convention which met following our curriculum committee. Our final report was presented by the Chairman of the whole committee on Curriculum Revision to the principals in session.

At the first meetings the other members of the committee were Mr. John Merry, and Mrs. Helen Wilhelm, of Rio Lindo Academy. I cannot tell you where Mr. Merry is now located.

Prior to our attendance at the committee meetings we were each supposed to compile bibliography materials and bring our recommendations as to what should compose the Business Education Curriculum in our secondary schools. We then compiled our findings and wrote up our recommendations. These recommendations were compiled and submitted to all the Unions in North America, as well as to the teacher-education institutions in North America. At that time I was chairman of the Secretarial Science Department at Union College and responsible for the Business Education program at the College.

Each academic department in our secondary schools was represented at the committee meetings. After each Business education recommendations were compiled, the members of that committee met with the joint committee composed of the subcommittees for each academic area. The recommendations were discussed and voted by the whole group before they were presented to the Unions and teacher-education institutions in North America.

At the last meeting in La Sierra, Eugene Gascay, of Atlantic Union College, was the over-all chairman of the Big Committee and presented the materials to the Quadrennial Session of the Academy Principals.

At that last meeting it was voted that each academic area should be assigned to specific College Education Departments and these individuals were to be responsible to see that materials were made available to each of our Senior College Departments of Education. I was asked, or rather Union College was asked to be

responsibl~ for disseminating information concerning Business Education to the various colleges in North America and also to send updated curriculum bibliographies to them, to the Union Education Secretaries, and to the Academy principals and Business Education teachers in the academies. I did this until I retired in June 1972. I do not know what has been done since this time.

I do not know if this will be of any help to you, but I hope it will be. I would think you would have available to you from the General Conference the minutes of those two meetings, the one 1968 at Southern Missionary College and the one at LaSierra in 1969. It was my understanding that a preliminary meeting was held at Southern Missionary College in 1967. I attended the one June 4-13, 1968. John Merry was not present at that meeting.

May the Lord continue to bless you in your work for Him. I hope you will be successful in completing your work at Michigan State University. If I can be of any more help to me, please let me know. I will be home again the first part of August. I do have access to the records at Union College.

Very sincerely yours,

Mrs. Irma Merriam

APPENDIX E

The Population

- 1. Union Education Directors**
- 2. Identification of Black Secondary Schools**
- 3. Secondary Schools**

APPENDIX E-1

UNION EDUCATION DIRECTORS

1.

ATLANTIC UNION CONFERENCE

L. E. Smart, Education
400 Main Street,
South Lancaster, MA 01561

PH: 617-368-8333

CENTRAL UNION CONFERENCE

L. G. Barker, Education
4547 Calvert Street
Lincoln, Nebraska 68506

Ph: 402-488-2313

COLUMBIA UNION CONFERENCE

E. C. Wines, Education
7710 Carroll Avenue
Takoma Park, Maryland 20012

Ph: 301-270-6600

LAKE UNION CONFERENCE

F. R. Stephan, Education
125 College Avenue
Berrien Springs, MI 49103

Ph: 616-473-4541

NORTH PACIFIC UNION CONFERENCE

T. W. Walters, Education
10225 East Burnside Street
Portland, OR 97216

Ph: 503-255-7300

NORTHERN UNION CONFERENCE

C. M. Willison, Education
400 North Lilac Drive
Minneapolis, MIN 55422

Ph: 612-545-0471 & 545-0472

UNION EDUCATION DIRECTORS

1 (Continued)

PACIFIC UNION CONFERENCE

W. M. Schneider, Education
1545 North Verdugo Rd.
Glendale, CA 91208

Ph. 213-241-5173

SOUTHERN UNION CONFERENCE

V. W. Becker, Education
3978 Memorial Drive
Decatur, GA 30031

Ph: 404-299-1832

SOUTHWESTERN UNION CONFERENCE

E. C. Wines, Education
600 South Central Expressway
Richardson, TX 75080

Ph: 214-235-5241



APPENDIX E-2

BLACK SECONDARY SCHOOLS

2.

PINE FORGE ACADEMY

Under: Columbia Union Conference
State: Penn
Address: Pine Forge Academy
Pine Forge PA 19548

NORTH EASTERN ACADEMY

Under: Atlantic Union Conference
State: New York
Address: North Eastern Academy
1122 Forest Ave.
Bronx, N.Y. 10456

SHILOH ACADEMY

Under: Lake Union Conference
State: Illinois
Address: Shiloh Academy
7008 South Michigan Avenue
Chicago, Ill 60637

OAKWOOD COLLEGE ACADEMY

Under: Southern Union Conference
State: Alabama
Address: Oakwood College Academy
Huntsville, ALA 35806

F. L. PETERSON ACADEMY

Under: Lake Union Conference
State: Inkster, MI
Address: F. L. Peterson Academy

APPENDIX E-3

	ENROLLMENT					IN DORMS			
	9th Gr.	10th Gr.	11th Gr.	12th Gr.	Spec.	Total	Boys	Girls	Total
ATLANTIC UNION									
Senior Academies (8)									
Bermuda	18	21	13	11	1	64	-	-	-
Greater Boston	29	26	22	20	-	97	-	-	-
Greater New York	84	73	56	66	30	309	-	-	-
Northeastern	27	23	15	21	-	86	-	-	-
Pine Tree	22	27	21	19	-	89	-	-	-
Pioneer Valley	47	65	49	61	-	222	88	108	196
South Lancaster	35	28	35	37	-	135	-	-	-
Union Springs	19	64	55	39	-	177	56	68	124
Totals	281	327	266	274	31	1,179	144	176	320
CENTRAL UNION									
Senior Academies (6)									
Campion	71	77	89	74	-	311	110	120	230
College View	49	31	36	31	-	147	-	-	-
Enterprise	32	30	54	31	-	147	63	56	119
Mile High	36	44	35	45	-	160	-	-	-
Platte Valley	31	45	52	37	-	165	73	73	146
Sunnydale	34	36	48	38	1	157	45	64	109
Totals	253	263	314	256	1	1,087	291	313	604
COLUMBIA UNION									
Senior Academies (8)									
Blue Mountain	74	79	131	114	2	400	182	193	375
Garden State	36	39	52	40	1	168	51	74	125
Highland View	32	38	37	34	-	141	29	39	68
Mount Vernon	84	88	73	71	-	316	116	132	248
Pine Forge	45	44	61	42	-	192	70	84	154
Shenandoah Valley	62	71	74	72	-	279	98	160	258
Spring Valley	44	33	20	28	-	125	-	-	-
Takoma	132	141	155	143	-	571	-	-	-
Totals	509	533	603	544	3	2,192	546	682	1,228
LAKE UNION									
Senior Academies (10)									
Adelphian	47	62	67	66	-	242	74	109	183
Andrews	82	78	70	69	-	299	2	1	3
Battle Creek	38	33	26	23	-	120	-	-	-
Broadview	35	53	73	59	-	220	101	111	212
Cedar Lake	55	67	93	79	-	294	125	140	265
Grand Ledge	32	33	17	21	-	103	-	-	-
Indiana	39	44	46	48	-	177	73	79	152
Peterson	(information not available)								
Shiloh	43	32	18	17	-	110	-	-	-
Wisconsin	37	63	97	75	-	272	123	134	257
Totals	408	465	507	457	-	1,837	498	574	1,072

	<u>ENROLLMENT</u>					<u>IN DORMS</u>			
	9th	10th	11th	12th					
	Gr.	Gr.	Gr.	Gr.	Spec.	Total	Boys	Girls	Total
<u>NORTH PACIFIC UNION</u>									
Senior Academies (9)									
Auburn	104	140	147	125	-	516	150	187	337
Columbia	81	57	73	73	1	285	92	88	180
Gem State	61	67	73	62	-	264	87	95	182
Laurelwood	62	102	121	86	-	371	130	141	271
Milo	42	56	86	59	-	243	89	108	197
Mount Ellis	49	45	55	32	-	181	73	76	149
Portland Union	47	74	68	52	-	241	-	-	-
Upper Columbia	51	53	81	65	-	250	107	120	227
Walla Walla Valley	83	85	79	88	2	337	-	-	-
Totals	580	679	783	642	4	2,688	728	815	1,543
<u>NORTHERN UNION</u>									
Senior Academies (3)									
Maplewood	36	45	71	51	1	204	90	99	189
Oak Park	37	36	38	33	1	145	54	63	117
Sheyenne River	22	25	19	34	-	100	44	52	96
Totals	95	106	128	118	2	449	188	214	402
<u>PACIFIC UNION</u>									
Senior Academies (22)									
Armona	19	13	21	21	1	75	-	-	-
Bakersfield	30	31	23	23	=	107	-	-	-
Fresno	37	42	36	27	-	142	-	-	-
Glendale Union	77	71	86	53	-	287	-	-	-
Golden Gate	21	26	28	21	-	96	-	-	-
La Sierra	108	89	95	69	1	362	-	-	-
Lodi Union	53	34	36	30	2	155	-	-	-
Loma Linda Union	96	92	111	91	4	394	-	-	-
Lynwood	83	90	84	60	-	317	-	-	-
Modesto Union	51	44	58	37	-	190	-	-	-
Monterey Bay	96	87	156	129	-	468	216	240	456
Mountain View Union	75	82	52	59	3	271	-	-	-
Newbury Park	62	75	87	77	3	304	95	111	206
Orangewood	75	75	77	66	1	294	-	-	-
PUC Preparatory	48	52	49	65	2	216	-	-	-
Rio Lindo	45	71	128	145	-	389	173	198	371
Sacramento Union	63	53	50	36	1	203	-	-	-
San Diego	52	66	52	46	1	217	-	-	-
San Fernando Valley	41	38	34	27	-	140	-	-	-
San Gabriel	55	41	46	31	-	173	-	-	-
San Pasqual	48	63	62	64	2	239	94	128	222
Thunderbird	89	75	62	78	-	304	61	76	137
Totals	1,400	1,375	1,500	1,325	21	5,621	647	768	1,415

ENROLLMENTIN DORMS

	9th Gr.	10th Gr.	11th Gr.	12th Gr.	Spec.	Total	Boys	Girls	Total
<u>SOUTHERN UNION</u>									
Senior Academies (9)									
Bass Memorial	22	29	39	30	-	120	38	56	94
Collegedale	79	88	79	59	2	307	-	-	-
Forest Lake	113	135	159	118	-	525	102	131	233
Georgia-Cumberland	54	58	53	45	-	210	86	83	169
Greater Miami	38	30	24	26	-	118	-	-	-
Highland	31	45	41	39	-	156	49	71	120
Madison	47	38	47	32	1	165	-	-	-
Mt. Pisgah	38	39	43	34	-	154	47	66	113
Oakwood	17	18	22	46	-	103	12	16	28
	439	480	507	429	3	1,858	334	423	757

SOUTHWESTERN UNION

Senior Academies (5)

Chisholm Trail	46	52	62	40	-	200	-	-	-
Jefferson	10	14	6	13	-	43	10	16	26
Ozark	37	41	76	56	-	210	65	71	136
Sandia View	27	36	39	21	-	123	28	51	79
Valley Grande	30	33	25	33	1	122	35	38	73
Totals	150	176	208	163	1	698	138	176	314

SUMMARYSUMMARY

Atlantic Union	385	354	266	274	31	1,310	144	176	320
Canadian Union	264	215	191	148	5	823	156	203	359
Central Union	356	313	314	256	1	1,240	291	313	604
Columbia Union	774	665	603	544	3	2,589	546	682	1,228
Lake Union	705	585	507	457	-	2,254	498	574	1,072
North Pacific Union	914	807	783	642	4	3,150	728	815	1,543
Northern Union	141	126	128	118	2	515	188	214	402
Pacific Union	1,881	1,723	1,500	1,325	21	6,450	647	768	1,415
Southern Union	689	573	507	429	3	2,201	334	423	757
Southwestern Union	337	262	208	163	1	971	138	176	314
Totals	6,446	5,623	5,007	4,356	71	21,503	3,670	4,344	8,014