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## The L.G. Pinkston High School Business Education Department Curriculum And Suggestions For Improvement

Dorothy Faye Jones

*Prairie View A & M College*

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THE L. G. PINKSTON HIGH SCHOOL BUSINESS  
EDUCATION DEPARTMENT CURRICULUM  
AND SUGGESTIONS FOR  
IMPROVEMENT



PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE  
GRADUATE SCHOOL

WORKSHOP SHEET III & IV  
THESIS (OR ESSAY) REPORT

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OR ESSAY

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DEGREE Master of Science  
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DATE SUBMITTED January, 1970

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THE L. G. PINKSTON HIGH

BS/ Prairie View A. & M. College  
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SCHOOL BUSINESS EDUCATION

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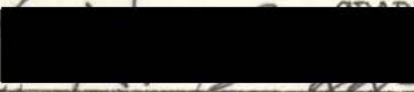
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BRIEF SUMMARY OF THESIS (OR ESSAY)  
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In the thesis title, the L. G. Pinkston High School Business Education Department Curriculum and Suggestions for Improvement, results were recorded, conclusions were drawn; and, recommendations were made, as a result of the complete study.

THE L. G. PINKSTON HIGH SCHOOL  
BUSINESS EDUCATION DEPARTMENT CURRICULUM  
AND SUGGESTIONS FOR IMPROVEMENT

by

Dorothy Faye Jones

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A Thesis

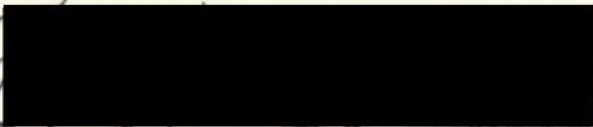
Submitted to the School of Arts and Sciences  
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in Partial Fulfillment of the Requirement  
for the Degree of Master of Science

PRAIRIE VIEW, TEXAS

January, 1970

A Thesis for the  
M. S. Degree  
by  
Dorothy Faye Jones  
has been approved for the  
Department of  
Business Administration

by

  
\_\_\_\_\_  
Advisor

  
\_\_\_\_\_  
Head of Department

Date

Jan. 12, 1970



## DEDICATION

To my mother, Mrs. Mozell Gulley, and grand-parents, Mr. and Mrs. Haston Beasley, whose prayers and tender encouragements gave me a strong determination to reach this goal.

D. F. J.

## ACKNOWLEDGEMENTS

The author wishes to express her grateful appreciation for the valuable assistance rendered by the many persons cooperating in this study. I am particularly indebted to Dr. Kenneth H. Briggs, whose constant guidance and generous help carried the entire work to its completion.

D. F. J.

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## CHAPTER I

### THE PROBLEM AND ITS SCOPE

#### The Problem

The main purpose of this study is to show the present curriculum of the Business Education Department at L. G. Pinkston High School, and suggestions for improvement of the curriculum.

#### Need for the Study

Business Education is an integral part of the total education program and should prepare its students to be effective citizens, to realize fully their individual capacities, to achieve increasingly effective human relationships, and most of all, to attain economic competency both as efficient workers in suitable occupations and as well-informed and skillful buyers of business goods and services in everyday living. Business Education Programs should be organized to meet the educational needs of all the students in the school.

#### Delimitations

This study was limited to the Business Education Department at L. G. Pinkston High School, Dallas, Texas.

## Previous Research

General business education for youth at the L. G. Pinkston High School has a twofold objective: (1) to provide for all youth a background of consumer information concerning everyday business relationships, such as buying and selling goods and services, taxes, and insurance and (2) to provide for all youth who plan to pursue some phase of business as a career more specific information about office and store work, working conditions, promotional activities, job seeking, and advancement opportunities in business.

Two avenues are open at L. G. Pinkston High School in making provisions for the development of economic understandings: (1) to offer a course in general business education and (2) to include in required courses learning experiences which promote economic understandings. It is not practical to plan for the general business education of all youth through elective course offerings. Only the required courses at L. G. Pinkston High School influence all who attend these classes. Consequently, as long as general business is set up as a separate elective course, it will not be a part of the program of all students.



In order for all youth to develop sound understandings and appreciations of the social and economic world in which they live, business education should be included as a part of the general education requirements made of all youth. The secondary school that is interested in all students attaining the economic understandings necessary to live in our democratic society will plan to make use of the help of the business education faculty in determining how best to meet this responsibility through required courses.

There is also the need for more advanced training in applied economics. All youth need to study the nature and heritage of capitalism. They should have the opportunity to learn why we have adopted capitalism in preference to socialism or communism. They need to study about government regulations in business. They need to develop objective attitudes toward such applied economic problems as government regulations, labor-management relations, labor unions, social security, foreign trade, and taxation policies. The well-planned general education program for the secondary school will provide opportunities for all students to gain these understandings and attitudes. General business courses designed to develop these attitudes and understandings should be included in



the program of all vocational business students.

Vocational business education is designed primarily to meet the needs of students who elect to prepare for positions in business while in high school. The effective business education program for these students will include experiences which enable the student to take his place in society both as a worker and as a citizen. In addition to providing a broad background of economic and social understandings, a strong business education program will provide the vocational student with the skills, knowledges, and abilities needed for specific jobs in business.

Skills are primarily expected of one who seeks employment; but there is also a strong demand made upon the personality of the employee, upon his ability to get along with others, and upon manifest enthusiasm and interest for the work to be done. Training in attitudes, behavior patterns, integrity, dependability, appearance, and health-care, interwoven with the fabric of skill-building planned for the business education student, encourages growth in these important characteristics. Habits of promptness, accuracy, and thrift in both time and money are important attributes which the student achieves only from experience.

A strong business education program will develop courses which prepare certain types of students for more routine jobs in business, that is, those whose needs are not met by the typical business education curriculum. At L. G. Pinkston High School, the counseling program will help the student to select an area of specialization in which he may hope to succeed.

### Methodology

The following steps were utilized as a method of procedure in gathering and compiling data presented in this study:

1. Information from the L. G. Pinkston High School Handbook was compiled.
2. The data was analyzed and interpreted.
3. Conclusions were drawn and recommendations were made.



CHAPTER II

L. G. PINKSTON HIGH SCHOOL  
 BUSINESS EDUCATION DEPARTMENT  
 DEPARTMENTAL CHART SHOWING SEQUENCE OF SUBJECTS

10th Grade	11th Grade	12th Grade	No. of Credits in Subject Field	Major or Minor
Type 1-2	Business Arith. 1-2		2	Minor
Type 1-2	Type 2-3		2	Minor
Business Arith. 1-2	Type 1-2	Type 3-4	3	Major
Type 1-2	S'hand 1-2	Type 3-4	3	Major
Type 1-2	S'hand 1-2		2	Minor
Type 1-2	S'hand 1-2	Type 3-4 S'hand 3-4	4	Major
Type 1-2	S'hand 1-2 Type 3-4	Bkkpng 1-2	4	Major
Type 1-2	S'hand 1-2 Bkkpng 1-2	Gen. Bus.	3 1/2	Major
Type 1-2	S'hand 1-2 Bkkpng 1-2	VOE	5	Major



DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course:	<u>Typewriting 1</u>	
Department:	Business Education	
Sequence:	Tenth (10th) Grade	
Prerequisite:	None	Required: No
No. of Weeks:	18	Periods/week 5
H. S. Units:	$\frac{1}{2}$	College Units $\frac{1}{2}$
Text(s):	20th Century Typewriting, Elementary Course, pages 1-115, by Lessenbury, Crawford and Erickson.	

DESCRIPTION OF COURSE:

The first course in typewriting is designed to meet the needs of those students who desire to learn to type for personal use and to lay a foundation for those who wish to continue typing as a vocation.

EXPECTED OUTCOMES

Through participation in the learning of Typewriting 1, the student should:

1. Understand the use of all operative parts of the machine with some degree of skill;
2. Appreciate the value of neatness in all work;
3. Use correct working habits which will insure speed and accuracy;
4. Type business forms neatly, using the essential materials properly as carbon paper, envelopes, and erasers;
5. Type correct copy from rough draft exercising judgment in placement of material, observing rules for punctuation and meeting the requirements of speed and accuracy;
6. Be able to properly care for the typewriter by knowing when and how it should be cleaned.

DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course: Typewriting 2

Department: Business Education

Sequence: Tenth (10th) Grade

Prerequisite: Typewriting 1      Required: No

No. of Weeks: 18      Periods/week: 5

H. S. Units:  $\frac{1}{2}$       College Units  $\frac{1}{2}$

Text(s): 20th Century Typewriting, Elementary Course, pages 116-231, by Lessenbury and Erickson.

DESCRIPTION OF COURSE:

This course is a continuation of Typewriting 1 which re-emphasizes the basic techniques of typewriting and introduces the students to better control of the machine and more advanced material to master. More emphasis is placed on attitudes important to business and personal associations.

EXPECTED OUTCOMES

Through participation in the learning experiences in Typewriting 2, the student should:

1. Reveal an understanding of the true value of smooth-working business relationships and behaviorisms;
2. Understand business forms as to their purpose, form, and method of evaluating finished copy;
3. Exercise good judgment in evaluating a finished copy as to mailability;
4. Exhibit confidence and pride in acquired skills;
5. Show evidence of strengthening of the correct techniques which make for speed and accuracy.



DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course: Typewriting 3

Department: Business Education

Sequence: Eleventh (11th) Grade

Prerequisite: Typewriting 1 & 2 Required: No

No. of Weeks: 18 Periods/week: 5

H. S. Units:  $\frac{1}{2}$  College Units  $\frac{1}{2}$

Text(s): 20th Century Typewriting, Advanced Course, pages 1-297, by Lessenbury, and Erickson.

DESCRIPTION OF COURSE:

The second year of typewriting is offered as a vocational subject. It is designed to aid the student in reaching such proficiency in typewriting that he may meet the demands of the modern business office.

EXPECTED OUTCOMES

After participating in the learning experiences offered in Typewriting 3, the student should be able to:

1. Meet the minimum employment speed and accuracy standards for beginning typists;
2. Apply knowledge of the mechanics of English, sentence structure, punctuation, capitalization, abbreviations, syllabication, and spelling with confidence;
3. Use the time-saving devices of experienced typists;
4. Type satisfactorily a piece of work on the first attempt by estimating length of material, arranging and placing material effectively on the page, and making corrections quickly, neatly, and without damage to the copy.



DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course: Typewriting 4  
 Department: Business Education  
 Sequence: Eleventh (11th) Grade  
 Prerequisite: Typewriting 1, 2, & 3 Required: No  
 No. of Weeks: 18 Periods/weeks 5  
 H. S. Units:  $\frac{1}{2}$  College Units  $\frac{1}{2}$   
 Text(s): 20th Century Typewriting, Advanced Course, pages 298-390, by Lessenbury and Erickson.

DESCRIPTION OF COURSE:

This course stresses the close correlation of typewriting with shorthand in transcription of shorthand notes, the development of a control speed to meet employment standards, and increased job production understanding and performance commensurate with the level of individual skill.

EXPECTED OUTCOMES

Upon completion of this course, the student should:

1. Have an understanding of business procedures and policies;
2. Be able to meet employment standards for various levels of typing positions;
3. Show a high degree of expertness in job production;
4. Indicate a proficiency in machine operation;
5. Show an increased capacity for turning out mailable work in quantity and quality to meet the standards of well-run business offices.

DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course: Shorthand 1

Department: Business Education

Sequence: Tenth (10th) Grade through Twelfth (12th) Grade

Prerequisites: Typewriting 1-2      Required: No

No. of Weeks: 18      Periods/weeks 5

H. S. Units:  $\frac{1}{2}$       College Units  $\frac{1}{2}$

Text(s): Gregg Shorthand Diamond Jubilee Series, Functional Method, by Leslie and Zoubek.

DESCRIPTION OF COURSE:

The first year of shorthand is considered a prevocational and skill-building subject. It is designed to provide students with the knowledge of the Gregg Shorthand System, the application of this system to a limited vocabulary, the ability to transcribe shorthand notes in longhand without stressing style and form, and an awareness of the use of the conventions of written English in transcription.

Extensive and purposeful drills of word lists and connected matter are used to develop skills of the shorthand system. There is constant repetition and review of the principles which are previously presented as well as the presentation of new principles in all connected matter used for dictation and transcription practice. Throughout the course, emphasis is placed upon attitudes important to business and personal association.

EXPECTED OUTCOMES

Through participation in the learning experiences of Shorthand 1, the student:

1. Acquires an understanding of the Gregg Shorthand System;
2. Indicates an understanding of the application of the Gregg System of shorthand to a limited vocabulary;



3. Shows knowledge of the use of the conventions of written English in transcription;
4. Realizes the value and use of shorthand as a time-saver for business and for personal use;
5. Respects property - personal and otherwise;
6. Indicates an appreciation for the value of exactness and neatness in all work;
7. Displays attitudes conducive to good work habits;
8. Shows respect for the other person in social relationships;
9. Evinces an understanding of the value of a pleasant, cooperative manner in working under direct supervision;
10. S
10. Shows confidence in own ability at certain levels of achievement;
11. Spells all shorthand outlines rapidly and accurately;
12. Reads from shorthand notes rapidly and accurately.

DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course: Shorthand 2

Department: Business Education

Sequence: Tenth (10th) Grade through  
Twelfth (12th) Grade

Prerequisite: Shorthand 1                      Required: No

No. of Weeks: 18                                      Periods/week: 5

H. S. Units:  $\frac{1}{2}$                                       College Units  $\frac{1}{2}$

Text(s): Gregg Shorthand Diamond Jubilee  
Series, Functional Method, by  
Leslie and Zoubek.

DESCRIPTION OF COURSE:

Repetition of principles previously presented as well as the presentation of new principles in all connected matter used for dictation and transcription practice. Throughout the course, emphasis is placed upon attitudes important to business and personal associations.

EXPECTED OUTCOMES

Through participation in the learning experiences of Shorthand 2, the student:

1. Shows a comprehensive knowledge of the Gregg Shorthand System;
2. Indicates an understanding of the application of the Gregg System of shorthand to a nontechnical business vocabulary;
3. Shows an understanding and comprehension of the use of some of the conventions of written English as used in transactions;
4. Indicates a realization of the value and use of shorthand as a timesaver in personal and business transactions;



5. Evinces good working habits in making maximum use of instructions with a minimum of wasted time and materials;
6. Indicates an appreciation for the value of exactness in all phases of the shorthand study;
7. Recognizes personal limitations and understands methods of improvement;
8. Recognizes shorthand outlines in the shorthand plates rapidly and accurately;
9. Reads own shorthand notes rapidly and accurately;
10. Writes shorthand outlines fluently, unhesitatingly, and legibly when copying from the shorthand plates or in taking dictation at a suitable speed for new and studied material.

DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course: Shorthand 3

Department: Business Education

Sequence: Eleventh (11th) and Twelfth (12th) Grades

Prerequisites: Shorthand 1 & 2      Required: No

No. of Weeks: 18      Periods/week: 5

H. S. Units:  $\frac{1}{2}$       College Units:  $\frac{1}{2}$

Text(s): Gregg Dictation, Diamond Jubilee Series, by Leslie, Zoubek and Strony.

DESCRIPTION OF COURSE:

The second year of shorthand is offered as a vocational subject. It is designed to aid the student in reaching such a proficiency in shorthand and transcription that he may meet the demands of the modern business office. The course stresses the close correlation between the transcription of shorthand notes into well-planned mailable transcripts and the application of good English usage to all communications.

Dictation and transcription skills are further developed through intensive and extensive drills to refine the basic skills and to raise the level of performance. Personality traits considered essential to success in business is strengthened.

EXPECTED OUTCOMES:

Through participation in the learning experiences of Shorthand 3, the student:

1. Indicates a thorough understanding of the construction principles used in Gregg Shorthand System;
2. Evinces an understanding of the necessity for the fusion of the skills of typewriting and the conventions of written English into the transcription skill;



3. Shows an appreciation for the value of using correct transcription techniques for production of mailable transcripts;
4. Indicates a business-like approach to all work;
5. Shows a respect for property -- personal and otherwise;
6. Shows respect for the other person;
7. Evinces an appreciation of the value of a pleasant and efficient manner in following directions of or working with another person;
8. Exhibits confidence in own ability and performance;
9. Indicates an appreciation and understanding of own level of achievement;
10. Shows an increase of power in the application of the shorthand system;
11. Indicates a level of achievement in transcription skills to meet the minimum business standards for beginning stenographers.

DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course:	<u>Shorthand 4</u>	
Department:	Business Education	
Sequence:	Eleventh (11th) and Twelfth (12th) Grades	
Prerequisite:	Shorthand 3	Required: No
No. of Weeks:	18	Periods/week: 5
H. S. Units:	$\frac{1}{2}$	College Units: $\frac{1}{2}$
Text(s):	Gregg Dictation, Diamond Jubilee Series, by Leslie, Zoubek and Strongy.	

DESCRIPTION OF COURSE:

The second year of shorthand is offered as a vocational subject. It is designed to aid the student in reaching a proficiency in shorthand and transcription that he may meet the demands of the modern business office.

Dictation and transcription skills are further developed through intensive and extensive drills to refine the basic skills and to raise the level of performance. Personality traits considered essential to success in business are strengthened.

EXPECTED OUTCOMES:

Through participation in the learning experiences of Shorthand 4, the student:

1. Indicates a knowledge of, and appreciation for, Gregg Shorthand as a useful tool in taking dictation rapidly and accurately;
2. Shows increased versatility and good judgment in applying transcribing skills to business letters of increasing variety and difficulty;
3. Evinces an appreciation for neatness and accuracy of accomplishment with a minimum waste of materials;



4. Exercises good judgment in evaluating a typed transcript suitable for mailing;
5. Recognizes individual strengths and weaknesses and understands procedures for further development;
6. Exhibits independence of detailed instructions;
7. Handles all property with a great appreciation for its structure, value, and use;
8. Produces mailable transcripts, showing skill in three basic skills -- typewriting, shorthand, and correct written English;
9. Shows the development of dictation and transcription skills by producing mailable transcripts in quality and quantity to meet standards for various levels of stenographic positions in a well-run business office.

DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course: Business Arithmetic 1 - 2

Department: Business Education

Sequence: Tenth (10th) Grade through Eleventh (11th) Grade (2B - 3A)

Prerequisite: None Required: No

No. of Weeks: 36 Periods/week: 5

H. S. Units: 1 College Units:  $\frac{1}{2}$

Text(s): Business Mathematics

DESCRIPTION OF COURSE:

Business Arithmetic is a two semester course which applies the fundamental principles of arithmetic to business problems. The course is planned to present a review and an expansion of the understandings and skills already attained from the study of arithmetic, to develop ability in applying arithmetical concepts to business situations and to maintain a sequence in the Business Education program. The Business Arithmetic course is a prerequisite to the Bookkeeping courses.

The business arithmetic course is planned to offered concentrated drills and practices in all fundamental operations applied to integers, decimal fractions, common fractions, mixed numbers, and aliquot parts.

EXPECTED OUTCOMES

Through participation in the learning experiences of business arithmetic, the student:

1. Appreciates the contribution arithmetic has made to the advancement of business affairs;
2. Appreciates the values of planning, budgeting, and record keeping in both personal and business finance;
3. Appreciates the contributions banks and other financial institutions make to the economics of our nation;



4. Understands the need for taxes and knows important facts about property tax, sales tax, old age benefits, and unemployment compensation, income tax and customs tax;
5. Understands how to compute income or cost on home buying, installment purchases, and investments.

DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course:	<u>Bookkeeping 1</u>		
Department:	Business Education		
Sequence:	Eleventh (11th) Grade		
Prerequisite:	None	Required:	No
No. of Weeks:	18	Periods/week:	5
H. S. Units:	$\frac{1}{2}$	College Units:	$\frac{1}{2}$
Text(s):	20th Century Bookkeeping by Carlson, Forkner, and Boynton.		

DESCRIPTION OF COURSE:

First year bookkeeping is planned to develop an understanding of the basic principles of the basic principles of bookkeeping and how they may be applied to personal, social, or vocational use. Emphasis is upon the internal workings of the business enterprise, and the importance of an adequate and accurate record keeping system of all business transactions. The first year bookkeeping student should acquire enough understanding to be able to keep a simple set of books for a small business, and should develop sufficient knowledge of fundamental principles for advanced training.

EXPECTED OUTCOMES

- Through learning experiences in Bookkeeping 1, the student should:
1. Understand the relationship of neatness and accuracy in the keeping of records;
  2. Know and appreciate the importance of the how, when, and where of bookkeeping;
  3. Demonstrate attitude of self-confidence and reliance on own judgment;
  4. Know how to record income and expenditures for a small business;
  5. Show some ability in using records, and in recognizing and correcting errors;



6. Show skill in grasping and remembering key ideas and drawing conclusions about information gained;
7. Evaluate with a degree of skill the net worth of a business by use of financial papers.

DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course:	<u>Bookkeeping 2</u>		
Department:	Business Education		
Sequence:	Eleventh (11th) Grade		
Prerequisite:	Bookkeeping 1	Required:	No
No. of Weeks:	18	Periods/week:	5
H. S. Units:	$\frac{1}{2}$	College Units:	$\frac{1}{2}$
Text(s):	20th Century Bookkeeping, by Carlson, Forkner, and Boynton.		

DESCRIPTION OF COURSE:

Bookkeeping is of broad educational value, is a basic source of business knowledge, and is an indispensable aid to anyone who makes a living in the business world. It is a subject which any high school student may study with profit. Now, more than ever, it is essential that the individual or business maintain an adequate and accurate record keeping system of all transactions.

EXPECTED OUTCOMES

Through participation in the learning experiences of Bookkeeping 2, the student:

1. Knows and appreciates the use and value of a multi-column journal;
2. Understands the relationship between accounts receivable and the reserve for bad debts;
3. Understands that taxes and payroll deductions are a part of modern bookkeeping procedure;
4. Recognizes that cash register records are an integral part of retail bookkeeping systems;
5. Shows increased speed and accuracy in analyzing business papers;
6. Exercises skill in the judgment of financial problems;
7. Demonstrates improved skill in neatness and accuracy.



DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course:	<u>Bookkeeping 3</u>		
Department:	Business Education		
Sequence:	Twelfth (12th) Grade		
Prerequisite:	Bookkeeping 2	Required:	No
No. of Weeks:	18	Periods/week:	5
H. S. Units:	$\frac{1}{2}$	College Units:	$\frac{1}{2}$
Text(s):	20th Century Bookkeeping--Advanced, by Carlson, et al.		

DESCRIPTION OF COURSE:

Bookkeeping 3 is primarily prevocational. The course is designed to further acquaint the student with the characteristics of the different kinds of financial record-keeping systems of business.

EXPECTED OUTCOMES

Through participation in the learning experiences of Bookkeeping 3, the student:

1. Exercises skill in the judgment of financial problems;
2. Demonstrates improved skill in neatness and accuracy;
3. Demonstrates ability to use business terminology.

DESCRIPTION OF COURSE AND EXPECTED OUTCOMES

Name of Course: Bookkeeping 4

Department: Business Education

Sequence: Twelfth (12th) Grade

Prerequisite: Bookkeeping 3      Required: No

No. of Weeks: 18      Periods/week: 5

H. S. Units:  $\frac{1}{2}$       College Units:  $\frac{1}{2}$

Text(s): 20th Century Bookkeeping--Advanced, by Carlson, et al.

DESCRIPTION OF COURSE:

Bookkeeping 4 is primarily vocational. The course is designed to further acquaint the student with the characteristics of the different kinds of financial record-keeping systems of business. It is designed to further the development of those skills, understandings, and questions aroused in the first year course.

EXPECTED OUTCOMES

Through participation in the learning experiences of Bookkeeping 4, the student:

1. Knows that the kind and size of a business determines the type of records that need to be installed and maintained;
2. Understands that the special columnar journals lessen the work of posting;
3. Shows an attitude and understanding conducive to the assumption of responsibility;
4. Demonstrates ability to use business terminology;
5. Demonstrates ability to cope with bookkeeping problems which require individual effort and thinking ability;
6. Shows increased skill and ability in keeping records to the extent that bookkeeping will be followed as a vocation.





The Vocational Office Education course is planned as a part of the Industrial-Vocation Education curriculum.<sup>1</sup>

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<sup>1</sup>L. G. Pinkston High School, HANDBOOK", Dallas Independent School District, Dallas, Texas.



## CHAPTER III

### SUGGESTIONS FOR IMPROVEMENT

#### The Work of the Educator

Education in this country is on the threshold of a great new era marked by swift and urgent changes. Change is the keynote of education today and the educator's job is to keep pace with the changing demands of society, especially the particular society which he must serve. The educator must not only be alert to change, but he must create change himself. He must be innovative, imaginative, resourceful, and flexible. He must be willing to enter into dialogue with others. He must be willing to allow others an opportunity to express their ideas and opinions. This is not to suggest that he should lack leadership, or that he should surrender his role of authority to others. It does not mean that he should have no ideas himself, and depend entirely on others to provide him with ideas. Quite to the contrary, he must lead, he must direct, he must insist on quality, he must insist on standards, but he must be willing to test his ideas and his standards in open forum with those who place their trust and confidence in him, who depend upon him to provide them with meaningful and significant

educational experiences. The educator must be willing to change when he sees that change is necessary, and he must be willing to listen. For unless he listens, he will never learn. There is nothing sadder than a bright, well-educated, articulate man whose mind closes like a trap when a new idea presents itself or when the opinions of others are seen as intruders in the private domain of his own intellectual pattern. Those who only hear what they want to hear, hear nothing at all but the dull, redundant monotony of their own self-righteousness.<sup>1</sup>

The business education teacher shares with all other teachers in the secondary school responsibility for instruction in a number of skills related to the total-school program. All teachers are responsible for student growth in ability to think, to communicate, and to participate in group activities. Because these skills are needed in effective community living, the business education teacher should be concerned in furthering their development for the contributions they make to democratic citizenship. The immediate concern, however, will be to teach the application of these skills in the business education area where the teaching-learning situation will

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<sup>1</sup>Cavalier, Robert P. "The Balance Sheet." Opportunities For Teachers, Vol. LI No. 4 (Dec., 1969), p. 160.



provide the context for extending the learner's facility in the use of these skills. In business education classes, the context is all that is new in the development of these skills. Procedures familiar to teachers in other broad fields curriculum areas are adapted in making use of the content of the business education field to extend the student's facility in the use of these skills.

### Evaluate your Curriculum

The business curriculum must keep pace with these inevitable changes. Business teachers should evaluate the program of occupational preparation to determine if it is meeting the needs of the students. In fact, the school itself has an obligation to evaluate its own product--the graduate.

Evaluation of a business education program will determine its status and progress and can be used to promote future growth. Evaluating a business program can be a means of guiding and directing, not merely a means of passing an authoritative opinion.

One valuable technique that can be used to evaluate business programs is a follow-up study of graduates and a survey of their employers. The study may reinforce previous findings, show current changes and differences in

today's employment standards, reveal new findings, or point to apparent trends.<sup>2</sup>

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<sup>2</sup>Craene, Andrew De. "The Balance Sheet." Evaluate Your Business Curriculum, Vol. LI No. 3 (Nov., 1969), p. 106.



## SUMMARY AND RECOMMENDATIONS

### Summary

The place of business education in the L. G. Pinkston High School curriculum is assured because of the nature and function of both business and secondary education in the promotion of the American way of life. Business, by way of its relationships, institutions, and functions, is inextricably interwoven into the life fabric of American society. The individual cannot escape the influence of American business enterprise upon his life.

The influence that business exerts upon the individual is not restricted to actual work activities in business occupations. Many individuals are not engaged in business occupations; but all individuals are affected, both socially and economically, by forces resulting from the behavior of the American business enterprise system. No individual can escape the business activities involved in the conduct of personal affairs. The fact that there is a business side to practically every type of life activity makes it imperative that the schools recognize the need for including business education in the curriculum.

### Recommendations

The findings of this evaluation seem to justify the following recommendations:

1. Commercial Law: The one semester course in business law should be planned to develop back-ground for understanding the legal right and responsibilities of the individual in everyday business operation. The course is planned to give the student a knowledge of the fundamental principles of law that govern the conduct of business activities of both the individual and of business concerns.
2. Business English: Business English is a one semester course that should be planned especially for pupils who expect to enter the business world upon graduation from high school.

The course places particular emphasis on meeting the individual's immediate and future needs: effective speaking and writing techniques relating to accepted business procedures; requirements, responsibilities, and privileges of youthful employees; realistic self-appraisal regarding personal abilities and interests; vocational trends and opportunities; and extension of reading interests in twentieth-century American fiction and drama.

With the offering of these courses the Business Education Department at L. G. Pinkston High School, will have a better business curriculum.