

A STUDY OF OBJECTIVES AND CONTENT FOR A COURSE
IN SECONDARY SCHOOL BUSINESS LAW

A Thesis

Presented to

the Faculty of the Division of
Business and Business Education

Kansas State Teachers College, Emporia

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In Partial Fulfillment of the Requirements for the Degree
Master of Science

by
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July 1960

ACKNOWLEDGMENT

Acknowledgment is made to Dr. Raymond Russell, Acting Chairman, Division of Business and Business Education, Kansas State Teachers College, Emporia, Kansas. As Chairman of the committee for this research study, Dr. Russell gave such encouragement and was generous with his time.

Acknowledgment is also made to Dr. Edwards, Assistant Professor of Business and Business Education, who served on the advisory committee and spent much time and thought in bringing this study to a satisfactory conclusion.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

One of the many problems facing business educators today is the extent to which basic business education can be utilized in the public secondary schools. Business law is one of the most helpful subjects in the area of basic business. It is essential for social control, and is related directly to the daily activities of each member in society.¹ There is a definite need for subject material which will be functional and pertinent to the social and business life of every student.

Just as efficient equipment makes for a better finished product, so a course in business law should make a person a better citizen. It should enable an individual to perform more intelligently the tasks necessary in the social and economic society. Business teachers should be aware of the need for practical material in business law.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to develop and determine objectives and content for a

¹E. C. McGill and Edwin S. Hooper, "A Digest of Contemporary Thought about the Teaching of Business Law," Business Education World, 32:378, April, 1952.

course in business law on the secondary school level. In light of student needs, what objectives and content should be important in business law? Are there definite objectives that selected leaders in the field of business feel important in a course of business law on the secondary level? What factors have publishers of business law textbooks felt important as related to objectives and units of study? What types of business activities related to law, do people engage in which are personal in nature? What types of information should be included in an effective business law course?

Delimitations of the study. This report is delimited (1) to students who have taken business law in Wichita High School West; (2) to business leaders in the Wichita metropolitan area; and (3) to a survey of six selected high school business law textbooks published by South-Western Publishing Company, Gregg Publishing Company, Prentice-Hall Publishing Company, Pitman Publishing Company, Oxford Book Company, and The John C. Winston Company.

Procedures used. For the purposes of this study, the interview technique was used. Due to the various types of data collected, this method was most satisfactory. Also this seemed to add more personal relationship through which to gather information from the individuals being questioned.

Co-operation was obtained in this way when in some cases it would have been impossible otherwise.

The following procedures were used in completing this study.

1. An extensive review of published materials was made. This included library research over both periodical literature and studies already completed. This information provided a basis for the writing of this report.

2. Forty-eight students who had completed business law and graduated from Wichita High School West were selected. Also twenty-five leaders in the field of business in the Wichita metropolitan area were selected and scheduled for personal interviews.

3. Tentative interview guides were prepared. This was done in order to maintain continuity in the collection of data.

4. These interview guides were administered to three former students of business law and two professional men. The guides were then analyzed and revisions made.

5. Interviews with business leaders and former students of business law were completed after an adequate instrument was devised.

6. A survey was made of six current business law textbooks. This provided an additional source of information

on objectives and units of content for business law, which were of much value.

7. The data collected through personal interviews and the information from textbooks was summarized, analyzed, and interpreted.

8. The final step was the actual proposal of objectives and units of content for business law. From the findings of this study conclusions were drawn and recommendations made.

Importance of the study. It seems that business educators are so intent upon teaching students vocational skills that they frequently fail to realize that their students, as well as the majority of pupils in present-day society, are in need of basic understandings of business.² Business instructors must share the responsibility for developing in future citizens the basic concepts through which society operates. The business law course offered on the junior and senior level can be of much value to students by helping them to better understand the many daily business situations with which they should be familiar.

²John A. Beaumont, "The Basic Business Curriculum Pattern," Curriculum Patterns in Business Education, The American Business Education Yearbook, Vol. XIII (Somerville, New Jersey: Somerset Press, 1956), p. 231.

Relative to the importance of basic business education, Freeman stated that:

All American youth need preparation for everyday living in a world in which business touches almost every human activity. They must be economically literate and be able to manage their business activities of a personal and family nature. Preparation for economic literacy and everyday business competence is one of the important phases of business education.³

The need for business law is emphatically expressed by students and in literature dealing with basic business curriculum. Beaumont pointed out that there is a necessity for co-operative thinking and planning toward the development of some common understandings and beliefs which would serve as a guide to basic business curriculum planners.⁴ In this study an attempt was made to gather information helpful in better understanding one area of basic business. This study has contributed to the knowledge of objectives, content, and materials for a course in business law.

II. DEFINITIONS OF TERMS USED

Basic business. Basic business is considered to be those subjects in the business curriculum which contribute

³Herbert M. Freeman, "Basic Business Education for Everyday Living," Monograph 74 (Cincinnati: South-Western Publishing Company, 1951), p. 7.

⁴Beaumont, op. cit., p. 241.

more to general education than to vocational education. Business law is one of the upper level courses in this area.⁵

Business activities. Business activities are the economic transactions imposed on an individual living in society. This includes activities from the simple to complex, such as the buying of daily services and necessities to the purchase of real property.

Business law. Throughout this study business law refers to a course offered five periods a week for one semester on the secondary school level. One-half unit credit is allowed for the course, and it is restricted to juniors and seniors. It is a practical course in which emphasis is placed upon usage, application, terminology, and interpretation of principles. Business law is an elective subject offered in the business department as a part of the business education curriculum.

Leaders in the field of business. For the purpose of this study this group includes five major divisions. The first classification refers to personnel directors who are work used for the specific purpose of producing a given

⁵Vernon A. Musselman, "The Social Business Professional Curriculum," Curriculum Patterns in Business Education, The American Business Education Yearbook, Vol. XIII (Somerville, New Jersey: Somerset Press, 1956), p. 284.

continually interviewing prospective employees for various types of positions. The second division includes attorneys who are practicing law in the Wichita area. A third classification refers to public accountants. The fourth division involves office managers of companies employing five hundred or more persons, and the fifth group includes professional leaders such as doctors and ministers. This gives a cross section of persons involved directly with business trends and operations.

Objectives. Throughout this report the term objectives has dealt with desired outcomes for a course in business law. They may be general or specific in relation to each unit taught. Through further characterization they are viewed as aims or goals related to course content.⁶ The objectives may vary somewhat in order of importance as the different sources are reviewed and data are compiled.

Units of study. In this report units of study are considered to be major areas of concentration developed through a course in business law. It is a fixed amount of work used for the specific purpose of producing a given

⁶Webster's New World Dictionary, College Edition, (Cleveland, Ohio: The World Publishing Company, 1937), p. 1012.

result or results.⁷ It may also be classified as a measure of material related to one topic such as contracts or insurance.

A review of related literature concerning objectives and content for business law is found in Chapter II. In Chapter III, external factors influencing objectives and content for business law are analyzed. This material includes a presentation of data obtained by interviewing both former students who had taken business law in high school and business leaders in the Wichita metropolitan area.

The fourth chapter deals with a review of current business law textbooks published on the secondary school level. The final chapter contains proposed objectives and units of content for a business law course. Each objective and unit of content is discussed in some detail. The conclusions and recommendations are also presented in this chapter.

⁷Ibid., p. 1591.

Huber, "How Much and What Business Law Does a One-Semester Course?" *Business Education Review*, XI-414, May, 1957.

school law would well include: CHAPTER II
Negotiable Instruments, Bailments, Real Estate, and Corporations
REVIEW OF RELATED LITERATURE
Taxes and other business associations. These topics would

fit in. Through a survey of book and periodical literature, it was found that some material directly related to this study was available. This review of literature does not include business law textbooks published on the secondary level, since they are discussed later. A limited number of these pertaining to high school business law have been written. Since 1950 only five problems in this area have been treated. None of these studies deal directly with objectives, and only two of them deal with unit content.

I. LITERATURE ON CONTENT AND OBJECTIVES
FOR BUSINESS LAW

A very limited study dealing with graduates who had taken business law was conducted by Dunbar. Through use of the personal-interview technique, she asked former pupils of business law the following question: "Of the commercial law topics that you studied in high school, which do you now find most valuable in your daily work?"¹ Results of this survey with ten former students show that a course in secondary

¹Florence Wissig Dunbar, "How Much and What Business Law Should Be Covered in a One-Semester Course?" Business Education World, 32:434, May, 1952.

school law could well include a study of contracts, sales, negotiable instruments, bailments, real estate, and corporations and other business associations. These topics would fit comfortably into the time allotted, and would allow for stimulating class discussions, questions, and case-study problems.² This survey of ten students is similar in nature to a portion of the research done in this thesis.

Through a review of contemporary thought McGill and Hooper found that there was a definite need for business law in the high school curriculum.³ This is pointed out by the fact that many adults are recognizing their need for a greater knowledge of law and, therefore, place business law high on the list of subjects that they would study further if given the opportunity. Also our high school graduates are recognizing the value of business law in their personal and business transactions and are recommending that all students take the course before graduation. "Many contemporary writers are suggesting that business law be a required subject on the program of every student in every secondary school in the nation."⁴

of common legal documents.

²Ibid., p. 449. Use the pupil with our system of courts.

³E. C. McGill and Edwin S. Hooper, "A Digest of Alysia's Contemporary Thought about the Teaching of Business Law," Business Education World, 32:378, April, 1952.

⁴Ibid. clear, concise, and forceful manner.

According to the findings of these writers the list of objectives given below are important:

1. To develop a respect for and obedience to the law.
2. To develop good citizenship traits.
3. To develop an awareness of one's legal rights and duties.
4. To develop ethical behavior and an understanding of one's moral obligations.
5. To develop an attitude in the student that will encourage him to do the right thing as well as to know the right thing to do.
6. To teach the basic principles of law by which one must abide in his personal and business activities.
7. To teach the need for law in society and the reasons for the development of law as a means of social and economic control.
8. To know when to seek the advice of a lawyer.
9. To teach the student to avoid controversies and how to protect his rights against unscrupulous persons.
10. To familiarize the student with the form, and use of common legal documents.
11. To familiarize the pupil with our system of courts.
12. To develop the ability of the student to analyze a problem, to think clearly, to reason logically, and to express himself in a clear, concise, and forceful manner.⁵

⁵ Ibid., p. 379.

It was also found that the units mentioned most often by contemporary writers were contracts, employer-employee relationships, negotiable instruments, principal and agency, guaranty and suretyship, wills and intestacy, torts and crimes, and the courts and the administration of the law.⁶

Extensive writing concerning business law has been done by Satlow. He indicates that there are some definite trends developing with regard to unit make-up and course content. Instead of fancy verbalism and learning for the sake of knowledge, content is directed toward a specific purpose. In place of unit titles such as Contracts, Bailments, Sales, and Insurance, there are now units such as: Entering Into a Contract, Buying Goods, and Buying Protection Against Losses. Not only have titles of the various units changed, but also their very content has been reconstructed. Students wish to know, and are entitled to know, the legal applications and significance of these units. This trend is toward functionalism which demands that all materials studied should have a meaningful purpose.⁷

Valuable work in the field of business education has been done by Tonne. Some aims are found in his writings

⁶ Ibid.

⁷ I. David Satlow, "Business Law Comes of Age," The Journal of Business Education, 31:213, February, 1956.

that indicate the purposes for which a course in high school law should be set up.

1. To familiarize the student with the more basic principles of law, with emphasis on those which are significant in business.

2. To train the student to use elementary business and legal forms which do not necessarily require the aid of a lawyer.

3. To give the student a general acquaintance with the organization, jurisdiction, and function of the courts.

4. To inspire in the student a respect for law and constituted authority that it deserves.

5. To awaken in students a realization of the inadequacies of our present law system and to develop a desire to correct these weaknesses.⁸

These objectives are certainly fundamental but they are not altogether like those suggested more recently by McGill and Hooper, listed on page ten of this study.

It was found in a survey of eight cities by Counts, that a typical course in business law would be devoted to units on contracts, agency, partnership, real and personal property, negotiable instruments, bailments, corporations,

⁸Herbert A. Tonne, Business Education Basic Principles and Trends (New York: The Gregg Publishing Company, 1939), p. 231.

insurance, real estate, and sales.⁹ These units are still basic today; however, there are definite trends toward functionalism as discussed by Satlow.

A doctoral dissertation by Russell completed in 1952 dealt with a study of basic business education in the high schools of Kansas.¹⁰ Materials used in determining the status of basic business education were obtained from the Principal's Reports for 1949-50. The adequacy of the basic business offerings in the Kansas High Schools was analyzed from these materials. In this study business law is considered as it relates to other basic business offerings. Related to the importance of business law, Russell stated that:

Business law, being a rather technical subject, is the responsibility of the business department in almost all schools. In only two instances, is this subject offered by other departments; and in both cases, this responsibility falls to the social science department.¹¹

He also found that business law consistently ranked third among the basic business offerings. General business

⁹George S. Counts, "The Senior High School Curriculum," Supplementary Education Monograph, No. 29 (Chicago, Ill.: The University of Chicago, 1926), p. 97.

¹⁰Raymond Bennett Russell, "A Study of Basic Business Education in the Secondary Schools of Kansas" (unpublished Doctoral dissertation, The University of Pittsburgh, Pittsburgh, Pa., 1952), p. 21.

¹¹Ibid., p. 40.

and business arithmetic ranked first and second except in the Class A High Schools, where business law ranked second only to general business. It was also pointed out in this study that teacher interest and training in the basic business area is very weak. This area is definitely one of responsibility for business education, and many times we have failed to realize its importance. There are definite needs for improvement of instruction in the basic business area.¹²

The first recommendation made as a result of this study by Russell was:

Basic business education should be included in all secondary schools of Kansas. All students should have an opportunity to secure training in this area of business education.¹³

II. RELATED STUDIES PERTAINING TO BUSINESS LAW

Five studies have been made which deal with the various phases of business law on the secondary school level. None of these are based on the approach used in this study. A brief resume of three of these studies is given here for comparative purposes.

¹² Ibid., pp. 44-53.
¹³ Ibid., p. 137.

A study made in 1957 by Fiala, dealt with the types and effectiveness of motivational devices in business law on the secondary school level. The two major purposes of this study were to determine (1) what types of motivational devices are used, and have been used, in the teaching of business law, and (2) how valuable these devices are to the teacher and to the student.¹⁴ The study was limited to those devices used in teaching business law on the high school level. The writer limited his enquiry to those teachers who were teaching in the high schools located in the northern twenty-one counties of the State of Illinois. Library research was also used in gathering data.

It was stated that, first objectives must be established and then the teacher of business law can employ various types of motivational devices necessary to sustained interest and enthusiasm. He does not attempt to enumerate these objectives. These devices are broken into four major categories.

1. Everyday Motivational Devices. In this area he suggests that the teacher and textbook materials are of vital importance to any offering of business on the secondary school level.

¹⁴ Ralph John Fiala, "A Study To Determine The Type and Effectiveness of Motivational Devices in High School Business Law Courses" (unpublished Master's thesis, Northern Illinois University, DeKalb, 1957), pp. 7-8.

2. Motivational Devices Using Dramatics. Such activities as assembly programs, student dramatizations, and classroom case debates would also be important motivational devices.

3. Motivational Devices Using the Bulletin Board. Posters, comic strips, and photographs can be used effectively for creating interest in current discussion materials.

4. Other Motivational Devices. Under this miscellaneous division he lists the blackboard, case problems, and field trips. Other devices such as business law clubs, story telling, study guides, special student reports, and student committees were briefly discussed. The questionnaire mentioned earlier was also used to substantiate these materials.¹⁵

Although this study does not deal directly with the problem being treated in this paper, motivational devices do represent an important part of the planning for any offering of business law. Course content and objectives are of much importance, but if these are strong, and the instructor is weak in presentation and use of motivational devices, much of the necessary content will be of little value.

A study was completed by Rusci in 1953, dealing with the organization of two units for a business law course on

¹⁵ Ibid., pp. 12-27.

the secondary school level. His thesis was entitled, Unit Organization of Two Topics in Business Law: Buyer and Seller and Property.¹⁶ There are two chapters in this study. Each deals with the development of a unit in business law. Rusci develops a general statement of unit organization for the topic Buyer and Seller. He states:

Buying and selling is the concern of all responsible persons. Every responsible person in the course of his daily living acts as a buyer. To buy he must deal with a seller. Even a seller is not exclusively a seller; he has to buy goods to sell, and he has to buy goods for personal consumption.¹⁷

In delimiting the unit, he discusses several topics that should be included in the basic unit, Buyer and Seller. The topics mentioned are: Making the Sales Contract; Form of the Sales Contract; Transferring the Title; Warranties; Rights and Remedies; Conditional Sales; Unfair Trade Practices; and Consumer Protection. Materials for the development of this unit were taken from textbooks. It is suggested that a time allotment of four weeks would be most satisfactory for this unit. Also included are unit assignments, core activities, and other related activities. Included are bibliographies for both the student and the teacher. A mastery

¹⁶ Joseph Rusci, "Unit Organization of Two Topics in Business Law: Buyer and Seller, and Property" (unpublished Master's thesis, Boston University, Massachusetts, 1953), p. 1.

¹⁷ Ibid., p. 1.

test is given which includes true-false and multiple choice type questions along with the key.¹⁸

In the second chapter of this study a general statement of a unit on Property is given. He asserts that:

In a few years, many students will be involved in the process of renting or buying a home. Will they merely go out haphazardly and select any house that seems pleasing? What problems confront a person renting a home or a person buying a home? What rules and regulations govern the use and the sale of property?¹⁹

The unit on Property was delimited to the following topics: Nature and Acquisition of Property; Real Estate; Transfer of Real Property; Landlord and Tenant; and Wills and Intestacy. Suggested time allotment for this unit would be three weeks.²⁰ The treatment of this unit is identical to that of the unit on Buyer and Seller.

Another study was submitted at Boston University in 1955 by Sister Mary of Saint Jeanne Ita (Vezeau). The title of this study is, Unit Organization of Two Topics in Business Law: Agency and Insurance.²¹ This is very similar to

¹⁸ Ibid.

¹⁹ Ibid., p. 48.

²⁰ Ibid.

²¹ Sister Mary of Saint Jeanne Ita (Vezeau), "Unit Organization of Two Topics in Business Law: Agency and Insurance" (unpublished Master's thesis, Boston University, Massachusetts, 1955).

the study cited earlier by Rusci.²² However Sister Mary stated the problem and cited a review of literature. In stating the problem she pointed out that:

The purpose of this study was to develop two instructional units on the topics of Insurance and Agency in business law for twelfth grade students. By mastering the essentials of business law, the student acquires a clearer, fuller understanding of his basic legal rights and duties.²³

Following the statement of the problem, terms were defined and delimitations of the study established. In a review of literature Sister Mary discusses the various reasons why teaching business law by the unit method is more effective than the traditional methods. She then introduced Agency by stating that it is essential for students to have some knowledge of the legal principles involved in the creation of agency, the extent of the agent's powers, the duties and liabilities of the principal and the agent to third persons, and the termination of the relationship.²⁴ The delimitations of a unit on Agency were given, along with the unit assignment, core activities, and a mastery test over the materials covered.

²²Rusci, *loc. cit.*

²³Sister Mary, *op. cit.*, p. 1.

²⁴*Ibid.*, p. 15.

The same general techniques were used in developing a unit on Insurance. In stating the unit Sister asserts that:

Life necessarily involves risks. No matter how careful a person may be, there is always the possibility of accidents that will endanger his person or his property.²⁵

The delimitations, assignment, activities, and mastery test were also treated for this unit. These were presented for the most part in an outline form.

Two other studies have been made since 1950. Both of these are unpublished doctoral dissertations. In 1956 Goodman completed a study pertaining to the readability of high school business law textbooks. Various books were chosen and the materials examined from the standpoint of grade level and intensity.²⁶ Also Willing made a study in 1954 which dealt with the development and construction of a workbook for business law.²⁷ Neither one of these studies were obtained and examined for the purposes of this thesis. These studies did not represent materials dealing directly with course content and objectives for secondary school law.

²⁵ Ibid., p. 38.

²⁶ David G. Goodman, "A Study of the Readability of High School Business Law Textbooks" (unpublished Doctoral dissertation, University of Pittsburgh, Pennsylvania, 1956)

²⁷ Richard W. Willing, "The Development and Construction of a Workbook in Business Law" (unpublished Doctoral dissertation, New York University, New York, 1954)

gathered this information. CHAPTER III

pages 77 through 96. As a result of personal interviews

with students, business leaders, and a review of textbooks

the objectives and units of content for a course in business

For the purposes of this study, the interview method was used. The names of forty-eight students who had completed business law and graduated from Wichita High School West were selected. After getting their home addresses and telephone numbers, each individual was contacted and a specific time was set for a personal interview. Each interview was conducted on an informal basis, and took approximately thirty to minutes to complete. Students were asked to suggest topics related to business law which they felt were most important to them in light of their work and personal business activities. They were also given an opportunity to suggest outcomes or objectives for a business law course.

Leaders in the field of business in the Wichita metropolitan area were scheduled for personal interviews. Questions were asked concerning: the views of business on a course in business law, what objectives in a law course are considered to be primary, and the relative importance of the subject.

It was felt that a much clearer picture of this problem could be obtained if personal interviews were used in gathering data. The forms which were constructed and used in

gathering this information are presented in Appendix II, pages 78 through 86. As a result of personal interviews with students, business leaders, and a review of textbooks the objectives and units of content for a course in secondary school business law were determined and developed.

I. EXTERNAL FACTORS INFLUENCING OBJECTIVES

After having examined current textbooks, courses of study, and periodical literature seven general objectives were established. Objectives are subject to constant revision, just as a progressive business law course is subject to periodic review. It was felt that the following objectives best met the demands for the purposes of this study.

1. To develop in students a useful knowledge of rights and obligations related to common business transactions and, through this knowledge, help them avoid legal entanglements.
2. To develop an alertness for legal difficulties, and to recognize the need for professional legal advice.
3. To develop a wholesome respect for and obedience to law and law enforcement and principles of ethics governing business activities.
4. To develop the ability to reason and exercise good judgment in the application of legal principles to business and private affairs.

5. To understand and develop a business-like attitude toward socio-economic relationships fundamental to daily business activities.

6. To teach the uses and purposes of common legal documents fundamental in business affairs.

7. To develop business citizenship and a better understanding of the purposes and functions of business in our society.

The preceding objectives are applicable to the needs of students which enroll in business law. Professional people and former students were given the opportunity to make additional comment or to add additional objectives which they felt should be included. However it was found that this list of objectives included all basic comment. In only two instances were comments added, and in both the ideas were based upon specific materials that should be included. The objectives are discussed at length as they are presented in Chapter V.

Information concerning the objectives was obtained by conducting a personal interview with each individual. This included a form used by each person for ranking the objectives. Business leaders and former students were asked to rank each of the objectives in order of their preference. After having briefly reviewed all objectives they placed the number one (1), by the objective they felt most important.

All the remaining objectives were ranked in a like manner through seven (7), the least important. In compiling this data each of the five groups of business leaders were kept separate. Also three groups of former students were analyzed based upon graduation dates of 1957, 1958, and 1959. This made it possible to compare the results of each group.

In order to find the average rank of each objective the mean ranking method was used. "The mean is defined as the arithmetical average obtained when we add all scores and divide by the number of scores."¹ As a general rule, the mean is regarded as the best measure of central tendency.² For many situations in which an easily calculated measure of central tendency is all that is needed, the median or mid-score serves the purpose. However, if careful statistical analysis is planned it is well to calculate the mean.³ For the purpose of compiling the data on the objectives analyzed, the mean was the most valuable method of measurement. To find the mean ranking of each objective, all forms were recorded

¹Lee J. Cronbach, Essentials of Psychological Testing (New York: Harper & Brothers, Publishers, 1960), p. 78.

²C. C. Ross and Julian C. Stanley, Measurement in Today's Schools (New York: Prentice-Hall, Inc., 1954), p. 81.

³Victor H. Noll, Introduction To Educational Measurement (Boston: Houghton Mifflin Company, 1957), p. 297.

on a data sheet. Each objective was recorded under the rank number it was given. These were then added to find the total of all rankings for a given objective. This number was divided by the number of persons ranking the objective, and the result was an average or mean rank position for each objective.

Each group of business leaders and former students were analyzed on this basis. All groups were then compiled to give the ultimate result. On this basis the most important objective is represented by the number one (1), in the order of importance through the number seven (7), representing the least important. It is interesting to note from the following tables how these groups compare with each other and with the entire group of persons interviewed.

Twenty-five business leaders were selected from five types of occupations; attorneys, accountants, doctors and ministers, personnel directors, and store managers. Each objective is considered in the order in which it appeared on the interview form. The average ranking of each objective and order of importance is shown in Table I, page 27. This gives, on a comparative basis, the importance of each objective as ranked by the five groups of business leaders.

The first objective was ranked as first in importance by attorneys, while personnel directors, store managers, and

TABLE I

COMPARATIVE IMPORTANCE OF OBJECTIVES FOR BUSINESS LAW
AS RANKED BY FIVE GROUPS OF BUSINESS LEADERS

Objectives	Average Ranking of Each Objective * (Column 1)									
	Attorneys					Order of Importance (Column 2)				
	1	2	1	2	3	1	2	3	1	2
(1) To develop in students a useful knowledge of rights and obligations related to common business transactions and, through this knowledge, help them avoid legal entanglements.	2.8	1	5.8	6	2.8	2	2.6	2	3	2
(2) To develop an alertness for legal difficulties and to recognize the need for professional legal advice.	3.8	4	5.2	5	4.2	4	4.6	4	4.2	5
(3) To develop a wholesome respect for and obedience to law and law enforcement and principles of ethics governing business activities.	3.4	2	5.8	7	2.4	1	5.2	6	3	3
(4) To develop the ability to reason and exercise good judgment in the application of legal principles to business and private affairs.	3.4	3	2.4	2	3.2	3	2	1	2.4	1
(5) To understand and develop a business-like attitude toward socio-economic relationships fundamental to daily business activities.	4.4	6	3	3	4.6	5	5.2	7	6	7
(6) To teach the uses and purposes of common legal documents fundamental in business affairs.	6.4	7	4.4	4	6	7	3.8	3	3.8	4
(7) To develop business citizenship and a better understanding of the purposes and functions of business in our society.	3.8	5	1.6	1	4.8	6	4.6	5	5.6	6

* The mean method of calculating placement of each objective was used.

professional men ranked it as second. Accountants were not in agreement with this high ranking and indicated that they felt it should be in sixth position. Another objective which ranked high in importance was the fourth. Store managers and professional leaders ranked it first; accountants ranked it second; and attorneys and personnel directors ranked it as third in importance. The third objective was represented by the most widespread range so far as importance is concerned. Personnel directors ranked it first; attorneys and professional people ranked it second and third respectively; and it was ranked sixth and seventh by store managers and accountants. Another marked difference appears in the seventh objective which was ranked as fifth and sixth except by accountants who felt it to be the most important.

The cumulative average ranking of each objective by business leaders, and the order of importance for each objective is given in Table II, page 29. In averaging all the objectives it was found that the fourth was of most importance. The first and third objectives were next in importance with average rankings of 2.84 and 4.1. The fifth objective was placed in seventh position by the cumulative rankings. However it is noted that the range of averaging was from 2.79 to 4.92 which indicates that none of the objectives were ranked in the same position by all business leaders. The types of

Business leaders ranking the objectives should be considered with respect to the objective. TABLE II It was quite natural

for the following objectives for business law based upon the cumulative ranking by 25 business leaders

Important to Objectives	Average Ranking of Each Objective	Order of Importance
(1) To develop in students a useful knowledge of rights and obligations related to common business transactions and, through this knowledge, help them avoid legal entanglements.	2.84	2
(2) To develop an alertness for legal difficulties and to recognize the need for professional legal advice.	4.25	4
(3) To develop a wholesome respect for and obedience to law and law enforcement and principles of ethics governing business activities.	4.1	3
(4) To develop the ability to reason and exercise good judgment in the application of legal principles to business and private affairs.	2.79	1
(5) To understand and develop a business-like attitude toward socio-economic relationships fundamental to daily business activities.	4.92	7
(6) To teach the uses and purposes of common legal documents fundamental in business affairs.	4.69	6
(7) To develop business citizenship and a better understanding of the purposes and functions of business in our society.	4.45	5

by the 1937 graduates, and therefore was felt to be the least important of the seven objectives included.

business leaders ranking the objectives should be considered with respect to the objective itself. It was quite natural for persons to rank objectives in light of their experiences. This gives range and flexibility of interpretation which is important to the aims of a course such as business law.

The suggested objectives were also ranked by forty-eight former students of business law. These students have now graduated from high school and are either going to college or are working in a full time capacity with various companies in the Wichita area. These students were divided into three major groups based upon graduation dates.

The data presented in Table III, page 31, represents the average ranking and order of importance for each objective as ranked by three groups of former students. All three groups gave the first objective a ranking of first in importance. The fourth objective was also ranked high in importance. The graduates of 1957 gave it a rank average of 2.63; 1958 graduates 2.94; and the 1959 graduates ranked it 3.13. Some major difference should be noted in the second objective. The classes of 1957 and 1958 ranked it as sixth in importance while the 1959 class ranked it as second in order of importance. The fifth objective had an average ranking of 5.38 by the 1957 graduates; 5.13 by the 1958 graduates; and 5.06 by the 1959 graduates, and therefore was felt to be the least important of the seven objectives outlined.

TABLE III

COMPARATIVE IMPORTANCE OF OBJECTIVES FOR BUSINESS LAW
AS RANKED BY THREE GROUPS OF FRESH STUDENTS

Objectives	Average Ranking of Each Objective (Column 1)					
	Order of Importance (Column 2)			Order of Importance (Column 2)		
	Graduates 1957	Graduates 1958	Graduates 1959	Graduates 1957	Graduates 1958	Graduates 1959
(1) To develop in students a useful knowledge of rights and obligations related to common business transactions and, through this knowledge, help them avoid legal entanglements.	2.38	2.38	2.06	1	1	1
(2) To develop an alertness for legal difficulties and to recognize the need for professional legal advice.	4.75	4.5	3.06	6	6	2
(3) To develop a wholesome respect for and obedience to law and law enforcement and principles of ethics governing business activities.	4.06	4.66	4.19	3	5	4
(4) To develop the ability to reason and exercise good judgment in the application of legal principles to business and private affairs.	2.63	2.9	3.13	2	2	3
(5) To understand and develop a business-like attitude toward socio-economic relationships fundamental to daily business activities.	5.38	5.1	5.06	7	7	5
(6) To teach the uses and purposes of common legal documents fundamental in business affairs.	4.19	4.28	5.06	4	3	6
(7) To develop business citizenship and a better understanding of the purposes and functions of business in our society.	4.63	4.38	5.64	5	4	7

The cumulative ranking by former students of each objective as to average rank and order of importance is shown in Table IV, page 33. In combining all three groups of students it was found that the first objective was given the lowest average ranking of 2.27. The range of 2.27 to 5.19 in average ranking is much greater among students than it was among the rankings by business leaders. The fourth objective has an average rank of 2.9 which places it as second in importance. An average ranking of 4.1 was given the second objective, and 4.23 the third objective which indicates that there is little difference as to their importance based upon the attitudes of former students. The least important objectives were number seven ranking sixth and the fifth objectives ranking seventh in importance.

The data presented in Table V, page 34 shows the combined average ranking of each objective as ranked by all business leaders and former students interviewed. Also each objective is given in order of importance as it relates to the high school business law course. The fourth objective is first with a 2.79 average rank; objective one is second with 2.84; objective three is third with 4.1; objective two is fourth with an average ranking of 4.25; a 4.45 ranking places the seventh objective fifth; a 4.69 ranking indicates a sixth position; and the least important objective is number

TABLE IV

OBJECTIVES FOR BUSINESS LAW BASED UPON THE CUMULATIVE
RANKING BY 48 FORMER STUDENTS

Objectives	Average Ranking of Each Objective	Order of Importance
(1) To develop in students a useful knowledge of rights and obligations related to common business transactions and, through this knowledge, help them avoid legal entanglements.	2.27	1
(2) To develop an alertness for legal difficulties and to recognize the need for professional legal advice.	4.1	3
(3) To develop a wholesome respect for and obedience to law and law enforcement and principles of ethics governing business activities.	4.23	4
(4) To develop the ability to reason and exercise good judgment in the application of legal principles to business and private affairs.	2.9	2
(5) To understand and develop a business-like attitude toward socio-economic relationships fundamental to daily business activities.	5.19	7
(6) To teach the uses and purposes of common legal documents fundamental in business affairs.	4.5	5
(7) To develop business citizenship and a better understanding of the purposes and functions of business in our society.	4.82	6

five. These positions compare closely with the rankings given by both business leaders and former students.

TABLE V

OBJECTIVES FOR BUSINESS LAW BASED UPON THE OPINION OF
25 BUSINESS LEADERS AND 48 FORMER STUDENTS

Objectives	Average Ranking Of Each Objective	Order Of Importance
(1) To develop in students a useful knowledge of rights and obligations related to common business transactions and, through this knowledge, help them avoid legal entanglements.	2.84	2
(2) To develop an alertness for legal difficulties and to recognize the need for professional legal advice.	4.25	4
(3) To develop a wholesome respect for and obedience to law and law enforcement and principles of ethics governing business activities.	4.1	3
(4) To develop the ability to reason and exercise good judgment in the application of legal principles to business and private affairs.	2.79	1
(5) To understand and develop a business-like attitude toward socio-economic relationships fundamental to daily business activities.	4.92	7
(6) To teach the uses and purposes of common legal documents fundamental in business affairs.	4.69	6
(7) To develop business citizenship and a better understanding of the purposes and functions of business in our society.	4.45	5

five. These positions compare closely with the rankings given by both business leaders and former students.

Based on the results of interviews, all units included were felt to be of importance. The business leaders and former students were asked to rank each of these units under

II. EXTERNAL FACTORS INFLUENCING UNITS OF CONTENT

Following the development of aims and objectives for business law the competent teacher will want and should have a well defined course content. The second aspect of interviewing business leaders and former students was to develop a more flexible and beneficial course with respect to units of study. Through examination of available materials units were suggested which could and should relate directly to business law. These areas of content were broken into the following twelve units.

1. Contracts
2. Buying and Selling Goods
3. Employer and Employee
4. Principal and Agent
5. Negotiable Instruments
6. Insurance
7. Bailments
8. Property
9. Business Organizations
10. Debtor and Creditor

11. Civil Wrongs and Crimes

12. Court Administration

Based on the results of interviews, all units included were felt to be of importance. The business leaders and former students were asked to rank each of these units under one of the following degrees of importance: Very Important, Important, or Less Important. The results of these rankings appear in Table VI, page 37. The units on Contracts and Negotiable Instruments received 16 ratings of Very Important, 8 of Important, and only one of Less Important. Also the units on Buying and Selling Goods, Insurance, Property, and Debtor and Creditor were ranked most frequently as Very Important. The three units ranked as Less Important were Employer and Employee, Bailments, and Business Organizations.

The results of these interviews with business leaders indicated that at least six of the twelve units should be included in an offering of business law. These units were the units ranked Very Important, and are shown in Table VI in the order of importance from one (1), through six (6). Also the other units are shown in the order of importance through the unit on Civil Wrongs and Crimes which is the least important.

Table VII on page 38, shows the ranking of these same twelve units by forty-eight former students of business law.

TABLE VI

RELATIVE IMPORTANCE OF UNITS FOR BUSINESS LAW BASED UPON
THE OPINION OF 25 BUSINESS LEADERS

Units	Degree of Importance			Rank of Importance	Order of Importance
	Very Important	Important	Less Important		
Contracts	16	18	1	Very Important	1
Buying and selling Goods	15	28	2	Very Important	4
Employer and Employee	29	10	6	Important	7
Principal and Agent	4	28	13	Less Important	9
Negotiable Instruments	16	28	1	Very Important	2
Insurance	12	17	6	Very Important	5
Bailments	2	28	15	Less Important	11
Property	15	19	1	Very Important	3
Business Organizations	4	27	14	Less Important	10
Debtor and Creditor	11	19	5	Very Important	6
Civil Wrongs and Crimes	11	11	13	Less Important	12
Court Administration	15	13	17	Important	8

TABLE VII

RELATIVE IMPORTANCE OF UNITS FOR BUSINESS LAW BASED UPON
THE OPINION OF 48 FORMER STUDENTS

Units	Degree of Importance			Rank of Importance	Order of Importance
	Very Important	Important	Less Important		
Contracts	36	10	2	Very Important	1
Buying and Selling Goods	21	22	5	Important	6
Employer and Employee	23	18	7	Very Important	5
Principal and Agent	5	26	17	Important	10
Negotiable Instruments	20	25	3	Important	7
Insurance	25	17	6	Very Important	3
Bailments	8	20	20	Important	9
Property	24	18	6	Very Important	4
Business Organizations	2	25	21	Important	11
Debtor and Creditor	26	19	3	Very Important	2
Civil Wrongs and Crimes	13	15	20	Less Important	12
Court Administration	14	19	15	Important	8

According to this data 36 of 48 ranked the unit on Contracts as Very Important. Additional units ranked most frequently as Very Important were Employer and Employee, Insurance, Property, and Debtor and Creditor. This differs somewhat from the rankings by business leaders. The business leaders ranked the units on Negotiable Instruments and Buying and Selling Goods as Very Important, but they did not rank the unit on Employer and Employee Very Important as did the students. The unit on Bailments received 8 Very Important ratings, 20 Important as well as 20 Less Important. On this basis the unit should be included in preference to any of those receiving only the rank of Less Important.

As a result of interviews with forty-eight former students of business law it was found that only five of the twelve units suggested were Very Important to a course in business law. These units are shown in this table in the order of importance from one (1), through five (5).

Data concerning the combined rankings of all the business leaders and former students is shown in Table VIII, page 40. Seven of the twelve units listed were ranked Very Important by more persons than were the other five. According to the table, the unit on Contracts was felt to be Very Important by 52 of 73, which is 71% of all the individuals interviewed. Property, Debtor and Creditor, and Insurance,

Contracts
 Buying and Selling Goods
 Employer and Employee
 Personal
 Negotiable Instruments
 Insurance
 Bailments
 Property
 Business Organizations
 Debtor and Creditor
 Civil Wrongs
 Crimes
 Court Administration

TABLE VIII

RELATIVE IMPORTANCE OF UNITS FOR BUSINESS LAW BASED UPON THE
OPINION OF 25 BUSINESS LEADERS AND 48 FORMER STUDENTS

Units	Degree of Importance			Rank of Importance	Order of Importance
	Very Important	Important	Less Important		
Contracts	52	18	3	Very Important	1
Buying and Selling Goods	36	30	7	Very Important	6
Employer and Employee	32	28	13	Very Important	7
Principal and Agent	9	34	30	Important	11
Negotiable Instruments	36	33	4	Very Important	5
Insurance	37	24	12	Very Important	4
Bailments	10	28	35	Less Important	10
Property	39	27	7	Very Important	2
Business Organizations	6	32	35	Less Important	12
Debtor and Creditor	37	28	8	Very Important	3
Civil Wrongs and Crimes	14	26	33	Less Important	9
Court Administration	19	32	22	Important	8

rank in second, third, and fourth places respectively. Negotiable Instruments and Buying and Selling Goods both were ranked as Very Important by 36 of 73 persons or 50%. The unit on Employer and Employee was rated as seventh in importance. The least important unit of the entire group was the one on Business Organizations. This information would indicate that at least seven of the twelve units suggested should be included in a course of secondary school business law. Also other units should be included if time permits. Table VIII also shows each unit as it is related to the others in order of importance.

Each person interviewed was asked to add any other units of study which he felt should be included. Some of the suggestions consisted of specific materials already included in the preceding units. However there were two units mentioned that should be given consideration. A unit on Income Tax was suggested by two former students and one of the professional persons. Many times the members of one department or an individual teacher will assume that another department or teacher is teaching certain materials. This seems to be the case with Income Tax, however it is felt that such a unit would be difficult to integrate, especially when business law is offered on a one semester basis. If such a unit is taught, it should be introduced only on an

acquaintanceship basis. The United States Treasury Department prints a booklet annually, containing relatively simple problems, which deal with income tax computation. This would be an excellent device if such a unit is taught. A second unit suggested by one student was that of Selecting a Lawyer. Such a unit could be integrated very nicely with the unit on Court Administration. An outside report by an interested student could be of real interest to the entire group and would take a minimum of class time for presentation.

Following the ranking of objectives and units of content, each of the persons interviewed were asked to indicate whether or not they felt business law was of value to a student graduating from high school. They were to rank this information under one of the following: Very Beneficial, Beneficial, Little Value, or Unimportant. The results to this question appear in Table IX, page 43. All 73 individuals interviewed felt that business law could be either Very Beneficial or Beneficial. This would indicate that such a course could and should be of much value to any student. Several of the students stated that business law had been very helpful to them since graduation. Business leaders felt that business law was important because it is fundamental to all activities that a person must engage in which are basic in our economic structure. Business law can be

quite practical and of much value to any student no matter what his occupational plans are.

The data related to objectives and units of study for business law has been analyzed in this chapter from the standpoint of both business leaders and former students. The importance of each objective has been discussed. Also units for business law and their related importance has been indicated.

TABLE IX

VALUE OF BUSINESS LAW BASED UPON THE OPINION
OF BUSINESS LEADERS AND FORMER STUDENTS

Degree of Value	Business Leaders	Former Students	Cumulative Totals
Very Beneficial	20	23	43
Beneficial	5	25	30
Little Value	0	0	0
Unimportant	0	0	0

quite practical and of much value to any student no matter what his occupational plans are.

The data related to objectives and units of study for business law has been analyzed in this chapter from the standpoint of both business leaders and former students. The importance of each objective has been discussed. Also units for business law and their related importance has been indicated.

This information is of much value as it relates to teacher planning for a course in business law. However another source of valuable material must be considered. In Chapter IV, a review of current business law textbooks is discussed from the standpoint of objectives and units of content.

1. SELECTED TEXTBOOKS

Basis of Selection. This presentation of certain selected business law textbooks was prepared so that a more complete picture of the secondary school business law course could be obtained. There were three criteria used in selecting the textbooks for consideration in this study (1) only the most current copyright dates were used in analyzing course content and over-all objectives; (2) references was

CHAPTER IV

A REVIEW OF CURRENT BUSINESS LAW TEXTBOOKS PUBLISHED ON THE SECONDARY SCHOOL LEVEL

In determining course content and objectives for business law on the secondary level, it was important to analyze the various factors which would affect such a course. One such factor of major importance to the beginning business teacher, is that of materials already available for use in teaching business subjects. Textbook materials can and should be of much value to anyone teaching in any field. Even the experienced instructor relies to a large extent upon the materials which are useful and readily available. For this reason a chapter of this study analysing textbook content was considered to be of importance.

I. SELECTED TEXTBOOKS

Basis of Selection. This presentation of certain selected business law textbooks was proposed so that a more complete picture of the secondary school business law course could be obtained. There were three criteria used in selecting the textbooks for consideration in this study (1) only the most current copyright dates were used in analysing course content and over-all objectives; (2) reference was

made to the publication listing textbooks suitable for use in Kansas schools; and (3) reliability and reputation of textbook publishers and authors was considered. According to Kansas Bulletin No. 350¹ the following textbooks are suitable for use in the schools of Kansas in 1960: Business Law for Everyday Living; Applied Business Law; and Business Law for Everyday Use. Three other textbooks were also used for purposes of examination in this chapter. Today's Business Law; Visualized Business Law; and Personal Business Law were the additional books selected. A complete bibliographical reference is presented in Appendix I, page 77.

Publishers. It was felt that from the standpoint of reliability and reputation that publishers of the previously mentioned textbooks are leaders in the field of business education materials. South-Western Publishing Company and Gregg Publishing Division of McGraw-Hill Book Company are more readily recognized in the mid-western part of the country. This is true because of their specialization in the area of business education. These companies furnish books for

¹Adel F. Throckmorton, Textbooks Suitable for Use in Kansas Schools, A List of Textbooks and Workbooks Approved by the State Textbooks Screening Committee (Topeka: The State Printing Plant, 1960), p. 8.

Prentice-Hall, Inc., published a textbook in 1950 entitled Business Law for Everyday Living. It was

almost all of the business courses offered on the secondary school level. High school business teachers of Kansas readily accept books as well as related materials which either of these publishers furnish.

The John C. Winston Company and Pitman Publishing, Inc. Corporation are more readily recognized in the northern parts of the United States. Both publishers have revised their textbooks for business law on the secondary school level in an attempt to be up-to-date and competitive with other publishers in this area of business education. Either of these books could be used with successful results in a business law course on the high school level.

In the field of higher education both Prentice-Hall, Inc., and Oxford Book Company have been well known for their materials published. In the area of secondary business education these companies are not as competitive as the others previously mentioned. This is due partially to the limited number of schools offering business law. Many times it is offered only in the larger systems where diversified curricula merit such an offering. However these books do represent an important sampling of useful materials which are available for use in a business law course on the secondary school level.

Authors. Prentice-Hall, Inc., published a textbook in 1939 entitled Business Law for Everyday Living. It was

written by S. George Getz who is a member of the New York Bar, and he is also Chairman of the Department of Accounting and Business Law at Christopher Columbus High School, in Bronx, New York. Mr. Getz has been a co-author in earlier publications of business law published by Prentice-Hall, Inc.

A book written by McKee Fisk and James C. Snapp bears the title Applied Business Law. Mr. Fisk is Head of the Division of Business, at Fresno State College, Fresno, California. He has worked with the publication of business law textbooks on the high school level for a number of years. Mr. Snapp is Head of the Department of Business Administration and Secretarial Science at Southwest Missouri State College, in Springfield, Missouri. He also is a Professor of Business Law and a member of the Missouri and American Bar Associations.

A textbook published in 1956 and co-authored by A. Lincoln Lavine and Morris Mandel is Business Law for Everyday Use. Both men are leaders in the field of business education. Mr. Lavine is Professor of Law and Chairman of the Law Department of St. John's University, School of Commerce, in Brooklyn, New York. He also is a member of the New York Bar Association. Mr. Mandel is Chairman of the Accounting and Law Departments of George W. Wingate High School in Brooklyn, New York.

The Pitman Publishing Corporation printed a business law textbook entitled Today's Business Law which was written by Kennard E. Goodman and William L. Moore. Mr. Goodman is

a member of the Ohio State Bar Association and is Department Head of Business in West Technical High School, in Cleveland, Ohio. He also is an instructor in the Evening Division of John Carroll University. Mr. Moore is the Principal of John May High School, in Cleveland, Ohio.

The textbook Visualized Business Law was written by Harry I. Good and Rose M. Keicher. Mr. Good is now Associate Superintendent of Schools for Secondary Education in Buffalo, New York. He was formerly Director of Commercial Education in Buffalo, New York. Mrs. Keicher is the instructor of Business Law in Hutchinson-Central High School in Buffalo, New York.

The Gregg Publishing Division, McGraw-Hill Book Company, Inc., prints Personal Business Law which is written by Arnold E. Schneider, Edward A. Smith, and John E. Whitcraft. Mr. Schneider is Dean of the School of Business at Western Michigan College in Kalamazoo, Michigan. Mr. Smith is a Professor of Business Law and Chairman of the Department of Business Law, College of Business Administration at Syracuse University, Syracuse, New York, and is also a member of the Kansas Bar Association. Mr. Whitcraft is an Associate in Business Education in the Bureau of Business and Distributive Education at the State Education Department of New York.

All three of these men are competent in the field of business education.

that of terminology. II. OBJECTIVES: Improved definitions, vocabulary lists, and a glossary of common legal terms are

In the preface presented by each of the publishers a general idea of organization and a presentation of the cri-

terial that has been used for selecting materials is given. Objectives are not outlined in the textbooks as such;

however, in the supplementary materials the publishers list Also reference is made to other supplementary materials which both general objectives, such as those given in Chapter V of are supplied for use with the textbook. There are various this study, and specific objectives for each unit of study. types of supplemental aids available such as: teaching man- These could be of much benefit if used properly. The effec- uals, keys, workbooks, and tests. These are all teaching tive teacher of business law realizes at this point that he devices which would aid the competent teacher in making full is not merely reading objectives to students, but that he is use of the textbook materials.

putting concepts across which will make the class of vital Stated below is one of the primary objectives of busi- interest to all who are enrolled. ness law textbook publishers.

The general objectives for a business law course are . . . major emphasis has been placed on simpli- the fied explanations and examples of important legal or V. principles. Technical and controversial points of Each law have been omitted. The number of required prin- ciples has been kept to a minimum in accordance with stud the aims and objectives of a high-school course in business law.²

This has been done in an attempt to discard anything that resembles legal rote, thus giving the student problems which

All of the business law books examined use somewhat live and will mean something to him through application. the same pattern of presentation. For example, they intro-

Another objective is to clearly define differences duce textbook materials by giving a number of reasons why which arise among various states as to state statutes, in- business law is helpful and what law actually means to each ferest rates, and etc. Also a point of vital importance is individual in our society. Only the first few pages were

used to present this introduction. However in the Goodman
²S. George Getz, Business Law for Everyday Living
 (Englewood Cliffs: Prentice-Hall, Inc., 1959), p. V.

that of terminology. Features such as improved definitions, vocabulary lists, and a glossary of common legal terms are included in the publications selected.

Objectives are not outlined in the textbooks as such; however, in the supplementary materials the publishers list both general objectives, such as those given in Chapter V of this study, and specific objectives for each unit of study. These could be of much benefit if used properly. The effective teacher of business law realizes at this point that he is not merely reading objectives to students, but that he is putting concepts across which will make the class of vital interest to all who are enrolled.

The general objectives for a business law course on the high school level are discussed in detail in Chapter V. Each one is analyzed as it relates to the findings of this study.

III. CONTENT

All of the business law books examined use somewhat the same pattern of presentation. For example, they introduce textbook materials by giving a number of reasons why

business law is helpful and what law actually means to each individual in our society. Only the first few pages were used to present this introduction. However in the Goodman and Moore book published by Pitman Publishing Corporation,

these ideas were presented in more detail. In this unit they went into not only what law means, but also how it operates and how it deals with business and private wrongs.

Units of content. The number of basic units covered in each of the six textbooks examined were compared. This includes units which deal with the various areas of business law, and not with variations of the same unit. For example a topic such as, "nature of contracts" would be included in the unit on Contracts and not as a separate unit in itself. Three of the six publishers offer eleven different units in their business law textbooks, and three offer ten separate units.

Table X shows the course content by units of each of the six textbooks analyzed. Twelve basic units are used to break down the offerings as they were shown in each of the publications. Units on Contracts, Buying and Selling Goods, Negotiable Instruments, Insurance, Bailments, Personal and Real Property, and Business Organizations were found in each of the books. This would indicate that these seven units were common to all writers of the textbooks examined.

In the five remaining units there was not as much uniformity in offerings. The unit most frequently left out was the one concerning Debtor and Creditor relationships. The Prentice-Hall Publishing Company, Gregg Division of the

TABLE X

 CONTENT BY UNITS FOR BUSINESS LAW
 PRESENTED IN SELECTED TEXTBOOKS

Units of Work Included	Publishers						
	Prentice- Hall	South- Western	Winston	Gregg	Pitman	Oxford	
Contracts	X	X	X	X	X	X	
Buying and Selling Goods	X	X	X	X	X	X	
Employer and Employee	X	X		X	X	X	
Principal and Agent	X	X	X	X		X	
Negotiable Instruments	X	X	X	X	X	X	
Insurance	X	X	X	X	X	X	
Bailments	X	X	X	X	X	X	
Property	X	X	X	X	X	X	
Business Organizations	X	X	X	X	X	X	
Debtor and Creditor		X	X			X	
Civil Wrongs and Crimes	X		X	X	X		
Court Administration	X	X		X	X		

McGraw-Hill Book Company, and Pitman Publishing Corporation all omitted this unit. The John C. Winston Company and the Gregg Division of McGraw-Hill Book Company did not include the unit on Court Administration. The unit on Employer and Employee relations was not included in the publication put out by the John C. Winston Company. Agency as it relates to business law was not treated in the textbook by Pitman Publishing Company, and the unit on Civil Wrongs and Crimes was not discussed in the South-Western Publishing Company's edition.

None of the publications examined contained a separate treatment of all twelve units broken down in Table XI. This was true because some of the less important unit materials were integrated with a basic unit.

Table XI indicates the percentage comparisons on a unit basis of the volume of material in each of the six textbooks examined. This table is included for comparative purposes only, and therefore the percentages are figured to the nearest whole percent. This was done in order to present a more meaningful pattern. In analysing each unit it is clearly evident that the unit on Contracts has two to five times as much material in it as the majority of other units. This is consistently true in all the publications. The units on Buying and Selling Goods and Negotiable Instruments contain approximately one-half the number of pages as the unit on Contracts.

The units containing the least volume of material are Debtor and Creditor, Court Administration, and Civil Wrongs and Crimes. These are not included in some of the textbooks.

TABLE XI

A PERCENTAGE COMPARISON OF PAGES PER UNIT TO
TOTAL PAGES IN SELECTED TEXTBOOKS

Units of Work Included	Publishers						
	Prentice- Hall	South- Western	Winston	Gregg	Fitman	Oxford	
Contracts	22	22	22	27	20	28	
Buying and Selling Goods	11	13	11	12	12	12	
Employer and Employee	4	10	0	6	9	1	
Principal and Agent	5	4	8	5	0	10	
Negotiable Instruments	13	11	13	12	12	14	
Insurance	9	12	6	8	10	6	
Bailments	11	7	9	10	9	11	
Property	12	7	11	7	13	7	
Business Organizations	8	7	13	7	7	8	
Debtor and Creditor	0	4	3	0	0	2	
Civil Wrongs and Crimes	2	0	4	6	4	0	
Court Administration	3	3	0	1	4	0	

The units containing the least volume of material are Debtor and Creditor, Court Administration, and Civil Wrongs and Crimes. These are not even included in some of the textbooks examined as was indicated in Table XI.

The purpose of this study was to develop and determine objectives and content for a course in business law on the secondary school level. The materials presented in this chapter indicate the findings of this study. Each of the general objectives and units of content for business law is discussed in detail. Also recommendations are given to add further meaning to the findings of this study.

For the purposes of this study the interview technique was used to gather data. The names of forty-eight students who had completed business law and graduated from Wichita High School West were selected. Each student was interviewed on an informal basis. Also twenty-five leaders in the field of business in the Wichita metropolitan area were interviewed. After the above data had been gathered and compiled a survey was made of six selected business law textbooks published on the secondary school level. As a result of personal interviews with former students, business leaders, and a review of current business law textbooks, a course in secondary school business law was determined and developed. The following objectives and units of content are considered to be the basis for a course in business law.

PROPOSED OBJECTIVES AND CONTENT

FOR BUSINESS LAW

The purpose of this study was to develop and determine objectives and content for a course in business law on the secondary school level. The materials presented in this chapter indicate the findings of this study. Each of the general objectives and units of content for business law is discussed in detail. Also recommendations are given to add further meaning to the findings of this study.

For the purposes of this study the interview technique was used to gather data. The names of forty-eight students who had completed business law and graduated from Wichita High School West were selected. Each student was interviewed on an informal basis. Also twenty-five leaders in the field of business in the Wichita metropolitan area were interviewed. After the above data had been gathered and compiled a survey was made of six selected business law textbooks published on the secondary school level. As a result of personal interviews with former students, business leaders, and a review of current business law textbooks, a course in secondary school business law was determined and developed. The following objectives and units of content are considered to be the basis for a course in business law.

I. OBJECTIVES FOR BUSINESS LAW

In developing any course offering the first step is to determine general objectives. These objectives must be fundamental to both the students who will take the course and the materials that are to be used for instruction.

Seven objectives for business law are presented in the order of their importance to a course in business law. These objectives are of a general nature, and relate to the over-all planning of a business law course to be offered on the secondary school level. The placement of each objective in the given order is based upon the results of interviews with business leaders and former students as related in Chapter III. Each of the following objectives is considered to be the basis for a course in business law.

1. To develop the ability to reason and exercise good judgment in the application of legal principles to business and private affairs.

The Assistant Administrator of Wesley Hospital in Wichita, Kansas, stated that the ability to reason and exercise good judgment should be the most important objective of business law. Persons they employ need to be able to do a job without constant supervision. This is essential if a person is to be successful.

The ability to reason and exercise good judgment leads to a more stable and well balanced individual. Certainly a

portion of this must come from the experiences of a person, but there must be instilled within each individual a desire and interest in his own welfare. This should not be a selfish motive but rather one of necessity for security in our complex socio-economic system. In our society today there are very few people who are removed from the activity of conducting business, whether on a large or small scale.

Many persons become frustrated when faced with a legal problem. Because of their lack of knowledge and confidence they are at a complete loss as to which way to turn. In most cases if this one objective could be applied it would save much needless worry and confusion. Usually there is a way of solution which after due application of this judgment will lead a person to seek legal advice or make a wise decision for himself. Many times, time and thought will lead to a suitable solution of business problems.

2. To develop in students a useful knowledge of rights and obligations related to common business transactions, and through this knowledge, help them avoid legal entanglements.

This objective being second in importance emphasizes the fact that both business leaders and former students feel a definite need for knowledge of rights and obligations. This knowledge can not deal with technical and involved business affairs, but it is of much importance when related to the common everyday business activities that all persons engage in.

Writing checks, buying goods and services, and signing various types of contracts are only a few of the many ways in which people may become involved. An acquaintanceship with regard to rights and obligations will be most beneficial in helping students avoid future pitfalls. A person should realize the importance of handling his business affairs with much care and interest. Generally a person can avoid legal entanglements if he has a basic understanding of his rights and obligations. This should also give him a basis for acting wisely in the face of legal difficulties.

3. To develop a wholesome respect for and obedience to law and law enforcement and principles of ethics governing business activities.

Any organization functions more efficiently when it is developed and controlled by a pattern of regulations. This is true in every area of activity, from the home through the operation of a country. If persons do not have respect for the laws which affect them, then these laws become valueless. This objective is not directed at a dictatorial type of control, but rather at the heart of the relationship between the organization and its members. If a proper attitude is maintained by the majority of individuals the organization will function to the benefit of all concerned. In the business world these principles of ethics are essential for efficient transaction of business affairs. This should develop in the

student an awareness to his responsibility as well as the responsibility of others. A sense of fairness and integrity should be constantly stressed in a course of this type. This attitude is necessary not only to success on the job, but also to success in the carrying on of personal business activities.

4. To develop an alertness for legal difficulties and to recognize the need for professional legal advice.

This objective ranks fourth in importance. Many persons today get involved in legal difficulties before they realize what has taken place. Certainly it is better, as is suggested in the second objective, to recognize a legal situation and avoid trouble if possible. However in some cases this can not be done. At this point some people become frustrated and know very little about what they should do. In the first place many times they don't even know what the real problem is, and secondly they don't know what to do about it. Even the attorney has difficulty in helping a person who can't determine his own problem. One attorney suggests that most people need a common knowledge of what problems can arise and how to deal with them. He counsils many people who can not state their problem and are not even able to recognize the point of difficulty.

It is very important for people to know what problems can arise and how to work with them. Also a person should be

aware of the type of legal advice he needs, and where to find it. In most cases this advice can be obtained much more readily if he knows where to go and what his problem really is. Also it is important for a person to recognize that a legal situation has arisen, and to seek legal advice before it becomes serious in nature.

5. To develop business citizenship and a better understanding of the purposes and functions of business in our society.

Again as in the third objective this would deal with basic attitudes and understandings. A taboo has been affixed to the term "profit." This is a prime example of one such misunderstanding that is very important to persons living in this country. The free enterprise system is fundamental to this economy and unique to this society. If this understanding can be explored and areas of misunderstanding cleared, students will be able to effectively take their place in routine business activities that are essential to daily living. It is definitely the responsibility of business education to correct misunderstandings like this. Business law is an ideal place in which this can be done, since it is restricted to juniors and seniors who in most cases are more mature and interested in the actual functions of business as they relate to them. In many cases this gives them a more wholesome outlook toward their job, and the business dealings they engage

in. If the socio-economic system is to be stable and beneficial to all citizens basic understandings are essential. This objective is not only fundamental in business law, but should also be primary in any business education offering.

6. To teach the uses and purposes of common legal documents fundamental in business affairs.

Today pressures are placed upon the individual as he transacts his business affairs. Banks urge checking and savings accounts, the government requires the use of certain legal documents, and the business man is well supplied with contracts of all types. For this reason it is important that students be introduced to some of the more common types of documents they will be called upon to use. Basic understandings of such documents can many times keep the individual from becoming involved with a situation he is unfamiliar with.

Also it affords intelligent use of many services that business offers to any person who will take advantage of them. It would be both impossible and impractical to cover involved and complex types of legal documents, but samples and the discussion of various types of legal documents can be of much value to the young person who will shortly accept his place in society. These materials will have a broad application as he carries on his daily business activities which are essential to successful daily living.

object 7. To understand and develop a business-like attitude toward socio-economic relationships fundamental to daily business activities.

This objective was ranked least important among those reviewed. It relates directly to the fifth objective dealing with business citizenship. The justification for such an objective would be to keep before the students at all times the fact that they must continue to develop and learn from their experiences. It is essential that a person continue to learn and apply principles related to business law throughout his life time. Also this objective would suggest that a person should maintain a wholesome attitude no matter what situations he encounters. This awareness of continual need for development is necessary to successful and pleasant business relations.

This objective also should remind the teacher of business law that he is building into the student a foundation for growth and development of social and economic understandings. One of the store managers interviewed felt that this objective was essential if persons were to get along with fellow employees and management. Many problems can arise due to lack of understanding and poor attitudes.

These objectives should be continually analyzed and changed with respect to pupil needs. A course such as business law should serve all those who enroll, and to do this branch of contract. Such material is available in textbook

objectives must be studied carefully and periodically. Also they should lend themselves to flexibility and adjustment as development would demand.

II. UNITS OF STUDY FOR BUSINESS LAW

The following units are proposed based upon the findings of this study. Each unit is discussed briefly from the standpoint of content and importance to the course. The placement of each unit in the given order is based upon the results of interviews with business leaders and former students as related in Chapter III.

Contracts. It is the opinion of business leaders, former students, and textbook writers that the unit on Contracts is the most important. This consensus of opinion comes from the fact that Contracts are the basis for almost every business transaction that a person engages in. The unit on Contracts lays a foundation for all other materials covered in the course, therefore the unit should be general in nature, and specialization left for additional units.

In presenting Contracts the primary purpose is to develop the nature of contracts, and to discuss in detail the essential elements of any contract. Also the discharge of contractual duties is covered as well as the remedies for breach of contract. Much material is available in textbook

form. However the teacher should for the purposes of motivation be prepared to present illustrative cases, sample forms, and encourage lengthy discussion of materials concerned. Topics such as competent parties, mutual assent, legal bargain, consideration, and required form should be studied in detail. A time schedule for each unit is not analyzed here, but the unit on Contracts would be given more time than any other single unit. This is justified by the fact that the persons interviewed felt it to be the most important unit, and that textbook writers contribute almost one-fourth of their materials to a presentation of Contracts. From the viewpoint of this writer a unit on Contracts is essential to any offering of business law, and should be taught on an equal basis and in much less detail than the unit on Contracts.

Property. The unit ranking second in importance is the unit on Property. In most cases this unit is treated lightly by textbook writers; however, based upon the opinion of business leaders and former students it is one of the most important units. As noted in Table VIII, on page 40, units on Property, Debtor and Creditor, Insurance, Negotiable Instruments, and Buying and Selling Goods were ranked very closely. A unit on Property should include such topics as ownership, transfer, tenancy, and wills. Today ownership of property involves many responsibilities that are very important. In most cases owning a home involves twenty to thirty

years of payments that represent the largest single investment most people will make during a life time. Persons also buy and sell real property more frequently than at any time in the past. This tends to complicate the problem and therefore information concerning the transfer of property is vital. Students will be establishing homes in a relatively short time after graduation and for this reason tenancy is of importance to them. The final aspect of this unit deals with intestacy. People many times are not aware of the problems that can arise if necessary precautions are not taken to show the intentions of parties. Supplementary materials such as abstracts are very beneficial in teaching a unit on Property. This unit should be taught on an acquaintanceship basis and in much less detail than the unit on Contracts.

Debtor and Creditor. This unit deals with secured and unsecured debts and with suretyship. There are many responsibilities that evolve when a person borrows or loans money. Again as noted with Property most textbook writers have treated this unit very lightly. However its ranking of third in importance may be attributed in part to the large amount of credit extended today in our economic system. This would indicate that textbook materials are not abreast with student need as determined by business leaders and former students. It is also possible to relate this unit directly with Negotiable

Instruments and Buying and Selling Goods. Certainly in a time when credit is at a peck, this unit would be of vital importance from both the aspect of borrowing and lending regardless of the purposes for which the money is to be used. Case illustrations would be of much value in the study of this unit. The responsibilities of debtor and creditor relations should be emphasized and discussed as they affect the business activities of the free enterprise system.

Insurance. An accountant interviewed asserted that Insurance is an important unit because of the many types of coverage available. He feels that a person should have an understanding of the purposes of the various types of insurance available.

A unit on insurance should not be detailed. It would be impossible to provide information on all types of insurance available. However the nature of insurance should be discussed with regard to risks and the need for protection for various types of risks. There are three basic areas of coverage which should be taught. Protection for property, life, and automobiles are of importance to all persons. The necessity of planning insurance programs for various types of needs should be stressed. The types of protection available under each of these three areas should be discussed, and explained with regard to individual needs. A special speaker could be

used for motivational purposes and to give more detailed information. This unit can be of much interest to students and should carry general points of application for use in later planning of insurance programs. Students should be urged to read and understand any policy before it is signed, which again emphasizes the importance of the unit on Contracts and how it relates to all other materials in the business law offering.

Negotiable Instruments. Ranking fifth in order of importance was the unit on Negotiable Instruments. Negotiable Instruments play an important role in the business activities of our economic system. Many essential materials may be covered in this unit.

An overview should be presented concerning the nature and types of negotiable instruments. More time should be spent in discussing checks, and notes since they play such a large part in the business activities of an individual. Materials concerning the transfer and rights of holders should be used to emphasize the responsibilities connected with the use of negotiable instruments. Other less important forms of negotiable instruments should be covered on an acquaintance-ship basis for general values to students. This unit will be of much interest to students since some of them already have bank accounts and savings accounts. The actual copies of

various types of instruments should be used as a motivational device and can make the real meaning more applicable. Many times students will want to bring instruments that they have drawn or that their parents have been connected with in some business transaction. The unit on Negotiable Instruments is very valuable for any student no matter what his occupational plans are.

Buying and Selling Goods. This unit lends itself to much controversy. Economic application can be made very easily with regard to obligations and values of various types of articles and services. This unit if approached realistically will provide much valuable information for students. The unit concerning Bailments could be integrated very easily with this unit. Bailments ranked tenth in importance in the over-all ranking, which indicates that this information is of lesser importance than most of the other units suggested. However reference should be made even if it is not taught as a separate unit.

The making of sales contracts and the various forms of sales contracts should be emphasized as to the responsibilities involved. This is another area where many people become entangled in legal situations. The transferring of title and the rights and remedies of various sales agreements should be discussed in some detail. Also warranties should be analyzed

business law, the above mentioned units should be covered

from both the standpoint of the buyer and the seller. Various government agencies established for the protection of consumers should be covered. This again is an area which can and should be of vital importance to students even while they are taking the course.

Employer and Employee. Several students indicated that this unit was of much value. One girl employed as a secretary for a large industrial plant related her experience with regard to a strike. She felt as did many others that this information was of much value to persons graduating from high school. This unit was ranked seventh in importance and was the last unit to carry a rating of Very Important. This unit would seem more important to students especially since many of them will be seeking employment within a few months.

The unit on Employer and Employee should first include a discussion on contracts of employment. This would lead into a discussion of unions, wage agreements, and bargaining. Also government agencies for the regulation of employment should be included. Another very important phase of employment is information dealing with various benefits, such as social security. Occupational information as it relates to various types of employment is of much value to students graduating from high school.

Due to the one semester offering generally found for business law, the above mentioned units could be covered

adequately. If possible other units such as principal and agent, court administration, civil wrongs and crimes, and business organizations should be introduced. However due to lack of time it would be necessary to teach them on an acquaintanceship basis.

These units could be taught in any order, with the exception of Contracts, which should be taught first. However, they are presented in the order of importance as they were found in this study. The business law course should be introduced with some basic thoughts as to why business law is important. Then units of content should be developed as the needs of the students would demand. Certainly serious consideration should be given to each unit as it is presented. Steps should be taken to give each student the most possible information which would be feasible and valuable to him and his experiences. Planning and organization must go not only into the development of objectives but also into the development of units of study. Units should be flexible and subject to constant revisions which are necessary if such a course is to meet the needs of the students enrolled.

III. CONCLUSIONS

The conclusions presented here are based on textbook analysis, extensive research, and the data given subjectively

by business leaders and former students in Wichita, Kansas. It may reasonably be assumed that similar information would result from a study completed in another geographical area. It is assumed, that in general terms, the results of this study constitute valid evidence of objectives and units of content for a course in business law on the secondary school level.

On the basis of the relatively extensive findings of this study the following conclusions are drawn:

1. Business law is an important part of the basic business area of business education. The enthusiasm displayed by business leaders and former students of business law indicates that such an offering is of much value. It is being recognized as an area capable of contributing much to the general knowledge and welfare of all persons.

2. Business law needs careful and periodic revision in order that the offering may be improved. This course is not an area of specialization in itself, but should be a strong part of the business education program offered in the public high school.

3. Business law should be taken by more students than are now enrolling. This is indicated by the large number of former students who felt that it was helpful to them and that more pupils should take the course. Some persons suggested that business law should be a required course in our curriculum.

IV. RECOMMENDATIONS

As a result of the findings and conclusions of this study the following recommendations are made:

1. All students should be urged to take business law. Its importance should be emphasized especially to the college bound student. Business law contains basic information which is valuable to any person irregardless of his major field.
2. Business law should be up-graded to a high academic level, thus encouraging the better students to enroll. All students should have an opportunity to secure training in this area of basic business education.
3. Further research is necessary to determine the needs of individuals and of the community in which they live. The constant changes in our economic and social activities should bring about corresponding changes in objectives and units of content for business law. Emphasis should be placed upon the need for basic understandings by all people.
4. School administrators and guidance personnel should be informed on the objectives and content of business law. Their value to all students enrolled in the public secondary school should be emphasized.
5. Serious consideration should be given to offering business law as one full unit. This investigation revealed

that one semester is not adequate time to explore all the areas fundamental to economic activities people engage in today.

6. The units on Court Administration, Civil Wrongs and Crimes, Principal and Agent, and Business Organizations should be integrated on an acquaintanceship basis if at all possible. This problem must be analyzed carefully due to the one semester offering.

7. Other problems suggested by this study needing further investigation are:

a. The development and evaluation of business law on a one unit basis.

b. The feasibility of requiring business law of all students graduating from an accredited high school.

c. A study to develop methods of correlating and integrating units of study for business law.

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for

"A Study of Interest for a Course in Secondary School Business Law"

Persons interviewed _____

Occupations _____

Grades _____

Interviews _____

Date _____

What types of business activities permitted to law, do you engage in which are personal to yourself? Interest responses were made to the following areas:

Check writing	Employment	Ownership of real property
Credit sales	Carrier of goods	Ownership of personal property
Credit buying	Carrier of passengers	Transferring title of real property
Cash sales	Private car	Transferring title of personal property
Cash buying	Car risks	Taxes
Security	Property risks	
Warranties	Life risks	
Money orders	Public utilities	
Cashier's checks	Lodging	
Promissory notes	Social security	
Traveler's checks	Workman's insurance	

APPENDIX II

Administer forms for ranking objectives and topics of interest.

Attitude of person interviewed.

- _____ Very receptive
- _____ Receptive
- _____ Indifferent

Informal responses made after interview forms were completed:

for

"A Study of Content for a Course in Secondary School Business Law"

Person Interviewed _____

Occupation _____

Graduated _____

Interviewer _____

Date _____

What types of business activities related to law, do you engage in which are personal in nature? Informal responses were made to the following areas:

Check writing	Employment	Ownership of real property
Credit sales	Carrier of goods	Ownership of personal property
Credit buying	Carrier of passengers	Transferring title of real property
Cash sales	Private carrier	Transferring title of personal property
Cash buying	Car risks	Taxes
Security	Property risks	
Warranties	Life risks	
Money orders	Public utilities	
Cashier's checks	Lodging	
Promissory notes	Social security	
Traveler's checks	Workman's insurance	

Administer forms for ranking objectives and topics of content.

Attitude of person interviewed.

- _____ Very Receptive
- _____ Receptive
- _____ Indifferent

Informal responses made after interview forms were completed:

INTERVIEW FORM

83

for

"A Study of Content for a Course in Secondary
School Business Law"

I. In light of the experiences encountered in everyday business activities, what objectives do you feel should be basic to a high school business law course? Please rank the following by number in order of preference and make additional comment if you so desire.

- ___ To develop in students a useful knowledge of rights and obligations related to common business transactions and, through this knowledge, help them avoid legal entanglements.
- ___ To develop an alertness for legal difficulties, and to recognize the need for professional legal advice.
- ___ To develop a wholesome respect for and obedience to law and law enforcement and principles of ethics governing business activities.
- ___ To develop the ability to reason and exercise good judgment in the application of legal principles to business and private affairs.
- ___ To understand and develop a business-like attitude toward socio-economic relationships fundamental to daily business activities.
- ___ To teach the uses and purposes of common legal documents fundamental in business affairs.
- ___ To develop business citizenship and a better understanding of the purposes and functions of business in our society.

Other objectives you feel would be important:

II. What topics should be included in a business law course offered to juniors and seniors in high school? Listed below you will find a few suggestions. Please rank each under one of the following degrees of importance: Very Important, Important, or Less Important. Make additional comment if you so desire.

Very Imp.	Imp.	Less Imp.	Suggested Units
_____	_____	_____	<u>Contracts</u> - An explanation of the nature of contracts; the essential elements of a contract; types of contracts; the discharge of contractual duties; and remedies for breach.
_____	_____	_____	<u>Buying and Selling Goods</u> - Includes material on types of sales; transferring ownership; warranties; and rights and remedies.
_____	_____	_____	<u>Employer and Employee</u> - Types of employment contracts; government regulation; and responsibilities.
_____	_____	_____	<u>Principal and Agent</u> - Includes ways of creating the relationship of agency and responsibilities arising from agency.
_____	_____	_____	<u>Negotiable Instruments</u> - Types of negotiable instruments; rights of holders; and transfer of negotiable instruments.
_____	_____	_____	<u>Insurance</u> - The nature of insurance and kinds of protection available.
_____	_____	_____	<u>Bailments</u> - Includes buying of services; types of bailments; and bailments as related to carriers of goods and passengers.
_____	_____	_____	<u>Property</u> - Ownership of real property; renting real property; and wills and inheritance.
_____	_____	_____	<u>Business Organizations</u> - Includes material concerning types of business organizations.
_____	_____	_____	<u>Debtor and Creditor</u> - Secured and unsecured debts and rights and remedies.
_____	_____	_____	<u>Civil Wrongs and Crimes</u> - Enforcement of rights and torts and crimes.
_____	_____	_____	<u>Court Administration</u> - Our system of courts.

Other topics you feel would be important:

_____ -

_____ -

III. Do you feel that business law could be of benefit to people graduating from high school? Please check your answer under one of the following:

Very Beneficial

Beneficial

Little Value

Unimportant

Comment:

What types of business law courses would you like to see in the high school curriculum? Check the appropriate boxes and check the following areas:

Check writing	Partnerships	Ownership of real property
Checks and notes	Partnership contracts	Contracts of personal property
Check collection	Partnership dissolution	Transfer of title of real property
Bankruptcy	Partnership liability	Transfer of title of personal property
Insurance	Partnership formation	Transfer of title of personal property
Wills and probate	Partnership termination	
Agency	Partnership management	
Partnership contracts	Partnership dissolution	
Partnership liability	Partnership formation	
Partnership management	Partnership termination	

IV. How likely would you be to enroll in a business law course if it were available in your high school?

Rate your response on the following scale:

- Very likely
- Somewhat likely
- Not likely

V. How likely would you be to recommend a business law course to a friend if it were available in your high school?

- Very likely
- Somewhat likely
- Not likely

INTERVIEW FORM

for

"A Study of Content for a Course in Secondary School Business Law"

Person Interviewed _____

Occupation _____

Graduated _____

Interviewer _____

Date _____

I. What types of business activities related to law, do you engage in which are personal in nature? Informal responses were made to the following areas:

Check writing	Employment	Ownership of real property
Credit sales	Carrier of goods	Ownership of personal property
Credit buying	Carrier of passengers	Transferring title of real property
Cash sales	Private carrier	Transferring title of personal property
Cash buying	Car risks	Taxes
Security	Property risks	
Warranties	Life risks	
Money orders	Public utilities	
Cashier's checks	Lodging	
Promissory notes	Social security	
Traveler's checks	Workman's insurance	

II. Administer forms for ranking objectives and topics of content.

III. Attitude of person interviewed.

- _____ Very Receptive
- _____ Receptive
- _____ Indifferent

IV. Informal responses made after interview forms were completed:

for

"A Study of Content for a Course in Secondary
School Business Law"

I. In light of the experiences encountered in everyday business activities, what objectives do you feel should be basic to a high school business law course? Please rank the following by number in order of preference and make additional comment if you so desire.

- ___ To develop in students a useful knowledge of rights and obligations related to common business transactions and, through this knowledge, help them avoid legal entanglements.
- ___ To develop an alertness for legal difficulties, and to recognize the need for professional legal advice.
- ___ To develop a wholesome respect for and obedience to law and law enforcement and principles of ethics governing business activities.
- ___ To develop the ability to reason and exercise good judgment in the application of legal principles to business and private affairs.
- ___ To understand and develop a business-like attitude toward socio-economic relationships fundamental to daily business activities.
- ___ To teach the uses and purposes of common legal documents fundamental in business affairs.
- ___ To develop business citizenship and a better understanding of the purposes and functions of business in our society.

Other objectives you feel would be important:

II. What topics should be included in a business law course offered to juniors and seniors in high school? Listed below you will find a few suggestions. Please rank each under one of the following degrees of importance: Very Important, Important, or Less Important. Make additional comment if you so desire.

Very Imp.	Imp.	Less Imp.	Suggested Units
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_____	_____	_____	<u>Civil Wrongs and Crimes</u> - Enforcement of rights and torts and crimes.
_____	_____	_____	<u>Court Administration</u> - Our system of courts.

Other topics you feel would be important:

_____ -

_____ -

III. Do you feel that business law has been helpful to you? Please check your answer under one of the following:

_____ Very Beneficial

_____ Beneficial

_____ Little Value

_____ Unimportant

Comment: