1981

A Survey to Determine Teacher Attitudes and Treatment of Secondary Business Law

Marcialyn JoAnn Samuelson
Old Dominion University

Follow this and additional works at: http://digitalcommons.odu.edu/ots_masters_projects

Part of the Education Commons

Recommended Citation
http://digitalcommons.odu.edu/ots_masters_projects/494

This Master's Project is brought to you for free and open access by the STEM Education & Professional Studies at ODU Digital Commons. It has been accepted for inclusion in OTS Master's Level Projects & Papers by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.
A SURVEY TO DETERMINE TEACHER ATTITUDES
AND TREATMENT OF SECONDARY
BUSINESS LAW

A Project
Presented To
the Vocational Education Department
Old Dominion University

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

by

Marcialyn JoAnn Samuelson

August 1981
APPROVAL PAGE FOR GRADUATE PROJECT

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE IN EDUCATION AT OLD DOMINION UNIVERSITY, NORFOLK,
VIRGINIA BY

Marcialyn JoAnn Samuelson
Candidate

Business Education
Field of Concentration

TITLE: A Survey to Determine Teacher Attitudes and Treatment of
Secondary Business Law

DATE: 10 August 1981

APPROVED
Advisor
Professor of VIAE 635
List of Tables

3.1 Participants

4.1 Ideal Time Spent in Teaching Business Law and Accompanying Rationale

4.2 Business Law in Students' Lives as Perceived by Teachers

4.3 Teacher Qualifications

4.4 Time Devoted to Teaching Business Law

4.5 Rationale for Time Spent Teaching Business Law

4.6 Topics Covered in Business Law

4.7 Methods Used in Teaching Business Law

4.8 Relevancy of Business Law
TABLE OF CONTENTS

List of Tables .................................................. i

Chapter One - The Problem

Introduction .................................................... 1
Statement of the Problem ....................................... 2
Research Goals ................................................ 2
Limitations ..................................................... 5
Assumptions ....................................................... 5
Procedures .................................................... 6
Definition of Terms ........................................... 6
Overview ......................................................... 8

Chapter Two - Review of Literature

Role/Relevancy of Business .................................... 9
Topics of Instruction ......................................... 11
Methods Used in Teaching ..................................... 12
Summary ......................................................... 13

Chapter Three - Methods and Procedures

Population/Sample ................................................ 14
Instrument Selection .......................................... 16
Data Collection Techniques ................................... 17
Data Analysis Techniques ..................................... 18
Summary ......................................................... 18

Chapter Four - Results

Presentation of Findings ....................................... 20
Summary ......................................................... 29

Chapter Five - Recommendations and Conclusions

Conclusions ..................................................... 30
Recommendations ............................................... 32

Bibliography ..................................................... 33

Appendices

A - Letter to Superintendents, District Secondary Schools List .................................................. 2
B - Response Letters from Superintendents ..................
C - Cover Letters to Teachers .................................
D - Information Sheet (Survey Instrument) ................
Chapter One

Introduction

Business law is a course designed to give students a background and understanding of law and how it effects every person every day. Law does touch each of our lives daily, thus it is important for students to acquire knowledge in this area. It is business law that is the means of acquiring this knowledge. "Business law courses... make a valuable contribution in helping us develop good habits of citizenship by learning a businesslike knowledge of rights and liabilities in transactions common to everyday living...we begin to realize that laws, courts and government exist for us. We are better able to make a successful adjustment to our economic and business conditions and to the times."¹

Thus it can be seen that business law has certain contributions it can make to both the business and the non-business education major.

The timeliness and the relevancy of the information gained in the study of business law are useful to the student. The information may be used on a personal level, in each student's daily encounters, or it may be used on a group level, as the student is a member of various groups within the community. Due to this community/social membership and in order to help build an informed citizenry, students must learn what it means to be a contributing member of society. Two authors stress this, one saying that "since every student is an integral part of society, everyone must learn the rules to play the game,"² and the other saying


"...as a member of society, (the student) must learn that society will judge him for his actions and conduct. It is logical to me, therefore, that every person in our society must know his rights, remedies, duties, and obligations."³

The law is composed of rules and regulations for our society. These rules and regulations need to be explained and rationalized in order to increase the understanding of their need and purpose. This understanding of the rationale and mechanics of law is but one of the objectives of business law education. Other objectives/goals will be discussed in Chapter Two. This study was designed to determine the role that business law plays in the secondary schools in the Tidewater, Virginia area.

Statement of the Problem

The purpose of this study was to determine teacher attitudes, and the treatment of business law as a subject included in instruction on the secondary level. Specific questions dealing with attitudes and perceptions of business law were asked of the participating teachers. Questions were also asked concerning the content currently being taught. More specifically, there were two categories of questions - those aimed at teachers' personal philosophies regarding business law, and those concerned with the mechanics (scope and methodology) used in the business law classes.

Research Goals

The general topic of the purpose served by business law instruction on the secondary level yielded goals specific to this study. Questions

asked to determine these goals included:

1. Should business law be included on the secondary level?
2. What students should enroll in business law classes?
3. What is an adequate amount of time to study business law?
4. What does the student benefit (if anything) from the study of business law?
5. What does the teacher benefit (if anything) from the study of business law?
6. Which general topics are currently covered in business law classes?
7. What are the methods currently being used in the teaching of business law?
8. What is the rationale for including/excluding business law in the secondary business education curriculum?
9. Does the business law subject have a role in the business curriculum?
10. Who is responsible for determining the content of business law?
11. What qualifications do teachers feel are necessary in order to be able to teach business law?

Background and Significance

There are several key issues that serve as the primary justifications for conducting a study such as this. Each is discussed below.

Business is becoming more and more a part of the average person's life. Increased technology and mobilization have made business less elusive and more tangible. This is reflected in the increased importance and increased enrollments in vocational education - the education that provides students with the knowledge, skills and attitudes that are necessary to enter the world of work. The trends of business coming to the individual and education preparing people to go to the work world are finely meshed. Because of this, business law is a subject of importance (especially to those students enrolled in business education), as
it serves to link the student to his/her role in the business world.

2. The topics and issues presented in business law are designed to assist the student in understanding the economic functions of the world in which he/she lives. Economics, like business in general, is often feared by students who feel that economics is hard to understand and far-removed from daily encounters. This fear has been fuelled by those who discuss economics in technical jargon. Business law can play a major role in eliminating the stigma attached to economics by presenting law and economics related terms on an everyday, usable basis.

3. To obtain information from secondary teachers showing the need for including business law in the business curriculum, the justifications behind this need, and the value of business law content.

4. To determine who is currently responsible for the selection of topics to be included in business law instruction. This will help in the recommending or not recommending of item number five below.

5. To determine if there is a need for a more standardized, unified approach to the teaching of business law on the secondary level.

The issue of business law - how to teach it and what topics to include - has been a fairly limited area of research. Following is a partial list of recent research done in this area.


c. "Methods of teaching business law in the secondary schools of Western Massachusetts", 1979, Charles W. Martin, Jr..
d. "A study to determine needed content for a consumer-oriented business law course based on the perceptions of Houston high school students from various groups", 1977, Norma I. Morris.
e. "Methods being used currently in teaching business law", 1980, Timothy L. Coffey.

It appears to be the general consensus of these researchers that there is a need for teachers to know what and how to teach in the subject of business law. However, there seem to be gaps in the research, leaving certain issues still to be addressed.

Limitations

As is the case with all research studies, there are certain limiting factors involved in both the design and interpretation of this study.

The study made use of a survey instrument. Because of this, the mood, attitudes and willingness of the participants were limiting factors. Also, the wording and interpretation of the survey questions may have been a limiting factor, although efforts to minimize this were taken. The time allowed for responding to the questionnaire was expected to limit the rate of returns. Before the survey was even distributed, however, one on the major limiting factors came into play. That factor was the approval/disapproval of the various school districts to participate in the study.

Assumptions

This study was conducted with the knowledge that some factors were present and unalterable, and these factors might influence the study. Such assumptions are presented in the following section.

Business law is a class offered at most secondary schools in the Tidewater area. The class appeals to a moderate to high
number of students enrolled in the class. The class has practical benefits to offer those students.

Secondary teachers currently teaching business law in the participating districts will base their responses to the questionnaire upon their training, past experiences, and personal knowledge and insights. These teachers present different content in various ways.

The small sample used in this survey was assumed to be fairly representative of all teachers of business law.

It was also assumed that the teachers and administrators contacted in the survey felt that business law should be included in the curriculum.

Finally, it was assumed that business law has practical economic, legal, citizenship, and community/social values to present to the students.

Procedures

This study was conducted by using a survey/questionnaire. Questions on the survey were of three types: multiple choice, checklist, and open-ended response. Before the surveys were distributed, superintendents of Tidewater school districts were asked for permission to use their schools in the study. If permission was granted, the superintendents also provided the names of the current business law teachers (and their schools).

The teachers were sent the survey with a cover letter of explanation, and a return postage-paid envelope. Upon receipt of the surveys, the information was compiled and the frequency of responses noted. This information will be discussed in Chapter Three.

Definition of Terms

The following terms have been used throughout the report of this research study. Their meaning is included here in order to further the understanding of the reader.
1. **Secondary business law**: a subject that deals with the understanding of basic legal principles and the application of these principles to daily life situations. It promotes the understanding that law affects every individual through the study of the legal environment. Basic economic principles are often incorporated.

2. **Unit of instruction**: a subject of study that is taught in a variable length of time. Several units of instruction may be taught in one semester.

3. **Course of study**: a subject of study that is taught in a fixed length of time. All subjects taught in one or two semesters are courses of study.

4. **Pre-requisite subjects**: those subjects containing content that needs to be known before another subject matter can be discussed. Knowledge in the pre-requisite subject(s) is a necessary condition for advancement or placement in another subject.

5. **Secondary business majors**: those high school students who are enrolled in specific business courses that will lead to those skills, knowledge, and attitudes necessary for entering a specified business occupation.

6. **Vocational Education**: education designed to provide students with the preparation and training needed to enter a job/trade. Areas included in vocational education are agriculture education, business education, health occupations education, home economics education, marketing and distributive education, and trade and industrial education. Also generally included in the scope of vocational education is industrial arts education.
Overview

This chapter was designed to introduce the reader to the research study. The goals, background, limitations, assumptions, and procedures were presented. Subsequent chapters will deal with reviewing related literature (Chapter Two), the methods and procedures used in conducting the study (Chapter Three), the results of the study (Chapter Four), and the conclusions and recommendations that are based upon the study (Chapter Five).

In addition, the survey instrument, cover letter, and related materials are included in the Appendix section of the paper. Various charts also have been included throughout the paper.
Chapter Two

Review of Literature

Due to the specific nature of this study, the scope of related literature is very limited. Due to this restriction, the bulk of the researching and reviewing of literature was of a more general nature. The major focal points of the survey were three part: to determine the role of business law - in terms of its relevancy to students and to teachers; to determine the topics to be included in instruction; and to discover those methods used in teaching business law. Each of those survey areas became the areas to be researched, and each will be presented in detail in this chapter of the research paper.

The role/relevancy of business law to the student

It is generally agreed that the study of business law benefits the student. However, when authors state specifically what these benefits are, various topics are discussed.

Business law serves to "provide an understanding of our legal rights, privileges, and responsibilities."4 Students learn, through business law that they have certain rights and privileges, and thus corresponding responsibilities designated to them as members of society. Through the study of business law, students realize that there is a need for law in business, as a means of self-protection for the businessperson, property owners, and parents. 5

Another author cites citizenship, skills, and acquisition of social science knowledge as the major contributions of business law to students.


It is more critical today, in the light of Watergate, the consumer movement, and the eighteen-year-old vote, than at any other time in our country's history to prepare students to be responsible citizens. Also, business law helps to ease and/or eliminate the wave of helplessness that has swept the general public. By informing the students, it is hoped that they will act within the legal restraints of our society.  

The idea of increased citizen awareness is reinforced by Norman Gross, who reports that there is a growing legal consciousness, largely due to past controversial happenings such as the Vietnam War, school integration, and implementation of Title IX.  

Davis identifies a major contribution of business law as exposure to decision-making skills. Students find this relevant, because choosing from alternatives is often present in daily life.  

The role of business law in the student's life has been broken down into four major categories by Ralph Fiala. His writing was done over fifteen years ago, yet the categories he identified are as valid today as they were when written. The categories are: helping to clarify legal misconceptions, assisting in the distinguishing between legal principles and the enforcement of these principles, to promote better understanding of economic concepts, and to help promote an understanding (and appreciation) of law enforcement personnel.  

In summary, business law offers students the opportunity to increase


their self- and social-awareness. It also helps students realize they are part of society, and thus have rights and responsibilities.

The role/relevancy of business law to the teacher

Some teachers are hesitant to teach business law for the same reason students are slow to enroll in it - they are somewhat fearful because they perceive business law to be too sophisticated and far-removed. When the teacher assumes his/her role of a non-legal expert, and accepts the situation as a learning experience for both him-/herself and the students, enjoyment and personal benefits will soon be evident. 10

Teachers, like students, may find that the content of the business law course has relevancy in their own lives. Teachers, too, are members of society, with rights and responsibilities. Knowledge gained at inservices and pre-services is also beneficial to the teachers. Indeed, one survey indicated that after preparation, "teachers welcomed it (business law) into the curriculum." 11 While not all teachers may share the enthusiasm indicated here, it is generally written that teachers benefit as do the students, and that business law is satisfying to the teachers.

Topics included in business law instruction

Just as laws vary from state to state, the content topics of business law also vary. Broder identified five major topic areas: the purpose and meaning of law, courts and their jurisdiction, contracts, essentials of enforceable contracts, and assignment of contracts. 12


Dr. Daughtrey of Old Dominion University identified the following ten topics: background of law, contracts, buyer/seller relationships, property, insurance, commercial paper, employment, bailments, and wills. When New York State revised its business law syllabus, they included these topics: the legal environment, contracts, property, transportation and travel, buying and selling, family protection, employment, and business ownership. The following topics have also been listed: meaning of law, civil and criminal law, contracts, buying and selling, employment, commercial paper, business organizations, insurance, and property.

In summary, research indicates that the suggested topics to be included in business law instruction vary from source to source. However, the topics of the purpose and meaning of law, contracts, buying and selling, property, and commercial paper seem to be dominant themes recurring throughout the literature.

**Methods used in teaching business law**

Again in this area, as was evident with each of the other areas, there is much variety in terms of available teaching methods to be used by teachers of business law. The lecture method has been identified as the basic method used in teaching business law. Other methods are also listed: discussion, pretest/posttest, units, case problems, mock trial, community resources, debate, magazine and newspaper articles, audio-visual equipment, posters and games, and bulletin boards. This extensive list contains the majority of methods identified by other sources.

---

13 Daughtrey, Anne Scott, op. cit., page 522.
15 Nanassy, Louis C. and others, op. cit., page 339.
16 Daughtrey, Anne Scott, op. cit., page 524.
17 ibid, pages 526-553.
In the last ten to fifteen years, methods that are alternatives to lecturing have been discussed in the literature. Authors offering new points-of-view are doing so, primarily because they feel that lecture is too tedious, to both student and teacher. Alternatives such as using the students' experiences as examples of concepts, examining consumer protection laws, and role-playing have been suggested.

More recently, literature has been published suggesting the use of Multi-Image Learning Materials (presentations using more than one media at the same time). "...M.I.L. Materials have been found effective in increasing student interest and motivation in areas of low appeal, as well as increasing the interest of the instructors who use it..."

The use of simulation as an alternative teaching method has also been explored recently. One study found that 75-80% of those students who had been exposed to this teaching method ranked it highly (in the top three).

Accordingly, it is seen that a variety of teaching methods are available, and should be used in the teaching of business law, to make the most of the course.

Summary

Business law is a subject that has much to offer both students and teachers, especially in terms of citizenship and personal use. Topics included in instruction vary, but repetitive themes are the purpose and meaning of law, contracts, and commercial paper. While the lecture method has been most frequently used, recent literature is offering suggested alternatives.

19 Susan Ranzman, op. cit., pages 296-297, 328.
Chapter Three

Methods and Procedures

The primary purpose of this study was to determine Tidewater, Virginia area teachers' attitudes as well as the treatment of business law on the secondary level. To accomplish this task, the population of the study had to be determined, a survey instrument had to be constructed and the data then had to be collected and analyzed.

Population/Sample

The respondents to this survey were secondary public school teachers of business law in the Tidewater area. Specifically, the school districts represented were Hampton City Schools, Newport News Public Schools, Portsmouth Public Schools and Virginia Beach City Public Schools. It should also be noted that several other school districts were asked for permission to participate in the study, but for various reasons, this permission was denied. Two such districts, Poquoson City Public Schools and Suffolk City Schools did not participate because business law was not currently offered at these schools. Norfolk Public Schools denied permission and Chesapeake Public Schools responded too late to be included in the study. A tabular representation of this information is shown as follows, in Table 3.1. A copy of the response letters from each of the school districts may be found in Appendix B.

Table 3.1

Responses from Tidewater School Districts

<table>
<thead>
<tr>
<th>District</th>
<th>Approved Participation</th>
<th>Reason For Denied Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesapeake Independent City School District</td>
<td></td>
<td>Responded too late</td>
</tr>
<tr>
<td>Hampton Independent City School District</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
From the participating school districts, a total of seventeen teachers of business law were identified. The teachers were identified either by the response letter from the superintendents or by phone calls to the individual school offices. This was done as a time-saving device. Fifteen of the seventeen possible teachers responded for a return rate of 88%. The individual schools represented by the seventeen possible respondents are tabulated in Table 3.2 as follows.

<table>
<thead>
<tr>
<th>District</th>
<th>Approved Participation</th>
<th>Reason For Denied Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newport News Independent City School District</td>
<td>X</td>
<td>Uses Research done by their Faculty only.</td>
</tr>
<tr>
<td>Norfolk Independent City School District</td>
<td></td>
<td>Business Law not taught.</td>
</tr>
<tr>
<td>Portsmouth Independent City School District</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Suffolk Independent City School District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia Beach Independent City School District</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2
Possible Schools Represented

Hampton
Bethel High School
Hampton High School
Kecoughton High School

Newport News
Denbigh High School
Menchville High School

Portsmouth
Churchland High School
Cradduck High School
Manor High School
Woodrow Wilson High School
Possible Schools Represented

Virginia Beach
Bayside High School
First Colonial High School
Floyd Kellam High School
Frank Cox High School
Kempsville High School
Princess Anne High School

The experience level of the individual teachers was not known or asked for as it did not directly pertain to the study. It may be that there was great variety in terms of teaching experience, or there may have been little variance. This variable was not controlled, predetermined, or included in the survey and/or the research study report.

Instrument Selection

Due to the nature and extent of desired information, a questionnaire was used for its reliability and ease of data compilation. The survey/questionnaire used in this study was specifically designed to be used in this particular study. It was designed by this researcher, with the assistance of Dr. Mildred Mason, instructor of VIAE 635, Research in Education. The questions comprising the survey were designed to produce information regarding business law in general, and as it is specifically taught by the individual respondents. There were three types of questions included on the survey--multiple choice, open-ended and checklist.

The survey instrument itself (Information Sheet) may be found in Appendix D. Examination of the questions shows that questions one through eight were designed to solicit information regarding teacher attitudes regarding business law instruction on the secondary level. A closer look at these eight questions reveals that question one was concerned with the very basic issue of whether business law should be included in the secondary business curriculum. Questions two and three asked for
the ideal length of time to be devoted to business law and the rationale for this designated time. The role of business law in the overall business curriculum was targeted in question four. Question five asked for the role of business law in the students' lives, while questions six and seven were concerned with any pre-requisite course(s) the teachers felt were necessary. The final questions in this section sought to identify those qualifications the teachers felt were needed for teachers to possess in order to teach the subject of business law.

The next sixteen questions were focused on obtaining information pertaining to how the responding teachers currently teach business law. Specifically, questions nine through thirteen concentrated on the length of time and the rationale for this time spent teaching business law exclusively. Next, question fourteen was to help pinpoint the major topics included in instruction; question fifteen called for the reasoning behind these topic choices; and, question sixteen looked into identifying those persons or things responsible for selecting these topics. The various methods used in teaching business law were addressed in question seventeen.

The teachers' personal responses as to why they were selected to teach business law, as well as their justifications and qualifications for teaching the subject, were focused on in questions eighteen, nineteen, twenty and twenty-one. The next two questions dealt with the relevancy of business law to the teacher and to the student. The final question was left open for teacher comments.

Data Collection

After the preliminary letters were sent to and responses made by
the district superintendents, surveys were mailed to those teachers identified as potential participants. (It should be noted here that in the case of Virginia Beach teachers, request was made by Mr. James C. Mounie (Director of Research and Testing Services) to send all seven surveys to him and upon approval, he distributed the surveys to the teachers. This was done to cut down the correspondence time. The letter responding to Mr. Mounie's request and the cover letters to the Virginia Beach business law teachers may be found in Appendix C.) A cover letter explaining the survey and return postage-paid envelopes accompanied the questionnaire. A two-week response time was indicated in the cover letter and, at the end of this time, follow-up phone calls were made to the three teachers who had not yet responded. This action resulted in one additional return. No further action was taken to secure responses, as it was determined that the return rate achieved (88%) was acceptable.

Data Analysis

As the surveys were returned, all data was hand tabulated. Responses were recorded as showing the current status of business law instruction, not on a right or wrong basis. The information was analyzed quantitatively, and responses were put in tabular form where applicable. All open-ended responses were summarized.

The results of this study are presented in the following chapter (Chapter Four), and the interpretation of the data is contained in Chapter Five.

Summary

This chapter presented a detailed description of the methods used
in conducting the study. The population of teachers responding to the survey was presented, as well as an in-depth analysis of the survey instrument. The techniques for both the collection and analysis of the information were also included in this chapter. The following chapters (Four and Five) deal with presenting and interpreting the information collected.
Chapter Four

Findings

The basic purpose of this study was to determine teachers' attitudes toward and treatment of business law on the secondary level. Surveys were mailed to the secondary teachers of business law in the four participating Tidewater school districts. The responses to the survey questions were compiled and are presented in this chapter. It should be noted that the fifteen teachers responded to open-ended questions at various lengths, thus, some totals for this type of question may be a number greater than fifteen. The analysis of the data will be presented in the same order as the questions were presented on the Information Sheet. Tables are used when appropriate, open-ended question responses are presented in listed form, and checklist responses are enumerated and presented in a table.

The first question determined whether or not teachers felt that business law should be included in the curriculum for secondary business majors. All fifteen of the responding teachers answered that yes, business law should be included in the curriculum.

Questions two and three asked for the ideal length of time to be spent teaching business law and their justifications for this amount of time. Eight teachers responded that business law should be taught in two semesters (one year), while seven responded that one semester was ideal. Interestingly, the rationale for choosing this amount of time was the same for both groups—they felt that the amount of time they indicated was adequate. This information and other responses is noted in Table 4.1.
Table 4.1
Ideal Time Spent in Teaching Business Law and Accompanying Rationale

<table>
<thead>
<tr>
<th>Rationale</th>
<th>1 Semester</th>
<th>2 Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate Time</td>
<td>6 (86%)</td>
<td>7 (88%)</td>
</tr>
<tr>
<td>Personal Experience</td>
<td>1 (14%)</td>
<td>1 (12%)</td>
</tr>
</tbody>
</table>

Responses to question four indicated that the responding teachers felt strongly that business law plays an important role in the total business curriculum. Fourteen teachers (93%) gave a positive response and one teacher did not answer the question. There was a great variety in the wording of the responses. Major themes represented in the responses included the following:

a. Business law helps to round out the curriculum
b. Business law is easily related to other courses
c. The content is useful and essential
d. Business law provides a "backbone" for all other business courses

Table 4.2 shows the breakdown of responses to question five, the role teachers perceive business law to have in the student's life. The responses, as shown, seem to center around the general theme of preparing students to be able to function in society. 100% of the teachers responded in such a way as to suggest that business law has a favorable effect on students.
Table 4.2
Role of Business Law in Students' Lives as Perceived by Teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal protection to be an informed member of society</td>
<td>5</td>
<td>33%</td>
</tr>
<tr>
<td>Exposure to citizenship rights and responsibilities</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td>Consumer rights and responsibilities</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td>Preparation for business</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td>Knowledge for use of contracts in daily life</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td>Useful in other fields of endeavor and/or study</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>To know when a lawyer is needed</td>
<td>1</td>
<td>7%</td>
</tr>
</tbody>
</table>

Questions six and seven were concerned with the need (if any) of course(s) teachers felt were needed as pre-requisite(s) for the study of business law. Fourteen teachers (93%) felt that there were no necessary pre-requisites. One teacher felt that students should have an introductory business class before taking business law. One teacher noted that while he/she did not feel any specific course was a necessary pre-requisite, an adequate reading level was necessary.

The respondents were asked, in question eight, to list key qualifications they felt were necessary for a teacher to possess. Answers to this question varied greatly, but there emerged four general subjects: creativity, knowledge, interest and flexibility. These categories are broken down further in Table 4.3.
Table 4.3

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification/ Characteristic</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATIVITY</td>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td>Knowledge of outside sources and where to obtain them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of teaching methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up-to-date examination of periodicals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Virginia State laws - how to obtain this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to create and conduct discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>7</td>
<td>47%</td>
</tr>
<tr>
<td>College background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past teaching experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTEREST</td>
<td>5</td>
<td>33%</td>
</tr>
<tr>
<td>In the subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>Objectivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness to student opinion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep up with changing laws</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions nine through twelve dealt with the amount of time currently spent teaching business law, and the type of student able to enroll in the subject. Twelve teachers (80%) responded that business law is currently a semester course, while three (20%) responded that it is currently not offered as a semester course. Five teachers (33%) answered that business law was offered as a unit of instruction (one, two, three or twelve-weeks in duration), and ten (67%) said it was not offered as a unit of instruction. Table 4.4 contains this information. In all the represented schools, business law was open to business and non-business majors.
Table 4.4
Time Devoted to Teaching Business Law

<table>
<thead>
<tr>
<th>Unit of Instruction</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Semester Course</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>One week</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>Two weeks</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Three weeks</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Twelve weeks</td>
<td>1</td>
<td>20%</td>
</tr>
</tbody>
</table>

*These five teachers indicated that business law was offered as both a semester course and a unit of instruction at their school.

Question thirteen asked for the identification of the amount of time indicated in questions nine and twelve. Table 4.5 shows the teacher responses.

Table 4.5
Rationale for Time Spent Teaching Business Law

<table>
<thead>
<tr>
<th>Length</th>
<th>Rationale</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Year</td>
<td>Extensive Content</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>One Semester</td>
<td>Adequate</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Not Adequate</td>
<td>(2)</td>
<td>(33%)</td>
</tr>
<tr>
<td>Two weeks</td>
<td>Adequate-Summary</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>No response</td>
<td></td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Totals:</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

An analysis of the following table (4.5) shows the topics that the responding teachers include in their teaching of business law. Contracts was the only topic indicated by all of the teachers. Other topics indicated by more than half of the respondents are: commercial paper,
employment, family protection, property (real and personal), and debtors/creditors. A complete list, as mentioned, is in Table 4.6.

Table 4.6
Topics Covered in Business Law

<table>
<thead>
<tr>
<th>Topic</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracts*</td>
<td>15</td>
<td>100%</td>
</tr>
<tr>
<td>Commercial Paper</td>
<td>13</td>
<td>87%</td>
</tr>
<tr>
<td>Employment</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>Buyer/Seller Relationships</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>Family Protection</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>Property (real and personal)</td>
<td>10</td>
<td>67%</td>
</tr>
<tr>
<td>Debtors/Creditors</td>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td>Crimes and Torts</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td>Transportation</td>
<td>5</td>
<td>33%</td>
</tr>
<tr>
<td>Consumer Loan</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td>Courts and Trial Proceedings</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td>Law and Citizenship</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td>Rights of Minors</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>History of Law</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Marriage</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Divorce</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Law and the Business Community</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Sources of Law</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Wills</td>
<td>1</td>
<td>7%</td>
</tr>
</tbody>
</table>

*One teacher indicated that he/she teaches only contracts.
When asked to justify this selection of topics, the majority of 26 responses fell into two major categories. Seven respondents (47%) said they felt these topics were the most relevant and beneficial to the students. Six others (40%) responded that these topics followed the curriculum or text outlines. There were two instances of no response (13%).

The determination of those persons or things responsible for the selection of topics (question seventeen), indicated that teachers (twelve responses for 80%), student interest (eight responses for 53%), and supervisors (five responses for 33%) usually had this duty. There were four responses (27%) that indicated that topics were chosen in terms of the curriculum guide/committee.

Question seventeen asked students to check the four most common methods used by the respondents in teaching business law. The lecture method was indicated by thirteen teachers (87%); using guest speakers, individual work, and using audio-visual equipment, each were indicated by eleven teachers (73%); and group work was indicated by ten teachers (67%). All these, as well as the other responses are tabulated in 4.7.

Table 4.7

Methods Used in Teaching Business Law

<table>
<thead>
<tr>
<th>Method*</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>13</td>
<td>87%</td>
</tr>
<tr>
<td>Audio-Visual Equipment</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>Guest Speakers</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>Individual Work</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>Group Work</td>
<td>10</td>
<td>67%</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>Panel Discussions</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>Method</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Field Trip to Courtroom</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Noted All Methods were used</td>
<td>1</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Teachers responding were to check the four methods they most commonly used.

When asked to indicate their feelings as to why they were selected to teach business law, various answers were given. The answers were in three major categories. Selection based on the position being vacant and/or teacher rotation was cited by six teachers (40%); and teacher interest and teacher personality were each noted by four teachers (27%). There were two non responses (13%).

Personal reasons for teaching business law were asked for in question nineteen. The majority, ten of those responding (67%), said they taught business law because they enjoyed it. Many other reasons were mentioned by the respondents. Those reasons are listed as follows:

1. Interest in the subject
2. Knowledge in the area
3. Provided a chance for teacher to learn
4. Students enrolled in business law are usually mature, self-motivated
5. Business law is a challenge subject to teach
6. Was asked to teach it

Question twenty asked teachers for the two major justifications for spending the time that they do in teaching business law. Again, there was a very wide array of responses, with no more than three teachers answering in the same way. For this reason, the responses given are as follows, in list rather than tabular form. Three teachers did not respond.

1. Knowledge in the area, interest, seen as a chance to learn
2. To increase student knowledge, prepare students for future, living on their own
3. Was assigned to teach it
4. Satisfy a basic business need
5. Enjoyment in teaching-subject is ever changing
6. Large amount of resources available

All of the teachers felt that they were at least adequately qualified to teach business law. Specifically, three felt they were highly qualified (20%), six said they were moderately qualified (40%), and six responded to question twenty-one by indicating that they were moderately qualified (40%).

The relevancy of business law to teachers and to students was addressed in questions twenty-two and twenty-three, respectively. In both questions, the vast majority of responses indicated at least moderate relevancy. The responses to these two questions are represented in Table 4.8.

Table 4.8
Relevancy of Business Law

<table>
<thead>
<tr>
<th>Relevancy</th>
<th>To Teachers</th>
<th>To Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>12 (80%)</td>
<td>8 (53%)</td>
</tr>
<tr>
<td>Moderate</td>
<td>3 (20%)</td>
<td>6 (40%)</td>
</tr>
<tr>
<td>Some</td>
<td>--</td>
<td>1 (7%)</td>
</tr>
<tr>
<td>Low</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>None</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

The final question, twenty-four, was left open for teacher comments. The comments ranged from discussion of the survey itself, problems that have been encountered in teaching business law, positive comments based
on past experience in teaching this subject, proposed changes, comments regarding the textbooks used, budgetary limitations, and the observed recent growth in popularity of the subject.

Summary

This chapter presented the responses contained in the completed Information Sheets. Those involved in replying to the questionnaire were fifteen teachers of secondary business law, from Hampton, Newport News, Portsmouth and Virginia Beach, Virginia. The information contained in the surveys was extracted, analyzed and presented in this chapter, in paragraph and/or tabular style.

The respondents indicated that business law played an important part in developing and preparing students. It was also indicated that business law is most commonly taught as a one semester course, but that the teachers responding felt this time was not adequate. All the teachers showed that topic of contracts is the single most common topic of the course, and that the lecture method was the most common means of delivery. The teachers indicated general good feelings about their involvement in teaching business law. They also felt they were at least moderately qualified for that position.

The next chapter (Chapter Five) is devoted to recommendations and conclusions derived from this study.
Chapter Five

Recommendations and Conclusions

The problem presented in this paper was to determine Tidewater area teachers' attitudes and treatment of secondary business law. Also, the study was concerned with specific time allowances, rationales, content topics and perceived relevancy of business law. The study focused on both ideal and real perceptions of business law as it pertains to secondary students and teachers.

Through a review of literature related to this study, several issues were suggested. Business law is viewed as a class that has practical knowledge and benefits to offer students and teachers. Various topics are taught in business law classes, but the literature suggests that contracts, property and commercial paper are those most often included in instruction. The lecture method of teaching has historically been the most common technique used in teaching business law; however, there have been recent publications focusing on alternative methods.

A survey/questionnaire (Information Sheet) was designed specifically for the study and was distributed to secondary business law teachers in four Tidewater area school districts--Hampton, Newport News, Portsmouth and Virginia Beach. The questionnaire was designed to obtain teachers' perceptions of attitudes toward and actual teaching practices. The study employed a descriptive survey with various types of questions.

Collected data was hand tabulated and presented (in paragraph and tabular form) in Chapter Four.

Conclusions

Conclusions reached from evaluating the survey information are as
All teachers surveyed felt that business law should be included in the secondary curriculum for business majors.

The respondents were divided as to the ideal length of time to be devoted to the study of business law--53% favored a two semester offering, while 47% supported a one semester course.

Regardless of the split in choosing an ideal time, most teachers agreed that the time they indicated was adequate for studying business law.

The entire survey population responding felt that business law had a very important role in the development of the overall business education curriculum.

Business law helps prepare students to be contributing members of society.

Ninety-three percent of the teachers indicated no pre-requisite courses were needed to study business law.

Teachers identified creativity and knowledge as the most needed qualifications for teaching business law.

Business law is offered in 80% of the represented schools as a semester course, open to all students.

Business law is also offered as a unit of instruction in 67% of the schools.

The only topic covered by all the teachers was contracts. Other topics varied both within and among districts represented.

Respondents noted that they justified their choices(s) of topics because they felt the topics were the most relevant to the students and/or they were based on curriculum or text outlines.

The determiners of course content were the responsibility of the teachers according to 80% of the respondents. Other determiners were student interest, supervisors and curriculum guides or curriculum committees.

The four most common teaching methods used were lectures, using audio-visual equipment, guest speakers and individual work.

Sixty-seven percent of the teachers noted that they enjoyed teaching business law.
15. All the teachers responded that they were at least adequately qualified to teach business law.

16. Business law is perceived to be highly relevant to eighty percent of the respondents.

17. Ninety-three percent of the teachers feel business law is moderately or highly relevant to the students.

Recommendations

The following recommendations are based on the data obtained in the survey.

1. Business law is a class with much to offer both the student and the teacher, and should be included as part of the secondary business education curriculum.

2. Due to the nature and extent of the available information, business law should be taught in a one year course.

3. All students should be strongly urged to study business law.

4. Topics covered in the course should be based upon student interest when possible.

5. Teachers should have input as to who should teach, what should be taught, and why business law should be taught.

6. Teachers with adequate background and desire should teach business law.

7. Effort should be made to correlate information discussed in the business law class to information presented in other subjects.

8. Attempts should be made by teachers, department heads and supervisors to experiment with teaching methods other than lecturing.
BIBLIOGRAPHY


As a graduate student at Old Dominion University, I am currently working on one degree requirement, a research paper. The topic of my paper is business education, specifically, business law. My aim is to survey secondary business law teachers as to the rationale for, and methods used in teaching the subject.

Enclosed is a list of the high school(s) in your district. If you approved your system's participation, I would ask you to simply check the schools on the list where business law is currently being offered. I would also appreciate your checking the accuracy of the names of the principals of these high schools.

I thank you very much for your time, consideration and co-operation.

Sincerely yours,

Marcialyn J. Samuelson

Enclosure
Note: The accuracy of the non-participating school districts have not been double checked.

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
<th>Is Bus. Law currently taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep Creek H.S.</td>
<td>Nathan Hardee, Prin.</td>
<td></td>
</tr>
<tr>
<td>Great Bridge Jr/Sr H.S.</td>
<td>Harry B. Belvins</td>
<td></td>
</tr>
<tr>
<td>Indian River H.S.</td>
<td>Herbert A. Phillips</td>
<td></td>
</tr>
<tr>
<td>O.F. Smith H.S.</td>
<td>Harold W. Dodge</td>
<td></td>
</tr>
<tr>
<td>Western Branch H.S.</td>
<td>Arthur V. Brandiff</td>
<td></td>
</tr>
<tr>
<td>Bethel H.S.</td>
<td>Wilbert L. Lovett</td>
<td></td>
</tr>
<tr>
<td>Hampton H.S.</td>
<td>Rufus M. Gant</td>
<td></td>
</tr>
<tr>
<td>Kecoughton H.S.</td>
<td>Dennis O. Gilliken</td>
<td></td>
</tr>
<tr>
<td>Pembroke H.S.</td>
<td>Frederick Bockover</td>
<td></td>
</tr>
<tr>
<td>Phoebus H.S.</td>
<td>Don P. Mussleman</td>
<td></td>
</tr>
<tr>
<td>Denbigh H.S.</td>
<td>Stanley Lovett, Jr.</td>
<td></td>
</tr>
<tr>
<td>Homer Ferguson H.S.</td>
<td>Timothy J. Walter</td>
<td></td>
</tr>
<tr>
<td>Menchville H.S.</td>
<td>John Caywood</td>
<td></td>
</tr>
<tr>
<td>Warwick H.S.</td>
<td>Richard A. Stacy</td>
<td></td>
</tr>
<tr>
<td>B.T. Washington H.S.</td>
<td>Thomas Newby</td>
<td></td>
</tr>
<tr>
<td>Granby H.S.</td>
<td>John W. Brown, Jr.</td>
<td></td>
</tr>
<tr>
<td>Lake Taylor H.S.</td>
<td>Robert Steckroth</td>
<td></td>
</tr>
<tr>
<td>Maury H.S.</td>
<td>Dr. Fred Benham</td>
<td></td>
</tr>
<tr>
<td>Norview H.S.</td>
<td>C.W. Perdue</td>
<td></td>
</tr>
<tr>
<td>Poquoson H.S.</td>
<td>Dr. Jack VorHauer</td>
<td></td>
</tr>
<tr>
<td>Churchland H.S.</td>
<td>Edgar Morgan, Jr.</td>
<td></td>
</tr>
<tr>
<td>Cradock H.S.</td>
<td>Raymond Hale</td>
<td></td>
</tr>
<tr>
<td>Manor H.S.</td>
<td>Mrs. Olivia Hinton</td>
<td></td>
</tr>
<tr>
<td>Norcom H.S.</td>
<td>Eugene Blaire</td>
<td></td>
</tr>
<tr>
<td>Woodrow Wilson H.S.</td>
<td>William P. Burton</td>
<td></td>
</tr>
<tr>
<td>Forest Glen H.S.</td>
<td>David Fulton</td>
<td></td>
</tr>
<tr>
<td>John F. Kennedy H.S.</td>
<td>W.H. Boone, Jr.</td>
<td></td>
</tr>
<tr>
<td>John Yeates H.S.</td>
<td>W.L. Whitley</td>
<td></td>
</tr>
<tr>
<td>Suffolk H.S.</td>
<td>Mrs. Unity C. Bailey</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Principal</td>
<td>Virginia Beach</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Bayside H.S.</td>
<td>Jerry Deviney</td>
<td></td>
</tr>
<tr>
<td>First Colonial H.S.</td>
<td>Michael Themides</td>
<td></td>
</tr>
<tr>
<td>Floyd Kellam H.S.</td>
<td>Letcher Hill</td>
<td></td>
</tr>
<tr>
<td>Frank Cox H.S.</td>
<td>Mrs. Lottie Waters</td>
<td></td>
</tr>
<tr>
<td>Kempsville H.S.</td>
<td>Charles Caldwell</td>
<td></td>
</tr>
<tr>
<td>Princess Ann H.S.</td>
<td>Joseph J. Owens</td>
<td></td>
</tr>
<tr>
<td>Green Run H.S.</td>
<td>J. Wylie French</td>
<td></td>
</tr>
</tbody>
</table>

Is Bus. Law currently taught?
APPENDIX B
April 2, 1981

Ms. Marcialyn J. Samuelson
Old Dominion University
6112 Hampton Boulevard
Norfolk, Virginia 23408

Dear Ms. Samuelson:

Your request dated 3 March 1981 was recently forwarded to my office for possible consideration. However, I don't find enough information to make a sound decision relative to your request.

I am herewith requesting that you get in touch with this office by calling this number 547-0153 ext. 229. Please make your contact between the hours of 9:00 am - 12 noon and 1:00 pm - 4:00 pm.

We shall expect your contact.

Sincerely,

P.E. Parham,
Director of Research

bc
March 10, 1981

Ms. Marcialyn J. Samuelson  
6112 Hampton Boulevard  
Norfolk, VA 23508

Dear Ms. Samuelson:

Permission is granted for you to contact the following schools where business law is taught so that you may complete your research paper:

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
<th>Business Law Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethel High School</td>
<td>Wilbert L. Lovett</td>
<td>Yes</td>
</tr>
<tr>
<td>Hampton High School</td>
<td>Rufus M. Gant</td>
<td>Yes</td>
</tr>
<tr>
<td>Kecoughtan High School</td>
<td>Dennis O. Gillikin</td>
<td>Yes</td>
</tr>
<tr>
<td>Phoebus High School</td>
<td>Harry B. Dyche, Jr.</td>
<td>No</td>
</tr>
</tbody>
</table>

Sincerely,

Don R. Musselman, Ed.D.  
Assistant Superintendent for  
Instructional Services

DRM:am
<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
<th>Is Business Law currently taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denbigh H.S.</td>
<td>Stanley Lovett, Jr.</td>
<td></td>
</tr>
<tr>
<td>Homer Ferguson H.S.</td>
<td>Timothy J. Walter</td>
<td></td>
</tr>
<tr>
<td>Menchville H.S.</td>
<td>John Gaywood</td>
<td></td>
</tr>
<tr>
<td>Warwick H.S.</td>
<td>Richard A. Stacy</td>
<td></td>
</tr>
</tbody>
</table>
Ms. Marcialyn J. Samuelson  
6112 Hampton Blvd.  
Norfolk, VA 23508  

Dear Ms. Samuelson:  

I regret to inform you that I can not approve your request to conduct a research study in Norfolk Public Schools. Because of the volume of requests submitted by our teachers and administrators in Norfolk Public Schools who are enrolled in graduate and postgraduate programs, we have had to limit research studies to our staff.

If you have any questions, please do not hesitate to call.

Sincerely,

Anna G. Dodson, Ed. D.  
Director  
Research, Testing & Statistics
Poquoson

School

Poquoson High School

Principal

Dr. Jack VorDauer

Is Business Law currently taught?

No. Personal law is taught.
<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
<th>Is Business Law currently taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Churchland H.S.</td>
<td>Edgar Morgan, Jr.</td>
<td>✔️</td>
</tr>
<tr>
<td>Cradock H.S. - Mr. Raymond Hale</td>
<td>Dr. Thomas Cherry</td>
<td>✔️</td>
</tr>
<tr>
<td>Manor H.S. - Mrs. Olivia Hinton</td>
<td>Mr. Antonio Niemeyer</td>
<td>✔️</td>
</tr>
<tr>
<td>Norcom H.S. - Mr. Eugene Blair</td>
<td>Mr. T. Edwards</td>
<td>✗</td>
</tr>
<tr>
<td>Woodrow Wilson H.S.</td>
<td>William P. Burton</td>
<td>✔️</td>
</tr>
</tbody>
</table>
School
Forest Glen H.S.
John F. Kennedy H.S.
John Yeates H.S.
Suffolk H.S.

Principal
David Fulton
W. H. Boone, Jr.
W. L. Whitley
Mrs. Unity C. Bailey

Is Business Law currently taught?
NO
NO
NO
NO
March 20, 1981

Ms. Marcialyn J. Samuelson
6112 Hampton Boulevard
Norfolk, VA 23508

Dear Ms. Samuelson:

Your letter of March 3 to Dr. E. E. Brickell requesting permission to conduct a study of business law in the Virginia Beach City Public Schools has been referred to this office. I have discussed your proposed study with certain members of the Department of Instructional Services and you are authorized to proceed with your study.

It is understood that you are to restrict your study to the rationale for and the methods used in teaching business law. Prior to distributing information to any principals or business law teachers, please submit all letters of explanation and questionnaires to this office for review. Once those documents have been reviewed, I will be happy to forward them to appropriate principals and teachers should you so desire. That should expedite their understanding and cooperation.

I trust that you recognize that we do have the constraints of the Buckley Amendment and must guarantee the privacy rights of individuals involved in your study. I should appreciate your providing this office with a copy of your final report upon completion.

With best wishes, I am

Sincerely,

James C. Mounie, Director
Research & Testing Services
DEPARTMENT OF INSTRUCTIONAL SERVICES

JCM/dlc

Enclosure
<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
<th>Is Business Law Currently Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bayside High School</td>
<td>Mr. Jerry Deviney</td>
<td>Yes</td>
</tr>
<tr>
<td>First Colonial High School</td>
<td>Mr. Michael Themides</td>
<td>Yes</td>
</tr>
<tr>
<td>Floyd E. Kellam High School</td>
<td>Mr. Letcher Hill</td>
<td>Yes</td>
</tr>
<tr>
<td>Frank W. Cox High School</td>
<td>Mrs. Lottie Waters</td>
<td>Yes</td>
</tr>
<tr>
<td>Kempsville High School</td>
<td>Mr. Charles Caldwell</td>
<td>Yes</td>
</tr>
<tr>
<td>Princess Anne High School</td>
<td>Mr. Joseph J. Owens</td>
<td>Yes</td>
</tr>
<tr>
<td>Green Run High School</td>
<td>Mr. J. Wylie French</td>
<td>Yes</td>
</tr>
</tbody>
</table>
As a graduate student at Old Dominion University, I would like to document the validity of teaching business law on the secondary level. I am hoping that the enclosed survey will help me establish a consensus of opinion regarding the teaching of business law on this level.

If you would please spend some time considering and completing the enclosed questionnaire, it would be of great service to me. The survey, as you will note, first poses general, then more specific questions, dealing with business law. Your candid answers to the questions will be most helpful and appreciated. I ask that you initial the survey - only to assist me in the recording of the returns. You can be assured of absolute anonymity in the final report. Also, I will be happy to send you a final report, upon completion, at your request.

Won't you please take a few moments and complete this survey, returning it to me by 3 April 1981, or as soon as possible. Your superintendent has authorized your participation, but you are the one that can help me the most. Thank you for your time. I feel that this can be a very worthwhile experience for all. If you have any questions, I can be reached at my home, (804) 489-0422.

Sincerely yours,

Marcialyn J. Samuelson

Enclosure
23 March 1981

Mr. James C. Mounie, Director
Research & Testing Services
Dept. of Instructional Services
Virginia Beach City Public Schools

Dear Mr. Mounie:

Thank you for your prompt response to my request for including the Virginia Beach City Schools in my research study.

Enclosed are eight copies of the questionnaire that I have designed for the study. One copy is for your use, and one copy is for each of the seven schools that you have indicated teach business law. I assume that there is one teacher of business law per school, however, if this is not the case, I can send more copies to you. Also enclosed is an introductory letter to the teachers, and return envelopes for their convenience.

I hope that the survey meets your approval. If there are any questions, please feel free to call me at my home, (804) 489-0422.

Once again, thank you for your assistance. I will be more than happy to send you a copy of the final report upon completion.

Sincerely yours,

Marcialyn J. Samuelson

Enclosures

Old Dominion University is an affirmative action/equal opportunity institution.
Dear Teacher:

I am a graduate student at Old Dominion University, and am working on one of my degree requirements, a research paper. I am trying to document the validity of teaching business law on the secondary level. Hopefully, the enclosed questionnaire will help me to establish a consensus of opinion regarding the teaching of business law on this level.

If you would please spend some time considering and completing this survey, it would be of great service to me. The survey, as you will note, first poses general questions, then more specific questions, dealing with business law. Your candid answers to the questions will be most helpful and appreciated. I ask that you initial the survey - to assist me in recording returns. You can be assured of absolute anonymity in the final report. Also, after compiling the results, I will be most happy to send you a copy of the results if you so request.

Mr. Mounie has authorized your participation in this study; won't you please take a few moments and complete the survey, returning it to me by 3 April 1981, or as soon as possible. Thank you for your time. I feel that this could be a very worthwhile experience for all. If you have any questions, I can be reached at my home phone, (804) 489-0422.

Sincerely yours,

Marcialyn J. Samuelson

Encl.
**INFORMATION SHEET**

1. Do you feel that business law should be included in the curriculum for secondary business majors?  
   [ ] Yes  [ ] No

2. Ideally, how much time do you think should be devoted to the study of business law by secondary business majors?  
   [ ] Weeks  [ ] semester(s)

3. Why do you feel that the above time is adequate?

4. What role do you see business law as playing in the development of the overall business curriculum?

5. What role (if any) do you see business law as playing to the student, in terms of preparation for entering the business world, or in terms of preparing the student to be a member of society?

6. Do you feel there are any necessary pre-requisite course(s) the student needs to take in order to prepare him/her to take business law?  
   [ ] Yes  [ ] No

7. If Yes to number six, please list the prerequisite course(s).

8. List the key qualifications you feel are necessary for a teacher to possess in order to teach business law.

9. In your school, is business law offered as a semester (half-year) course?  
   [ ] Yes  [ ] No

10. Is this course open only to business majors?  
    [ ] Yes  [ ] No

11. In your school, is business law offered as a unit of instruction (variable time) for business majors?  
    [ ] Yes  [ ] No

12. If Yes to number 11, how long do you usually spend exclusively on the subject of business law?  
    [ ] Weeks

13. Do you feel that this time is adequate? And Why or why not?
14. In the time that you spend teaching business law, what general areas do you cover?

- contracts
- buyer/seller relationships
- property
- debtors/creditors
- commercial paper
- transportation
- family protection
- employment
- economics

- others:

15. What is your general justification for this selection of topics?

__________________________________________________________

16. Who or what determines the above selection of topics to be included in instruction? (Please check all appropriate responses.)

- Teacher
- Supervisor
- Principal or other administrator
- Student interest
- Guidance counselors

17. Check the four most common methods of teaching that you use in teaching business law.

- lecture
- guest speakers
- group work
- individual work
- demonstrations
- panel discussions
- audio-visual equipment
- other

18. Why were you selected to teach business law?

__________________________________________________________

19. Why do you, personally, teach business law?

__________________________________________________________

20. What do you see as the two main reasons for justifying the time you spend teaching business law?

__________________________________________________________

21. How qualified do you feel you are to teach business law?

- Highly qualified
- Moderately qualified
- Adequately qualified
- Poorly qualified
- Not qualified

22. How relevant do you feel business law, as you teach it, is to you?

- High
- Moderate
- Some
- Low
- No Relevancy
23. How relevant do you feel business law, as you teach it, is to the students?

___ High ___ Moderate ___ Some ___ Low ___ No Relevancy

24. Please make any additional comments you may have, and Thank you.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Your initials ______________

Would you like a copy of the results, upon completion?
METHODS OF TEACHING

BUSINESS LAW

Independent Study
VIAE 693
M. J. Samuelson
Summer 1981
This paper deals with methods of teaching business law I have observed in two different teacher's classrooms. Obviously it could not be a reality without the help and cooperation of those two teachers. Thus, with deepest sincerity, I'd like to thank Mr. V. Tucker at Booker T. Washington High School, and Mrs. J. Bailey at J. J. Brewbaker Academy.

As mentioned, this paper deals with methods of teaching business law on the secondary level. Also discussed in a small amount will be the content the teachers presented in the two week time period I observed (18 May 1981 - 29 May 1981). Again, the major source of this paper is observation, however, informal conferences with the two teachers also served as an information source.

The format for this paper will be as follows: first appears a daily chart of methods observed and a brief commentary on these methods; second is a day by day description and observed effectiveness of the methods used by Mr. Tucker and Mrs. Bailey; third is a listing of the content presented by the two teachers; and fourth is a chart of methods used by the teachers during the course of the entire school year (as provided by the teachers themselves). There also is an Appendix section to this paper which includes:

- Exhibit A: Scope (main headings) of text, *Applied Business Law*
- Exhibit B: handouts - Mr. Tucker
- Exhibit C: handouts - Mrs. Bailey

Also, I'd like to express at this time my thanks to the Graduate Program Director of Vocational Education, Dr. David Joyner, for permission to undertake this independent study course and for his guidance in the preparation of this paper.
## PART I -- DAILY CHART OF METHODS OBSERVED

<table>
<thead>
<tr>
<th>May 18</th>
<th>May 19</th>
<th>May 20</th>
<th>May 21</th>
<th>May 22</th>
<th>May 23</th>
<th>May 24</th>
<th>May 25</th>
<th>May 26</th>
<th>May 27</th>
<th>May 28</th>
<th>May 29</th>
<th>T 4</th>
<th>B 4</th>
<th>TOTAL 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>B</td>
<td>T B</td>
<td>T</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td>B</td>
<td>T B</td>
<td></td>
<td></td>
<td>T 4</td>
<td>B 4</td>
<td>4</td>
</tr>
<tr>
<td>w/Chalkboard</td>
<td></td>
<td>T</td>
<td>T</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T</td>
<td></td>
<td></td>
<td>T 0</td>
<td>B 4</td>
<td>4</td>
</tr>
<tr>
<td>Discussion</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T</td>
<td>B</td>
<td>T 0</td>
<td>B 4</td>
<td>4</td>
</tr>
<tr>
<td>Community Resources</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B</td>
<td></td>
<td></td>
<td>T 0</td>
<td>B 2</td>
<td>2</td>
</tr>
<tr>
<td>Case Problems</td>
<td></td>
<td>B</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T 1</td>
<td>B 2</td>
<td>3</td>
</tr>
<tr>
<td>Independent Work</td>
<td>T</td>
<td>T</td>
<td>T B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T T</td>
<td>T B</td>
<td></td>
<td></td>
<td>T 5</td>
<td>B 2</td>
<td>7</td>
</tr>
<tr>
<td>Silent Reading</td>
<td></td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B</td>
<td></td>
<td></td>
<td>T 1</td>
<td>B 1</td>
<td>2</td>
</tr>
<tr>
<td>Group Work</td>
<td>B</td>
<td></td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B</td>
<td>T</td>
<td>T</td>
<td>T 3</td>
<td>B 2</td>
<td>5</td>
</tr>
<tr>
<td>Oral Reading</td>
<td>T B</td>
<td>T B</td>
<td>T</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T 5</td>
<td>B 2</td>
<td>7</td>
</tr>
<tr>
<td>Tucker</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td></td>
<td>T</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Bailey</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td></td>
<td>B</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>26</td>
<td></td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>
Implications from Chart (Part I)

- most frequently used methods
  a) lecture (8)
  b) independent work (7)
  c) oral reading (7)

- other methods (decreasing frequency)
  d) group work (5)
  e) lecture w/chalkboard (4)
  f) discussion (4)
  g) case problems (3)
  h) community resources (2)
  i) silent reading (2)

- the teachers were diverse, usually using 2 or 3 different methods per class meeting.

- Both teachers rely heavily on lecture and discussion. I agree that this is the most effective method to use in the teaching of business law on the secondary level.

- As the data indicates the two teachers observed do vary in the use of lecture and discussion (Mr. Tucker using visual means of reinforcing the lecture, Mrs. Bailey using verbal discussion to compliment the lecture).

- Both teachers displayed a variety of methods of teaching business law (I observed Mr. Tucker use 7 different methods, and Mrs. Bailey, 8). A total of nine different methods were observed.
18 May 1981

Tucker: presented students with outline of Chapter 31 for them to complete on their own, using the text (the students were to have read the chapter as a homework assignment). While students were doing this, papers were returned, and he was available for questions. The outline, if not completed in class, was to be done for homework to be handed in tomorrow.

I felt that the outline was an effective teaching method. Mr. Tucker told me that this was his usual method: (1) reading for homework (or in class), (2) complete outline in class the next day, (along with the outline, students were to include the definitions of all words in the vocabulary section at the end of the chapter), (3) hand in the outline, (4) go over the chapter in class (reading and discussion), (5) test on the material. The length of time spent on step 4 varied with length and complexity of subject matter.

This routine, I think, was also effective in that it was a routine. The outlines were similar in style, yet peculiar to each chapter, which I feel provided continuity and framework without being tiresome and tedious. Also, the students always knew what exactly was expected of them.

18 May (cont)

Bailey: (class began with a discussion of a field trip scheduled for Thursday. Also, permission slips were distributed).
The teacher led the discussion of the previous night's reading assignment. She lectured on the major points raised in the text. Student questions were both solicited and volunteered. Time given at end of class for questions, etc.

I felt this was a worthwhile method. Teacher explanation highlighted and expanded text discussion.

However, several times the discussion strayed to off-topic issues, which the teacher addressed (e.g. school barbeque). I feel this distracted from the flow of the lecture/discussion. I would suggest these issues be discussed after the presentation.

There were also several discipline related behaviors that I noticed (passing of notes, reading other materials, whispering) and the most common teacher reaction was to overlook the behaviors. This was an effective way of dealing with the minor distractions created, but I felt, personally, that the passing of notes and talking were too prevalent to go on un-checked. A later discussion with Mrs. Bailey yielded her feeling that it wasn't worth bringing more attention to.

19 May

Tucker: (opened class by collecting assignments and his usual non-verbal taking of attendance)

Students were called on to orally read sections of the chapter. Mr. Tucker stressed loud reading with clear pronunciation. He then briefly lectured to emphasize the main points, asking complimentary questions of the students. When one student was dominating the answering of the questions, Mr. Tucker eased the situation by giving the student credit
for his responses and asking others to participate ("Your answers are on the ball, but let's let some others participate"). He also then began to call on specific students for answers instead of asking the open-response questions.

He then used chalkboard as means of summarizing and reviewing the day's discussion, again stressing major points.

This class seemed to be run especially smoothly. I feel his means of drawing other students was very effective. This also was an example of awareness and flexibility on his part. He also used personal examples throughout the discussion, to make the content more "real" to the students, which of course, is effective. One part of the discussion led to the concept of forgery. Mr. Tucker used this topic as a "moral" issue, saying that of course they could choose to do that, but that "in the long run, the Right Way was the only way that would pay off". The smoothness and subtlety of this moral lesson was almost a joy to witness; it's effectiveness will remain to be seen!

Bailey: (usual method of attendance was also to take it silently, asking students if they knew why a student was absent).

Passed out previously completed and graded workbook sheets, giving students the correct response and the textbook page where the "answer" could be found. Deviations from given grade were corrected and recorded. Teacher then moved on to lecture and have class discussion to review the material presented yesterday. Questions in the text were read aloud, students volunteered responses, teacher clarified and restated the complete response.

Oral reading of the chapter followed the questions. Case problems were also read, discussed and clarified.
Oral reading was a primary concern of both teachers (this was the second most commonly used method). Both teachers stressed the importance of developing and enriching this skill in their students. I agree that this is a major priority facing all teachers today. The effectiveness of this method cannot, obviously, be measured in two weeks time, but both of the teachers felt that the method was effective and worthwhile.

When going over the workbook sheets, questions were only discussed when there was a student, or students, with a problem. I felt this was especially effective (a) because students had been able to use their books when completing the worksheet, and (b) because she designated the page(s) in the text that dealt with the material in the question. To me, this method saved time and avoided needless repetition.

The use of clarification and restatement of student responses also seemed effective. It not only reinforced student contributions, but also clarified possible areas of misconception.

20 May

Tucker: Began class with a chalkboard/lecture review of material discussed thus far. Again, used oral student reading, where he highlighted and explained content (new terms and review) with use of the chalkboard. Both students and teacher were able to bring personal experiences into the discussion. The final 10 or so minutes was left for questions, etc.

Reviewing past terms that have been presented using the chalkboard was effective for Mr. Tucker. By using the same "diagram" more
than once, the students were made familiar with the concepts repeatedly - which should be helpful in remembering.

Because of the time of year of my visits, there seemed to be some extra restlessness - especially on the part of the graduating Seniors. Mr. Tucker often tried to ease this by saying things like..."There's still a little more of the chapter to cover - and then one more chapter after that, "Hang in there, we'll be done by next week." His apparent ease in the situation was an example for the students (as far so as is possible in late May!)

**Bailey:** (began by collecting any outstanding permission slips)

Students began oral reading of the chapter where they stopped yesterday. Recapping and focusing of attention statements made by Mrs. Bailey. She also read from the text. Questions were initiated (and responded to) by both teacher and students.

Time given at end of class to begin the homework reading assignment, and/or questions.

Mrs. Bailey provided a change of pace by orally reading a part of the text. This seemed to me an easy way of breaking the routine-ness of reading aloud in class.

Providing time at the end of class for students to begin homework and/or ask questions is ideally a good method. However, in many instances (both at Washington High School and Brewbaker this time may not be used for the intended purpose.) I feel this is still useful, if the teacher recognizes that the time is not necessarily just "wasted" or "empty" time.
21 May

Tucker: Began class by giving students a short (3 page) reading assignment. They were to read silently while he returned some papers and took attendance.

Lecture and oral reading with discussion were used to cover new material and re-emphasize material previously presented. The chapter was completed - the "Reviewing Important Points" section of the chapter was discussed in this way: A student would orally read a statement until all statements had been read, at which time Mr. Tucker emphasized the number of the statements that were "very important." The assignment for tomorrow was given (5 case problems and the 30 definitions from the chapter). Students were given 20 minutes to begin the assignment.

Mr. Tucker announced "we're ready to get started" in order to stop students from reading any more. When a couple of the students began talking, he called their names, drawing attention to them was very effective in quieting the class.

A slight deviation in the oral reading pattern was used today. Students read an entire section, then discussed it (instead of discussing each point as it appeared). This was a minor variation, yet it did provide a bit of change.

I think a nice break in the pace of the week was provided by Mr. Tucker's using half of the class for independent work. Many students took advantage of this time, also, to ask questions and clarify information.

Mr. Tucker stressed the major statements in the review section, saying they were most important, especially in terms of the test. I think this was effective, and would help reduce test anxiety.
Bailey: Field trip to the circuit court.

I did not accompany the class, but discussion with Mr. Bailey indicated that the majority of the students felt it was a worthwhile experience. The students were "guided" through jail, were allowed to meet and talk to the judge (in his chambers), talk to an assistant district attorney, and "sit in" during a trial. Field trips are most often effective, as they allow the students first-hand experiences (and a break from class!)

22 May

Tucker: (student collected the assigned case studies while Mr. Tucker took attendance)

He began the class by stating the "objectives" of the day (go over cases; review for test). A student read the case, offered his/her solution. Teacher served as moderator of the discussion -- really let the students derive the best solution on their own. He also used opportunities to review when they came up in the discussion. All 5 homework cases were discussed (a fire drill interrupted the class). After completing the cases, Mr. Tucker held an "information" session where he (a) discussed what still would be covered this year, (b) gave specifics of the test (matching--the vocabulary words they had prepared and a question dealing with the review statements he had identified previously as being important). Also told point value of the questions. (c) returned all papers he had so that the students could use them to study. (d) remaining time for questions/study, and informal discussion (re: Harborfest, weekend plans, etc.)
Two secondary techniques were used today, and I feel they were effective. First, at the beginning of class, as students were talking, one of them cursed. Mr. Tucker looked up and said that that language was to be "kept outside the classroom...don't use it in here." This was firm enough to get the point across without drawing so much attention to it so as to distract other students not directly involved.

Secondly, Mr. Tucker's flexibility was seen after the fire drill. He quickly moved to those things he felt were most important. During the discussion of the cases, Mr. Tucker guided the conversation by asking for other comments, agreements, etc.

A student volunteered a personal situation in which he bought a magazine subscription from a door to door salesperson (paid for it in full, in cash) but was still receiving notices that he owed more money. He said he no longer had the receipt. Other students "solved" this case - saying he'd been "flim-flammed". They stressed the need to keep the receipt(s). Obviously effective, and a sign that learning has taken place!

**Bailey:** Vocabulary quiz; Mrs. Bailey dictated 8 words, and students were given time to define them. Upon completion, they handed in the papers at her desk, picked up the workbook sheet, and began quietly to work at it back at their desks. They were "allowed" to use their books in completing the sheets. The class time that remained was for individually completing the worksheets, which were to be handed in at the end of class.
Dictating the words, I think, offered a change from completing dittos. Also, as previously mentioned, I think that allowing students to use class time to complete assignments is a welcome change of pace for all concerned. I do feel, however, that this method loses its effectiveness if over used.

Mrs. Bailey also has a policy of giving 5 extra points to students finding misspelled words on any paper used in the class. (extra "training" for both business and non-business majors!) One girl was given the points for identifying the misspelling of "employee" on the workbook page. I think this is an innovative (and fun) policy.

26 May

Tucker: Test

Mr. Tucker gave students a few "last minutes" to "study" as he did some last minute preparations. Students were then asked to clear desks, and physically separate desks so that no two people were directly next to each other. I feel this is a useful deterrent to "wandering eyes". (He is fortunate to have the space in which to move about.) Mr. Tucker said this desk re-organization was for "security purposes". Tests were distributed.

While he was distributing the tests, Mr. Tucker joked about having only 3 days left, re-affirmed that the test contained no "surprises". When students completed the test, they moved to the front of the room, to staple the pages together, and then hand in the tests. They were then to work quietly on any work they had to do. Mr. Tucker announced that the grades would be available later that day.
This, I think, is good, as usually the students are very anxious to find out their grades. (The nature of the test facilitated quick grading).

**Bailey:** (worksheets were returned, to be corrected in class)

Each student received a worksheet (not his/her own) to be discussed as a group. Mrs. Bailey read the question and the appropriate answer. The case study questions were discussed in greater depth than others. Upon completion of correction of the worksheet, students had to have grades recorded. The rest of the class was for students to read several pages in the chapter. During this time, Mrs. Bailey corrected papers/recorded grades. She also answered questions as they arose. The majority of the students finished early, so they had that time to themselves (most of the students talked).

Reinforcing the key ideas via group correcting of papers is, to me, a viable teaching method. The material was being reviewed, there was not a great need to elaborate on much of the information. I personally feel that the use of case studies is of primary importance in business law, as it is the application of the principals learned. Thus, I feel it is very important to spend time discussion such case problems.

I also agree that, sometime during the semester, a teacher is going to need to take some class time, in order to keep his/her head above water. Having the students read silently accomplishes two goals at once, and I see no real reason to oppose such a teaching method. However, I feel that this is also a teaching method that "loses its charm" after repeated use, and that this method should not ever be over-used.
27 May

Tucker:

(Mr. Tucker took his data processing classes to Norfolk Vo Tech today, so there was a substitute teacher. The sub was another teacher who took his class during her prep. time, as he was only to be gone 1/2 day). The students were given the outline to Chapter 32 to work on either by themselves or in small groups.

The test was also returned - no discussion.

Mr. Tucker noted that he rarely, if ever, discussed a test in class. He believes that because of the nature of his tests, the "correct" answers are easily obtainable. The repetition serves no purpose, he feels, to the majority of the class. He answers individual questions when a student has problems understanding a question concept. This practice is contrary to all the I've ever learned about testing. I can't whole heartedly agree with the practice, but I do understand its use in this specific situation.

Having been a substitute teacher, I disagree with the school's not hiring a sub for the halfday. Sure it saves them money, but is it completely legal?

Bailey:

Mrs. Bailey distributed two pamphlets to each of the students, to be read by the students at their discretion.

Class discussion, lead by Mrs. Bailey, centering around the problems and questions in the text. She again stressed main points of the topic.

The format for this class was similar to previous lessons. A weakness, I feel, was not discussing the materials she distributed to the class. I wonder what value she placed on them if she didn't even take time to discuss them.
28 May

**Tucker:**

Students were to hand in completed outlines. None of the students, however, had the outline completed. So, Mr. Tucker "recruited" the boys in the class to move the business machines from all of the other classrooms to be locked in cabinets. The girls were given the time to work on the outlines.

This change of plans was probably beneficial to everyone -- Mr. Tucker got the job done quickly, the girls got to finish their assignments, and the guys didn't have to do school work. (I realize this is a very broad generalization). No one seemed to mind. Again, as previously stated, the teacher may need to use "class time" for more than "class work" every now and then, and I don't see any problem with that, as long as it is used in moderation.

**Bailey**

(Began class by announcing Vocabulary quiz would be Monday and that the final exam would be next Thursday and Friday).

Mrs. Bailey lectured and lead a class discussion, beginning with a review of key ideas from yesterday's discussion. She also asked questions requiring the synthesis of previous information. Some of the questions she asked were keyed to the vocabulary words.

The practice of asking questions that are directly related to the key concepts and issues, I feel, is very important. By doing this, Mrs. Bailey (and Mr. Tucker) are emphasizing those issues they will be testing; which, in essence, makes the test one that really does test what the students know instead of what they don't know.
29 May

Tucker

Students read orally from the chapter. Mr. Tucker guided the discussion/lecture by highlighting major points. He also used the chalkboard to present new material as well as to review material. Most of the class was devoted to this lecture/discussion technique, with the last few minutes open to the students.

This was one of the few times that Mr. Tucker dominated the class discussion. A lot of information was covered, and I think his method of "controlling" the conversation facilitated this. I think this was especially effective. The students seemed to respond well to this change of pace.

Bailey

The teacher spent almost the entire class lecturing. Students were given a ditto of key terms from the lecture and were instructed to complete the ditto, to be collected at the end of class. The teacher relied heavily on the chalkboard as a teaching aid. Quite a bit of information was disseminated to the students.

I think that lecturing with the use of a ditto is very helpful to the students, as it provides a sort of framework for them to follow. By using the chalkboard, the teacher was able to save time, in that key phrases, spellings, etc. did not need to be repeated over and over again. These students also seemed to adapt to this different method - maybe because they were kept so busy the entire bell. The dittos were collected, to be checked and then returned to be used in studying for the final. I felt this was one of the most effective classes observed.
Part III  Content Presented

Although both teachers were using the same text, *Applied Business Law*, 11th edition, by McKee Fisk and Norbert J. Mietus, (1977, South Western Publishing Co., Cincinnati, Ohio) they were working on different chapters during my observation. Both teachers seemed to rely quite heavily on the content as presented in the text. Indeed, I observed very little deviation from the text's material.

Mr. Tucker

Commercial Paper

Nature & Kind  (Ch. 31)

Elements of Negotiability  (Ch. 32)

Mrs. Bailey

Using Credit

Debtor/Creditor Protection  (Ch. 25)

Contracts for Employment  (Ch. 26)

Protecting Against Loss

Nature & Kinds of Insurance  (Ch. 36)
Part IV  Chart of Methods Used By Mr. Tucker & Mrs. Bailey During the Course in Business Law

1) This is a more representative list of those teaching methods used by the two teachers through the entire time spent teaching business law (4-9 week modules for Mr. Tucker; 2 semesters for Mrs. Bailey).

2) A cover letter and "checklist" were given to both teachers. Methods observed were checked, those methods also used were to be checked by the teacher. The cover letter and checklists can be found on pages

3) The list of possible methods has been derived from Chapter 12 of Anne Scott Daughtrey's book, Methods of Teaching Basic Business and Economic Education, 2nd edition (1974, South-Western Publishing Co., Cincinnati, Ohio)
### Part IV  Methods Used During School Year ( 0 observed, X others used)

<table>
<thead>
<tr>
<th>Method</th>
<th>Used by Mrs. Bailey</th>
<th>Used by Mr. Tucker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>w/chalkboard</td>
<td>X</td>
<td>0</td>
</tr>
<tr>
<td>w/demonstrations</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>w/visual aids</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Discussion</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Community Resources</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>guest speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>field trip</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>materials/samples</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Audio-Visual Materials</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>film/filmstrip</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>transparency</td>
<td>X</td>
<td>0</td>
</tr>
<tr>
<td>recordings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>posters/bulletin boards</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>newspaper/magazines</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Case Problems</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mock Trial</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Debate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Prepared Units/LAP's</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Individual Work</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Group Work</td>
<td>X</td>
<td>0</td>
</tr>
</tbody>
</table>
27 May 1964

Dear Mr. Tucker,

As I have observed in your classroom, you use a variety of methods in teaching business law. On the enclosed list, I have checked those techniques that I have observed. Because of the limited nature of my observations, I'm aware that there may be other methods you use, at different times in the year. Please check any additional methods that you have used to teach business law.

I am very much aware that time is a severely limiting factor in both the variety and frequency of methods that can be realistically used. Please use the enclosed envelope and return to me at your earliest convenience.

Thank you for all of your help and consideration. Your assistance is greatly appreciated. I am

Sincerely yours,

Marcialyn J. Samuelson
Teaching Methods - Business Law

X A. lecture
- with use of chalkboard
- with demonstrations
- with visual aids

X B. discussion

X C. community resources
- guest speaker
- field trip
- materials/samples

X D. audio-visual materials
- film/filmstrip
- transparency
- recordings
- posters/bulletin boards
- newspaper/magazines

X E. case problems

X F. mock trial

X G. debate

X H. prepared units/LAP's

X I. individual work

X J. group work

X K. other (please specify)

Key:
X observed methods
28 May 1981

Dear Mrs. Bailey,

As I have observed in your classroom, you use a variety of methods in teaching business law. On the enclosed list, I have checked those techniques that I have observed. Because of my limited observations, I am aware that there may be other methods you use, at various times throughout the year.

Please check any additional methods you have used in teaching business law. I am very much aware the time is a severely limiting factor affecting both the variety and frequency of methods that can be realistically used. Please complete this, and return it to me at your earliest convenience.

Thank you for all of your help and consideration. Your assistance is greatly appreciated. I am

Sincerely yours,

Marcilyn J. Samuelson
Methods of Teaching Business Law

A. lecture
   ✓ with chalkboard use
   ✓ with demonstration
   ___ with visual aids

B. discussion

C. community resources
   ___ guest speaker
   ___ field trip
   ___ materials/samples

D. audio-visual materials
   ___ film/filmstrip
   ___ transparency
   ___ recordings
   ___ posters/bulletin boards
   ___ newspaper/magazine articles

E. case problems

F. mock trial

G. debate

H. prepared units/lAP's

I. individual work
   ✓ group work

K. other (please specify)
   

KEY:

✓ observed methods
✓ methods also used
   by Mrs. Bailey
SUMMARY

In conclusion, through this limited observation I found the two teachers used various methods of teaching business law on the secondary level. I observed the lecture method to be the most popular, which is consistent with the ideas expressed in Dr. Daughtrey's text. Oral reading and independent work were also used heavily.

The teachers both seemed to display a genuine concern for the students, and felt that business law was very relevant to those students. I also feel that the attitude of the teachers was reflected in the attitude of the students.

I feel that this study was very helpful to me, and of benefit to my overall educational background and preparation.

---

1 Anne Scott Daughtrey, Methods of Teaching Basic Business and Economic Education, 1974, Cincinnati, Ohio, South-Western Pub. Co.
APPENDIX
Exhibit A:

Scope of text, Applied Business Law

1. Understanding the Law
2. Enforcing the Law
3. Making Contracts
4. Personal Property & Bailments
5. Buying & Selling
6. Using Credit
7. Employment & Agency
8. Commercial Paper
9. Protecting Against Loss
10. Renting & Owning Real Property
11. Business Organizations
12. Law in the Future
Exhibit B

Handouts·Mr. Tucker

A. Outline, Ch. 31
B. Test, Ch. 31
C. Outline, Ch. 32
NATURE AND KINDS OF COMMERCIAL PAPER

I. What is Commercial Paper?

II. What are the Kinds of Commercial Paper?
   A. 
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 
   B. 
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 
   C. 
   1. 
   2. 
   3. 
   4. 
   D. 

III. What are Special Drafts and Checks?
   A. 
   1. 
   2. 
   3. 
   4. 
   B. 
   C. 
   D. 

IV. How Does Commercial Paper Differ From Ordinary Contracts?
   A. 
   B. 
   C.

V. How is Commercial Paper Discharged?
   A. 
   B. 
   C.

***NOTE: DO NOT FORGET TO TAKE KEY NOTES AND ADDITIONAL DEFINITIONS!!!
I. Matching. Match Column A with Column B.

Column A

A. Acceptance  P. Indorse
B. Bank Draft  Q. Indorssee
C. Cancellation  R. Indorser
D. Cashier's Check  S. Judgment Note
E. Certificate of Deposit  T. Maker
F. Certified Check  U. Money Order
G. Check  V. Mortgage Note
H. Collateral Note  W. Negotiation
I. Comakers  X. Payee
J. Commercial Paper  Y. Promissory Note
K. Dishonored  Z. Sight Draft
L. Draft  AA. Stop Payment
M. Drawee  BB. Time Draft
N. Drawer  CC. Traveler's Check
O. Holder

Column B

____ 1. Written orders or promises to pay money.
____ 2. Written promise to pay a certain sum of money at a definite time.
____ 3. One who executes a promissory note or Certificate of Deposit.
____ 4. Two or more makers of the forementioned comm. papers.
____ 5. One to whom promissory note or Certificate of Deposit is payable.
____ 6. One secured by other personal property (a note).
____ 7. One secured by real estate (a note).
____ 8. One that authorizes judgment without a lawsuit (a note).
____ 9. Written order by one person to a second to pay a certain sum to a third party.
____ 10. One who executes a draft or check.
____ 11. Order to bank by depositor to pay a third party.
____ 12. One directed to pay a draft or check.
10. Payable on sight or when presented (type of draft).
14. Drafter's promise to pay when paper is due.
15. Payable at a future date.
16. Notice to bank not to cash a check if presented for payment.
17. Written promise of a bank to repay deposit of money at certain future
date with interest.
18. Personal check accepted by the bank in advance of payment.
19. Check drawn by bank on itself.
20. Check drawn by bank as depositor in another bank.
21. Comm. paper for use in transferring money over great distances,
usually by mail.
22. Drafts drawn by a reliable financial institution on itself, and sold
to travelers who sign at time of issue and of use.
23. Transfer of commercial paper.
24. party in possession of paper payable to his or her order or to
bearer.
25. To write name on back of paper and deliver it.
26. Not paid when due by party obligated to pay.
27. One who signs and delivers paper.
28. Any act affecting the paper by the holder showing intent to end the
obligation of payment.
29. One who receives paper.

II. Multiple Choice. BONUS!!! (MUST GET BOTH SETS CORRECT) WORTH 3.5 points!!!
Which two are promises to pay and which two are orders directing others to pay???

**SET 1--Promises to Pay**

| A. Prom. Notes and Drafts |
| B. Prom. Notes and Checks |
| C. Cert. of Deposit and Drafts |
| D. Cert. of Deposit and Checks |
| E. None of these |

**SET 2--Orders to Pay**

| A. Drafts and Prom. Notes |
| B. Drafts and Checks |
| C. Checks and Prom. Notes |
| D. Certificates of Deposit and Checks |
| E. None of these |

**ANSWER: SET** 1: ________  **ITEM 20.**  **SET 2**  ________
ELEMENTS OF NEGOTIABILITY

I. When is Commercial Paper Negotiable?
   A.
   B.
   C.
      1.
      2.
   D.
      1.
      2.
   E.
      1.
      2.
      3.

II. What Provisions are Immaterial?
    A.
    B.

Outline—Chapter 33, Transfer of Commercial Paper

I. How is Commercial Paper Transferred?
   A.
   B.

II. What are the forms of Indorsement?
    A.
    B.
    C.
    D.
       1.
       2.
       3.

III. What is the Liability of Unqualified Indorsers?
     A.
     B.
     C.
     D.
     E.

IV. What is the Liability of Qualified Indorsers?
V. What is the Effect of a Forged Indorsement?

VI. What is an Accommodation Party?
A.
B.
Exhibit C

Handouts - Mrs. Bailey

A. Ditto, Life Insurance Terms
Life Insurance Terms

Beneficiary
Incontestability Clause
Grace Period
Misrepresentation of Age
Double Indemnity
Suicide
Assignment
Non-forfeiture Rights
  3 types
Settlement Options
  5 methods
Term Policy
Renewable Term Policy
Straight (Whole) Policy
Limited Payment
Endowment
Annuity
Group Insurance