A STUDY OF HOW BUSINESS EDUCATION CONFERENCES CAN PROMOTE BETTER BUSINESS EDUCATION IN THE STATE OF TEXAS

APPROVED:

L. M. Collins
Major Professor

Ardeth Stedman
Minor Professor

O. F. Curry
Dean of the School of Business

Jack Johnson
Dean of the Graduate School
A STUDY OF HOW BUSINESS EDUCATION CONFERENCES CAN PROMOTE BETTER BUSINESS EDUCATION IN THE STATE OF TEXAS

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Woodie McConnell Smith, B. S.

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CHAPTER I

INTRODUCTION

This is a study of business education conferences in Texas made in an effort to improve business training in Texas secondary schools. Many young people leave high school intending to enter the business world. Business is ready to accept those who are competent. The educational preparation of students, however, is often insufficient to permit their seizing the opportunities offered to them.

The most important factor in preparing for a professional or vocational business career is the individual who is being prepared. Also of importance in the preparatory or educative process is the business education teacher. It is the responsibility of the business teacher to prepare the students to meet the needs of the contemporary and future business world. If those needs are not met, steps should be taken to give the teachers opportunities of improving their teaching.

One method used for in-service business teacher improvement is the business education conference. The nature, methodology, purpose, and ways of improving that method may well be analyzed in order that its benefits and effectiveness may be increased—an observation which leads to the statement of the purpose of this study.
Statement of the Problem

It is proposed in this study: (1) to survey the nature and methods of business education conferences which have been held in Texas and other states; (2) to investigate, report, and evaluate the desires of Texas business teachers in connection with the subject of business education conferences; and (3) to suggest a specimen or model type of business education conference for Texas teachers.

In short, it is proposed in this study to attempt at least partially to answer three questions: (1) What kind of business education conference is being offered to teachers? (2) What kind of conference do they want? (3) What does that wanted conference look like when it is set up?

Importance of the Problem

As has been suggested above, the keystone in the arch of successful business education is the teacher. If the teacher after receiving adequate academic and professional training is to continue to be alert, progressive, and competent, she must, in addition to her professional reading and practice, maintain contact with other teachers and leaders in her field, individuals who have mutual interests, problems, and, perhaps, more effective methods of attacking these problems. The simplest and most practical method of obtaining such contacts is through the business education conference. Such conferences may well have as their
purposes the objectives enunciated for all teachers in the National Conference on the Education of Teachers held under the sponsorship of the NEA National Commission of Teacher Education and Professional Standards held in Bowling Green, Ohio, in 1948:

1. To establish effective working relationships between the leaders of the organized profession and those engaged in teacher education.
2. To alert the teaching profession to the basic importance of teacher education and certification standards in relation to such matters as salaries, tenure, working conditions, and other vital aspects of teacher welfare.
3. To crystallize the point of view and thinking of the profession itself in regard to the content and character of teacher education.
4. To strengthen and further the friendly, cooperative, open-minded approach of all branches of the profession to their common problems through the process of thinking and working together around the table on those problems, with lay leaders participating.
5. To formulate an action program which will serve as a blueprint for immediate and long-range action at every level and on the part of all groups interested in the improvement of teacher education.¹

If the business education conference can establish working relationships, improve professional conditions and standards, crystallize thinking, strengthen cooperation, and formulate effective programs—or if it can materially assist in obtaining these desiderata, it is important and worthwhile.

Yet the contention is often advanced that the business education conference as it now functions is ineffective and

more or less useless. As May suggests: "Taking a quick, kaleidoscopic view of the commercial sessions which I have attended during this past quarter of a century, my conclusion would have to be that our batting average for real, thought-provoking, inspiring meetings would rate as low as 10 per cent."  

Tonne adds that the complaints of dull and worthless business teacher conventions are perennial and that the two major reasons for conventions not to meet expectations are their failure to have appeal and the attitude of the attending teachers in being adamant against the introduction of worthwhile ideas.  

Yntema is even more vigorous in criticizing some types of conventions. For many participants Yntema thinks:  

... the average conference is a nightmare of utter confusion in which experts, resource persons, chairman and discussion leaders discuss in extreme academic detail the problems of the little people who pay the dues and make the conference possible. In this side-show of vocal gymnastics the dues-paying recipient is seldom granted much opportunity to participate. When the meeting adjourns, the resource persons and leaders with their few academic hero-worshipers congratulate themselves on the success of the conference. The others

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step out as unobtrusively as possible for an exhilarating bull session or a game of pennyante.\textsuperscript{5}

If these criticisms are true, an effort should be made to improve business education conferences. These conferences provide a practical method and opportunity for the exchange of ideas and impressions, the improvement of professional standards, the acceptance of the responsibility of education for supplying business with more adequately trained and prepared personnel. Above all, the importance of providing better instruction for our children must be emphasized. This study which investigates present practices to determine in part the wishes and desires of the business teachers in regard to the types of conferences may have some value and importance.

Definition of Terms

As has been suggested, the title of this survey is: "A Study of How Business Education Conferences Can Promote Better Business Education in the State of Texas." For the purpose of clarity in understanding, the terms used may be defined as follows.

By the term "Business Education Conferences" is meant the meeting together of those people who are interested in promoting better business training among the pupils in our

\textsuperscript{5}Ibid.
schools. The group would include business education teachers. Those who teach typewriting, shorthand, accounting, office training, business correspondence, business law, business mathematics, office training, and allied subjects are business education teachers. Those interested in business education conferences also include college teachers, business leaders, and anyone else who is interested in the provision of better business training for our youth.

The term "Promoting Better Business Education" means the encouragement of better methods of instilling in the pupil the correct and beneficial knowledges, skills, aptitudes, and attitudes required of personnel in the modern business world. It means the getting together of people with like interests and similar problems to promulgate new methods and ideas, to share discoveries with each other, to compare standards, and, in general, to offer better business education.

The term "in the State of Texas" is obvious and needs no definition.

Scope and Limitations of the Problem

The scope of this problem is limited to business education conferences. That is, the study is concerned with the meetings of teachers of business courses and others who are interested in the development of better business training for students. National, regional, state, and local conferences will be mentioned.
The study is limited as far as the opinions of Texas business teachers are concerned to the State of Texas. That is, this study is primarily a survey of the desires and demands of Texas business education teachers in connection with conferences to be held on a local, county, regional, or state level in Texas. The programs and nature of business education conferences of other states will be sampled primarily for the purpose of building better conference programs for Texas.

Sources of Data

Primary sources of data employed in this study were:

(1) The responses to a questionnaire upon business education conferences which was submitted to 523 Texas secondary school business education teachers.\(^6\)

(2) A study of the programs of conferences and workshops upon business education held in Texas and other states.\(^7\)

(3) Personal letters from the directors of a number of state and regional business education conferences.

(4) Interviews with teachers, administrators, and business employers.

\(^6\) The questionnaire may be found in Appendix A.

\(^7\) Especially helpful in this connection was the program of the Second Annual Business Education Conference held under the sponsorships of the Schools of Business of North Texas State College and Texas State College for Women, Denton, Texas, June 10-11, 1949.
Secondary sources of information were limited largely to periodical articles found in professional and other publications, pamphlets, and unpublished masters' theses.

Methods of Procedure

After the problem was stated, the terms defined, the importance stressed, and the scope, limitations, and sources of data given, the following procedure was employed:

(1) Related literature in the field was reviewed, the programs of conferences in Texas and other states were surveyed, and letters of inquiry were written to conference directors in other states to determine current methods and practices concerning business education conferences and in order to establish the criteria or tests of soundness of a good business education conference.

(2) A questionnaire upon a number of phases of business education conferences attempting particularly to ascertain the wishes of Texas business education teachers was formulated.8

(3) The questionnaire was sent to 523 teachers of business subjects in Texas, and the 237 usable replies were studied for information and tabulated.

(4) The responses of Texas teachers to the questionnaire were analyzed, reported, and evaluated.

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8 See Appendix A.
(5) With criteria established from the survey of literature and with the analysis of the preferences of Texas teachers in connection with conferences as bases, a specimen conference was formulated and presented.

(6) The study was summarized and conclusions were drawn and recommendations made.

Summary

In this chapter the problem was stated as (1) determination of the nature and methods of business education conferences; (2) reporting, evaluating, and analyzing the responses of Texas teachers of business subjects upon business conferences; and (3) presentation of a specimen business education conference modeled upon experiences in other states and the expressed desires of Texas teachers. Terms were defined, the importance of the problem suggested, the scope and limitations of the problem stated, sources of data listed, and methods of procedure given. The business education conference can be an important phase of educational development in the field of business training. This study may have some value in investigating the needs of Texas business teachers upon the subject.
CHAPTER II

A SAMPLING OF RELATED LITERATURE AND THE
ESTABLISHMENT OF CRITERIA FOR AN
EFFECTIVE BUSINESS CONFERENCE

No definitive book in the area of business education conferences has yet been published. Literature upon the subject which was available for use in this investigation is limited to pamphlets, programs, and articles appearing in various business and popular journals and periodicals. As far as similar studies are concerned, the field of improving business education conferences is almost untapped in recent literature. Enough has been written, however, to supply some information concerning the practices of other states in the field. This information together with published programs and personal letters from conference directors may be used to establish certain criteria which can be met in formulating business conference programs and workshops for Texas. It is the purpose of this chapter briefly to survey such literature, programs, and letters of response from conference directors. The survey will scan the following fields: (1) pamphlets, (2) periodical articles, (3) printed state and regional programs, and (4) letters from conference directors in response to inquiries.
One of the most useful surveys in the field and the only one similar in scope to the present study is the Delta Pi Epsilon Research Report, "A Study of Business Teachers' Conferences,"¹ published as a research project of the Iota Chapter of Delta Pi Epsilon, Syracuse University. The Chapter attempted to endeavor to determine the preferences of New York State business teachers. A questionnaire was dispatched to 1500 teachers from which 370 usable responses were received. Teachers were asked a number of questions, the replies to which may be classified as follows:

(1) What territory should be covered by the conference? Teachers indicated a preference for zone meetings. Since New York State is divided into nine zones, such preference is equivalent to a desire for semi-local meetings.

(2) What is the best time for a conference? Of the teachers replying, 78 per cent expressed a preference for fall meetings. Spring ranked as second choice and winter as third choice. Few teachers liked the idea of Thanksgiving, Christmas, or Easter as a meeting time.

(3) How long should the conference last? Almost 60 per cent of the returns indicated that one-day meetings were preferable. Two-day meetings ranked second in choice. Three-day and evening meetings were not popular.

¹"A Study of Business Teachers' Conferences" (author not given), The Balance Sheet, XXX (March, 1949), 307-310.
Some liked meetings limited to dinner or luncheon meetings.

(4) What types of programs do you feel are of the greatest value?

Possible choices were listed as follows: speakers, panel discussions, expert demonstrations, demonstrations of good classroom procedure, displays and demonstrations of machines, and the showing of films. Preferences were exhibited for classroom demonstrations, panel discussions, and demonstrations by experts, in the order stated. Speakers were not popular, and the showing of films was the least popular of all the types suggested.

(5) Whom do you prefer to have on your programs?

First preference was shown for successful classroom teachers followed by business education leaders and businessmen, respectively. Representatives from state and federal departments of education, junior colleges, and institutes and representatives of publishing firms were much less popular. Least desired of all were principals and superintendents.

(6) In what problems are you interested?

Thirteen possible choices were listed including area and specific problems. By far the most important problem to these New York teachers of business subjects was the standards required by business. After business standards were ranked shorthand, guidance, placement, follow-up,
supplies and materials, occupational intelligence, and job analysis. On the whole, teachers showed as much interest in the broader aspects of business education as in the specific subjects they teach.

(7) What is your idea of a real conference?

The most specifically emphasized requirement was that of a conference where the teacher could obtain practical and specific ideas. Inspiration toward improvement was desired by many.

(8) What is your reaction to the last conference you attended?

Of the teachers responding to the questionnaire, 80 per cent answered that they had attended a conference last year, but only 55 per cent indicated that they had profited from such attendance. Seventy per cent thought that their meeting was too general, and 43 per cent felt that the meeting was poorly arranged. The best features of the meeting as indicated by the teachers were the opportunities supplied to meet with other business teachers, the informal discussions, small group demonstration meetings, State Department of Education speakers, demonstrations by specialists in business education, talks by business men, and demonstrations of methods and classroom techniques. The most valuable feature of the meetings was the contacts with other teachers under the guidance of a specialized chairman for the purpose of informal discussions.
The worst features of the meeting were the failure to present new ideas, poorly organized programs, too general meetings, insufficiently diversified programs, programs with too many or too poor speakers, lack of interest on the part of attending teachers, and poor presentations of visual aids.

Suggestions for improvement of the conference fell into the categories of improving general overall content and improving the organization of and details on the mechanics of the meetings. Teachers asked for more practical materials, information, and speakers. Teachers thought there should be continuous examination of programs, more democratic suggestion of topics, better panels of businessmen and business educators, and better demonstrations.

The report concluded that New York business education teachers prefer one-day zone meetings in the fall with classroom demonstrations and panel discussions favored as to types of programs. Good classroom teachers, business education leaders, and businessmen were preferred as participants on programs. Standards which business requires were of primary importance to teachers. The most important characteristic of conferences was that they present practical, specific, and informational programs.

Also of use in this study was "A History of the Business Education Department of the National Education Association"
by Ardath Stedman. Especially significant were Stedman's statements of the purpose of the commercial educator's organization, reasons for such organization, and the future of the Department.

Stedman points out that the purpose of the first known commercial teachers' association was "to combine the best talents in the country in perfecting and putting into practice a system of business education which shall be commensurate with public demands." The Business Educators' Association of America has as the objective of its organization, and presumably of meetings and conferences held by it, the clarification in the public mind of the purposes of business education, the promotion of fellowship and fraternity, the drawing together of the employed and employees, the canvassing of methods of teaching and curricula improvement, and the general improvement and elevation of the standards of business education.

That business teachers should confer and unite in

\[3\] Ardath Stedman, "A History of the Business Education Department of the National Education Association" (Unpublished Master's thesis, Department of Commercial Education, Oklahoma Agricultural and Mechanical College, Edmond, Oklahoma, 1940), pp. 8-103.

\[4\] Ibid.

\[5\] Harper's Weekly, X (October 13, 1866), 653, cited by Ardath Stedman, Ibid., p. 10.

\[6\] Addresses and Proceedings, Business Educators' Association of America, 1894, p. 958, cited by Ardath Stedman, op. cit., p. 11.
organization, Stedman says, is borne out by the contention that business education "... has now reached a stage where its problems are too large for solution by one individual community or nation." Future work of a Department of Business Education in the National Education Association, therefore, is important—especially since secondary school commercial departments enroll more students than do any other fields except English and the social sciences and since more secondary school business education graduates secure immediate gainful employment than do graduates from all other secondary vocational educational areas combined.

A Department of Business Education—and the same contentions can be equally true of business education conferences—can answer the following needs:

(1) To provide opportunities for the interchange and discussion of facts and ideas.

(2) To gather, interpret, and disseminate usable facts and ideas.

(3) To consider masters' theses, surveys, progressive courses of study, and other information in the field of business education.

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(4) To formulate policies and objectives for business education.

(5) To evaluate secondary school business education curricula.

(6) To provide means of bringing in organized fashion attention to legislative, community, and other policy-formulating bodies the desirability of various business education methods.\(^9\)

An editorial in the *Business Education World* is useful in presenting the objectives of summer business education conferences as follows:

(1) To serve business area teachers.

(2) To serve summer-enrolled students.

(3) To attract teachers to the campus.

(4) To get publicity.

The editorial points out the nature of summer conferences and suggests that recent ones have departed from the stereotyped and traditional conventions in their discussion of pioneer subjects, "group dynamics," division of conferences, shorthand revision, general business-citizenship courses, and other original thinking.\(^{10}\)

Goodfellow presents cogent argument as to the value of business education conventions saying that business educators,

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\(^9\)Stedman, *op. cit.*, p. 103.

\(^{10}\)"Summer Crop" (author not given), *Business Education World*, XXIX (September, 1949), 6.
like other professional workers, should come together to
know each other, share discoveries, and work for the better-
ment of mutual interests. Publishers, manufacturers of
equipment, technicians, demonstrators, authors, teachers' aids—all give the teacher an opportunity to derive knowl-
edge, inspiration, and understanding. Furthermore, teachers
may obtain answers to mutual problems at conferences, per-
sonal contacts may be made, and recognition given for out-
standing work. An opportunity for further recruitment of
additional organization membership and strength may be car-
ried out.

La Verne Strong's article in the Delta Kappa Gamma Bul-
letin discussing the National Conference on the Education
of Teachers points out that teacher conferences have the
responsibility of improving teacher preparation, training,
and education, establishing better accrediting and certifi-
cation standards, obtaining publicity, eliminating obsolete
and obsolescent methods, selecting better criteria, broaden-
ing the curriculum, providing better personnel services, and
strengthening our educational system.  

Johnson's article in the Journal of Business Education
sets up his idea of the perfect teachers' group. This asso-
ciation should have, according to Johnson, year-round

12Strong, op. cit., p. 27.
planning, ascertainment from the members of their desires concerning problems and subjects preferred for discussion at the next meeting, good speakers, and good entertainment. If teacher response is adequate, complete planning of the meeting can be provided. The chief flaw in the conference as now conducted, Johnson thinks, lies in the teacher herself, in her complete apathy and neglect of aggressive, enthusiastic participation and response.  

Another article of use in the *Journal of Business Education* is Fisk's. He points out the merits of coordinated attempts in organization to obtain the values of: (1) unity of action, (2) concerted effort, (3) professional growth, and (4) consolidation and community of interest.  

Fisk points out that there are more than 30,000 business teachers in public secondary education in this country in addition to those in private schools, parochial schools, and junior colleges. Teachers in an area should, he contends, unite in professional organizations to work on problems of mutual interest.

Another *Journal of Business Education* article of some

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14 McKee Fisk, "There Should be a Law—or Should There?" *Journal of Business Education*, XV (February, 1940), 11.
value is Kammerer's. He criticises what he terms the increasing apathy of business education teachers, an apathy which he attributes in part to increased expenses, and points out that conference attendance is quite often repetitive with the same "wheel horses" repeatedly carrying the load and new blood noticeable only by its absence. He says that long-range conference programs do not exist, that more conference appraisals and inventories are needed as is better directional leadership, and that there is an imperative necessity for immediate action to improve our conferences and participation in them.

Still another article by Kammerer that is of some importance is found in The Balance Sheet. In the article Kammerer attempts to refute critics of state commercial associations of teachers and, by inference, of teachers' conferences. Duplication, he admits, exists, but he contends that the same attack can be made against almost all groups. Business education teachers, Kammerer thinks, desire self-improvement, the opportunity of identifying themselves loyally with their profession, the dignity and power which comes with union, the progress that comes with circulation, the democracy of self-interest, as well as a number of other

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values previously suggested. These desires can be met best, Kammerer says, by organization and conference. As an example, he points out that his business teachers' association in Michigan holds five or six regional meetings per year as well as a two-day annual convention. At these meetings, conference members engage in inventory and appraisal. They attempt to accomplish something of immediate consequence and, at the same time, to have a problem of far-reaching importance for study. The program has, in addition to general meetings, sectional meetings planned for teacher assistance through demonstration and discussion. 16

Selby takes an opposite view, saying that there are too many teachers' associations and especially too many business teacher groups. He lists a great number of these organizations and complains of their size (they are either too large or too small), rivalry, duplication of effort, and lack of coordination. He wants fewer and better associations. 17

Nichols attacks business education conferences generally, issuing a scathing indictment of them as now conducted. He writes that he has just attended a "typical" state commercial teachers' meeting and that it was no good. The

16 Clyde W. Kammerer, "The Value of the State Commercial Association," The Balance Sheet, XXII (January, 1941), 208.

section meetings dealt with no major issues or curricular problems, the questions discussed were often idiotic, most of the speakers were publishers' representatives, research papers were lacking, financial support was inadequate, and programs were repetitious.\footnote{18}{Frederick G. Nichols, "A Business Teachers' Meeting," \textit{Journal of Business Education}, XXIII (November, 1947), 9.}

Another indictment of business education programs, to which previous reference has been made, is Yntema's. Yntema objects to the lack of democracy in the selection of the programs, the existing confusion in planning, the failure to determine the actual purpose of the conference, and the failure of speakers to make worthwhile contributions. Yntema presents his ideas of a good conference urging the following points:

(1) The conference should provide as much time for individual participation in group discussion as is given to speakers, symposiums, and panels.

(2) Speakers and panels should not be allowed to exceed their time limits.

(3) Speakers, symposiums, and panels should be used only to present information or stimulate thinking.

(4) Group discussion should be emphasized.

(5) Groups for discussion should be small.
(6) There should be one hundred per cent discussion participation.

(7) The consultant or speaker should not dominate the discussion or "squelch" his questioners.

(8) Sectional meetings should be held.

(9) General sessions should have discussion of the most significant recommendations.

(10) Group participation and informality should be key-noted.

(11) Adequate recreation should be provided.

(12) Programs should be short and lively.

(13) Programs should be carefully planned to allow the average person the opportunity of meeting others on his own level in an effort to solve his own problems.

(14) There should be increased membership and attendance.\(^{19}\)

Another criticism of business teachers' conferences is that made by May.\(^ {20}\) He contends that speakers are unprepared, that their material is elementary, that presentation of material is poor and superficial, and that speakers are often young, inexperienced college professors who know less of their subject than do their auditors. May says that speakers read "boring papers," that there is routine "copying"

\(^{19}\) Yntema, op. cit., p. 17.

of preceding programs, that overworked teachers prepare programs in a "hit-or-miss" fashion, and that programs are insufficiently prepared. As remedies May suggests better preparation, hiring substitute teachers for those who must work on programs, sufficient length of time for preparation, panels composed of more teachers and fewer "experts," more visits to actual business offices, and wider understanding of the problems involved.

In another article May pleads for better conventions. He wants speakers who will inspire, inform, and instruct, but says he gets "uninteresting uninspired doldrums." May has a number of suggested remedies for poor conventions. Larger budgets for convention expenses, the selection of more capable committees on the basis of ability rather than for geographical or other reasons, and the provision of sufficient time for committee member work would help, May thinks. He also proposes a "clearing house" for ideas by which programs of greater value and variety can be developed. May wants the re-vitalization of state and sectional organizations, more intelligent selection of association officers, and the acceptance of the challenge aggressively and violently to agitate for improvement of conferences. 21

Other criticisms are leveled at business teachers'
conferences by Haubert. Lack of time for preparation, refusal to allocate enough work to committees, and lack of clarity in preparation are common faults, he says. Conventions also fail to consider enough subjects, to be explicit in instructing conference participants upon the part they are expected to perform, and to work for sufficient and proper publicity. Failure to provide good reception, entertainment, meal, and similar committees are also, Haubert thinks, occasional weaknesses of conferences. He suggests the development of a spirit of fellowship, acquaintanceships, full registration, and other routine but necessary developments.22

Tonne in criticizing business education conventions says that their two chief failures to live up to expectations are their lack of appeal and the attitude of teachers in daring speakers to give them something worthwhile. Their failure to have appeal, he thinks, comes in part from the avoidance of all issues of controversial nature which might provoke a fight. Tonne thinks that conventions should be democratized and have better planning, panels that really are panels, the use of question boxes, the use of visual aids, more social activities, more participation by the convention goers, and a more helpful attitude on the part of those who go to the conventions.23

In addition to the pamphlets and periodical articles surveyed above, some background information was obtained from personal letters from business education conference directors.

Vernon L. Nichell, the Superintendent of Public Instruction, State of Illinois, writes that Illinois has two major types of business education conferences. The first, a three-day spring meeting held under the auspices of the Illinois Business Education Association, has subjects and speakers chosen by a committee of teachers with each speaker being a leader in his field and representing various types of communities. The second type of conference is called an Area Round-Table Meeting. The areas are arbitrarily and geographically assigned. Each teacher meets in one of these area discussions at least once a semester. These area meetings are more localized in nature since they are designed to fit local needs.\textsuperscript{24}

McKee Fisk suggests that the best way of improving business conferences is one that is emphasized in this survey—that is, the use of a questionnaire to business education teachers asking what they want from and what they have received from conferences.\textsuperscript{25}

Elvin S. Eyster, Chairman of the Department of Business

\textsuperscript{24}Personal letter from Vernon L. Nichell, Superintendent of Public Instruction, State of Illinois, November 7, 1949.

\textsuperscript{25}Personal letter from McKee Fisk, November 28, 1949.
the University of Indiana, writes that in conventions he likes:

1. Programs for discussion planned to meet the interests of the people in attendance, that is, classroom teachers (not too much emphasis on supervisory and administrative problems).
2. Balanced programs to meet at least some of the interests of all who attend.
3. Convention and session programs that are not too crowded; they permit a time schedule to be kept, give speakers the time that has been allotted to them, and yet permit time for discussion.
4. Panel discussions if scheduled should be carefully planned in advance. It requires more time and effort by far for a chairman of a panel to plan a discussion than to prepare an address of equal length.
5. Include some topics on the program that are related to business education, topics about which business educators should know something yet they are not strictly business education. There is a danger that business education teachers may become very narrow and not acquaint themselves with developments outside their own field.
6. Some parts of the program at least occasionally should "lead business teachers in their thinking," that is, it should give them a deeper appreciation of the purposes of the whole field of business education. In other words, programs should not be confined to methods of teaching and demonstrations.
7. Exhibits of instructional materials and equipment are important. Provision should be made in the program for teachers to see and study the exhibits. The exhibit should be treated as a vital part of the convention program, not merely as a means of raising money.
8. The comfort and convenience of the convention guests should be considered in making plans.
9. Some recreational and social events are necessary and should be planned.
10. Costs of attending a convention should be considered. Even with teachers' salaries having been raised materially in recent years, yet most of us are not financially able to pay top prices for hotel rooms, banquets, and meals.  

26 Personal letter from Elvin S. Eyster, Chairman of the Department of Business, the University of Indiana, October 26, 1949.
Lawrence T. Thompson, Supervisor of the Business Education Division of the Michigan Department of Public Instruction, writes that Michigan has a one-week business education conference or workshop at a resort town in the summer under the direction of teacher trainers. It is vocational in nature and is primarily on instructional materials and methods. A winter two-day conference is held on operational problems and policies. In addition, the Michigan Business Education Association holds a two-day state-wide conference in the spring based around a theme with general sessions and sectional meetings. Such meetings lead to the informal discussion of common problems.  

Raymond C. Goodfellow, Director of the New Jersey Department of Business Education, writes that the primary requisite for a good convention is to have outstanding speakers for general and other programs. Speakers should be recruited from the ranks of business as well as from business education. Those with some humor are preferred. Too many departmental or sectional meetings are objectionable. Money and showmanship are essential to the success of conventions.

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27 Personal letter from Lawrence T. Thompson, Supervisor of the Business Education Division of the Michigan Department of Public Instruction, October 21, 1949.

28 Personal letter from Raymond C. Goodfellow, Director of the New Jersey Department of Business Education, October 20, 1949.
Irene C. Hypes, Supervisor of the Department of Business Education, the District of Columbia, writes that in holding her business conferences her groups usually follow three procedures:

1. At the beginning of the school year we set up our department program by having a committee of building chairmen of business subjects construct a questionnaire that lists many different types of activities, including conferences as well as space for other suggestions. This is distributed among all of the business teachers and the returns consolidated. Types of activities suggested by the largest number of teachers are accepted as the basis of our year's program. If a business conference is suggested that is wholly for a learning situation among the teachers themselves, a teacher committee does all the planning and finally invites in the business persons and firms whose help we need at the conference itself.

2. If the conference is to include business persons as well as teachers, we contact the trade or business associations in the community through their educational committees and arrange for a joint planning session. After plans have been jointly made and approved we attempt to get business persons to serve on business committees with business teachers. Usually we make a business person chairman of several of the committees with a teacher as an associate chairman, so that they will not feel that we are running the show.

3. Another method is to use our own business advisory committee and have them spear ahead the publicity and invitations to the business community.29

Hypes also suggests holding joint meetings with parent teacher and civic associations to sell business education to the home and to the community.

John R. Haubert, Chief of Commercial Education, the Department of Pennsylvania Public Instruction, writes that

29Personal letter from Irene C. Hypes, Supervisor of the Department of Business Education, the District of Columbia, October 20, 1949.
there should be re-examination of business conferences and that business education meetings should be stronger on the state level.\textsuperscript{30}

O. M. Hager, State Supervisor for Business Education in North Dakota, writes that nearly one hundred business teachers attended the 1949 four-day business education conference at the University of North Dakota. The teachers preferred June as the time for the conference. The fact that national leaders asked them to attend the conferences, the appeal of the subjects covered, and the fact that teachers in the surrounding areas could participate as chairmen, panel members, and counselors increased attendance at the convention.\textsuperscript{31}

J. Marshall Hanna, Professor of Business Education, Ohio State University, writes that business education conferences held for the past two summers on the campus of Ohio State University have been favorably received. The unique feature and basis of the Ohio conference, Hanna says, is audience participation. A speaker presents the problem to a general group. The audience is then divided into small discussion groups of ten to fifty members. The discussion groups consider the points of the main speaker for an hour,

\textsuperscript{30} Personal letter from John R. Haubert, Chief of Commercial Education, the Department of Pennsylvania Public Instruction, October 14, 1949.

\textsuperscript{31} Personal letter from O. M. Hager, State Supervisor for Business Education in North Dakota, October 14, 1949.
the assembly reconvenes, and each discussion leader presents the problems brought out in his discussion group. Floor discussion follows.\textsuperscript{32}

A salient feature of this attack is the wise selection of discussion group leaders. Pre-meetings of these leaders and use of group observers or critics also helps. By the use of colored name plates, the teachers from the same schools are split into different discussion groups. Hanna concludes that the conferences attended by him which he enjoyed and profited from the most were those in which he had the opportunity to participate.

William R. Blackler, Chief of the Bureau of Business Education, The California Department of Education, writes that business education conferences have been held for years in California and that a recent Los Angeles conference had an attendance of over six hundred. The California conferences rotate from Northern to Southern California on an annual basis. The program is arranged by the Executive Council of the Business Education Association and "... is designed to attract and interest business teachers in matters of general interest and in special sectional meetings in the various fields of business training, including shorthand, typewriting, office practice, bookkeeping, and the

\textsuperscript{32} Personal letter from J. Marshall Hanna, Professor of Business Education, Ohio State University, October 11, 1949.
distributive occupations. An annual dinner is held at which a keynote speaker brings first-hand information to teachers." \(^{33}\)

Robert E. Slaughter, vice-president of the Gregg Publishing Company, writes that he thinks business education programs should incorporate the following features:

1. Programs should be practical. They should offer teaching techniques and procedures that instructors can immediately utilize in improving their classroom teaching. They should be practical not alone in content but in presentation and, therefore, should feature wherever possible the use of actual teacher demonstrations, visual presentations, and the like.

2. Programs should offer, in addition to techniques and practices, information and experience that will be helpful to teachers from a supervisory or administrative point of view. They should deal practically with problems of curriculum, guidance, equipment, and so on, but they should steer clear of academic, abstract discussions of philosophy, psychology, and so on.

3. Programs should inspire interest, pride, and enthusiasm in the teaching profession. All teachers need a good boost to their morale every now and then. They need to be reminded of the worth of their profession and of the advantages of being a teacher.

4. Programs should provide a light side for the entertainment and sociability of those present. This might include a humorous talk, a social event, or something of this type.

5. Programs should be arranged on dates and at hours that are most convenient for the greatest number.

6. Programs should be fully publicized well in advance of actual meeting dates so that people can make plans for attending. \(^{34}\)

In addition to published articles and personal letters, some information concerning the nature of business education conferences may be obtained from a study of the actual

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\(^{34}\) Personal letter from Robert E. Slaughter, Vice-President, Gregg Publishing Company, October 5, 1949.
programs of such conferences. An analysis of some state and regional education conference programs held in recent years reveals the following points of interest.

The Illinois Vocational Association for its four-day annual convention held in Peoria, March, 1949, published an elaborate twenty-page convention pamphlet. The pamphlet listed methods of registration, educational exhibits, commercial exhibits, and the various committees in charge of arrangements and the programs. The general meeting was devoted to a speech on state educational finances by the State Superintendent of Public Instruction, Vernon L. Nichell, the general banquet to an inspirational address by the Topeka, Kansas, Superintendent of Schools, Kenneth McFarland. The Business Education Division held eight meetings during the four days. There were a number of general topics with panel and audience discussion. The program lists the following general topics: (1) "Adult Education Opportunities in Illinois," (2) "Administration of the Business Education Program in the Secondary Schools," (3) "Relationships Between English and Transcription," (4) "Trends in Teacher Training in Business Education," (5) "Selection and Placement of New Employees," (6) "Guidance in Business Education," and (7) "Machines and Business Education." Each of these was a general topic for a specific meeting and its consideration was broken down into panel and audience discussion groups.

The New York State Teachers' Association holds zone
meetings. The fourteen-page bulletin of the Central Western Zone meeting held in Rochester, October 20-21, 1949, is typical. In addition to the general announcements, committees, and topics, the pamphlet gives the programs of the various division sectional meetings. In the two days the Business Education Division held one general meeting where the address was "Preparing and Grading Regents Examinations in Business Subjects." There was one luncheon meeting with no subject named. There were eight sectional meetings (all at the same hour, unfortunately). Sectional meetings were divided into discussions on typewriting, bookkeeping, business law, business arithmetic, introduction to business, distributive education, shorthand and secretarial practice, and office practice and machines.

The California Business Educators' Association annual two-day convention held in San Francisco in 1948 unlike the above meetings was devoted solely to the problems of business teachers. In addition to the usual information upon registration and committees, the convention pamphlet listed three general meetings and two luncheons. Topics discussed at the general meetings included the following: (1) "How Business Educators Can Help Build Teamwork in Labor Management Relations," (2) "The Administrator Takes a New Look at Business Education," (3) "Responsibility for Leadership in Business Education," (4) "Current Army Education Programs," (5) "Training for Efficiency in Business Education," and
(6) "What Can We Do to Improve the Two-Way Flow of Information Between the Schools and Business." Each of these meetings of approximately one and one-half hours in duration had as guest speakers experts and authorities in the selected field. Luncheon topics were: "Why Men Work" and "A Positive Approach to Business Education." There were two series of sectional meetings of approximately two hours' duration each, with the speaker, the panel, and the discussion approaches. A number of topics were covered. Illustrative are such topics as: "Trends in Job Opportunities in the Office and Distributive Fields," "New Developments in Curriculum Planning," "Presenting Information the Clear and Easy Way," and "Training Techniques in Industry."

The Eastern Commercial Teachers' Association Meeting held April 2-5, 1947, in Boston devoted the first day to executive board and local committee meetings and the following three days to the convention proper—with both private and public school general meetings and twelve sessions of approximately one hour in length devoted to sectional meetings. The sectional meetings employed a general speaker, a panel, and general discussions. The sectional meetings considered attainable standards in clerical practice, attainable standards in distributive occupations, and services available to business education from Federal Government agencies. Attainable standards in office practice, dictation
and transcription, and the social-business subjects were also considered. Work was done on the topics of visual aids in bookkeeping, distributive occupations, and the social business subjects. Visual aids in stenography and typewriting, and office machines were also considered.

The International Business Conference held at the University of North Dakota, June 6-10, 1949, presented an attractive four-page advance leaflet and a three-page mimeographed convention bulletin. If the registrants complied with certain conditions, they received credit for one semester hour of graduate work from the University of North Dakota. The meeting, except for a mixer and a dinner, was confined largely to lecture sessions with an occasional panel. With experts in the field participating, lectures of approximately one hour and fifteen minutes in duration were given on such topics as: "Presentation and Explanation of the Specific Changes in Gregg Shorthand Simplified," "Developing Pre-transcription in Elementary Shorthand and Typewriting," "Skill Building Procedures in Elementary Typewriting," "Work Experience and Business Education," "How Can We Educate the Consumer," "The Why and How of Distributive Education," "Business Education Clubs," "Trends in Business Education," and a panel discussion of "Problems in Business Education."

The Second Annual Business Education Conference of
June 10-11, 1949, held on the campus of the North Texas State College under the joint auspices of North Texas State College and the Texas State College for Women, is an outstanding example of a successful business conference. The attractive letter-sized folder, in addition to giving registration and other pertinent information, listed the agenda of the meeting. Included in the two-day meeting were a general session, a general business session, a general teachers' clinic session, two luncheons and a picnic, and five sectional sessions. At the first two and one-half hour general session, topics discussed included the following: (1) "The Definition and Philosophy of Business Education," (2) "Recommended Improvements in Business Education in Texas High Schools," and (3) "The Growth and Future of Distributive Education." At the second general business session, a one and one-half hour meeting, topics listed were: (1) "The Value of General Business Training," (2) "Suggestions for Improving the Teaching of General Business," and (3) "Vitalizing General Business Through Visual Aids." The general session teachers' clinic which followed for two and one-quarter hours supplied a panel of specialists in all fields to answer audience questions and help to stimulate general group discussion.

At the two luncheons, federal aid for education with emphasis on business education and the potential values of state supervision of business education were discussed.

Sectional meetings of approximately one and one-half
hours in length were devoted to distributive education, typewriting, shorthand, and bookkeeping. At these sessions talks were made and demonstrations given followed by question and answer periods and general discussion. The conference employed specialists from the fields of business and higher business education, state department officials, publishers' representatives, and expert classroom teachers as speakers. Those in attendance at the conference reported stimulation of interest and profit from it.

From the above sampling of pamphlets, periodical articles, letters from experts, and programs of conferences held, certain principles may be formulated as criteria upon the soundness of a good business conference listed. Every expert in the field could, perhaps, supply a different interpretation of adequate principles and criteria, but the following principles may receive some agreement of opinion:

(1) The conference should be democratic.
(2) The conference should be interesting.
(3) The conference should result in improvement.
(4) The conference should be practical.
(5) The conference should receive continual appraisal and evaluation.

Each of these principles may be accompanied by definite criteria of measurement which serve both to test and to explain the principle.
Principle I.
The conference should be democratic.

Criteria:

Is the conference administered and participated in by those who attend? Do the business teachers who compose the constituent attending membership have any voice in the preparation of the program? Do they help select the speakers? Do they choose the topics for discussion and suggest methods of presentation? Do they have full opportunity of participating in discussion, contributing their ideas and questions and receiving help upon their problems, or are they simply the passive and often comatose recipients of dicta delivered from above?

Principle II.
The conference should be interesting.

Criteria:

Are the topics considered of interest to the attending teachers? Are the speakers experienced, expert, and dynamic or are they academic and pedantic bores who go through the formality of reading a poorly-worded, poorly-prepared "paper"? Does the conference provide opportunities for teachers to become better acquainted both socially and professionally? Are the programs and speeches full enough to be of value and yet sufficiently short to avoid monotony and audience fatigue? Does each conference present new and salient ideas and facts or is it a repetition and a "re-hash" of preceding conferences?
**Principle III.**

The conference should result in improvement.

**Criteria:**

Do the teachers leave the conference prepared with facts, ideas, methods, and techniques which will enable them to render better service to their students, their communities, and themselves? Do the conferences afford the opportunity of enabling the teacher to hear, see, and understand the latest, best, most useful, and most approved devices, information, and techniques in the field of business education? Does the conference provide for the evaluation and improvement of the secondary school business curriculum? Does attendance at the convention increase the individual teacher's knowledge of common problems, his sense of unity within the profession, and his desire to be of service? Is one result of the conference a strengthening of the position of the profession as a whole? That is, is the conference part of unified organizational work which will result in higher standards, a better curriculum, stronger and more practicable ways of presenting the business teacher's services and problems to the community and the state, increased salaries, better working conditions, and greater service to the children whom the teacher instructs?

**Principle IV.**

The conference should be practicable.
Criteria:

Is the conference so held as to bring the greatest opportunity for good to the greatest number of business teachers within the area it serves? Is the site centrally located and easily accessible? Are convention and housing facilities adequate? Are budgetary requirements sufficient? Do participants have enough fore-time for preparation? Are the meetings held at the most convenient time and at the proper interval for the convenience and satisfaction of the greatest number of teachers? Is the conference centered around the idea of self-help rather than compulsion? Are teachers relieved of other duties so they can attend without great personal sacrifice?

Principle V.

The conference should receive continual appraisal and evaluation.

Criteria:

Does the conference provide methods of self-appraisal and evaluation? Is there an evaluating group to check with attending teachers for criticism, suggestions, and evaluation? Are teachers given an opportunity of expressing opinions upon that which they liked and did not like about the conference for the purpose of improving future conferences? Is the work of the conference compared with the work of other conferences in other regions, areas, and states for the purpose of detecting and eliminating possible
defects and weaknesses? Is there a concerted, organized effort made toward continuous conference improvement?

Summary

In this chapter there has been presented a sampling of literature and thought on business education conferences. The sampling has included: (1) pamphlets, (2) periodical articles, (3) personal letters from authorities, and (4) the examination of various business conference programs.

With the sampling as a background, five possible principles of a successful business conference and the criteria of measurement for those principles have been presented. The principles listed were the principles of: (1) democracy, (2) interest, (3) improvement, (4) practicability, and (5) appraisal and evaluation.

With the above background, principles, and criteria in mind, an analysis may be made of Texas business teachers' responses to a questionnaire upon the various aspects of business education conferences.
CHAPTER III

AN ANALYSIS OF THE OPINIONS AND DESIRES OF TEXAS BUSINESS EDUCATION TEACHERS UPON THE SUBJECT OF BUSINESS EDUCATION CONFERENCES AS REVEALED BY RESPONSES TO A QUESTIONNAIRE

The purpose of this chapter is to report and analyze the attitudes and desires of Texas secondary business education teachers upon business education conferences. The sources of data for the report and the analysis are found in a series of responses to a questionnaire presented to Texas secondary school business education teachers.

The questionnaire, prepared under the supervision of L. Millard Collins, School of Business, North Texas State College, and other members of the business administration faculty, included nineteen questions upon many phases of business education meetings. ¹ A complete list of all secondary business education teachers in the State of Texas was obtained. A copy of the questionnaire was mailed to these 523 teachers. From this mailing list, 237 usable responses were obtained. All respondents could not, of course, present complete answers to all phases of all questions. The cooperation and assistance of the Texas

¹Appendix A contains a copy of the complete questionnaire.
teachers responding was, however, so enthusiastic and effective that it is believed that a representative cross-section has been obtained. A report upon and an analysis of the responses to the various questions follows.

Data on Attendance at Business Education Conferences

Question 1 read: "Have you attended a conference upon better business education?" The purpose of the question was to determine whether the respondee was in a position from personal participation and experience to criticise or evaluate business education conferences. A tabulation of the responses to the question is shown in Table 1.

**TABLE 1**

<table>
<thead>
<tr>
<th>Question: Have you attended a conference upon better business education?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>237</td>
<td>100.00</td>
</tr>
<tr>
<td>Teachers who have attended a business education conference</td>
<td>123</td>
<td>51.89</td>
</tr>
<tr>
<td>Teachers who have not attended a business education conference</td>
<td>114</td>
<td>48.11</td>
</tr>
</tbody>
</table>

It may be seen from Table 1 that 237 teachers
responded to this question. Of this number 123, or 51.89 per cent, had attended such conferences, while 114, or 48.11 per cent, had not had or had not availed themselves of such opportunities. Thus, approximately one-half of the business education teachers of the state have not attended business conferences. If such conferences are of value, this is a distressingly high number of non-participants in such conferences. While no specific effort was made in the questionnaire to determine the reasons for non-attendance, attached remarks indicate that the chief causes of failure to attend may be classified as: (1) lack of opportunity, (2) lack of desire, (3) lack of financial or time ability, and (4) new teachers just entering the field.

The Delta Pi Epsilon study of business teachers' conferences in New York State did not contain a comparative question.\(^2\) The survey did report, however, that 80 per cent of the questionnaires returned indicated that the respondents had attended such a conference in the last year—a sharp contrast to Texas teacher responses.

Data on the General Value of Business Education Conferences

Question 2 was stated as follows: "If you have attended such conferences, did you find them helpful to you

\(^2\)"A Study of Business Teachers' Conferences" (author not given), The Balance Sheet, XXX (March, 1949), 309.
as a teacher of business education?" This question proposed to determine whether or not conferences attended were generally of value. If they were, there would be some cause for gratification on the part of those arranging and directing such conferences and even greater inspiration for improving the present relatively satisfactory situation. If the conferences were not of value, that would necessitate a complete re-examination and possibly re-organization of the field. A tabulation of the responses to this question is found in Table 2.

**TABLE 2**

**DATA ON THE GENERAL VALUE OF BUSINESS EDUCATION CONFERENCES**

<table>
<thead>
<tr>
<th>Question: If you have attended business education conferences, do you find them helpful to you as a teacher of business administration?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>126</td>
<td>100.00</td>
</tr>
<tr>
<td>Teachers finding business education conferences helpful</td>
<td>115</td>
<td>91.27</td>
</tr>
<tr>
<td>Teachers not finding business education conferences helpful</td>
<td>11</td>
<td>8.73</td>
</tr>
</tbody>
</table>

From Table 2 it may be seen that 126 teachers responded
to this question and that of this number, 115, or 91.27 per cent, found business education conferences useful, while only eleven, or 8.73 per cent, of the teachers found little of value in such conferences. The approving number, more than nine of every ten teachers, records an exceptionally high degree of numerical approval. Apparently, if Texas business education teachers attend conferences in their field, they get something from such conferences. With the high degree of approval evidenced, it seems logical to conclude that teachers who have not had the opportunity of conference attendance should be afforded that opportunity in order that they, too, might benefit.

It may be noted that this was a "general" question. An affirmative approving response by no means indicated approval of all phases of business conferences as subsequent responses will show.

The 91.27 per cent of approval evidenced by Texas teachers is in marked contrast with an approval percentage of 55 per cent on the part of New York teachers.\(^3\) Apparently, more New York teachers attended conferences than did those of Texas, but the attending Texas teachers profited in greater numbers. The explanation for the discrepancy may spring from three causes: (1) Texas programs may be better; (2) the larger attendance percentage in New

\(^3\)Ibid., p. 309.
York may include those who are uninterested, and, therefore, less likely to profit from the conference; and (3) New York teachers may be more familiar with the subjects discussed at business education conferences and, therefore, feel that it is unnecessary for them to attend the conferences. Texas teachers who attend want something of value. Their desires, apparently, are answered. New York teachers, attending in greater number, do not find as good results.

Data on Teachers' Desires for Business Education Conferences

Question 3 read: "Would you like to see business teachers' conferences held annually in Texas?" This question had two purposes: (1) to determine whether teachers wanted business education conferences; if they do not, obviously much waste of time, money, and effort is incurred in holding such conferences; (2) to cross-check Question 1 and to determine whether teachers who in answer to Question 1 had responded that they had not attended conferences had failed to attend because of lack of desire and interest or for other reasons enumerated.

A tabulation of the responses to Question 3 is found in Table 3, page 49.

The data in Table 3 reveals that 232 teachers responded to this question and that 225, or the amazingly high percentage of 96.98, wanted annual Texas business education conferences, while only seven teachers, or 3.02 per cent,
expressed no desire for conferences. From these responses it may be concluded that the majority of the teachers approve business education conferences. Lack of attendance is attributable to lack of opportunity rather than to lack of interest and desire. The Delta Pi Epsilon Research Report contained no comparative question; hence, it is not possible to compare Texas and New York teacher desires upon the advisability of holding annual conferences. It is possible to conclude, however, that Texas teachers do highly favor the holding of such meetings.

TABLE 3

DATA ON TEACHERS' DESIRES FOR BUSINESS EDUCATION CONFERENCES

<table>
<thead>
<tr>
<th>Question: Would you like to see business teachers' conferences held annually in Texas?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>232</td>
<td>100.00</td>
</tr>
<tr>
<td>Teachers who desire an annual business education conference in Texas</td>
<td>225</td>
<td>96.98</td>
</tr>
<tr>
<td>Teachers who do not desire an annual business education conference in Texas</td>
<td>7</td>
<td>3.02</td>
</tr>
</tbody>
</table>
Data on the Number of Teachers Who Will Attend a Business Education Conference in Texas

Question 4 involved this query: "If business education conferences are held in Texas, will you attend them?"

Psychologically, it is sometimes easy for an individual to give unqualified approval to an activity as long as he is not required to participate in that activity. Question 4 attempted to answer the question of attendance and participation. The question says in effect: "You have approved of conferences theoretically. Will you show your practical approval by actual attendance?" Responses to Question 4 are tabulated in Table 4, page 51.

It will be noted from Table 4 that 217 teachers responded to this question and that of this number, 186, or 85.71 per cent, said they would attend business education conferences; that twenty-five, or 11.52 per cent, returned a qualified answer; and that only six, or 2.77 per cent, replied that they would not attend such conferences.

Again, it is noted that an extraordinarily high percentage of teachers evidenced their willingness to convert theoretical approval of business conferences, while less than 3 per cent evidenced a refusal to have any part of the subject. Thus, it may be concluded that if business education conferences are held in Texas and unless unforeseen factors interfere, the business education teachers, if they can, will attend such conferences. No comparative question
concerning willingness to attend business education conferences was contained in the Delta Pi Epsilon New York survey.

TABLE 4

DATA ON THE NUMBER OF TEACHERS WHO WILL ATTEND A BUSINESS EDUCATION CONFERENCE IN TEXAS

<table>
<thead>
<tr>
<th>Question: If business education conferences are held in Texas, will you attend them?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>217</td>
<td>100.00</td>
</tr>
<tr>
<td>Teachers who say they will attend business education conferences</td>
<td>186</td>
<td>85.71</td>
</tr>
<tr>
<td>Teachers who say they will not attend business education conferences</td>
<td>6</td>
<td>2.77</td>
</tr>
<tr>
<td>Teachers who express a qualified opinion</td>
<td>25</td>
<td>11.52</td>
</tr>
</tbody>
</table>

Data on the Preferences of Texas Business Education Teachers as to the Geographic Locale for Meetings

Question 5 read: "What geographic territory should be covered by the conference?" Teachers were asked to indicate their choice among the following locales: (1) statewide meetings in one city; (2) zone, area, or regional meetings; and (3) county meetings. Teachers were also asked to indicate reasons for their preference. The purpose of this question is obvious—to determine where Texas business
education teachers want to meet and why. The responses to this question are found tabulated in Tables 5 and 5-A.

TABLE 5
DATA ON THE PREFERENCES OF TEXAS BUSINESS EDUCATION TEACHERS AS TO THE GEOGRAPHIC LOCALE FOR MEETINGS

<table>
<thead>
<tr>
<th>Question: What geographic territory should be covered by the conference?</th>
<th>Number of Teachers Preferring</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>235</td>
<td>100.00</td>
</tr>
<tr>
<td>Locale:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State-wide meetings in one city</td>
<td>83</td>
<td>35.32</td>
</tr>
<tr>
<td>Zone, area, or regional meetings</td>
<td>122</td>
<td>51.91</td>
</tr>
<tr>
<td>County meetings</td>
<td>30</td>
<td>12.77</td>
</tr>
</tbody>
</table>

From Table 5 it may be seen that 235 teachers responded to this question. Eighty-three teachers, or 35.32 per cent, preferred state-wide meetings in one city; 122 teachers, or 51.91 per cent, preferred zone, area, or regional meetings; and thirty teachers, or 12.77 per cent, preferred county meetings. Thus, in order of preference, the most popular locales were zone, area, or regional
meetings, state-wide meetings, and county meetings, respectively. More than one-half of the teachers preferred zone, area, or regional meetings, while only a scattered few expressed a preference for county meetings.

These preferences are in contrast to those revealed by the Delta Pi Epsilon Research Report. New York teachers, like those of Texas, preferred zone meetings. County meetings, however, ranked a close second, and only 15 per cent of the teachers ranked state meetings as their first choice.\(^4\)

From Table 5-A it is seen that the most often expressed reason for preferring zone, area, or regional meetings was the "middle-ground" attitude that county meetings would be too small and state-wide meetings would be too large, while zone meetings would be "just right." Other predominant factors in choosing the zone meetings were the allied reasons of lessened travel problems and greater convenience. Those who preferred state-wide meetings did so in the belief that such meetings could afford and provide better speakers and programs and present more information. The chief reason for preferring county meetings lay in the lessened travel problem presented.

Thus, Texas business education teachers on the whole prefer zone meetings because of their "average" appeal, and recognize that county meetings present fewer travel problems.

\(^4\)Ibid., pp. 307-308.
TABLE 5-A

REASONS ADVANCED FOR PREFERING SPECIFIED GEOGRAPHIC LOCALES FOR MEETINGS OF TEXAS BUSINESS EDUCATION TEACHERS

<table>
<thead>
<tr>
<th>Locale</th>
<th>Reason Advanced for Preferring Locale</th>
<th>N° of Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>Broader in Scope.</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Possibility of better speakers and</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More complete picture of what is</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>being done</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More information available</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Broader contacts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Larger groups</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Our problems are state-wide</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>More suggestions from other sections</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>of the state</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Better attendance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>&quot;Let the state advance as a whole&quot;</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>More incentive and variety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>84</td>
</tr>
<tr>
<td>Regional</td>
<td>Large enough for better conferences</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Will include larger schools than will</td>
<td></td>
</tr>
<tr>
<td></td>
<td>some counties</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Wider contacts than in counties</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Not too large or too small</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Lessened travel problems</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Greater convenience</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Problems more identical</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Not mentioned or indeterminate</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>122</td>
</tr>
<tr>
<td>County</td>
<td>More teachers would attend</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Young child. No one to leave him with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Would help to evaluate work in the</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>county</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Would accomplish more in small groups</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Travel problems</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Would be more familiar with home</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not mentioned or indeterminate</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

*a One teacher expressed no preference; one said that no conference was needed; and one teacher wanted all three types held.

*b One teacher advanced two reasons.*
Data on the Preferred Time for Conferences

Question 6 asked the best time for holding conferences. Teachers were asked to express a preference among autumn, winter, spring, and summer meetings. They were also asked to state whether they objected to Thanksgiving or Christmas holidays as a meeting time. The purpose of these questions was to determine teacher time-preferences. Responses are tabulated in Table 6.

<table>
<thead>
<tr>
<th>Question: What is the best time for a conference?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>233</td>
<td>100.00</td>
</tr>
<tr>
<td>Time:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autumn</td>
<td>93</td>
<td>39.93</td>
</tr>
<tr>
<td>Winter</td>
<td>12</td>
<td>5.14</td>
</tr>
<tr>
<td>Spring</td>
<td>71</td>
<td>30.47</td>
</tr>
<tr>
<td>Summer</td>
<td>57</td>
<td>24.46</td>
</tr>
<tr>
<td>Teachers not objecting to the Thanksgiving or Christmas holidays as a meeting time</td>
<td>45</td>
<td>20.28</td>
</tr>
<tr>
<td>Teachers objecting to the Thanksgiving or Christmas holidays as a meeting time</td>
<td>177</td>
<td>79.72</td>
</tr>
<tr>
<td>Teachers expressing no preference</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>
From Table 6 it may be seen that there existed considerable difference of opinion upon the best time to hold meetings. There were 233 teachers who responded to the question upon seasonal times, and 222 expressed a preference for or against holiday meeting times. Eleven teachers expressed no preference as to holiday meetings. Of the 233 teachers, ninety-three, or 39.93 per cent, preferred autumn as a meeting time; seventy-one, or 30.47 per cent, preferred spring; fifty-seven, or 24.46 per cent, liked summer; and only twelve, or 5.14 per cent, preferred the winter meeting. Thus, autumn, spring, and summer were relatively evenly divided as choices, while few preferred winter. There was much more unanimity of opinion upon holiday meetings. Of the 222 teachers, 177, or 79.72 per cent, opposed such meetings, while forty-five, or 20.28 per cent, expressed no objection to them. The opposition to holiday meetings is interesting, particularly in view of the fact that the Texas State Teachers' Association usually holds its state meeting at Thanksgiving.

Texas time-preferences were comparable to those of New York as revealed by the Delta Pi Epsilon Report.\(^5\) Given their choice of autumn, winter, and spring, New York teachers preferred autumn, spring, and winter, respectively. Like Texas teachers, they did not like holidays as meeting times.

\(^5\)Ibid., p. 308.
If holidays and winter are eliminated, it may be concluded that no preponderant choice of time exists among the other seasons and that autumn would probably please more teachers.

Data on Preferences as to the Duration of Conferences

In Question 7 the teachers were asked: "What should be the duration of the conference?" One-day, two-day, and longer meetings were suggested. The purpose of the question was to determine whether teachers held any definite preference for any specific length of meeting. The responses to the question are tabulated in Table 7.

\[
\text{TABLE 7}
\]

\[
\text{DATA ON PREFERENCES AS TO THE DURATION OF CONFERENCES}
\]

<table>
<thead>
<tr>
<th>Question: What should be the duration of the conference?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>198</td>
<td>100</td>
</tr>
<tr>
<td>Duration:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One day</td>
<td>62</td>
<td>31</td>
</tr>
<tr>
<td>Two days</td>
<td>119</td>
<td>60</td>
</tr>
<tr>
<td>Longer</td>
<td>17</td>
<td>9</td>
</tr>
</tbody>
</table>
From Table 7 it may be seen that sixty-two, or 31 per cent of the teachers responding, preferred one-day sessions; 119, or 60 per cent, preferred two-day sessions; while only seventeen, or 9 per cent, liked longer meetings. Teachers preferred two-day sessions in a two-to-one ratio over one-day sessions, with longer sessions receiving little support.

In the New York survey one-day sessions were ranked as first choice, two-day sessions a close second choice, and, as in Texas, longer sessions were much less popular.  

Data on the Type of Programs Preferred

Question 8 read: "What type of business education conference do you prefer?" Seven specific types developed from programs of various state and regional association meetings or from suggestions made by L. Millard Collins and other members of the North Texas State College Business Administration faculty. The seven suggested types of programs were as follows:

1. Speakers or lectures.
2. Panel discussions.
4. Demonstrations of good classroom procedure.
6. The showing of films.
7. Informal group discussions.

6 Ibid.
Responding teachers were asked to rank all choices in order of preference. In order to arrive at a composite group preference, all choices were totaled, with the low total ranking first and the high total last. This method of ranking affords a more complete picture of a composite preference than does a ranking based on first choices alone. In Table 8 is found tabulated teachers' responses to the question. This table includes the composite rank of all preferences.

**TABLE 8**

**DATA ON THE TYPE OF PROGRAMS PREFERRED**

<table>
<thead>
<tr>
<th>Question: What type of business education conference do you prefer?</th>
<th>General Total of Ranks</th>
<th>Composite Rank in Order of Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>206</td>
<td></td>
</tr>
<tr>
<td>Type of program:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speakers</td>
<td>789</td>
<td>3</td>
</tr>
<tr>
<td>Panel discussions</td>
<td>804</td>
<td>4</td>
</tr>
<tr>
<td>Expert demonstrations by non-teachers</td>
<td>863</td>
<td>5</td>
</tr>
<tr>
<td>Demonstrations of good classroom procedure</td>
<td>531</td>
<td>1</td>
</tr>
<tr>
<td>Machine displays and demonstrations</td>
<td>1007</td>
<td>6</td>
</tr>
<tr>
<td>The showing of films</td>
<td>1116</td>
<td>7</td>
</tr>
<tr>
<td>Informal group discussions</td>
<td>770</td>
<td>2</td>
</tr>
</tbody>
</table>
From Table 8 it will be seen that demonstrations of good classroom procedure constituted a decided first choice of the responding teachers. This type of program received more than a two-hundred point margin over the other three choices—informal group discussions, speakers, and panel discussions, respectively. These three, however, ranking close together with total of 770, 789, and 804, respectively, received sufficient emphasis to warrant inclusion by program arrangers, as did possibly the fifth choice, expert demonstrations by non-teachers. Choices six and seven, machine displays and demonstrations and the showing of films, trailed so badly as to suggest the point of a warning finger to those exhibitors who wish to include them on the program.

Texas teacher program preferences in most instances were parallel to those of New York teachers. New York teachers did not have an opportunity to vote on informal group discussions. Of the other choices listed, they, like Texas teachers, preferred classroom demonstrations. Their second choice, however, was panel discussions, and their third choice expert demonstrations by non-teachers. New York teachers did not like speaker-programs. As with Texas teachers, the other types of programs were the least popular of all.

\[7\text{Ibid.}\]
Data on the Type of Speakers Preferred

Since Texas business education teachers expressed at least some preference for speakers, and since speakers at conventions are, like the poor, always with us, teachers were asked to express a preference upon speakers. Question 9 read: "Whom do you prefer to have as speakers on your programs?" Eight potential classifications of speakers were suggested:

(1) Successful classroom teachers.
(2) Business education leaders.
(3) Businessmen.
(4) Governmental employees.
(5) General education leaders.
(6) Representatives of publishing firms.
(7) Principals and superintendents.
(8) Other speakers.

Again, as in the question on the type of program preferred, the responses received composite group or preferential ranking. The ranking is tabulated in Table 9, page 62.

Table 9 reveals two definite preferences, first, successful classroom teachers and, second, business education leaders. With the exception of businessmen, who rank a poor third, all other types of speakers trailed badly as choices. General education leaders rank fourth, governmental officials fifth, publishing representatives sixth,
and principals and superintendents seventh. It may be distressing to the ego of school administrators to learn that they rank last, except for the indefinite "other," as possible speakers, but apparently teachers have the privilege of listening to them at home and do not want to enjoy that same privilege at conventions.

**TABLE 9**

**DATA ON THE TYPE OF SPEAKERS PREFERRED**

<table>
<thead>
<tr>
<th>Question: Whom do you prefer to have on your programs?</th>
<th>General Total of Ranks</th>
<th>Composite Rank in Order of Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>208</td>
<td></td>
</tr>
<tr>
<td>Type of speaker preferred:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful classroom teachers</td>
<td>391</td>
<td>1</td>
</tr>
<tr>
<td>Business education leaders</td>
<td>431</td>
<td>2</td>
</tr>
<tr>
<td>Businessmen</td>
<td>684</td>
<td>3</td>
</tr>
<tr>
<td>Governmental employees</td>
<td>1121</td>
<td>5</td>
</tr>
<tr>
<td>General educational leaders</td>
<td>939</td>
<td>4</td>
</tr>
<tr>
<td>Representatives of publishing firms</td>
<td>1170</td>
<td>6</td>
</tr>
<tr>
<td>Principals and superintendents</td>
<td>1267</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>1579</td>
<td>8</td>
</tr>
</tbody>
</table>
While the New York survey did not include exactly the same types of speakers as did the Texas survey, the speakers suggested were comparable as were the results. Like the Texas teachers, New York teachers were enthusiastic about successful classroom teachers and business education leaders, ranking them first and second, respectively. Businessmen were the third choice of New York teachers. Other types trailed, as in the case of Texas teachers, with representatives of publishing companies and school administrators bringing up the rear.\(^8\)

Data on the Business Training Problems Attracting the Most Interest

Question 10 was a complicated question with difficult ramifications. Teachers were first asked, "In what business training problem are you the most interested?" and were then presented nineteen possible choices and asked to rank them all in order of preference. The choices were as follows:

1. Standards required by business.
2. Shorthand.
4. Supplies and equipment.
5. Occupational intelligence.
6. Job analysis.
7. Business entrance tests.

\(^8\)Ibid.
(8) Research studies.
(9) Community needs.
(10) Public relations.
(11) Consumer education.
(12) Typewriting.
(13) Accounting.
(14) General business training.
(15) Teachers' salaries and teaching load.
(16) Distributive education.
(17) Certification of teachers.
(18) State supervision.
(19) Other.

The fact that 188 busy teachers took the time to study this long list and to make a conscientious effort to rank all of its phases in order of preference is in itself indicative of the keen interest felt by the business education teachers of Texas in this subject. The total composite ranking of all preferences is found in Table 10, page 65.

With so many possible choices, it was anticipated that the margin of difference in composite rankings among the possible problems would be slight. For the first choice, however, this was not the case. The most important problem according to the teachers, standards required by business, had more than a 300-point margin of preference over its nearest competitor, typewriting. Typewriting, guidance, and shorthand—the second, third, and fourth choices—ranked
<table>
<thead>
<tr>
<th>Question: In what business training problem are you the most interested?</th>
<th>General Total of Ranks</th>
<th>Composite Rank in Order of Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>188</td>
<td></td>
</tr>
<tr>
<td>Problems:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards required by business</td>
<td>893</td>
<td>1</td>
</tr>
<tr>
<td>Shorthand</td>
<td>1306</td>
<td>4</td>
</tr>
<tr>
<td>Guidance</td>
<td>1212</td>
<td>3</td>
</tr>
<tr>
<td>Supplies and equipment</td>
<td>1783</td>
<td>10</td>
</tr>
<tr>
<td>Occupational intelligence</td>
<td>1547</td>
<td>7</td>
</tr>
<tr>
<td>Job analysis</td>
<td>1664</td>
<td>9</td>
</tr>
<tr>
<td>Business entrance tests</td>
<td>1912</td>
<td>12</td>
</tr>
<tr>
<td>Research studies</td>
<td>2127</td>
<td>14</td>
</tr>
<tr>
<td>Community needs</td>
<td>1530</td>
<td>6</td>
</tr>
<tr>
<td>Public relations</td>
<td>1847</td>
<td>11</td>
</tr>
<tr>
<td>Consumer education</td>
<td>1986</td>
<td>13</td>
</tr>
<tr>
<td>Typewriting</td>
<td>1200</td>
<td>2</td>
</tr>
<tr>
<td>Accounting</td>
<td>1498</td>
<td>5</td>
</tr>
<tr>
<td>General business training</td>
<td>1615</td>
<td>8</td>
</tr>
<tr>
<td>Teachers' salaries and teaching load</td>
<td>2381</td>
<td>16</td>
</tr>
<tr>
<td>Distributive education</td>
<td>2345</td>
<td>15</td>
</tr>
<tr>
<td>Certification of teachers</td>
<td>2655</td>
<td>17</td>
</tr>
<tr>
<td>State supervision</td>
<td>2743</td>
<td>18</td>
</tr>
<tr>
<td>Other</td>
<td>3435</td>
<td>19</td>
</tr>
</tbody>
</table>
close together. A gap of almost two hundred points appeared before the fifth choice, accounting, which was closely followed by the sixth, seventh, eighth, and ninth ranking problems: community needs, occupational intelligence, general business training, and job analysis, respectively. Less pressing was the tenth problem, supplies and equipment. Other problems trailed in the following order: (11) public relations, (12) business entrance tests, (13) consumer education, (14) research studies, (15) distributive education, (16) teachers' salaries, (17) teacher certification, (18) state supervision, and (19) other problems. Thus, it may be seen that the problems attracting attention among Texas business education teachers are first and most definitely standards required by business and next, typewriting, guidance, shorthand, and accounting.

The first choice of New York teachers, standards required by business, was the same as that of Texas teachers. Other choices varied considerably.  

Data on Teachers' Ideas of Profitable Business Education Conferences

In order to ascertain in brief fashion teacher-summation of profitable business conferences, Question 11 read: "Will you state in one sentence your idea of a profitable business conference?" There were 180 responses to this question. While the wording of similar responses was not identical, the general trend of thought is summarized in Table 11, page 67.

\[9\text{Ibid.}\]
### TABLE 11

**ONE-SENTENCE IDEAS OF A PROFITABLE BUSINESS EDUCATION CONFERENCE AS EXPRESSED BY TEXAS BUSINESS EDUCATION TEACHERS**

<table>
<thead>
<tr>
<th>Question: Will you state in one sentence your idea of a profitable business conference?</th>
<th>Number of Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>180</td>
</tr>
<tr>
<td>Sentences:</td>
<td></td>
</tr>
<tr>
<td>A conference that:</td>
<td></td>
</tr>
<tr>
<td>Gives new, worthwhile, and practical ideas of teaching methods, aids, and procedures.</td>
<td>77</td>
</tr>
<tr>
<td>Helps solve some common everyday problems.</td>
<td>34</td>
</tr>
<tr>
<td>Is challenging, inspirational, and inspires enthusiasm</td>
<td>26</td>
</tr>
<tr>
<td>Demonstrates good classroom procedures</td>
<td>9</td>
</tr>
<tr>
<td>Gives concrete ideas—not idealistic or theoretical ones</td>
<td>8</td>
</tr>
<tr>
<td>Gives teachers opportunity for participation in discussions</td>
<td>5</td>
</tr>
<tr>
<td>Will say what should be done and give a plan.</td>
<td>4</td>
</tr>
<tr>
<td>Presents well-prepared speeches by outstanding educators</td>
<td>4</td>
</tr>
<tr>
<td>Meets the needs of classroom teachers</td>
<td>4</td>
</tr>
<tr>
<td>Gives new developments, trends, and aids for the business education field</td>
<td>3</td>
</tr>
<tr>
<td>Presents a well-planned program</td>
<td>2</td>
</tr>
<tr>
<td>Shows how standardization could be accomplished in business education in all schools</td>
<td>2</td>
</tr>
<tr>
<td>Is put on a vocational level</td>
<td>1</td>
</tr>
<tr>
<td>Shows what a general business education should require</td>
<td>1</td>
</tr>
</tbody>
</table>
From Table 11 it may be seen that seventy-seven of the 180 teachers wanted teaching help. Closely akin to this need was the need for help in solving everyday problems advanced by thirty-four teachers, demonstration of good classroom procedure advanced by nine teachers, giving a plan advanced by four teachers, and meeting the needs of classroom teachers advanced by four teachers. Totaling these responses which are similar in principle, it is found that 128 of the 180 teachers, or more than two-thirds of the teachers, believe that a profitable business education conference is one that affords direct, immediate help with teaching problems. Among additional sentence summations appended, summations which are more general in nature, are those quoted below which are taken verbatim from questionnaires:

"My idea of a profitable business conference is one in which all concerned come with open minds wanting to receive help and who do receive help."

"Get away from the traditional meetings we are having. Let the younger group have a part in leadership."

"One related to actual business conditions, trends, and needs."

"I like to hear specialists who can give forth information that can be used immediately."

"The greatest benefit results from exchange of ideas and problems in small group meetings."

"One in which new ideas and methods are given along with a great deal of inspiration to put them into use."

"A well-planned program, voluntarily attended, and aimed specifically at pertinent problems of the instructor."

"When enthusiasm, energy, and desire are contagious."
Data on Procedures of Business Education
Conferences Eliciting Teacher-Approval

In Question 12, the teachers were asked to list three good points of conferences they had attended. This question was intended to obtain further data upon the principle mentioned in Question 11—that is, to obtain information upon the problem, "What is a good conference?" As in the responses to Question 11, similar replies were summarized. The summary may be found in Table 12, page 70.

From Table 12 it will be seen that while ideas upon procedure varied, procedures receiving approval in order of number of times mentioned were: (1) small group discussions of common classroom teaching problems, 42 mentions; (2) well-organized programs, 38 mentions; (3) presentation of new methods of practical classroom techniques, 36 mentions; (4) good speakers, 32 mentions; (5) group discussions after panels and lectures, 32 mentions; (6) good demonstrations, 30 mentions; and (7) the cultivation of an inspirational and friendly atmosphere, 25 mentions. Of these ranking choices, the discussion idea received a total of seventy-two mentions and the idea of improving classroom procedure through demonstrations and presentation of methods elicited approval sixty-six times. Neither of these principles is exclusive of the other; both seem to be definitely favored by teachers.
### TABLE 12
PROCEDURES OF BUSINESS EDUCATION CONFERENCES
ELICITING TEACHER-APPROVAL

<table>
<thead>
<tr>
<th>Question: List three good points of conferences you have attended.</th>
<th>Number of Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved procedures:</td>
<td></td>
</tr>
<tr>
<td>One that:</td>
<td></td>
</tr>
<tr>
<td>Had discussions and exchange of ideas among the teachers in small groups of their common classroom teaching problems.</td>
<td>42</td>
</tr>
<tr>
<td>Showed good organization--no time wasted--and a well-planned program</td>
<td>38</td>
</tr>
<tr>
<td>Presented new and modern methods that were practical for classroom technique.</td>
<td>36</td>
</tr>
<tr>
<td>Presented good speakers</td>
<td>32</td>
</tr>
<tr>
<td>Permitted group discussion after a panel discussion and lectures</td>
<td>32</td>
</tr>
<tr>
<td>Gave good demonstrations.</td>
<td>30</td>
</tr>
<tr>
<td>Was inspirational and had a friendly atmosphere.</td>
<td>25</td>
</tr>
<tr>
<td>Gave an opportunity to get acquainted with and hear authors of textbooks and outstanding leaders.</td>
<td>13</td>
</tr>
<tr>
<td>Gave an opportunity to make new friends who have common interests and to meet with old friends.</td>
<td>12</td>
</tr>
<tr>
<td>Presented talks by businessmen.</td>
<td>11</td>
</tr>
<tr>
<td>Was entertaining as well as beneficial.</td>
<td>5</td>
</tr>
<tr>
<td>Displayed and demonstrated new materials.</td>
<td>5</td>
</tr>
<tr>
<td>Had good subject content.</td>
<td>5</td>
</tr>
</tbody>
</table>
TABLE 12--Continued

<table>
<thead>
<tr>
<th>Question: List three good points of conferences you have attended.</th>
<th>Number of Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved procedures:</td>
<td></td>
</tr>
<tr>
<td>One that:</td>
<td></td>
</tr>
<tr>
<td>Had good attendance</td>
<td>4</td>
</tr>
<tr>
<td>Had representatives from publishing companies present.</td>
<td>3</td>
</tr>
<tr>
<td>Presented talks by teachers who are achieving success in teaching business subjects at the present time</td>
<td>3</td>
</tr>
<tr>
<td>Had a good physical location</td>
<td>2</td>
</tr>
<tr>
<td>Showed good films</td>
<td>2</td>
</tr>
<tr>
<td>Gave ample time between lectures for groups to get together.</td>
<td>1</td>
</tr>
<tr>
<td>Stressed professional ethics</td>
<td>1</td>
</tr>
<tr>
<td>Provided a concluding clinic, with a free-for-all question and answer period</td>
<td>1</td>
</tr>
<tr>
<td>Gave mimeographed copies of speeches made</td>
<td>1</td>
</tr>
<tr>
<td>Had a resolutions committee for next year's improvement.</td>
<td>1</td>
</tr>
<tr>
<td>Had one outstanding speaker rather than several average.</td>
<td>1</td>
</tr>
<tr>
<td>Made an effort to establish a working relationship between teachers and businessmen.</td>
<td>1</td>
</tr>
</tbody>
</table>

Data on Common Criticisms of Business Education Conferences

Question 13, the converse of Question 12, asked for
three common criticisms of business education conferences. The negative approach is not advisable, but program arrangers should know that which to avoid as well as that which should be included. Responses to this question are summarized in Table 13, pages 73-74.

From Table 13 it may be seen that objections to conferences varied considerably. The chief objection was to poor speakers. Poor organization was also criticized. Speakers who talked in broad and general terms, lengthy programs, lack of enough time for discussion and teacher participation, and theoretical programs were criticized. Other objections also received numerous mention. Among the more significant comments accompanying these criticisms were the following:

"I always dislike speakers who speak at length on the responsibilities we face and the functions we must perform and do not tell us anything new about how to face those responsibilities or perform those functions."

"Superintendents and principals should attend in order to hear suggestions."

New York teachers in answer to questions similar in principle to Questions 11, 12, and 13 gave in general the following responses which did not differ greatly from the reactions of Texas teachers: (1) the conference should be a source of practical and specific ideas; (2) provision
### TABLE 13
COMMON CRITICISMS OF BUSINESS EDUCATION CONFERENCES

<table>
<thead>
<tr>
<th>Question: Will you list three criticisms or chief objections to the conferences you have attended?</th>
<th>Number Specifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this request</td>
<td>137</td>
</tr>
<tr>
<td>Criticisms:</td>
<td></td>
</tr>
<tr>
<td>Presented speakers who were dull, inexperienced in classroom, did not know subject well, resulting in poor programs.</td>
<td>37</td>
</tr>
<tr>
<td>Was poorly organized and wasted too much time--too many things scheduled at the same time that were of interest to many.</td>
<td>36</td>
</tr>
<tr>
<td>Speakers talked in too broad and general terms.</td>
<td>34</td>
</tr>
<tr>
<td>Program was too long--sessions too long without a break (&quot;The mind can absorb only what the seat can endure.&quot;).</td>
<td>25</td>
</tr>
<tr>
<td>Gave no time or not enough time for discussions, questions, and teacher participation</td>
<td>20</td>
</tr>
<tr>
<td>Did not have enough &quot;zip&quot;; lacked stimulation.</td>
<td>12</td>
</tr>
<tr>
<td>Was too theoretical or idealistic--not enough practical information.</td>
<td>13</td>
</tr>
<tr>
<td>Presented too many speakers.</td>
<td>10</td>
</tr>
<tr>
<td>Was too narrow in scope--not enough variety.</td>
<td>10</td>
</tr>
<tr>
<td>Lacked interest from group.</td>
<td>9</td>
</tr>
<tr>
<td>Had poor attendance (especially from young teachers).</td>
<td>9</td>
</tr>
<tr>
<td>Too much &quot;backslapping,&quot; politics, and &quot;apple polishing.&quot;</td>
<td>9</td>
</tr>
<tr>
<td>Had discussions centered around large high schools--did not touch the small schools.</td>
<td>8</td>
</tr>
<tr>
<td>Question: Will you list three criticisms or chief objections to the conferences you have attended?</td>
<td>Number Specifying</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Criticisms:</td>
<td></td>
</tr>
<tr>
<td>Let publishing companies and office machine representatives have too much time.</td>
<td>8</td>
</tr>
<tr>
<td>Had poor meeting place, crowded, etc.</td>
<td>6</td>
</tr>
<tr>
<td>Talked about old problems with no new solutions</td>
<td>6</td>
</tr>
<tr>
<td>Let a few monopolize the time for discussions</td>
<td>5</td>
</tr>
<tr>
<td>Not long enough.</td>
<td>5</td>
</tr>
<tr>
<td>Lacked demonstrations.</td>
<td>5</td>
</tr>
<tr>
<td>Presented no outstanding leaders</td>
<td>3</td>
</tr>
<tr>
<td>Presented too few visual aids</td>
<td>3</td>
</tr>
<tr>
<td>Was held the wrong time of year</td>
<td>3</td>
</tr>
<tr>
<td>Had to travel too far</td>
<td>3</td>
</tr>
<tr>
<td>Panel discussions were of little value</td>
<td>2</td>
</tr>
<tr>
<td>Had unskilled and untrained presiding officers and directors</td>
<td>2</td>
</tr>
<tr>
<td>Lacked a printed program</td>
<td>2</td>
</tr>
<tr>
<td>Lacked financing for good speakers</td>
<td>2</td>
</tr>
<tr>
<td>Had too large discussion groups</td>
<td>1</td>
</tr>
<tr>
<td>Gave too much &quot;city&quot; publicity</td>
<td>1</td>
</tr>
<tr>
<td>Had bad microphones</td>
<td>1</td>
</tr>
<tr>
<td>Had no workshop</td>
<td>1</td>
</tr>
<tr>
<td>Was represented by too small geographical area</td>
<td>1</td>
</tr>
</tbody>
</table>
should be made for informal group discussion; (3) conferences should improve methods and techniques; (4) the best features of meetings were the informal discussions and the demonstrations; and (5) the worst features of the meetings were: (a) waste of time, (b) poor organization, (c) meetings too short and general, and (d) poor speakers. 10

Data on Recreational Preferences

Question 14 read: "Do you want recreational features at the conference you attend? If so, list three types of recreation you would prefer."

The purpose of this question was to determine whether or not teachers desired entertainment at conferences and, if so, the types of recreation they would prefer. The responses to the question are tabulated in Tables 14 and 14-A, pages 76 and 77.

It will be noted from Table 14 that the response to the question of recreation was less than that to many other questions, thus indicating that teachers possibly were not greatly interested in the possible recreational features of business education meetings. It will also be noted, however, that of the 160 teachers responding to this question, 105, or 65.63 per cent, wanted recreation, while 55,

10 Ibid.
or 34.37 per cent, did not prefer it. From the teachers responding, the vote was roughly two to one in favor of recreation.

TABLE 14
RECREATIONAL PREFERENCES

<table>
<thead>
<tr>
<th>Question: Do you want recreational features at the conferences you attend? If so, list three types of recreation you would prefer.</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>160</td>
<td>100.00</td>
</tr>
<tr>
<td>Teachers preferring recreation</td>
<td>105</td>
<td>65.63</td>
</tr>
<tr>
<td>Teachers not preferring recreation</td>
<td>55</td>
<td>34.37</td>
</tr>
</tbody>
</table>

It may be observed from Table 14-A that the business education teachers can suggest types of recreation. It will also be noted that the suggestions are entirely spontaneous, since no suggestions were advanced in the questionnaire. By far the most popular form of recreation was the informal dinner or luncheon. The second choice was dancing, square and round. Business education teachers are hungry if we are to judge by the fact that the first suggested type of recreation was the luncheon or dinner and
<table>
<thead>
<tr>
<th>Recreation</th>
<th>Number of Times Suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal dinner or luncheon.</td>
<td>51</td>
</tr>
<tr>
<td>Dancing, both square and round</td>
<td>19</td>
</tr>
<tr>
<td>Outdoor supper--picnic</td>
<td>18</td>
</tr>
<tr>
<td>Sight-seeing tours</td>
<td>16</td>
</tr>
<tr>
<td>Music (concerts and group singing)</td>
<td>13</td>
</tr>
<tr>
<td>Tea or coffee</td>
<td>13</td>
</tr>
<tr>
<td>Informal group gatherings.</td>
<td>9</td>
</tr>
<tr>
<td>Get-acquainted entertainment</td>
<td>7</td>
</tr>
<tr>
<td>Games</td>
<td>7</td>
</tr>
<tr>
<td>Films</td>
<td>5</td>
</tr>
<tr>
<td>Give leisure time</td>
<td>4</td>
</tr>
<tr>
<td>Business plays presented</td>
<td>3</td>
</tr>
<tr>
<td>Swimming</td>
<td>2</td>
</tr>
<tr>
<td>Style show</td>
<td>1</td>
</tr>
<tr>
<td>Physical exercise for relaxation</td>
<td>1</td>
</tr>
<tr>
<td>Participation, as students in job learning</td>
<td>1</td>
</tr>
<tr>
<td>Have a program not dealing with the business</td>
<td>1</td>
</tr>
<tr>
<td>education conference</td>
<td>1</td>
</tr>
</tbody>
</table>
that the third and sixth preferences were outdoor picnics and teas and coffees, respectively. Fourth and fifth ranking suggestions were sight-seeing tours and music. Other interesting suggestions included style shows, swimming parties, and participation as students in job learning. No comparable question was included in the New York survey, but it may be concluded from the response to this questionnaire that many Texas business education teachers desire recreation at conferences and are ingenious in suggesting the types they prefer.

Data on Beliefs as to Whether School Systems Benefit from Teacher-Attendance at Business Education Conferences

Question 15 read: "Do you think your school will benefit if you attend business education conferences?"

The purpose of this question was to determine teacher-reaction to the idea of school benefit as well as personal benefit from conferences. Responses to the question are tabulated in Table 15, page 79.

Of the 233 teachers responding to this question, 229, or 98.29 per cent, felt that schools would benefit from the teacher's presence at business education conferences. This overwhelming, in fact almost unanimous sentiment indicates that the teachers believe in the value of such conferences not only for themselves but for the schools.
where they are employed. No similar question was asked of the New York teachers.

TABLE 15

DATA ON BELIEFS AS TO WHETHER SCHOOL SYSTEMS BENEFIT FROM TEACHER-ATTENDANCE AT BUSINESS EDUCATION CONFERENCES

<table>
<thead>
<tr>
<th>Question: Do you think your school system will benefit if you attend business education conferences?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>233</td>
<td>100.00</td>
</tr>
<tr>
<td>Teachers believing that schools benefit</td>
<td>229</td>
<td>98.28</td>
</tr>
<tr>
<td>Teachers believing that schools do not benefit</td>
<td>4</td>
<td>1.72</td>
</tr>
</tbody>
</table>

Data on Allowances of Time and Expenses for Conference Attendance

Teachers were agreed upon the value of business education conferences to the schools. Their sentiment upon whether the schools should allow the time and at least part of the money for such conferences was sought in Question 16: "If you think your school system would benefit from your attending business training conferences, do you think your school should allow the time and pay at least
part of the expenses of your attending such conferences?"
Responses to the question are found tabulated in Table 16.

TABLE 16
DATA ON ALLOWANCES OF TIME AND EXPENSES
FOR CONFERENCE ATTENDANCE

<table>
<thead>
<tr>
<th>Question: Do you think your school should allow the time for and pay at least part of the expenses of your attending business education conferences?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers replying to this question</td>
<td>214</td>
<td>100.00</td>
</tr>
<tr>
<td>Number of teachers who think schools should allow time for conference attendance</td>
<td>205</td>
<td>95.30</td>
</tr>
<tr>
<td>Number of teachers who do not think school should allow time for conference attendance</td>
<td>9</td>
<td>4.20</td>
</tr>
</tbody>
</table>

| Number of teachers who think the schools should pay at least part of the expenses of attendance of business education conferences | 169 | 78.98 |
| Number of teachers who do not think schools should pay at least part of the expenses of attendance of business education conferences | 45 | 21.02 |

From Table 16 it is seen that teachers are strongly of the belief that schools should allow time for attendance
of business education conferences, with 95.90 per cent of the teachers subscribing to this belief. While the sentiment for the school's sharing at least part of the expenses was not quite so strong, still 78.98 per cent of the teachers expressed that belief also.

Data on Interest in Summer Workshops

Question 17 read: "Would you be interested in a 5-day summer workshop in business education with credit in connection with the conference?" The purpose of the question was to ascertain the beliefs and desires upon the advisability of summer workshops. Responses to the question are tabulated in Table 17.

TABLE 17

DATA ON INTEREST IN SUMMER WORKSHOPS

<table>
<thead>
<tr>
<th>Question: Would you be interested in a 5-day summer workshop in business education with credit in connection with the conference</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question</td>
<td>230</td>
<td>100.00</td>
</tr>
<tr>
<td>Teachers who say they are interested in a 5-day summer workshop in business education with credit</td>
<td>190</td>
<td>82.61</td>
</tr>
<tr>
<td>Teachers who say they are not interested in a 5-day summer workshop in business education with credit</td>
<td>29</td>
<td>12.61</td>
</tr>
<tr>
<td>Teachers who are undecided</td>
<td>11</td>
<td>4.78</td>
</tr>
</tbody>
</table>
From the 230 responses received to this question, as is seen in Table 17, 190, or 82.61 per cent, of the teachers were definitely interested in the workshop idea; eleven, or 4.78 per cent, were undecided; and only twenty-nine, or 12.61 per cent, said they would not attend this type of conference. Thus, it may be concluded that Texas business education teachers definitely want summer workshops.

Data as to the Types of Workshops Suggested

In Question 18, several types of workshops such as workshops on trends in business education, typewriting, shorthand, audio-visual aids, etc., were indicated and teachers were asked to make several suggestions concerning the types they would prefer. Responses to the question are summarized in Table 18, pages 83 and 84.

From Table 18 it will be seen that all types listed in the questionnaire received support with little difference of choice among them. It will also be noted that the table contains a division entitled "Other Suggestions." These were suggestions not listed in the questionnaire and were, therefore, spontaneous and unsolicited. The fact that methods and procedures, bookkeeping, guidance, and placement were mentioned often may be significant in pointing out that teachers would like to see these subjects developed in summer workshops also.
## TABLE 18
DATA AS TO THE TYPES OF WORKSHOPS SUGGESTED

<table>
<thead>
<tr>
<th>Question: What type workshop would you suggest?</th>
<th>Number of Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers responding to this question.</td>
<td>207</td>
</tr>
<tr>
<td><strong>Type of workshop:</strong></td>
<td></td>
</tr>
<tr>
<td>Trends in Business Education.</td>
<td>99</td>
</tr>
<tr>
<td>Typewriting</td>
<td>82</td>
</tr>
<tr>
<td>Shorthand</td>
<td>73</td>
</tr>
<tr>
<td>Audio-visual aids</td>
<td>72</td>
</tr>
<tr>
<td><strong>Other Suggestions:</strong></td>
<td></td>
</tr>
<tr>
<td>Methods studied and procedures in all courses demonstrated</td>
<td>42</td>
</tr>
<tr>
<td>Bookkeeping or accounting</td>
<td>31</td>
</tr>
<tr>
<td>Guidance</td>
<td>15</td>
</tr>
<tr>
<td>Job needs, standards, and placements.</td>
<td>12</td>
</tr>
<tr>
<td>Office machines and repairs of machines</td>
<td>10</td>
</tr>
<tr>
<td>A study of grading and testing.</td>
<td>8</td>
</tr>
<tr>
<td>Business law</td>
<td>6</td>
</tr>
<tr>
<td>Research reports</td>
<td>6</td>
</tr>
<tr>
<td>Make visits to offices actually to see the work</td>
<td>4</td>
</tr>
<tr>
<td>Distributive education</td>
<td>4</td>
</tr>
<tr>
<td>Improve course of study and objectives</td>
<td>4</td>
</tr>
<tr>
<td>Question: What type workshop would you suggest?</td>
<td>Number of Times Mentioned</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Other Suggestions:</td>
<td></td>
</tr>
<tr>
<td>A study of extra-curricular activities connected with business department.</td>
<td>4</td>
</tr>
<tr>
<td>Occupational study</td>
<td>3</td>
</tr>
<tr>
<td>Job analysis</td>
<td>3</td>
</tr>
<tr>
<td>Business entrance requirements</td>
<td>3</td>
</tr>
<tr>
<td>Assembly programs that would suit all subjects of business.</td>
<td>2</td>
</tr>
<tr>
<td>Basic (general) business education</td>
<td>2</td>
</tr>
<tr>
<td>Personality training</td>
<td>1</td>
</tr>
<tr>
<td>Human relations in business.</td>
<td>1</td>
</tr>
<tr>
<td>Correlations of business and business education</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
</tr>
<tr>
<td>Filing</td>
<td>1</td>
</tr>
<tr>
<td>Analyses of weaknesses in teaching</td>
<td>1</td>
</tr>
<tr>
<td>Gathering source material for basic business subjects.</td>
<td>1</td>
</tr>
<tr>
<td>Business correspondence</td>
<td>1</td>
</tr>
<tr>
<td>Writing skits for use in basic business subjects.</td>
<td>1</td>
</tr>
<tr>
<td>Consumer education</td>
<td>1</td>
</tr>
</tbody>
</table>
General Remarks

Question 19 asked teachers for general remarks. The responses to this question were so varied and stimulating that they preclude tabulation. Therefore a number of the more significant, interesting, or unusual remarks made by teachers in answer to the questionnaire are quoted below, pages 85-91, in the exact words of the teachers who wrote them.

"I attended the conference in Denton at North Texas State College in June, 1949. I liked the conference, thought it was well planned; able speakers and leaders in Business Education participated on the program. I should like to see it become an annual affair."

"As an older teacher who is married, I find it less convenient to attend conferences than if I were single. Last year's conference held at Denton in early June was appealing, but it came too near the close of school which is usually a great strain with its extra work to be done. Along with that strain, canning of beans, peas, greens, and lawn mowing, etc., which accumulate make it impossible for me to attend conferences then. Later in the summer when weeds and gardens let up a bit, it would be a grand vacation as well as instructive."

"Business teachers are unable to carry the whole load--administrators fail to be interested in what should go on. They employ incompetent business teachers and piece-meal the business work out to disinterested people of other departments--such as Deans, food department, coaches, etc.--and we lose heart in trying to carry the whole load."

"More attention needs to be given in Texas to:
  a. Certification of teachers.
  b. State supervision.
  c. Business curriculum.
  d. Teacher load."

"Conferences are fine if conducted right with more emphasis on practical facts and demonstrations. Even the older teachers need to learn about changes and new ideas."
"The conferences that I have attended did not have time set aside for questions and discussions. It seems to me that everyone (no matter what his preparation) could profit by the experience of others."

"I think a business conference could be very helpful, if it deals with the actual needs of the students and teachers."

"I think the officials of conferences should find out what teachers want to know by sending out questionnaires, rather than planning a program all on their own."

"We need in Texas some type of an organization that will bring to the meeting more commercial teachers, where they can make plans to better the profession and profit from such meetings. I hope that the educational conference is the answer. (If you have any mimeographed copies made of your study, I hope that you mail me a copy.)"

"A definite weakness in our teaching of business education is our lack of understanding of what goes on outside the schoolroom. We lack vision and understanding of the exciting potentialities of business education."

"My remarks probably sound cynical, but too often a T. S. T. A. business meeting at which there is an outside speaker sounds like a lecture given by an education teacher. I have found such meetings to be thoroughly uninteresting, dull, and boring."

"The last one that I attended was two years ago in which thirty minutes were consumed in discussing why there were too many commercial journals and what could be done about it. The final conclusion reached was that nothing could be done. I might add, though I think it unnecessary, that this was of little value to me."

"In the main, I think business education conferences are not helpful to Distributive Education because of major emphasis on typing, shorthand, etc., at such conferences."

"I am very concerned over ways in which we as teachers can advance our work, but I feel that much time has been wasted in conferences, workshops, and special college courses for business teachers. They fail to give you materials and information of any value; therefore they become boring and a waste of time."
"The most pressing problems for all Texas business teachers are State coordination of business courses and the setting up of an adequate business experience curriculum that is coordinated by business or business education departments of Texas' colleges and universities. This business experience course should carry from 1 to 5 semester hours' credit for twelve weeks of summer work."

"Teachers are the losers if they fail to attend a well-run business education conference."

"State course of study should be explained if we are to be checked on following it. There should be more conferences to get all teachers interested as a profession."

"I think some form of conference for business teachers to get some special helps from well-informed persons with demonstrations would be very beneficial for the teacher, the pupil, and the school."

"I should like to see some major university in Texas institute a program of work-experience and seminar discussions for credit for the business teachers of Texas, such as the University of Michigan conducted for the business teachers of that state in Detroit last summer."

"I should like to see more emphasis put on that all-important business subject which is seldom mentioned at conferences or elsewhere--Business English."

"Meetings could best be held in the fall as soon as the school year is settled down so that the year's teaching may receive the benefit while the information is fresh. Winter meetings are sometimes bad because of Texas' uncertain weather. Spring meetings have competition in Interscholastic League, class plays, dinners, dances, etc., and the general confusion that accompanies and precedes the end of school. Summer is for vacation, away from school, studies, students, problems, or even thoughts about them."

"A survey should be made on how well the students trained in high school adjust to jobs in the business world; therefore, teachers of commercial subjects would be able to prepare better-equipped personnel."

"Conferences attended have been on specific phases of business rather than on general betterment of business education."

"I'd like to see what your study reveals. Will it be published--a summary at least?"
"Your work in securing this data from teachers in Texas is wonderful. We need a good program of conferences and down-to-earth, practical teaching training in business education in Texas."

"A conference in Business Education is a need of Texas commercial teachers, but we should have an outstanding leader to help us as too much time and effort are wasted in the meetings I have attended just listening to what some other teacher has done—when the situations in any school are so varied."

"Would like to have a workshop conducted by someone who is recognized as being outstanding in the field chosen for the workshop. I personally like methodology workshops."

"I am glad to see that surveys are being made in business education. We need more recognition and professional status."

"There is definitely a need for workshops. Would be glad to attend if it could be arranged."

"There should be more cooperation between the school and businessmen; so the student could get practical training."

"Business Education Conferences would be definitely beneficial if well-planned, well-advertised (to Business Education teachers), and had competent people on the program."

"I think much can be accomplished by business conferences. I don't think they can take the place of summer work in college, but they can help keep us up to date when summer school is impossible. I think the association with other teachers is wonderful, and perhaps they can help solve our individual problems."

"A business conference would be of great help to teachers if they were shown 'how' rather than being told 'what'."

"I think the school should pay part of the expenses to the conferences if the school can afford it."
"Better business conferences will focus the attention of state leaders on business education, and state supervision might be the result. Such is the fervent desire of all teachers interested in the progress of business education."

"Textbook authors would be considered interesting speakers. The speaker is the most important person and problem for conferences. Too often they talk too long, not saying enough."

"We need to have conferences at the beginning of the school year in order that we may put into practice things we gain from these meetings."

"Most of the conferences I have attended have been very worthwhile. I think they should be before asking or inviting teachers to attend."

"Until we get local organizations (county and regional chapters of business teachers), we will be unable to successfully hold state-wide conventions in my opinion."

"The type of thing you are working on will be needed more and more to help the students as the years go by, because times are tightening and job qualifications are also tightening."

"Our schools are not all standardized, as some give credit in typing when only half of work is covered. General guidance courses are needed. More tests should be given to help the child determine if he is suited to this type of work. Shorthand should be a requirement in school--by this I mean all schools should be required to offer it to those who are really fitted for this work. My school dropped it this year because we had only seven who wanted it. State department says we must have ten. This ruling should be changed, as small schools do not have enough who are capable of learning it, or perhaps who really want to become stenographers."

"I have never enjoyed teachers' meetings because I never got anything out of them. If there were ways of helping me to be a better teacher, then I would thoroughly approve of them."

"It seems to me that a meeting of classroom business teachers would really help to improve the standards of our field, and I, for one, am all for it."

"I would like to see a general meeting, followed by
a workshop of the teachers' choice and that followed by another meeting. This could be held in the summer."

"I think every business teacher should spend some time about every five years in a business office. Some oldsters that teach bookkeeping could not keep a set of books if they tried. I doubt if they could take dictation or transcribe a letter. How about sending us a report of your findings, or, better still, make an oral report at one of our business teachers' meetings."

"My comments are frankly given; and since I teach only typing and advanced office practice, I find so few meetings cover the points I want discussed."

"I hope something good comes from this questionnaire for the southern part of Texas. Denton held an excellent conference June 10 and 11 last summer. You should attend next summer, if you haven't."

"It is high time someone took the lead in bringing Business Education teachers into a consciousness of their responsibility for keeping up to date in teaching methods, in community needs, and in enthusiasm for their work."

"Hope you bring the findings of your questionnaire to the attention of Dr. John Arch White and Dean Hashew, University of Texas."

"I would like to attend a conference from which I would benefit; otherwise, I would not care to attend. I would like to get viewpoints of others on the same subject but not things repeated from textbooks that I have read."

"We get enough from these to justify paying a reasonable registration fee to take care of expenses. If to be part of T. S. T. A., secure a proportionate part of business teachers' T. S. T. A. dues for our conferences."

"Personally, such a conference is more practical than many lecture courses by those who have had no experience in actual classroom work."

"Business education leaders should be better organized—not only to help themselves to become better teachers but to make their pupils better business people and last, but not least, better citizens of America."

"We should never become self-satisfied in our teaching of business subjects. Business conferences should be a means for self-improvement for all business teachers."
"Standardization of teaching procedures would seem to be a good subject for discussion. I do not think a long program of lectures is very valuable. Conferences should give teachers something to bring home with them to use."

If any definite trends can be deduced from the plethora of comment noted above, they may be summarized briefly as follows:

(1) Most business education teachers believe that there is a definite need for and value in conferences.

(2) Most business education teachers think that the present organization, arrangement, and conduct of conferences can be improved.

(3) Teachers like the idea of workshops.

(4) Teachers think that surveys upon business education needs are worthwhile.

Analysis and Summary of Responses to the Questionnaire

While arbitrary and axiomatic answers to a problem do not present a picture complete in every detail, and while many divergencies of opinion were revealed in the responses to the questions presented to Texas business education teachers, the following statements seem to represent the ideas of the majority or at least the plurality of Texas business education teachers:

(1) Approximately one-half of the Texas business education teachers have attended business education conferences.
(2) Attending teachers think business education conferences are of value.

(3) Teachers definitely desire business education conferences.

(4) Teachers express the intention of attending such meetings.

(5) Teachers prefer, on the whole, regional meetings.

(6) Teachers are divided upon the best time to hold meetings.

(7) Teachers prefer two-day conferences.

(8) Teachers prefer programs with demonstrations of classroom procedure, informal group discussions, speakers, panel discussions, and demonstrations by experts.

(9) Speakers preferred by the teachers include in order of preference: successful classroom teachers, business education leaders, and businessmen.

(10) The most pressing problems confronting business education teachers include standards desired by business, typewriting, guidance, shorthand, and accounting.

(11) Teacher ideas of profitable conferences include teaching help in methods and techniques and good classroom demonstrations.

(12) Procedures of business conferences eliciting approval include group discussions, good organization, modern
trends and methods, good speakers, and an inspirational, friendly atmosphere.

(13) Criticisms of conferences include objections to poor speakers, poor organization, lengthy programs, lack of time for discussion and teacher participation, and over-emphasis on theory.

(14) Teachers want recreational features at their conferences, preferably luncheons or dinners.

(15) Teachers believe that their school systems would benefit from teacher-attendance at business education conferences.

(16) Teachers feel that their school systems should provide the time for and share at least part of the expenses of attending conferences.

(17) Teachers want summer workshops.

(18) At these workshops, teachers would like to have discussed, demonstrated, and developed trends in business education, typewriting, shorthand, audio-visual aids, methods and procedures in all courses, bookkeeping, guidance, and placement.

(19) Generally, teachers want business education conferences and workshops, but feel that such meetings could be improved. They agree that there is a need for surveys of teachers' problems in business education.
CHAPTER IV

A SUGGESTED BUSINESS EDUCATION CONFERENCE
FOR TEXAS BUSINESS EDUCATION TEACHERS

In the second chapter of this survey, the principles and criteria of an adequate business education conference were summarized as the principles and criteria of democracy, interest, improvement, practicability, and appraisal or evaluation. In Chapter III the thoughts and desires of Texas business education teachers as reflected in their responses to a questionnaire upon various phases of business education meetings were reported. From these bases, a suggested program for such conferences may evolve.

While no suggestions for programs can answer all needs or cover all circumstances, the skeletal conference outlined below represents the majority wishes of the Texas business education teachers. This outline may serve to give those in charge of arranging conferences some ideas for conducting meetings more satisfactorily than the one sketched here.

The Suggested Conference

I. Preliminary Organization
   A. The organizational, arrangements, and program committee or committees.
This committee or these committees should be democratic. If appointed, they should be selected with the approval of the constituent membership of the group. There should be a rotating membership so that all schools could be represented. While good committee members are difficult to obtain, this very fact has often kept old members continually in office and thus excluded new and vigorous thought which might develop if confronted with the responsibilities of arrangement and leadership. At all odds, the conference should be teacher-arranged rather than "handed down from above."

B. Place.

Texas business education teachers seem to prefer regional meetings. The city selected should be accessible, centrally located, and with adequate meeting, housing, and recreational facilities. College towns often fulfill such requirements. If the region affords it, revolving meeting places might inspire more interest and enthusiasm, especially among the host members.

C. Duration.

The consensus of opinion among the responding teachers was for a two-day meeting. Circumstances and conditions may change this time. It is, however, recommended.
D. Financing.

The problem of finance is almost always difficult. Many convention details such as printing, mailing, rentals, and speakers may require the expenditure of money. That money may come from several sources:

(1) If the conferences are beneficial to the teachers, a modest membership or conference fee may be required from the members generally or from the participating members specifically.

(2) If the conferences are of benefit to the schools, School Boards of Education may be agreeable to the idea of financing part of the cost.

(3) The suggestion has been made that at least part of the dues contributed to the Texas State Teachers' Association by business education teachers be used for business education meetings.

(4) The host city may wish to provide, at minimum or no cost, meeting and printing facilities or otherwise help to defray the expenses of the conference.

E. Selecting the program.

The program should be selected democratically. The classroom business education teacher should
have a definite voice in what he wants to hear or do at business education conferences. Administrators and business education leaders can be of help and service in making suggestions and sharing the benefits of their experience, but, in the ultimate analysis, the business education conference is for the benefit of the teachers. It is not a showcase designed to demonstrate the importance of others.

II. The Program Proper--The Schedule

A. Principles underlying the program.

The program should meet the criteria of interest, teacher improvement, and practicability. To answer those criteria, it should meet with teacher approval. From the responses reported in Chapter III, the following suggestions may be of assistance in developing a worthwhile program:

(1) The program should attempt to solve pressing problems confronting business education teachers, such problems as: standards desired by business, typewriting, guidance, shorthand, bookkeeping, placement, and the like.

(2) The program methodology should emphasize above other approaches: (a) classroom demonstrations, and (b) group discussions with all teachers participating. These methods, of course, may take many forms.
(3) Speakers must be interesting, specific, and to the point. Preferred are successful classroom teachers, business education leaders, and businessmen, in the order named.

(4) Sufficient time must be allowed for informal group discussion. The speakers should not dominate the discussion.

(5) The number of general and sectional meetings will depend on the size of the conference. Sectional meetings allow more informal and intimate group discussions, which are often-times specialized. Many business education teachers, especially in small schools, teach more than one subject and feel that if they attend a sectional meeting on typewriting, for example, they are missing something of value in the bookkeeping section. The problem of balance between general and sectional meetings is difficult, but it can be solved.

B. The schedule.

Herewith is presented a brief and skeletal program for a two-day regional meeting with approximately fifty participating teachers. The subjects are completely tentative and suggestive, and all speakers should be able to speak well.
First day

9:00-9:15 A. M. Organizational meeting.

1. Welcoming speech (limited to five minutes at the most).

2. Announcements and general information.

9:15-9:45 A. M. Address to the general group:

"What I Want My Prospective Employees to Know" by a business leader of some importance. Fifteen minutes devoted to the speech. Fifteen minutes devoted to discussion.

9:45-10:15 A. M. Address to the general group:

"Recent Trends in Business Education" by a college or other business education leader. Speech and audience discussions.

10:15-11:00 A. M. "My First Meeting with my Beginning Class in Typewriting"—a class demonstration by a successful classroom teacher with the attending teachers serving as the freshman class.

11:00-2:00 P. M. Intermission. To be spent in informal intermingling, shopping, lunching, viewing commercial exhibits, or in any other way the attending teachers choose. In the general announcements, suggestions may be advanced as to the method of employing this period. For example: "_______ Company is
demonstrating its latest visual aids in Room 212 at 11:00 for those who are interested."
"The teachers of _______ County are meeting in Room 10½ for informal conversation," etc.

2:00-5:00 P. M. Sectional meetings with leaders. Such meetings may cover any one of many phases of business education. Each section should have a talk of demonstration by a successful classroom teacher, if possible, and should allow much time for discussion by the group.

5:00-7:00 P. M. Intermission.

7:00 P. M. - ? Recreation. General meeting dinners, dances, picnics, or other forms of recreation answering the needs of the group should be provided. Unless desired, it is probably better to avoid formal talks at these meetings, but rather to provide for informal conversation and exchange of ideas.

Second day

9:00-10:30 A. M. General meeting panel upon a specific problem of business administration teachers. For example, reaction to the addresses of the preceding day, standards of achievement in business education, or trends and methods used in the classroom might be evaluated in detail by the members of the
panel. The panel should include at least one classroom teacher, one business education leader, and one businessman. It should allow time also for audience participation and discussion.

10:30-11:00 A. M. Critic's report. A competent evaluator should give his opinion of the conference as thus far conducted. Reactions from the audience to this report should be demanded by the chairman.

11:00 A. M. - 1:30 P. M. Intermission with perhaps an informal luncheon.

1:30-4:00 P. M. Sectional meetings. Some of these meetings should be demonstration meetings with successful classroom teachers demonstrating latest techniques and development. Other meetings may include panel discussions, speeches, or general and informal discussions.

4:00 P. M. Adjournment.

It will be noted that the schedule calls for relatively short meetings with much intermission time. More information could be packed into longer meetings, but it is believed that the short meeting with intense activity and periods of concentration will result in greater benefits to all. This belief is based on the theory advanced by one of the
responding teachers to this survey that "the mind can absorb no more than the seat can endure." Furthermore, the frequent intermissions afford an opportunity for the cultivation of companionship and the interchange of ideas.

III. Evaluation

The conference should receive appraisal and evaluation. Some effort has been made to provide such evaluation in the critic's report included in the schedule above. It, however, provides only one man's opinion, and the immediate audience reaction may be hasty and impulsive. Further evaluation should be provided. If finances permit, a report containing either partial or complete proceedings of the conference should be mailed to every participating member, and each of these members should be asked to return criticisms of the present and suggestions for future meetings. In addition, an overall evaluation of the conference by a leading college business educator in attendance might be of value.

If the above methods of organization, program development, scheduling, and evaluation are followed, the conference will have met the criteria of democracy, interest, improvement, practicability, and appraisal, and from the conference the participating teachers should benefit.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This has been a survey of business education conferences in Texas and other states with particular emphasis placed upon the responses of Texas business education teachers to the approaches, methods, and techniques of such conferences.

In Chapter I, the problem was stated as: (1) the survey of the nature and methods of business education conferences which have been held in Texas and other states; (2) the investigation, report upon, and evaluation of the desires of Texas business education teachers; and (3) the presentation of a suggested type of business education conference for Texas teachers. The importance of the problem was suggested as resting in the fact that some criticism has been leveled at business education conferences and that to be useful such conferences must meet the needs of the participating teachers. Also in Chapter I, the terms of the problem were defined, its scope and limitations were given, sources of data were listed, and methods of procedure were outlined.

Literature in the field, especially periodical articles,
pamphlets, letters, and programs of conferences held were surveyed in Chapter II. From these sources, suggested principles and criteria of sound business practices were established. Particularly helpful in this connection was a study of business teachers' conferences held in New York and made by the Iota Chapter of Delta Pi Epsilon Fraternity, Syracuse University, and the program of the Second Annual Business Education Conference held on the campus of North Texas State College under the joint auspices of that college and the Texas State College for Women in June, 1949. Personal letters from a number of experts in the field were also useful. From these sources the principles of (1) democracy, (2) interest, (3) improvement, (4) practicability, and (5) appraisal and evaluation were set up and criteria suggested for their examination and testing.

A report was made in Chapter III on the findings derived from responses to questionnaires upon business education conference preferences received from 237 teachers. From these 237 sets of responses, the following facts were ascertained:

(1) Approximately one-half of the responding teachers had attended business education conferences.

(2) Attending teachers found these conferences to be of value.

(3) The overwhelming majority of teachers want conferences.
(4) Teachers prefer regional, two-day programs based on demonstration of classroom procedure and opportunity for teacher-discussion.

(5) Teachers prefer as speakers successful classroom performers, business education leaders, and businessmen.

(6) Teachers are confronted in their work with such pressing problems as standards desired by business and the methods and techniques to be used in the various courses they teach.

(7) Procedures of conferences eliciting commendation include group discussions, capable organization, employment of modern trends, good speakers, and an inspirational, friendly atmosphere.

(8) Criticisms of conferences include objections to poor speakers, organization, lengthy speeches, improper use of time, and over-emphasis upon theory.

(9) Teachers think that their own school systems will profit from teacher-attendance at conventions and believe that schools should allow the time for and pay for part of the expenses of attending such conventions.

(10) Recreational features are not indispensable at conventions, but are recommended, particularly those types which are accompanied by food.

(11) Summer workshops are liked. Teachers express intentions of attending them, and believe that they should include such subjects as trends in business education,
typewriting, shorthand, audio-visual aids, methods and procedures in all business education courses, bookkeeping, guidance, and other phases of business education.

(12) Generally, teachers approve business education conferences and want to attend them, particularly if they are improved.

In Chapter IV, using the principles and criteria determined in Chapter II and the teacher responses of Chapter III as bases and as a guide, a suggested skeletal business education conference for Texas teachers was outlined. The outline presented ideas upon: (1) preliminary organization including arrangement committees, place, duration, financing, and program selection; (2) the program proper with emphasis upon principles underlying the selection of the program; and (3) provisions for evaluating the meeting. The program proper presented a brief and specimen scheduling for the conference as a whole.

Conclusions

Conclusions resulting from this survey have been listed and commented upon in connection with preceding topics. They may, however, be summarized and re-emphasized here.

It is the consensus of thought among authorities, experts, educational leaders, and the teachers themselves that business education meetings should be democratic in
that they are teacher-motivated, teacher-arranged, and teacher conducted, interesting, valuable to the classroom teacher in terms of teacher-improvement, practicable, in the reach of all, and continually improving through the processes of evaluation and appraisal.

It is the consensus of opinion among Texas business education teachers that business education conferences are of definite value to the school systems, the community, the children, and the teachers themselves. Teachers believe that such conferences can be of greater value if they are more democratic. Practical programs with speakers drawn largely from the ranks of successful teachers are desired. Demonstrations upon and discussions of specific business education problems are wanted. Teachers want their programs to be practicable—that is accessibly located, not too short and not too long, and giving something the teacher can take back to use. Teachers like summer workshops as well as the shorter school-term conferences and want to attend them. Generally, it may be concluded that the business education teachers, judging from the serious and conscientious interest they displayed in responding to the questionnaire which forms much of the basis for this survey, are keenly alive to the problems accompanying the teaching of business education and are definitely desirous of witnessing and sharing in efforts made toward conference improvement.
Recommendations

If this survey has any value, it may arise from the possible effect upon future business conferences in Texas. As a result of the survey, it is strongly urged that:

(1) Texas business education conferences should be democratic. The method sometimes practiced of having teachers attend conferences in which they had no part in arranging, to listen to speakers, pompous and dull, from alien soil, lecturing to them in platitudinous generalities upon their civic responsibilities as teachers, should definitely become a thing of the past.

(2) Conferences should be well-organized, definite, specific, to the point, and upon problems which the teacher meets daily in the classroom and which this conference is helping to solve.

(3) Demonstration and teacher-discussion periods with expert leadership should form the moving bulk content of the programs. Other phases may and probably should be included, but the meat, bone, and gristle of the conference should be the demonstration and the discussion.

(4) Conference arrangers should never rest content with the status quo. The adjournment of every conference should be accompanied with a determined resolution that the next conference will be better than the one just concluded.
If these recommendations are followed, business education teachers, business education leaders, businessmen, and, by far the most important of all, the children of Texas should profit.
APPENDIX A

January 2, 1950

Dear Business Education Teacher:

In an effort to supply some factual information upon the status of business education conferences in Texas with the objective of improving such conferences and also as part of the work toward my Master's degree, I am presenting the enclosed questionnaire to you.

Your answers to this relatively short questionnaire will be of assistance in providing the business education teachers of Texas with the kind of conferences they need and want. Your immediate response to this questionnaire will be of great help to me.

Sincerely yours,

Mrs. Mac Smith
Business Teacher
QUESTIONNAIRE

HOW MAY BUSINESS EDUCATION CONFERENCES PROMOTE BETTER BUSINESS EDUCATION IN THE STATE OF TEXAS?

1. Have you attended a conference upon better business education?  Yes  No

2. If you have attended such conferences, did you find them helpful to you as a teacher of business education?  Yes  No

3. Would you like to see business teachers' conferences held annually in Texas?  Yes  No

4. If such conferences are held, will you attend them?  Yes  No

5. What geographic area should be covered by these conferences? Please rank your preferences in one, two, three order.
   a. I would prefer to attend a county conference.
   b. I would prefer to attend a regional conference.
   c. I would prefer to attend a state-wide conference.
      The reasons for my preference are:

6. What is the best time for a conference? Please check your preferences in one, two, three, four, order.
   a. Autumn  b. Winter  c. Spring  d. Summer
   Would you object to the Thanksgiving, Christmas or Easter holidays as a conference time?  Yes  No

7. What should be the duration of the conference?
   a. One day  b. Two days  c. Longer

8. Please rank in order your preference as to the type of program you prefer.
   (Please rank in order all choices.)
   
   TYPE OF PROGRAM  RANK
   a. Speakers or lectures
   b. Panel discussions

111
TYPE OF PROGRAM

c. Expert demonstrations by non-teachers

d. Demonstrations of good classroom procedure

e. Machine displays and demonstrations

f. The showing of films

g. Informal group discussions with leader

9. Whom do you prefer to have on your programs? (Please rank all possible choices from one through eight.)

TYPE OF SPEAKER

a. Successful classroom teachers

b. Business education leaders

c. Businessmen

d. Governmental employees

e. General educational leaders

f. Representatives of publishing firms

g. Principals and superintendents

h. Other

10. In what business training problem are you most interested? (Please rank all choices in order of your interest from one to nineteen.)

PROBLEM

a. Standards required by business

b. Shorthand

c. Guidance

d. Supplies and equipment

e. Occupational intelligence

f. Job analysis

g. Business entrance tests

h. Research studies

i. Community needs

j. Public relations

k. Consumer education

l. Typewriting

m. Accounting

n. General business training

do. Teachers' salaries and teaching load

p. Distributive education

q. Certification of teachers

r. State supervision

s. Other

11. Will you state in one sentence your idea of a profitable business conference?
12. List three good points of conferences you have attended.
   a. ______________________________________
   b. ______________________________________
   c. ______________________________________

13. List three chief criticisms of or objections to the conferences you have attended.
   a. ______________________________________
   b. ______________________________________
   c. ______________________________________

14. Do you want recreational features at the conferences you attend? If so, please list three suggestions as to the type of recreation you would prefer.
   a. ______________________________________
   b. ______________________________________
   c. ______________________________________

15. Do you think your school would benefit by your attendance at business conferences? Yes__ No__

16. If you think your school system would benefit from your attending business-training conferences, do you think your school should allow the time and pay at least part of your expenses in attending such conferences?
   a. Should allow the time                Yes__ No__
   b. Should pay at least part of expenses Yes__ No__

17. Would you be interested in a 5-day summer workshop in business education with credit in connection with the conference? Yes__ No__

18. What type workshop could you suggest?
   (Examples: Trends in Business Education, Typewriting, Shorthand, Audio-Visual aids, etc.)
   a. ______________________________________
   b. ______________________________________
   c. ______________________________________
19. General Remarks:__________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
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