


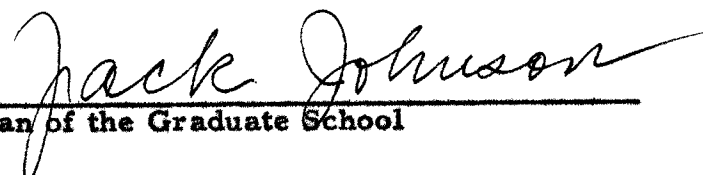
A STUDY TO DETERMINE THE ADEQUACY OF
THE BUSINESS DEPARTMENTS OF CLASS A
HIGH SCHOOLS OF REGION III OF TEXAS

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**A STUDY TO DETERMINE THE ADEQUACY OF
THE BUSINESS DEPARTMENTS OF CLASS A
HIGH SCHOOLS OF REGION III OF TEXAS**

THESIS

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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is to determine how adequately Class A schools of Region Three of Texas are conforming to certain standards in business education. A comparative survey of business administration programs has been made, and the programs were evaluated by standards formulated by the Texas State Department of Education and recognized investigators in this field. After careful consideration of all the data available for this study, the writer made conclusions and recommendations with regard to the business education programs in the schools of Region Three.

Sources of Data

The sources of data in this study were literature in the fields of business education with particular reference to the objectives and methods in this area of instruction. Questionnaires were sent to teachers of business education of Class A schools in Region Three, businessmen who employed high-school graduates without further training, and high-school graduates without additional training. The

information was obtained from the Evaluative Criteria, bulletins of the Texas State Department of Education, and other investigations in the field of business education.

Limitations

This study is limited to the following schools: Seymour, Holiday, Olney, Archer City, Burkburnett, Crowell, Chillicothe, Electra, Iowa Park, Bowie, Decatur, Jacksboro, Newcastle, Nocona, Henrietta, Saint Jo, Garland, Irving, Carrollton, Mesquite, Hillcrest, Pleasant Grove, Birdville, Arlington, Handley, Diamond Hill, McGregor, Gatesville, Mart, and Itasca.

This study was made during the fall semester of the school year 1950-1951.

Definitions

Business education has been defined as follows:

"Business education" is that phase of our entire educational program which is designed to acquaint students with their business relationships and to provide a proportion of the students with a vocational basis of earning a living. In certain of its phases, business education is highly abstract and requires skilled thinking. In other phases, it requires a background of common knowledge and the co-ordinated work of mind and hand.¹

In this study the term "Class A school" is employed to refer to a school that has an enrollment between two hundred and five hundred

¹Charles M. Lockwood, "Business Education from the Administrator's Point of View," The Balance Sheet, XXI (April, 1940), 346.

students. By special permission, a few schools in the region were classified in this group although they have an enrollment of fewer than two hundred students.

The committee that reported to the National Business Teachers Association defined "evaluation" in the following terms:

Evaluation is an integral part of any teaching activity. It must be carried on constantly as a natural and inseparable learning activity as well as an objective technique of comparison.²

Treatment of Data

The initial step in making this study was to select suitable criteria or standards which would be used in evaluating the business education program of this region. Many sources were consulted in an effort to determine what objectives and facilities should be included in the study. The standards chosen were prepared and recommended by recognized research specialists in the business field.

Questionnaires were then compiled based upon the standards as recommended by the Texas State Department of Education, the Evaluative Criteria, and the Bulletin published by the National Association of Secondary School Principals.

The mimeographed forms of the questionnaire were distributed to the business teachers of Class A schools, businessmen who

²National Business Teachers Association, The Principles of Business Education, p. 192.

employ high-school graduates without further training, and graduates without additional training within the previously mentioned area of Texas, along with letters of instruction and self-addressed envelopes for returning their responses. In some cases, the writer had to send a second questionnaire before a reply was obtained.

After the questionnaires were returned, the next logical step was to compile the data in related sections and arrange all information obtained in tabular form. After this had been done, these data were discussed and evaluated in Chapter III with reference to the criteria set up in Chapter II. Chapter IV presents conclusions that were formulated as a result of this study and makes recommendations for the future growth and adequacy of the business education programs of this area of Texas.

Related Studies

During the past three years more than forty separate curricular studies have been made by graduate students in the field of business education. Kelly and McGill made a report in summary form in order to present findings of ten of the more pertinent studies completed.³ Each of these studies has been pointed toward learning more about the real needs of the business pupils enrolled in high schools

³Marjorie Kelly and E. C. McGill, "Business Curriculum Studies in Small Kansas High Schools," National Business Education Quarterly, XVIII (March, 1950), 5-11, 58-59.

in which the respective investigators had been teaching or intended to teach.

In order to determine whether or not the curriculum was meeting the needs of the youth, a few facts had to be established. Past and present offerings in the curriculum in each school were studied from the course content. Second, graduates of the high schools were contacted to discover what type of work they were doing and what knowledges and skills were needed to perform their duties. High-school graduates were asked to evaluate the courses taken and to report business training needed which would not be obtained in their school. Third, businessmen were interviewed in an effort to discover their suggestions for improving high-school curricula and to ascertain the weaknesses of the employees who were graduates of the local high schools. Fourth, an attempt was made to evaluate the objectives of those students still in school. Finally, all these data were evaluated in the light of the needs of the community and recommendations were made for improving the business curriculum in the schools studied.

In preparing for this study, the consensus of opinion was that the question-answer technique should be used, which was in the form of the simple questionnaire and the interview. Questionnaire and interview sheets were developed for collecting the data needed. The

simple interview was used for gathering information from the businessmen, seniors, teachers, principals, and graduates who live in the community.

The largest number of business courses taught in any one school was nine. The offerings included two years of typewriting, two years of shorthand, one year of bookkeeping, salesmanship, office practice, general business, and commercial art. Three schools offered five business subjects, two schools offered two—a combination of typewriting and bookkeeping in one school and a combination of typewriting and general business in the other. Each of the ten schools offered a one-year course in typewriting, and six of the schools offered a second-year course. Bookkeeping and shorthand ranked next to typewriting, and six of the schools offered a second-year course. Bookkeeping and shorthand ranked toward the top in popularity among the business subjects, as they were second only to typewriting. Bookkeeping was offered in eight schools, and shorthand was offered in seven. Five schools offered a course in general business, and one school offered a semester of general business and a semester of economics. Business arithmetic and office practice were a part of two business curricula. Salesmanship, commercial law, and commercial art were offered in only one school.

The subjects listed are those which the graduates have felt a need for in their work, but they are subjects which were not taken

or which were not offered in some schools. Shorthand led the requests with bookkeeping second. Suggestions were made for store management, banking, law, business English, speech, spelling, business arithmetic, office practice, penmanship, office machines, and economics. The inability of individuals to work with figures as given in practical business arithmetic was the most needed course in these secondary schools.

Fagan made a study to determine the status of general and social-business education in the high schools of Iowa and to discover significant trends in this area of business education.⁴ In his study he refers to the general education offered in the business education department and to a lesser extent in other departments of the high school. General and social-business education should serve to provide a background for further study for those students regardless of their vocational intent. The subjects considered in the field of general and social-business education were the following: advertising, business or commercial arithmetic, business English, business or commercial law, business organization and management, consumer economics, business training, marketing, penmanship, vocations, typewriting, shorthand, bookkeeping, and office practice. Allied

⁴Clifford L. Fagan, "General and Social-Business Education: A Study of Its Status and Instructional Trends with Special Reference to the High Schools of Iowa," National Business Quarterly, XVIII (October, 1949), 15-27.

subjects are predominantly vocational in purpose, as they are taught in the high school today.

Fagan in making this study divided the schools into four classes.

The four classes according to their enrollments were as follows:

Class A—schools with enrollments of more than 400.

Class B—schools with enrollments of more than 125, and less than 401.

Class C—schools with enrollments of more than 65 and less than 126.

Class D—schools with enrollments of less than 66.⁵

The findings of Fagan's study were briefly summarized in the form of answers to specific questions which were used to outline the scope of the study. First, came general and social-business subjects that were offered and with what frequency. Of 442 schools supplying data, 74.0 per cent included economics; 56.8 per cent of the schools included business arithmetic; 51.4 per cent of the schools included business training; 50.0 per cent of the schools offered business law; and 39.6 per cent of the schools included commercial geography. There were other subjects but the percentage of schools including them in their programs ranged from 0.5 per cent to 13.8 per cent.

The enrollments in the general and social-business subjects varied greatly. Economics had the largest number of enrollments with 1.18 per cent of all the students in the high schools reporting enrolled in this subject. Business training had an enrollment of 6.06 per cent; business arithmetic, 4.25 per cent; business law,

⁵Ibid., p. 16.

4.04 per cent; commercial geography, 3.02 per cent. The three vocational business subjects---typewriting, shorthand, and bookkeeping, with a total enrollment of 34.96 per cent--- exceeded the 29.36 per cent total enrollment of all the thirteen general and social-business subjects.

The proportion of boys and girls enrolled in the general and social-business education courses was nearly equal, with 48.5 per cent boys and 51.5 per cent girls. A slightly larger number of boys were enrolled in business law and salesmanship, but there were more girls in consumer education, business training, business English, and business arithmetic.

The school administrators and the teachers of general and social-business subjects emphasized the objectives and aims as follows: first, personal use; second, economic understanding; third, consumer education. The other objectives mentioned were occupational intelligence, semi-vocational preparation, and college preparation.

The majority of teachers for general and social-business education were men. The percentage distribution was as follows: men teachers, 57.9 per cent; and women teachers, 42.1 per cent. Approximately four teachers out of every five were holders of bachelor's degrees; one teacher out of every five possessed the master's degree.

The methods, materials, and devices which were used varied. The textbook method was most frequently employed by the teachers

included in this study in teaching the general and social-business subjects. Other methods were socialized recitations, lectures, assigned topics, mechanical audio-visual aids, and laboratory.

During the school year 1947-1948 Hallen made a study of the business education programs in North Dakota high schools.⁶ Hallen conducted her study by analyzing qualifications and teaching loads of business education teachers in North Dakota high schools, the curriculum, and the equipment available in the business education departments plus desired and needed equipment.

Hallen's first step in the study was to send questionnaires to the fully accredited and minor accredited high schools in North Dakota. The study was made from the replies of 140 schools. Two thirds of the complete questionnaires were from fully accredited high schools, and one third were from minor accredited high schools. Teachers in smaller schools usually found themselves teaching a more varied load than the teachers in larger schools. There is a larger number of part-time business teachers in North Dakota than full-time teachers. The survey showed that 25.0 per cent of the teachers who replied to the questionnaires were full-time teachers and 75.0 per cent were part-time teachers of business. Approximately 24.0 per cent of the schools had only full-time teachers of

⁶Lois J. Hallen, "Business Education in North Dakota High Schools," National Business Education Quarterly, XVIII (March, 1950), 27-31.

business, 70.0 per cent of the schools had only part-time business instructors, while 6.0 per cent had a combination of both full-time and part-time business teachers. One school was unique in that it maintained its business education department through the use of four part-time teachers and no full-time instructor. It was also shown that the business education teachers in North Dakota high schools should expect to teach subjects in other fields.

Hallen also found that business methods and office procedures made rapid changes which necessitated the modifying of the business education program. Business subjects were considered electives, so in many schools a yearly plan of alternation was instituted. For example, first-year bookkeeping and business law might be offered in alternate years. By this method, pupils were given an opportunity to take several business subjects by the time they were ready to graduate.

The schools were surveyed as to equipment being used in their business education departments during 1947-1948 and the equipment they would desire to add if funds were available. Equipment in the departments at the time of the study was either owned or rented by the school or furnished by the pupils. Teachers believed that instruction was more satisfactory if the student could use the equipment furnished by the school, as there would be greater uniformity in makes and models used.

Typewriters were furnished by ninety-eight per cent of the schools. Typewriters headed the list of new equipment desired by the schools; 39.0 per cent of the schools stated that they should have more and newer typewriters. Electric typewriters were not furnished in any of the schools, but two per cent of the schools indicated that they would like to have this equipment available in their business education departments because its use is becoming more widespread.

Other mechanical equipment was to be found in the business education departments of most of the schools. Eighty-two per cent of the schools had duplicating machines available in their business education departments. Of the 140 schools studied in North Dakota, sixty-six schools had adding machines available. Business teachers believed that pupils should be acquainted with adding machines. In 48.0 per cent of the schools phonographs were used to develop rhythm in typewriting.

Teachers stated their desire for projectors, because slides and films were available for every business education course and their use could become more effective and contribute richly to vital learning if adequate projection equipment were available. However, the teachers believed that addressographs are too expensive for the value derived from their use, as there are few opportunities for pupils to use this training in the smaller towns.

CHAPTER II

STANDARDS FOR THE EVALUATION OF THE
ADEQUACY OF THE BUSINESS EDUCATION
DEPARTMENTS OF THE CLASS A HIGH
SCHOOLS OF REGION THREE
OF TEXAS

In order to determine what facilities would be adequate to carry out a well-developed program of business, certain standards or criteria had to be set up in order to evaluate the programs of these high schools in Region Three of Texas. Since this study was made in Texas, the criteria chosen have included standards as set up by the Texas State Department of Education in its Bulletin No. 507, entitled Standards and Activities of the Division of Supervision and Accreditation of School Systems of 1948-1949; Bulletin No. 501, entitled Guiding Patterns in Business Education for Secondary Schools, 1948-1949; Evaluative Criteria, issued by the Co-operative Study of Secondary School Standards of the National Education Association; and standards set up by investigators in the field of business education. In a later chapter the data obtained from the study of the schools in this region will be analyzed and compared with the suggested

criteria presented in this chapter. An evaluation will be made to determine how well these schools are meeting the standards set forth by the Texas State Department of Education and other specialists in the field of business education.

Business education deals with the relationships, technique, attitudes, and knowledges necessary for an individual to understand the social institution of business and successfully adjust himself to it. Business education is equally important for the person who intends to be a consumer of the goods and services provided by business as well as for the individual who intends to participate in producing the goods and services.¹

Consumer education, which is a training for social-economic efficiency, should have a place in the business education program. Lipstrew made a study of consumer education in senior high schools accredited by the North Central Association of Colleges and Secondary Schools.² He listed the primary objectives of consumer education as follows:

1. Wiser purchasing and consumption of food, clothing, shelter, health, and vocational interests.
2. Wiser saving and utilization of earnings.
3. Development of broad social intelligence in economic problems.

¹National Business Teachers Association, The Principles of Business Education, p. 7.

²Otis Lipstrew, "Consumer Education: Modern Style," School Review, LVII (February, 1949), 101-103.

4. Development of high standards of values and taste.
5. Development of co-operative attitudes that tend to increase economic well-being.
6. Development of sensitivity to social responsibility.
7. Development of better understanding of industrial relations.³

Of the schools that participated in the investigation, eighty per cent believed that their programs of consumer education were inadequate and that teachers were not qualified for carrying out an effective program of consumer education. It was believed essential that, first of all, suggestions should be made by authorities for the improvement of the consumer-education program. Better training on the part of teachers was deemed imperative to assure the success of a program in consumer education.

This type of basic education should develop in each student a social intelligence in relation to economic problems, an understanding of money and its management, an awareness of economic influences in the life of every individual.⁴ The Educational Policies Commission has summarized the purposes of consumer education as follows:

Consumer education should seek to develop high standards of value and taste; aim at wiser expenditures for food, clothing, shelter, health, and recreation; develop better understanding of the significance of public expenditures and of individual savings; give some technical information to aid

³Ibid., p. 101.

⁴National Business Teachers Association, op. cit., p. 137.

in selecting the best grade or blend of a particular commodity, and stress the social responsibilities.⁵

The purpose of business education may be found in the business activities in the life about us. They arise from an attempt to help people adjust themselves to those economic activities in which it is expected and known that they will, in all likelihood, participate. The objectives have reference to both basic and occupational activities. A list of outcomes prepared by the Co-operative Study of Secondary School Standards is similar to a list prepared by the Educational Policies Commission; this list is briefly summarized as follows:

1. Displaying a knowledge of the language of business.
2. Having a general understanding of the economic nature of business and how it operates, including intermingling of the functions of management, finances, production, marketing, and accounting.
3. Developing vocational efficiency in at least one type of business employment sufficient to permit a graduate to secure an initial position.
4. Developing the ability to adapt oneself to occupational changes brought about by inventions or other social or economic changes.
5. Knowing business practices and being proficient in those business skills needed by all intelligent consumers.
6. Developing a personality which will be welcomed in business and society alike.
7. Understanding ethical business standards.⁶

⁵Educational Policies Commission, National Education Association, Education for Economic Well-Being in American Democracy, p. 74.

⁶Co-operative Study of Secondary School Standards, Evaluative Criteria, "Outcomes of Business Education," p. 92.

In carrying out a program in any educational field, the employment of qualified instructors should be considered thoroughly. The pre-training of business education teachers varies in different states. In the State of New York, for example, the teacher who wishes to secure a state license is required to have a master's degree. The master's degree represents approximately 150 hours of college credit. Of these 150 hours, the applicant is required to have a minimum of thirty-six semester hours of work in subject matter of business education. The requirements must be fulfilled by courses taken in accredited colleges. The specific course requirements in subject matter are as follows: advanced shorthand, typewriting, bookkeeping, accounting, business law, business arithmetic, business organization or management, economic geography, banking and finance, office or secretarial practice, and advanced written composition.⁷

In Texas, the teachers of high-school work are required to have a major or minor in the field in which they are teaching, or at least have twelve semester hours of training in business education. In other states---California, for example--- a teacher may teach business subjects in the high school provided he has five years of college preparation, including eighteen semester hours of professional

⁷ National Business Teachers Association, Problems and Issues in Business Education, Seventh Yearbook, p. 50.

education and student teaching together with a major of twenty-four hours and a minor of twelve semester hours.⁸

It is not the practice of the teacher-training institutions to encourage trainees to prepare for commercial teaching without adequate training in the skill subjects. No one has yet ascertained how much skill a teacher of any subject such as a language, or mathematics, or shorthand, or accounting, needs in order to do a successful job of teaching that subject. Teacher-training institutions vary to a marked degree in their requirements of skill mastery in granting degrees to teachers of skill subjects. In many institutions the amount of skill is determined by the number of semester hours of credit in a given subject.

The school should make provision in its business education program that the teachers be requested to do in-service training. It is a recognized fact that no teacher in this modern life of rapid changes can be educated as a young person for a lifetime of teaching service. He needs periodically to renew his professional preparation through various kinds of experience, such as work in professional associations, reading of business publications, self-improvement through refresher courses, and work experience. A really efficient teacher should constantly be alert to changing educational needs.⁹

⁸Ibid., p. 51.

⁹National Business Teachers Association, Principles of Business Education, Eighth Yearbook, p. 100.

The Texas State Department of Education recommends that

The teacher of commercial education should at all times strive for professional growth and development. His daily living as a part of the business world should aim at correcting deficiencies, increasing his knowledge and skill and keeping professionally informed.

The reading of the teacher should include the literature of general education as well as that of business and business education. He should at all times keep posted as to business trends and general conditions.¹⁰

Business teachers who have attended college, who have studied subject matter, and who have completed the necessary methods courses should also have business experience received in actual working situations of the business world. The State Department of Education has stated that

The necessity for practical experience requires that the teacher have some work experience in the business world. This can be gained by teachers who do not have such experience through planning a program of self-improvement which includes time spent during the summer or other convenient time in some position in the business world.¹¹

Nichols,¹² Dodd,¹³ Ehrenhart,¹⁴ and Hiatt¹⁵ have expressed

¹⁰Texas State Department of Education, Guiding Patterns in Business Education for Secondary Schools, 1948-1949, pp. 11-12.

¹¹Ibid., p. 12.

¹²Frederick G. Nichols, Commercial Education in the High Schools, pp. 123-124.

¹³J. H. Dodd, "Should Actual Business Experience Be Required of Business Teachers?" Journal of Business Education, XII (November, 1936), 11-12.

¹⁴Irma Ehrenhart, "Business Experience for Business Educators," Business Education World, XVII (October, 1936), 11.

¹⁵Ruth Frances Hiatt, "Essay Contest," Business Education World, XVI (October, 1935), 109.

themselves as being of the opinion that business experience should be required of business teachers. Nanassy stated that

The business teacher is expected to help students develop certain understandings, conditions, and practices in the business world; to aid students develop wholesome attitudes toward and appreciations of institutions, practices, and conditions which prevail in the business world; and to teach certain skills and knowledges which may be reasonably regarded as being within the province of the high school. To accomplish these objectives a teacher of business cannot be prepared wholly through classroom work; he must look to the business world for experience to supplement his training and vicarious experience. Occupational business experience tends to develop confidence on the part of the teacher since he is not teaching theory entirely.¹⁶

The proper business experience will promote enrichment of class instruction. Flowers and Fox have stated, "If business experience is beneficial to and required of the students, it would also be beneficial to and should be required of business teachers."¹⁷

The school should provide time in the business education program for teachers to have personal interviews with businessmen of the community. The commercial teachers should make periodical surveys with businessmen to see whether the commercial graduates are qualifying according to the conditions of business within the local community. Dotson has stated that if businessmen were given an opportunity to make constructive suggestions for training office

¹⁶Louis C. Nanassy, "Occupational Business Experience for Business Teachers," Journal of Business Education, XX (January, 1945), 19.

¹⁷Alfred W. Flowers and Thomas J. Fox, "Business Experience — A Must for Business Teachers," The Balance Sheet, XXXI (November, 1949), 100.

workers and if they were given an insight into problems faced by the schools, their understanding and support would be won.¹⁸

In conducting these proposed interviews with business leaders of the community, the teacher will discover the inadequacy of her work in developing some of the following traits of the student: initiative, attention to details, inability, lack of neatness, lack of courtesy, lack of honesty, lack of loyalty, and lack of co-operation. The teacher will also discover the adequacy in stressing the importance of properly written English, penmanship, properly spoken English, the knowledge of simple arithmetic, good bookkeeping techniques, accurate and rapid typing, good spelling, and accurate transcription from correctly formed characters in shorthand.

The public secondary schools should attempt to equip their graduates with skills, general education, background, and certain personal qualities which will qualify them to succeed when they begin an office job or enter into any other field of business, and to progress in their work. The school has at least four problems if it is to succeed in this task.¹⁹ Keithley has listed the four problems as follows:

¹⁸Verner L. Dotson, "The Good Business Education Department Has Adequate Supervision and Co-ordination," Bulletin of the National Association of Secondary School Principals, XXX (November, 1949), 50.

¹⁹E. M. Keithley, "Make Business Education Practical," National Business Education Quarterly, XIII (March, 1944), 56.

1. Guidance of pupils in the choice of curriculum in which they are most likely to succeed.
2. Provision of proper curriculum to meet the needs of pupils and employers.
3. Provision of individual courses of instruction within the curriculum which will provide the desired training.
4. Placement and follow-up services.²⁰

Business teachers are urged to take a greater part in the business life of the community. The businessmen in turn should also take a greater part in the educational life of the community. Business education can render a better service to business by having a thorough knowledge of what business expects. The businessmen can help by promoting the formation of a business education council which should be composed of office managers, manufacturers of office equipment, and other businessmen in the community interested in promoting a better business education in the secondary school.

Business education has for its purpose the preparation of boys and girls to enter upon a business career. The commercial program should contribute to the social, personal, and vocational avenues of a child's life in the following ways:

Social ways

1. Developing in a practical way an understanding of some pertinent concepts concerning the organization, principles, and problems of modern business.
2. Reacting to situations which will emphasize the need of ethical thinking and behavior in the business world.

²⁰Ibid., p. 5.

3. Directing capabilities in commercial skills into fields of activity.

Personal affairs

1. Developing such basic knowledge, habits, and attitudes as will be useful in personal business affairs.
2. Building a background to aid in appraising and judging business contacts and obligations.
3. Exploring business possibilities in order to discover aptitudes and stimulate worthy interests.
4. Preparing for entrance into junior wage-earning positions.

In vocational choosing

1. Gaining information about conditions, opportunities, and requirements for success in various types of business occupations.
2. Acquiring information, experiences, and advice for successful adjustment in wage-earning positions.²¹

The Texas State Department of Education recommends that special attention should be given to the proper sequence of commercial courses in order that the student may have the adequate background grade levels to permit enrollment in the respective sections and courses.²² The following courses are recommended to be taught on the ninth- and tenth-grade levels: junior business training, occupations, and commercial arithmetic. It is recommended that commercial geography be taught during the ninth, tenth, or eleventh grade.

²¹ Texas State Department of Education, Standards and Activities of the Division of Supervision and Accreditation of School Systems, 1948-1949, Bulletin No. 507, pp. 71-72.

²² Ibid., p. 72.

First-year typewriting can be offered on any grade level. The following courses are to be given during the eleventh or twelfth grades: advertising, bookkeeping I, commercial law, office practice, salesmanship, secretarial training (shorthand and office practice), second-year typewriting, and first-year stenography. Second-year bookkeeping and advanced stenography are to be offered only to students of the twelfth grade. Boynton in his work made the following statement in reference to placement of courses:

Specialization should be postponed in all fields until grades 11 and 12. As a part of specialization, skill training should be excluded from the program until the terminal years so that the time spent on perishable skills will not be lost.²³

The business education department should use courses of study and syllabi as tools to facilitate effective teaching-learning activities rather than to designate uniform, limiting offerings.

In order that the teaching of particular subject matter may be functional, the syllabus which sets forth the guide posts for the teacher must be based upon an analysis of the activities of the work being done by employees in that field.²⁴

Many courses of study and syllabi contain suggested time schedules for various units or sections. This is helpful to inexperienced

²³Paul M. Boynton, "Philosophy of Business Education in the Secondary Schools of Connecticut," Business Education World, XXX (December, 1949), 173.

²⁴National Business Teachers Association, Effective Business Education, Ninth Yearbook, p. 247.

teachers of the subject who frequently lack a knowledge of the importance of the various units or sections. Such courses of study usually do not specify the exact time to be devoted to the various units or sections or the order in which they are to be taught. They simply provide a general guide for school and teachers.

Business English is one of the essentials of any business training. Holtsclaw has stated that the commercial educators have long been aware of the close relationship existing between excellence in English and promotional opportunities in business occupations.²⁵ Administrators are responsible for approving business-training curricula that have emphasized the importance of English as a core subject. For this reason, leading high schools specializing in commercial training devote considerable time in the curriculum to English and to such related subjects as public speaking and journalism. All teachers of English and shorthand or machine transcription are aware of the close relationship existing between the two fields.

Methods employed in business English vary with the content to be presented. They combine written work, oral presentation, class discussion, library research, and the preparation of special projects such as vocabulary-building notebooks. Occasionally business

²⁵James L. Holtsclaw, "The Teaching of Business English in the Commercial High Schools," National Business Education Quarterly, XV (December, 1946), 15.

representatives are invited to give special lectures on topics of general interest to students in business English.

In considering the place of business English in the comprehensive high-school curriculum, there will arise the question of whether it should be given in the English department or in the business education department. It would seem, at least from the viewpoint of businessmen, that it would be desirable to have the instruction given in business English placed under the sponsorship of the business education department. It would be taught, preferably, by a teacher who has had some actual business experience which entailed correspondence. ²⁶

All high-school pupils should have at least one course in basic business to prepare them for living in the world of today. Very few high-school pupils who are not taking business courses are receiving any formal preparation for the business of living. Freeman has stated that all business pupils need general training in basic business courses to supplement the specialized vocational skill training in order to give them the broad general economic background they need for success as business workers. ²⁷

²⁶Ivon Stringer, "The Teaching of Business English in Comprehensive High Schools," National Business Education Quarterly, XV (December, 1946), 12.

²⁷M. Herbert Freeman, "What We Say Compared with What We Do about Basic Business Education," UBEA Forum, IV (March, 1950), 12-14.

The business education department should have adequate equipment if the work is to be successful. The Texas State Department of Education has made the following suggestion regarding equipment:

It is recommended that standard library tables be provided in the place of stationary desks. These tables should be about six feet long, three feet wide, and thirty inches high. The height of the table should vary so as to provide comfortable working positions for all individuals. Chairs should be of two heights: 18 1/2 inches and 16 1/2 inches.

The use of adding and calculating machines is recommended. If school finances permit, a bookkeeping-posting machine should also be provided. The correct working ratio of adding and calculating machines is about one machine for every ten pupils. A stop watch for the department is needed.

Fewer than ten typewriters in a commercial department is apt to be a waste of the teacher's time. The administrator should consider the fact that instructional costs are higher than equipment costs.

It is suggested that a variety of machines be provided for the business education department. This is especially true in the case of the small high school. In the large high school where it is the practice of teaching first-year typing and secretarial training in separate rooms, the machines used for first-year typing can be limited to one make. Experience on various machines is imperative to the finished commercial student. This same principle should govern the selection of type. Students should be trained in the use of the elite as well as the pica type.

Typewriter tables or desks should be provided in three heights: 26", 28", and 30". Adjustable tables are the most desirable.²⁸

The use of audio-visual aids should be stressed in the business education department. The State Department of Education states that

²⁸Texas State Department of Education, Guiding Patterns in Business Education for Secondary Schools, 1948-1949, Bulletin No. 501, pp. 9-10.

Learning is accelerated, retention is increased, and understanding is facilitated through their use. These aids, however, should supplement good teaching and must not be depended upon to do the whole job.

Some common devices which come under the classification of audio-visual aids are:

1. Teacher demonstration
2. Motion pictures and film strips
3. Opaque projectors and stereoscopes
4. Field trips
5. Radio and phonograph
6. Charts, graphs, and diagrams
7. Pictures and posters²⁹

The business education department should provide equipment appropriate to the need and should operate under proper provisions for adequate maintenance. Maximum efficiency and service can be gained only if the equipment is properly repaired when the need arises. The Texas State Department of Education suggests that several simple repair kits should be provided to enable the teacher and the students to make simple repairs.³⁰ The typewriter is the most common type of instructional equipment in the business department which requires the largest expenditure for maintenance. This expenditure is somewhat governed by the number of people who use the typewriter and the age of the machine. Another factor which determines the number of times a typewriter needs repair is the ratio of beginners to advanced typewriting pupils, as the former cause much more wear and tear on the machines.³¹ The Texas State Department of Education

²⁹Ibid., pp. 10-11.

³⁰Ibid., p. 10.

³¹National Business Teachers Association, Effective Business Education, pp. 308-309.

recommends that the typewriter should be overhauled at least once a year.³²

The business education department of a high school should make provisions for students to have interviews with businessmen. The interview of the student with the businessman can be a very helpful and effective device in supplementing instruction and making the teaching process more practical. Knouse stated that a carefully planned student interview should provide the school with valuable information, bring the school and the businessman closer together, and create more student interest in subject matter.³³ The values of student interviews with businessmen were listed by Knouse as follows:

1. Developing personality.
2. Acquiring up-to-date and practical knowledge.
3. Building confidence in students.
4. Learning to speak the language of the businessman.³⁴

The fourth value is especially important. Whether we prepare students directly for business or whether we prepare them as teachers of business, not much progress will be made until business and business education speak the same language.

The business education department should make provisions for a work-experience program as a recognized and accredited part of

³²Texas State Department of Education, *Guiding Patterns in Business Education for Secondary Schools, 1948-1949*, p. 10.

³³R. S. Knouse, "Student Interviews with Business," The Balance Sheet, XXXI (March, 1950), 292.

³⁴Ibid., p. 294.

the school. The school should enable all youth, regardless of social, intellectual, or economic status, to secure educationally desirable work experiences. "All part-time and apprenticeship occupational experience both within and without the school should be restricted to those kinds that can be educationally justified."³⁵ There are many types of work experiences which are provided by schools in many different ways. Work experience, to be educationally worth-while, must be done under actual job conditions. Some of the more usual types of work experiences in effect are co-operative programs involving part-time office or store experience under the joint direction and control of employers and the school. Some business education departments provide work experience for pupils in general practice by incorporating work in regular classes when the principal or a teacher requires assistance. Because business teachers realize the value of real work experience, they usually take advantage of every opportunity to provide this medium and encourage the students to participate. This kind of work experience probably should precede actual work experience on a business job.³⁶

When starting a co-operative program in business education, those initiating the plan must give due consideration to a variety of

³⁵National Business Teachers Association, The Principles of Business Education, Eighth Yearbook, pp. 84-85.

³⁶Ibid., p. 183.

factors in order to accomplish the desired goal. It is good practice to make a community survey to determine the actual job opportunities and thereby obtain first-hand knowledge of the pattern of training that should be offered.³⁷

Nolan has stated that a definite correlation between school work and on-the-job experience is imperative and then proceeded to list the advantages of this work experience to the trainee and also to the businessmen participating in such a program. These advantages are as follows:

Definite advantages to the trainee

1. Business contact motivates school training.
2. Pupils are motivated to remain in school.
3. Theory and realism converge for the pupil.
4. Work experience stimulates and guides specific vocational choices.
5. Assumption of responsibility takes place.
6. Pre-induction requirements of business are understood and met by trainees.
7. Usually, occupational placement is accomplished for more than one half of the trainees when they are graduated.

Real advantages to the businessmen

1. Business has an opportunity to have a part in the program of education that returns mutual benefit to the pupil trainee and business.
2. Potential permanent employees are discovered.
3. The businessman furnishes a laboratory for training not possible in the conventional classroom, thereby making a definite contribution to vocational training of the highest order.³⁸

³⁷C. A. Nolan, "The Business Education Department Makes Provision for Co-ordinated Work Experience," Bulletin of the National Association of Secondary School Principals, XXXIII (November, 1949), 92.

³⁸Ibid., p. 91.

The committee which conducted the study on the Imperative Need Number I developed a list of guiding principles for the work-experience program. These included the following:

1. Students engaged in supervised part-time work should not be required to carry the usual academic load.
2. The total school-work program must be consistent with sound health standards. Adolescents need free time in which to play and rest.
3. Work experience done outside of school auspices may be desirable but should be checked carefully to determine its educative values.
4. Every student before graduating from high school should be required to demonstrate his efficiency in some kind of work.
5. Credit toward graduation is granted for participation in the school-work program.
6. The purposes and procedures of the work-experience program are not the sole responsibility of either the school staff or the employer. Students and parents should share in planning all aspects of the program.
7. The work program is the responsibility of the whole school faculty with the co-ordinator designated to give leadership and with appropriate staff leaders providing contact with employers, and supervising the work experience to the degree necessary.
8. Teachers should be kept informed of the work experience of students in their classes in order that they may take advantage of them to enrich class discussion.
9. It is the responsibility of school authorities to differentiate between social service and work.
10. A shortage of labor in the community or a shortage of funds in the home or in the school are not sufficient bases upon which to build a work program; neither is the mere acquisition of work experience a worthy end in itself.
11. It is expected that the supervised work experience will effect change in school programs.

12. A community youth council should be established to be co-ordinated with the various agencies participating in the work-experience program.³⁹

With work experience as an integral part of education, a youth has the opportunity to develop confidence in himself and to be ready to take his place as a contributing citizen in a democracy.

The business education department should make provisions in its schedule for field trips. Through field trips the student is given a first-hand experience and acquaintance with the world at work. Visits to industries, business firms, wholesale and retail manufacturing establishments, farms, large and small as they are available, co-operatively bring into focus for the pupil his place in the work-a-day world. Through job surveys pupils secure reliable information concerning the job opportunities in the community.⁴⁰

A wealth of information may be gained from carefully planned field trips. Every community has some field-trip opportunities to offer for most business classes. However, to reap the benefit of this type of visual aid, it is necessary to co-ordinate the trip with the specific class lessons or problems. A check-list to guide the pupils' thinking would further the educational value of the trip.

³⁹Robert C. Gilchrist and Edith Gillies, "Imperative Need Number I," Bulletin of the National Association of Secondary School Principals, XXXI (March, 1947), 22-23.

⁴⁰Ibid., p. 10.

At the same time, check-lists, if they are carefully formulated, may prove highly beneficial in enabling the pupils to evaluate the educational features of field trips. ⁴¹

The business education department should stress good work habits as an essential for successful occupational life. Good work habits should be developed through concomitant and direct practice learnings in all subjects. Many employers have criticized graduates of business departments because these young people have not been able to settle down to work on a productive basis. Work habits should be developed and should be put into practice, first of all, in the classroom. The teacher should set objective standards and help the student to attain those standards. ⁴² Lack of efficient work habits is one of the serious handicaps of job-seeking youths. ⁴³

For the business teacher there are three laboratories which can help to improve the working conditions and aid the student in creating wholesome work habits. These are as follows:

1. Stores and offices in the community.
2. The policy of keeping the work of the classroom as nearly like the work of the store or office as possible, both

⁴¹Harry Q. Packer and Lewis R. Toll, "There Is An Adequate Program of Modern Teaching Aids," Bulletin of the National Association of Secondary School Principals, XXXIII (November, 1949), 67.

⁴²National Business Teachers Association, The Principles of Business Education, p. 148.

⁴³Homer P. Rainey, How Fare American Youth, p. 39.

from the standpoint of kind of work and standard of performance.

3. An office practice laboratory. ⁴⁴

The school should make provisions for curriculum revision as conditions are changing. Conditions are constantly undergoing change, bringing about new needs which must be adequately met by the public schools.

A functional curriculum is dynamic and ever-changing. It embraces the entire learning environment of the student and consists of all of the factors which influence teacher-learning activities. It is not static, but is continually changing, and varies from place to place and teacher to teacher in accordance with the needs and goals of the students to be served. ⁴⁵

Effective business education is based upon the practices of the workers in business. Since many of the practices change from time to time, it is of great importance that those responsible for business education be constantly alert to such changes and make them in the curriculum accordingly as they are needed. Revision of the business curriculum involves every teacher in the business education department. ⁴⁶ Browne states that, "Since occupations cannot be designed to fit a curriculum, it is evident that the curriculum must be designed and kept in a flexible, changing condition to meet the needs of the

⁴⁴National Business Teachers Association, Effective Business Education, p. 159.

⁴⁵Ibid., p. 197.

⁴⁶Ibid., p. 465.

occupation to graduates of a commercial program."⁴⁷ Thus the school must keep abreast of changing conditions and needs in the field of business in order to prepare boys and girls for filling positions in the working world.

The school should make provisions for a student to transfer without loss of credit from occupational courses at any time the evidence indicates that he is unfitted for such work as that in which he has been engaging. Frequently, students lose credit for the first semester's work unless the second semester's work is completed, also. Even vocational schools with their common policy of pupil selection do not follow this principle in practice. Norton observed that

It is more difficult to transfer within vocational-industrial schools from course to course than would seem desirable except in those schools where the ninth grade try-out system is in practice. Here transfers are encouraged in order that the pupil may enter the course which best fits his abilities and interests.⁴⁸

High-school students are at the age when discovery and interests are vastly important. If the business curriculum is planned properly, the basic business subjects will be largely taught on the lower levels and the more highly skilled and more specialized subjects will be

⁴⁷C. G. Browne, "Is Business Education Meeting Needs of Business?" Journal of Business Education, XXIII (April, 1948), 13.

⁴⁸Thomas L. Norton, Education for Work, pp. 202-203.

taught on the higher levels. If this plan is followed, the student should have the privilege of transferring from one course to another when he discovers that he is unfit for the work for which he has been training. It is educational waste to require a student to remain in an introductory shorthand class for a term, for example, if he and the instructor discover that he is a misfit.⁴⁹

The business education program should make provisions for the best interests of the individual, as well as of the society. This can be done partially through a testing program. For those students who wish to pursue business training beyond the initial state, continuous, personal assistance must be given in helping them to decide upon the best approach to a business career. Attention must be given to personal characteristics, mental abilities and capacities, mechanical powers, social understanding, occupational aptitudes, and co-operative attitudes which are fundamental to happiness and success for each of the major business occupational fields.⁵⁰

Gilchrist and Gillies have stated that tests are given to discover the student's past experiences, needs, interests, and abilities.⁵¹ After tests are checked and ratings recorded, personal interviews for

⁴⁹National Business Teachers Association, The Principles of Business Education, Eighth Yearbook, pp. 150-151.

⁵⁰National Business Teachers Association, Effective Business Education, Ninth Yearbook, pp. 159-160.

⁵¹Gilchrist and Gillies, op. cit., p. 20.

the students must be arranged. At the interview the student's pre-dominating interest is discussed and a course of study and a plan for future education encouraged in the line indicated, be it in trades, industry, or the professions. During the series of interviews from six to ten hours are spent with each student in the analysis of his abilities and interests. After the completion of this study, his record is filed for future reference.

The Texas State Department of Education states that the school should operate a counseling service in connection with the commercial department.⁵²

Guidance and business education are inseparable. Guidance involves the problem of helping the individual student arrive at a choice which is for him an intelligent one. In business training there are innumerable choices which must be made by the student.⁵³

The guidance and counseling program should adequately meet peculiar needs of each individual student, with special reference to his interests, aptitudes, abilities, personal qualities, and opportunities. A guidance emphasis in an educational program requires special attention to individuals when they find it necessary to make choices, plans, and adjustments to the variety of situations involved in modern life.

⁵²Texas State Department of Education, Guiding Patterns in Business Education for Secondary Schools, 1948-1949, Bulletin No. 501, p. 9.

⁵³Ibid., p. 11.

Guidance has come to mean the program which the school has established for the discovery of individual needs and the plan for meeting them. Counseling may be said to refer more specifically to the face-to-face relationship with students during a personal interview.⁵⁴

The business educator must make careful analysis of conflicting theory and practice. Members of the faculty can contribute much, even though they may not consider themselves to be especially trained as counselors. Decisions which are intelligently made must be based upon factual information. Since a major objective of business education is that of preparing young men and women for jobs, it is important to know what the employer needs and how adequately graduates are prepared to meet these needs. The business teacher and the counselor are going to have an understanding of the needs of business and of industry.⁵⁵ Endicott has outlined the guidance tasks for the counselor as follows:

1. The first requisite in guidance and counseling is an understanding of each individual student. Guidance and counseling should reach each student in terms of his particular needs and abilities.
2. In addition to knowing the student, the teacher and counselor must know the fields of work for which the student may be qualified.

⁵⁴Frank S. Endicott, The Guidance and Counseling of Business Education, pp. 7-9.

⁵⁵Ibid., p. 11.

In order to keep abreast of this information, it becomes necessary for the counselor to make a constant study of jobs and their requirements.

3. Because guidance and counseling are needed in all standards of living, the teacher and the counselor must be more than a vocational expert.

4. In addition to a knowledge of students, jobs, and life situations generally, the guidance task requires the skill and ability to teach and to counsel. Perhaps it is more appropriate to say that teaching and counseling can be classified among the fine arts.⁵⁶

Swanson has stated that it seems reasonable that one of the most promising opportunities for improving guidance in business education is that of designing learning situations and guidance activities that will serve to bring about the development of appropriate attitudes, appreciations, and ideals.⁵⁷ Guidance in business education will be improved when every phase of it is related to an integrated part in the program of the high school as a whole.

The business education department can do much in the field of personality development.

⁵⁶Ibid., p. 22.

⁵⁷Edwin A. Swanson, "Ten Ways to Improve Guidance in Business Education," National Business Education Journal, XV (March, 1947), 9-12.

This importance is emphasized by an analysis of the suggested departmental outcomes in the Cooperative Study of Secondary School Standards. The development of an effective personality is listed as an outcome of business departments only. Certain aspects of personality are listed as outcomes of certain other departments but personal development as a whole is specified solely in the business department.⁵⁸

Moore has summarized some important statements relative to personality in the following statements:

Personality may be defined not as a single character trait, but as the sum total of all character traits. As a matter of fact, personality is something that every person possesses. It is our reactions toward people and things--- how we act when a certain situation arises. There, actions have a definite influence on the people with whom we associate daily.⁵⁹

Personality can be developed. Personality development is a personal matter. This gives rise to a dispute concerning the desirability and the effectiveness of the direct method of development. The direct method may be carried on through groups and classes; but some personality relationships can be handled more effectively as individual matters than in groups.

Fisher and Pendry say that personality, like character, is made up of single elements that are subject to improvement.⁶⁰ These

⁵⁸ National Business Teachers Association, The Principles of Business Education, Eighth Yearbook, p. 14.

⁵⁹ Phelma Newton Moore, "Personality Development," The Balance Sheet, XXXI (February, 1950), 255.

⁶⁰ Myron C. Fisher and John A. Pendry, Secretarial Practice for Colleges, p. 11.

elements of personality do undergo change, for better or for worse. Some of them can be examined and measured, whereas others are difficult to analyze and describe.

In the study of personality from books and surveys that have been published there can be no doubt that personality training is an important factor to those who expect to earn their living in a business office. At the same time, there is abundant evidence that desirable personality traits can be developed. Prosser has said that ninety per cent of some 4,000 discharged office clerical workers lost their jobs because of undesirable character traits.⁶¹ The Carnegie Foundation has made the statement that technical training contributes fifteen per cent to the success of an individual, whereas personal qualities count for eighty-five per cent.⁶²

In order to have a successful program of business education, the Texas State Department of Education suggests that the school should operate a placement service in connection with the commercial department.⁶³ Dame also suggests that an adequate placement service should be maintained by each school teaching business subjects or, in

⁶¹G. A. Prosser, "What White Collar Business Expects of High School Graduates," Business Education World, XVIII (March, 1938), 525-528.

⁶²Paul W. Chapman, Your Personality and Your Job, p. 8.

⁶³Texas State Department of Education, Guiding Patterns in Business Education for Secondary Schools, 1948-1949, Bulletin No. 501, p. 9.

fact, by schools in which any subject of a terminal nature is taught.⁶⁴
 An efficient placement bureau is often a contributing factor toward causing pupils to remain in school. Placement is a matter of matching jobs and youth. Dame has stated that

The school which maintains an efficient placement service is performing a much-needed educational function. Specifically, placement includes (1) securing information for available positions, (2) providing assistance in uncovering job opportunities for employable young people who are pupils in the school, and (3) continuing the assistance after original placement.⁶⁵

The school should maintain an actual placement service, and the school placement bureau should co-operate with existing employment agencies. The school also should provide direct service, however, because it needs the benefit that may be derived from close contact with business through the medium of placement. Browne, in a survey conducted in an effort to determine the value of a placement service bureau in a high school, found the high school to be the least used medium of contact by businessmen in their effort to engage new employees.⁶⁶ Only nine of the businessmen interviewed stated that they ever contacted the high school, compared with fifty-eight of the men

⁶⁴J. Frank Dame, "There Is An Adequate Selection, Guidance, Placement, and Follow-up Plan," Bulletin of the National Association of Secondary School Principals, XXXIII (November, 1949), 63.

⁶⁵Ibid.

⁶⁶Browne, op. cit., pp. 13-14.

who used personal application blanks, and forty-four who used employment offices, and others who used business colleges, acquaintances, and relatives in their search for prospective new employees. However, eighty-nine per cent of the group said that they would use the school placement bureau if one were established. Therefore, if the schools would develop the placement program, approximately as many businessmen would utilize the high school as a source of new employees as now do not use it.

The school should have some type of follow-up program of its students. All graduates and drop-outs, whether placed by the school placement service or not, should be followed up to determine the degree of their success and whether their training has been adequate for business requirements. True evaluation of the success of the business training program requires the follow-up of all of these people and not merely those placed by the school. Schools offering college preparatory training usually follow up their graduates to ascertain their achievements in their college work.⁶⁷ Dame states that

Schools providing vocational preparations for business have not fulfilled their complete responsibility to their pupils if they do not follow their students on the job. It is the definite responsibility of schools to ascertain whether the trainees are making satisfactory adjustments and progress on the job.⁶⁸

⁶⁷National Business Teachers Association, The Principles of Business Education, Eighth Yearbook, p. 125.

⁶⁸Dame, op. cit., p. 63.

Some schools make a follow-up study a yearly activity, others conduct such studies only once in two years, and still others use a five-year period. The advantages derived from such planning will encourage schools to analyze their work and to come to a conclusion as to what appears to be the best procedures to follow. Dame has summarized the purposes of a follow-up program in this manner:

1. Assisting those prepared in business subjects to make satisfactory job adjustments.
2. Furnishing a basis for remedial work as carried on in evening or part-time courses.
3. Furnishing a basis for analyzing the need for courses that lead to job promotion and the development of in-service courses of this type.
4. Serving as a background in determining desirable types of training.
5. Helping to determine the degree to which the vocational business-training program is either strong or weak in meeting the needs of the community.
6. Assembling information about possible jobs as well as success and failure in jobs.⁶⁹

The business education department should make provisions for the organization of a business club for the business students. The value of youth organizations is indicated in the following excerpt from an editorial:

Young Americans need and want opportunities to participate in youth organizations that will prepare them effectively to assume adult responsibilities in adult organizations. Reading about educational, political, social, civic, and labor organizations will not prepare them adequately for educational participation. They need to learn about the ways of operating

⁶⁹ Ibid.

an organization, the ways of preventing minority controls, the ways of bringing about desirable social, political and economic changes through organizations. Business teachers have at their command an organization of business students known as Future Business Leaders of America, which will serve as the means of giving young people who plan to enter the business world an opportunity to learn about organizations and the way they work.⁷⁰

The teachers of the business education department should make provision in their work for the development of the democratic spirit in their classes. Much of this can be done through committee work. Wells has stated the importance of committee work in the following:

Let such teachers be assured: If student interest is real and if each committee feels responsible for teaching the other members of the class, it is likely that every member of the class will learn more rather than fewer "facts." But even if the teacher is devoted to the teaching of "facts," he will find that student committees, functioning properly, will teach more "facts" than the average student will master under formal teaching procedures.⁷¹

Experience has shown that students usually work harder, learn more, and have more fun when they have a share in choosing and planning the work to be done and when they are encouraged to work together. Informal discussions between teachers and individual students are often sufficient to help them to realize that they, as well as other class members, have contributions to make. Growth, not perfection,

⁷⁰ Unsigned Editorial, UBEA Forum, II (March, 1947), 6.

⁷¹ Inez Ray Wells, "How Students Work on Committees," Business Education World, XXX (February, 1950), 291.

should be stressed. Recognition of personal weaknesses by individual students, followed at frequent intervals by evaluation of their own progress, will produce satisfaction and the desire for continued growth.⁷²

Summary

In summarizing this chapter, the writer found that the Texas State Department of Education and other investigators recommend the following standards and principles in evaluating a business program in a medium-sized high school:

1. Consumer education, which is a training for social-economic efficiency, should have a place in the business-education program..
2. In carrying out a program in any educational field, the employment of qualified instructors should be given serious consideration.
3. The school should request teachers in the business department to engage in in-service training in the field of business, so that they may become better acquainted with present-day needs and requirements in relation to employees in that field.
4. Business teachers should have actual experience in the field of business.
5. The school should provide time in the business-education

⁷²Ibid., p. 293.

program for teachers to have personal interviews with businessmen of the community.

6. The public secondary school should attempt to equip its graduates with skills, general education, background, and certain personal qualities which will qualify them to succeed on beginning an office job.

7. Business teachers are urged to take a greater part in the business life of the community.

8. The Texas State Department of Education recommends that special attention should be given to the proper sequence of commercial courses.

9. The business education department should use courses of study and syllabi as tools to facilitate effective teaching-learning activities rather than as a means of designating uniform and limited offerings.

10. Business English is one of the essentials of any business training.

11. All high-school pupils should have at least one course in general or basic business to prepare them for living in the world of business.

12. The business education department should have adequate equipment if the work is to be successful.

13. The use of audio-visual aids should be stressed in the business education department.

14. The business education department should provide equipment appropriate to the needs, and all such equipment should be adequately maintained.

15. The business education department should make provisions for students to have interviews with businessmen.

16. The business education department should make provisions for a work-experience program as a recognized and accredited part of the school offerings.

17. The business education department should make provisions in its schedule for field trips.

18. The business education department should stress good work habits as an essential for successful occupational life.

19. The school should make provisions for curricular revision as conditions change.

20. The school should make provisions for a student to transfer without loss of credit from occupational courses at any time the evidence indicates that he is unfitted for such work.

21. The business education department can do much through a testing program.

22. A guidance and counseling program aids in meeting the peculiar needs of individual students.

23. The business education department can do much in personality development.

24. In order to have a successful program of business education, the Texas State Department of Education recommends that the school should operate a placement service in connection with the commercial department.

25. The school should have some type of follow-up program of its students.

26. Especially by means of committee work, teachers of business education should make provision for the development of the democratic spirit in their classes.

CHAPTER III

ANALYSIS OF DATA REGARDING THE BUSINESS PROGRAM OF THE CLASS A SCHOOLS OF REGION III OF TEXAS

The high schools to be studied were divided into three groups: Group I, schools with an enrollment of fewer than two hundred pupils; Group II, schools with an enrollment between two hundred and three hundred pupils; and Group III, schools with an enrollment over three hundred pupils. The schools in Group I were as follows: Archer City, Henrietta, Holliday, Iowa Park, Itasca, Jacksboro, Newcastle, and Saint Jo. The schools in Group II were Burkburnett, Crowell, Decatur, Diamond Hill, Handley, Mesquite, Nocona, Olney, and Seymour. The schools of Group III were Arlington, Birdville, Bowie, Carrollton, Electra, Gatesville, and Irving.

In this chapter the data which were obtained from business people, graduates of the high schools within this area, and the various schools will be presented partially in tabular form and partially in summary form. The discussion will be an analysis designed to point out the adequacies and inadequacies of the program in business education compared to the standards and criteria presented by the Texas

State Department of Education and other groups and individuals interested in the development of business education in high schools.

The program stresses the importance of consumer education not only for the person who intends to be a consumer of the goods and of the services provided by business but also for the individual who intends to participate in producing the goods and services. Of the twenty-four schools reporting, only 12.50 per cent of the schools reported that they stressed the importance of consumer education; and consumer education is a training for social-economic efficiency of individuals in present-day society. This type of basic education should develop in each student a social intelligence in relation to economic problems.

In carrying out a program in any educational field, the employment of qualified instructors is very essential. All of the teachers reported that they had received training in business education. Table I shows that in Group I 62.50 per cent of the teachers had between thirty and thirty-six semester hours of pre-training in their teaching fields; 12.50 per cent of the teachers reported between thirty-seven and forty-two semester hours of training; 12.50 per cent of the instructors reported between forty-eight and sixty semester hours of training; whereas 12.50 per cent of the teachers reported more than sixty semester hours of training in business education. In Group II

TABLE I
DISTRIBUTION OF TEACHERS ACCORDING TO THEIR
PRE-TRAINING IN THE FIELD OF
BUSINESS EDUCATION

Semester Hours of Training	Teachers					
	Group I		Group II		Group III	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Less than 30			4	44.44	1	12.50
30 to 35	5	62.50	2	22.22	5	62.50
36 to 47	1	12.50				
48 to 60	1	12.50	1	11.11	2	25.00
Over 60	1	12.50	2	22.22		

the amount of pre-training is lower than in Group I, for the table shows that 44.44 per cent of the teachers had less than thirty semester hours of training in their field. The table also reveals that teachers in Group III schools had approximately the same training as those in Group I schools.

It is a recognized fact that no teacher in the modern life of rapid changes can be educated as a young person for a lifetime of

efficient teaching service. He needs periodically to renew his professional preparation through various kinds of refresher courses. Of the eight teachers reporting in Group I schools, 12.50 per cent reported eighteen semester hours of in-service training and 25.0 per cent of the teachers in this group reported three semester hours of in-service training. None of the teachers in Group II reported any in-service training, whereas 12.50 per cent of those in Group III reported eighteen semester hours of in-service training in the field of business education.

Much in-service training can be supplemented by membership in organized professional groups. Table 2 reveals that the teachers of these high schools were one hundred per cent in participation in the Texas State Teachers Association. As many as 37.50 per cent of the teachers in Groups I and III were members of the National Education Association, whereas 44.44 per cent of those in Group II were members of this organization. Membership in the United Business Education Association and Pi Omega Pi was not so large as that reported for the other professional organizations. However, 37.50 per cent of the teachers in Group I were members of the United Business Education Association, whereas 25.0 per cent of those in Group III claimed membership. Only one teacher in each of the three groups was a member of Pi Omega Pi.

TABLE 2

TEACHERS WHO WERE MEMBERS OF PROFESSIONAL
GROUPS AND THE NAMES OF PROFESSIONAL
ORGANIZATIONS TO WHICH THEY
BELONGED

Profession- al Organ- izations	Teachers					
	Group I		Group II		Group III	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Texas State Teachers Associa- tion	8	100.00	9	100.00	8	100.00
National Education Associa- tion	3	37.50	4	44.44	3	37.50
United Business Education Associa- tion	3	37.50	1	11.11	2	25.0
Pi Omega Pi	1	12.50	1	11.11	1	12.50

Continuous training can be accomplished by the reading of current literature in the professional field. Table 3 reveals the number of teachers who read professional magazines on current problems in

TABLE 3

NUMBER OF TEACHERS WHO READ PROFESSIONAL
MAGAZINES AND THE TITLES OF MAGAZINES
BEING READ BY THE TEACHERS

Magazines	Teachers					
	Group I		Group II		Group III	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Balance Sheet</u>	7	87.50	9	100.00	8	100.00
<u>Business Education</u>	4	50.00	6	66.67	5	62.50
<u>Today's Secretary</u>	3	37.50	4	44.44	5	62.50
<u>Business Teacher</u>	4	50.00	7	77.78	5	62.50
<u>Journal of Business Education</u>	3	37.50	4	44.44	4	50.00
<u>Forum</u>			1	11.11	1	12.50
<u>Nation's Business</u>			1	11.11	1	12.50

their teaching field. Table 3 also indicates that many of the teachers were adequately providing themselves with current literature pertaining

to their professional field. The teachers of Group II and Group III were one hundred per cent in their reading of The Balance Sheet, whereas 87.50 per cent of the teachers in Group I read this magazine. Over fifty per cent of all of the business teachers making responses to the questionnaires read Business Education and The Business Teacher. The percentage of business teachers reading other professional magazines was somewhat lower, although the percentage in each instance appeared to be rather adequate and perhaps above the average of professional reading done by teachers.

The Texas State Department recommends that practical work experience be required of teachers in the business education field. Table 4 indicates that the teachers included in this study fell short of meeting this recommendation. In Group I five teachers had work experience in the business world. Of the teachers reporting from this group, 37.5 per cent reported one year of work experience; 12.5 per cent of the teachers reported three years of work experience; and 12.5 per cent of the teachers reported six years of work experience. This table also reveals that six of the teachers in Group II and six teachers in Group III had had work experience in the business world. In Group II one teacher each had had one, two, five, and six years of work experience, whereas two teachers each had had three years of such experience. In Group III one teacher each reported one, three,

TABLE 4
 NUMBER OF TEACHERS WITH VARIOUS YEARS
 OF ACTUAL BUSINESS EXPERIENCE

Number of Years of Experience	Teachers					
	Group I		Group II		Group III	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1	3	37.50	1	11.11	1	12.50
2			1	11.11		
3	1	12.50	2	22.22	1	12.50
4					1	12.50
5			1	11.11	2	25.0
6	1	12.50	1	11.11	1	12.50

four, and six years, whereas two teachers each had five years of experience as workers in the business world. Hence, the percentage for the number of years of experience in business did not vary greatly in Groups II and III.

Time should be provided by the schools to enable teachers in business education to have personal interviews with businessmen of the community. These interviews can reveal many beneficial factors.

In Group I only 12.50 per cent of the schools met this provision; 22.22 per cent of the schools in Group II met this provision; and 28.57 per cent of the schools in Group III met the provision. The teacher can discover the inadequacy of her work by noting the trend taken by the developing traits of her students.

Table 5 presents reports made by businessmen on some of the outstanding traits which should be developed in the business education departments of high schools. Forty businessmen were interviewed.

TABLE 5

EMPLOYERS' REPORTS ON THE PERCENTAGE OF STUDENTS WHO NEED MORE BUSINESS TRAINING IN VARIOUS TRAITS

Traits	Per Cent of Boys	Per Cent of Girls
Written English	50	35
Penmanship	44	25
Spoken English	39	25
Knowledge of simple arithmetic	25	60
Bookkeeping	47	50
Accurate typing	50	35
Spelling	52	45
Shorthand efficiency	75	25

TABLE 5---Continued

Traits	Per Cent of Boys	Per Cent of Girls
Typewriting efficiency	50	35
Initiative	58	58
Attention to details	50	45
Ability to meet people	25	35
Tactfulness	48	31
Common sense	30	45
Judgment	30	36
Dependability	26	33
Neatness	23	13
Honesty	12	12
Loyalty	19	26
Getting along with the public	15	19

The fact that so many of the percentages are high implies that young people graduate from high school without adequate preparation to assume positions of responsibility in the business world. This is especially true of skills and abilities essential in carrying on efficient work. The above tabulation reveals many inadequacies that should be corrected.

Table 6 gives the total enrollment of girls and boys for each school in Group I for the first semester of 1950-1951. One school showed a greater enrollment in business courses than the total enrollment of the students in high school. This situation probably was

TABLE 6

**TOTAL ENROLLMENT OF BUSINESS EDUCATION STUDENTS
COMPARED TO TOTAL ENROLLMENT OF
SCHOOLS IN GROUP I**

Schools in Group I	Total Enrollment		Business Education Enrollment		Per Cent of Total En- rollment Taking Business Education
	Boys	Girls	Boys	Girls	
Archer City	69	60	34	31	50.39
Henrietta	87	82	20	37	33.73
Holliday	53	55	0	0	0
Iowa Park	91	88	28	58	48.04
Itasca	71	96	32	80	67.07
Jacksboro	77	104	18	58	41.99
Newcastle	39	56	62	51	118.94
Saint Jo	0	0	16	21	0

the result of a limited number of courses offered and of the fact that some of the students enrolled for more than one course in the business department. In this group the smallest enrollment in the department of business represented 33.72 per cent of the total enrollment of the high school. Of this percentage, 22.99 per cent of the boys of the school were taking business education, and 45.12 per cent of the girls were enrolling for courses in business education. Two of the schools of this group did not supply enough information to make possible the calculation of percentages for the table.

Table 7 presents information similar to that included in Table 6, except that the information tabulated in Table 7 is that relating to the high schools in Group II of this study. The largest percentage of students enrolled in business education in any one school was 63.63 per cent of the total number enrolled in the high school, whereas the smallest percentage of students of any school enrolled in courses in business was 25.11 per cent of the total school enrollment. All of the high schools in this group, with the exception of one, indicated that larger percentages of the total number of girls enrolled in the school were studying courses in the business education department than was true of the boys. In other words, girls appeared to be more interested in business courses than were the boys in this particular group of high schools.

TABLE 7

**TOTAL ENROLLMENT OF BUSINESS EDUCATION STUDENTS
COMPARED TO TOTAL ENROLLMENT OF
SCHOOLS IN GROUP II**

Schools in Group II	Total Enrollment		Business Education Enrollment		Per Cent of Total En- rollment Taking Business Education
	Boys	Girls	Boys	Girls	
Burkburnett	104	98	33	62	47.02
Crowell	113	102	27	27	25.11
Decatur	107	110	46	92	63.59
Diamond Hill	123	118	19	50	28.64
Handley	142	133	28	85	41.09
Mesquite	147	134	11	56	23.84
Nocona	113	96	17	51	32.53
Olney	141	93	45	64	46.57
Seymour	94	159	54	107	63.63

Table 8 reveals information similar to that contained in the two preceding tables except that it deals with the schools of Group III. This table shows very little variation from the other two groups with smaller enrollments. The percentage of girls taking business education

was somewhat larger than the percentage of boys in the same group of schools who were enrolled in courses in business education.

TABLE 8
TOTAL ENROLLMENT OF BUSINESS EDUCATION STUDENTS
COMPARED TO TOTAL ENROLLMENT OF
SCHOOLS IN GROUP III

Schools in Group III	Total Enrollment		Business Education Enrollment		Per Cent of Total Enrollment Taking Business Education
	Boys	Girls	Boys	Girls	
Arlington			30	88	
Birdville	170	165	25	71	28.65
Bowie	170	166	52	109	47.91
Carrollton	191	177	126	146	71.95
Electra	165	150	36	85	38.41
Gatesville	164	155	73	135	62.07
Irving	195	148	99	96	56.85

Table 9 presents the distribution of the students according to the courses offered in schools of Group I, showing the number of students enrolled in each of the courses. Of the eight schools reporting, one school failed to supply this information. Of the seven

TABLE 9

DISTRIBUTION OF STUDENTS ACCORDING TO ENROLLMENT
IN COURSES IN BUSINESS EDUCATION OFFERED IN
THE HIGH SCHOOLS OF GROUP I

Schools in Group I	Courses								
	Book- keep- ing	Typ- ing I	Typ- ing II	Short- hand	Busi- ness Arith- metic	Junior Busi- ness	Secre- tarial Train- ing	Busi- ness Law	Eco- nom- ics
Archer City	20	23		14					
Henrietta	*	28	13	16					
Holliday									
Iowa Park	15	38		12					21
Itasca		31		17	19	11	11	10	
Jacksboro	12	35	15	14					
Newcastle	18	20			15	32		25	18
Saint Jo		26		2					

*Alternated with shorthand.

schools which reported, all taught bookkeeping and typing; one school reported no shorthand course. One school reported that shorthand and bookkeeping were taught in alternate years. Junior business

training was taught in only two schools of this group. Two schools offered business law; two offered economics in their instructional programs; and two also offered a second year of typewriting.

Table 10 is similar to Table 9, except that it deals with high schools of Group II. The offerings of courses were similar to those reported for the schools of Group I. All schools except one offered bookkeeping in their programs. All of the schools reported first-year typewriting as one of their courses offered. Five of the nine schools

TABLE 10

DISTRIBUTION OF STUDENTS ACCORDING TO ENROLLMENT
IN COURSES IN BUSINESS EDUCATION OFFERED IN
THE HIGH SCHOOLS OF GROUP II

Schools in Group II	Courses								
	Book- keep- ing	Typ- ing I	Typ- ing II	Short- hand	Busi- ness Arith- metic	Junior Busi- ness	Secre- tarial Train- ing	Busi- ness Law	Eco- nom- ics
Burkburn- ett	9	43		10		16			
Crowell	24	30							
Decatur	29	39	29	19				24	
Diamond Hill	21	26	11	7					

TABLE 10---Continued

Schools in Group II	Courses								
	Book- keep- ing	Typ- ing I	Typ- ing II	Short- hand	Busi- ness Arith- metic	Junior Busi- ness	Secre- tarial Train- ing	Busi- ness Law	Eco- nom- ics
Handley		56	32	25					
Mes- quite	19	24	16	8					
Nocona	9	35	11				13		
Olney	19	44		13		15	18		
Seymour	31	39		38	16	37		25	

offered second-year typewriting. Two schools listed business arithmetic in their courses, and only one school reported secretarial training. One school had a journalism class. Two schools listed business law as courses offered; and three schools offered junior business training.

Table 11 presents information similar to that contained in Tables 9 and 10, but Table 11 deals with high schools with an enrollment of more than three hundred pupils. All of the schools of Group III offered bookkeeping and first-year typewriting. Only four schools offered

TABLE 11

**DISTRIBUTION OF STUDENTS ACCORDING TO ENROLLMENT
IN COURSES IN BUSINESS EDUCATION OFFERED IN
THE HIGH SCHOOLS OF GROUP III**

Schools in Group III	Courses									
	Book- keep- ing	Typ- ing I	Typ- ing II	Short- hand	Busi- ness Arith- metic	Dis- tribu- tive Edu- ca- tion	Junior Busi- ness	Jour- nal- ism	Busi- ness Law	Eco- nom- ics
Arling- ton	29	34	32	23						
Bird- ville	19	59						18		
Bowie	24	78		14		30	14			
Carroll- ton	25	66	36	19			126			
Electra	10	61	11	10	12		17			
Gates- ville	28	60		21			99			
Irving	15	52	32	25	28				23	20

the second year in typewriting. All of the schools except one offered shorthand. Business arithmetic was offered by only two of the high schools; and out of the Group III schools one school offered distributive

education, one high school offered a course in journalism, and another high school made available a course in economics.

The schools studied offered various courses and required various skills in their business education departments. Of the twenty-four schools reporting, 58.34 per cent of the high schools required the attainment of thirty-three words per minute as the standard in the course in first-year typewriting; 29.15 per cent required forty-five words per minute; and 12.50 per cent required over fifty words per minute. The required skills were not quite so high in second-year typewriting, as seventy-five per cent required fifty words per minute and twenty-five per cent required the attainment of a speed of sixty words per minute. Eighteen schools reported that shorthand was taught in their schools. Of this number, 38.89 per cent required their students to be able to take sixty words per minute from dictation, whereas 61.11 per cent of the schools required the ability to write eighty words or more per minute in shorthand from dictation.

From the questionnaires sent to the graduates many inadequacies were revealed. There were forty students who were interviewed or who replied to the questionnaires sent to them. Table 12 indicates the percentages of students who said that they had had adequate training or inadequate training in the listed phases of business education. More school training was needed in filing procedures, as Table 12

TABLE 12

REPLIES OF GRADUATES REVEALING THE PERCENTAGE
OF ADEQUATE OR INADEQUATE TRAINING RECEIVED
IN HIGH SCHOOL IN VARIOUS PHASES OF
BUSINESS EDUCATION

Phases of Business Education	Per Cent of Adequate Training	Per Cent of Inadequate Training
Organization of business	80	20
Alphabetical filing	50	50
Number filing	50	50
Subject filing	25	75
Geographic filing	20	80
Letter writing	50	50
Machine usage:		
Adding machines	60	40
Mimeograph	50	50
Other duplicators	75	25
Typewriters	90	10
Banking:		
Savings	50	50
Loans	50	50
Interest	50	50

TABLE 12---Continued

Phases of Business Education	Per Cent of Adequate Training	Per Cent of Inadequate Training
Business reference books:		
Dictionary	95	5
Business English books	75	25
Dunn and Bradstreet	25	75
Employment:		
Requirements for different jobs	85	15
Channels through which employees are recruited	50	50
Holding a job	90	10
Neatness	100	
Punctuality	90	10
Reliability	95	5
Pride in a well-done job	100	
Loyalty to employer	90	10
Honesty	100	
Courtesy	100	
Care of property	100	
Tactfulness with public	95	5

reveals an inadequacy in this training. Twenty per cent of the graduates reported that their training in mailing procedures was adequate. The training in banking and letter writing was meeting fifty per cent of the graduates' needs. The training in typewriting was the most adequate of the skills required.

The Texas State Department of Education recommends that special attention should be given to the proper sequence of commercial courses. Table 13 reveals the placement of courses in the schools of Group I on the basis of years or grades. All of the schools of this group except one reported the offering of bookkeeping in either the eleventh or twelfth grades. The state curriculum committee has recommended that first-year typewriting should be made available to students of any grade level. No school of this group met this requirement. Seventy-five per cent of the high schools offered typewriting to students in the tenth, eleventh, and twelfth grades. Junior business training was offered as a course in only fifty per cent of the high schools in this group. Shorthand was not offered until the twelfth-grade level in one of the schools of Group I.

Similar information was recorded for high schools with enrollments ranging between two hundred and three hundred pupils. Course offerings are somewhat similar, and grade placement of business courses appears to be on a more or less arbitrary and inadequate

TABLE 13

**GRADE PLACEMENT OF COURSES IN THE BUSINESS
CURRICULUM IN HIGH SCHOOLS OF GROUP I**

Courses	High Schools in Group I							
	Archer City	Henri- etta	Holli- day	Iowa Park	Itasca	Jacks- boro	New- castle	Saint Jo
	Grade Placement							
Bookkeeping	11		11	11		11	11	11
	12		12	12	12	12	12	12
Typing I	11	10-	10-	10-	11	10-	10-	10-
	12	12	12	12	12	12	12	12
Typing II		11				11-		
		12				12		
Shorthand		11	11	11		11-		11
		12	12	12	12	12		12
Business arithmetic					10-			10
					12	10		11
Junior busi- ness training			9		9		9	9
			10				10	10
Secretarial training					12			
Business law					12	11		
Economics			11			12		
			12					
Stenography	12							

grade level. Only one school in this group offered first-year typewriting in the ninth grade. Shorthand and bookkeeping should be given to the eleventh- and twelfth-grade students. The schools were inadequate in the offering of these courses, as four schools offered bookkeeping only to their twelfth-grade pupils. The other courses included in the business curriculum were placed according to the recommendations of the Texas State Department of Education.

Table 15 indicates the grade placement of the courses in business education in the high schools with an enrollment of more than three hundred students (Group III). The largest number of business courses taught in any one school was nine. The grade placement of the courses in this school were according to the recommendations of the Texas State Department of Education, except that first-year typewriting was not offered on the ninth-grade level. One school offered six courses in business education, but did not offer bookkeeping, typewriting II, and shorthand to the students of the eleventh-grade level. Two schools offered five courses in business training. These two schools followed the recommendations of the State Department in regard to grade placement more closely than did any other schools included in this group.

The smallest number of business courses taught in any school was four; there were three schools with this number of courses. Two

TABLE 15

**GRADE PLACEMENT OF COURSES IN THE BUSINESS
CURRICULUM IN HIGH SCHOOLS OF GROUP III**

Courses	High Schools in Group III						
	Arling- ton	Bird- well	Bowie	Carroll- ton	Electra	Gates- ville	Irv- ing
	Grade Placement						
Bookkeeping	11	11	11	11	12	12	11
	12	12	12	12			12
Typing I	10-	11	9-	10-	11	11	10-
	12	12	12	12	12	12	12
Typing II	11			11	12	12	
	12			12			
Business arithmetic					9		10-
					10		12
Distributive education			11				
			12				
Journalism		11					
		12					
Secretarial training							11
							12
Business law							12
Economics							11
							12
Junior busi- ness training			10	9	9	10	
			11		10		

of these schools did not offer first-year typewriting until the student had reached the eleventh grade. One school did not offer shorthand until the twelfth-grade level. These grade placements were somewhat inadequate, according to recommendations of the Texas State Department of Education.

Information was sought as to the number of schools in the three groups which use courses of study and syllabi as tools to facilitate teaching-learning activities. Table 16 indicates that only 37.50 per cent of Group I, 66.67 per cent of Group II, and 71.43 per cent of Group III high schools make use of syllabi and courses of study as

TABLE 16

USE OF TOOLS, SUCH AS SYLLABI AND COURSES OF STUDY, TO FACILITATE TEACHING-LEARNING ACTIVITIES

Schools	In Use		Not in Use	
	Number	Per Cent	Number	Per Cent
Group I	3	37.50	5	62.50
Group II	6	66.67	3	33.33
Group III	5	71.43	2	28.57

tools to facilitate effective teaching-learning activities rather than as a manner of obtaining uniform, limited offerings.

Business English was not listed as a separate course by any of the high schools included in the study, although this course is recognized as of great importance in the field of business. The employers reporting on students who have come to their employment immediately following their graduation from high school report that fifty per cent of the boys and thirty-five per cent of the girls have poorly written English and poorly spoken English. They also report poor spelling for twenty-five per cent of the girls and thirty-five per cent of the boys.

It is recommended that all high-school pupils should have at least one course in basic business; but no high school reported a course in basic business in its curriculum. In Group I fifty per cent of the teachers reported that junior business training was being taught in their schools. In Group II forty-five per cent of the schools were teaching junior business training and seventy-five per cent of the schools in Group III reported that junior business training was included in their curriculums. This criterion is met to some extent by fifty per cent of the schools studied.

To make a program successful it is essential that there be adequate equipment and that the equipment be adequately maintained.

The Texas State Department of Education recommends that a variety of machines be provided. This criterion was being met by most of the schools studied.

Table 17 shows that less than thirty per cent of all of the high schools used only one make of typewriter. In Group I 37.50 per cent used two makes of typewriters and 37.50 per cent used three makes of typewriters in the business department. In Group II 44.44 per cent

TABLE 17
NUMBER OF SCHOOLS USING DIFFERENT
MAKES OF TYPEWRITERS

Schools	Number of Schools Using Different Makes					
	One Make		Two Makes		Three Makes	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Group I	2	25.00	3	37.50	3	37.50
Group II	2	22.22	4	44.44	3	33.33
Group III	2	28.57	1	14.28	4	57.12

of the high schools used two makes and 33.33 per cent used three makes of typewriters. In Group III 57.12 per cent of the schools used three

makes of typewriters in their business departments; whereas only 14.28 per cent of the schools used two makes of typewriters.

Table 18 indicates the number of high schools which provided various office machines, excluding typewriters.

TABLE 18
NUMBER OF SCHOOLS WHICH HAVE VARIOUS
OFFICE MACHINES AVAILABLE

Machines	Group I		Group II		Group III	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Adding machines	6	75.0	3	33.33	5	71.43
Electric calculators	1	12.5				
Crank calculators			1	11.1		
Mimeoscope	3	37.5	4	44.44	4	57.14
Liquid duplicator	5	62.5	2	22.22	2	28.57
Mimeograph	7	87.5	5	55.5	5	71.43
Comptometer			1	11.1	2	28.57

All of the high schools had as many as five different types of machines that are commonly found in business offices. In Group I seventy-five per cent of the schools had adding machines; 37.50 per cent of the schools had mimeoscopes; 62.50 per cent of the schools had liquid duplicators; 87.50 per cent of the schools had mimeograph machines; and 12.50 per cent of the schools had electric calculators. In Group II there was somewhat of a variation in the types of office machines available. Only 33.33 per cent of the schools had adding machines; 11.11 per cent of the schools had crank calculators and comptometers; 44.44 per cent of the schools had mimeoscopes; 22.22 per cent of the high schools had liquid duplicators; and 55.55 per cent of the schools had mimeograph machines. In Group III the number of high schools having the various types of equipment was larger, as 71.43 per cent of the schools in this group had adding machines and mimeographs; 28.57 per cent of the schools had comptometers and liquid duplicators; and 57.14 per cent of the schools had mimeoscopes.

The Texas State Department of Education recommends that provision should be made for adequate maintenance of the equipment in the business department of the school. The schools in Group I reported one hundred per cent on adequate maintenance. In Group II 88.89 per cent of the schools reported adequate maintenance; and in Group III only seventy-five per cent of the schools reported that their office machines were adequately maintained.

Practices in connection with the maintenance of equipment appeared to be adequate, but most of the high schools reported an inadequate supply of materials. An inadequacy of supplies needed in the business education department was reported by 87.50 per cent of the high schools in Group I; 77.77 per cent of the schools in Group II made similar reports; and 42.85 per cent of the schools in Group III likewise indicated that needed materials were not supplied in adequate quantity.

The Texas State Department of Education stresses the use of audio-visual aids in the business education department of the public high school. Table 19 indicates that not all of the high schools in the study were making use of films in their business teaching. In each of the three groups, over fifty per cent, however, were making use of this facility. The table reveals that films related to any course can be obtained for instructional use.

Students should be given time to conduct interviews with businessmen, for the businessmen can be highly effective persons in supplementing instruction and rendering the teaching processes more practical. The schools studied were somewhat inadequate in this provision, as only twenty-five per cent of the schools in Group I, 33.33 per cent of those in Group II, and 42.85 per cent of those in Group III made provision in their business-education programs for such interviews.

TABLE 19
 NUMBER OF FILMS SHOWN PER SEMESTER
 IN BUSINESS COURSES

Group	Schools		Number of Films Used in Courses					
	Num- ber	Per Cent	Junior Business Training	Distribu- tive Edu- cation	Typing I	Typing II	Book- keep- ing	Short- hand
I	4	50.00	5		7	3	7	3
II	5	55.55	6		12	10	7	8
III	4	57.14	10	18	6	5	6	9

It is recommended that the business education departments make provision for a work-experience program as a recognized and accredited part of the curriculum. The schools studied made inadequate provision for this recommendation, for only 42.86 per cent of the schools in Group III made provision for work-experience training. The schools in the other two groups did not make any provision for such practical training.

The business education department should make provision in its schedule for field trips for the purpose of studying community business operations. Table 20 shows the number of high schools included in this study which reported that field trips were made in connection with the

TABLE 20

**NUMBER OF SCHOOLS IN EACH GROUP MAKING FIELD
TRIPS IN VARIOUS BUSINESS EDUCATION COURSES**

Group	No. of Schools	Number of Field Trips Made in Courses					
		Book- keep- ing	Typing I	Typing II	Short- hand	Junior Business Training	Distribu- tive Edu- cation
I	4	4	2	1	1		
II	3	1	2		1	1	
III	5	5	1		2	2	1

curriculum in business education. There were four schools in Group I that made field trips and each of these four schools sponsored four such experiences in the bookkeeping course. Two schools made field trips for the purpose of studying the value of first-year typewriting, and one school made field trips in shorthand and in second-year typewriting. Three high schools in Group II made field trips. Two schools sponsored such trips in typewriting, and one trip was made in each of the following subjects: bookkeeping, junior business training, and shorthand. In Group III five schools sponsored field trips. Each of the schools which made field trips conducted a trip in bookkeeping.

Two schools conducted trips in shorthand and in junior business training. One school made a field trip in distributive education, and also one school sponsored a field trip in first-year typewriting.

All of the schools reported that they stressed good work habits, but not all of the schools made provision to alter the curriculum in order to keep pace with changing conditions. In Group I 62.50 per cent of the schools made provision to change the curriculum to meet the needs of the community. In Group II 66.67 per cent of the schools reported that changes were made to meet the needs of the community; and 85.71 per cent of the schools in Group III made provisions to take care of the changing conditions and needs of the local community.

It is recommended that schools should make provision for a student to transfer from occupational courses if he finds himself unfitted for such work. Of the schools reporting in Group I and Group III, seventy-five per cent of the schools permitted their students to transfer without loss of credit at the end of the semester. In Group II 66.67 per cent of the schools permitted their students to make a transfer at the end of the semester; and 11.11 per cent of the schools permitted the student to make a change during the first two weeks of a semester.

The business education program should make provision for the best interests of the individual. This goal can be attained partially by means of a testing program. The schools studied are inadequate

in making provisions for the attainment of this criterion. None of the schools in Group I made use of a testing program in order to determine the interests of the individual student. There was one school in each of the other two groups which used the Kuder Preference Test for determining the interests of the students.

The Texas State Department of Education recommends that the school should provide a counseling service in connection with the commercial department. Table 21 indicates that all schools studied did some guidance and counseling in their commercial classes. Five of

TABLE 21

NUMBER OF SCHOOLS THAT PROVIDED FOR GUIDANCE AND COUNSELING IN THEIR BUSINESS EDUCATION DEPARTMENT AND THE AMOUNTS OF TIME DEVOTED TO GUIDANCE

School Group	Type of Guidance			Time Devoted to Guidance and Counseling			
	Group	Individual	Individual and Group	No Definite Time	One Hour a Week	One Hour a Month	One Hour a Semester
I	1	4	3	2	3	1	2
II	3	3	3	4	1	3	1
III	1	3	2	3	2	1	1

the schools did their guidance work strictly in groups; eight schools reported using the group and individual method of counseling; and ten of the schools reported using both methods---individual and group counseling. Nine schools reported no definite time spent in this type of work, whereas six teachers reported one hour each week as the time spent in counseling. Five teachers reported using about one hour each month as a counseling period. Four teachers used only one hour each semester for this work.

Table 22 shows that personality development is stressed by the business education departments of all schools studied, with the exception of one. The schools in Group I did not make use of personality tests. In Group II 33.33 per cent of the schools made use of personality tests. The table also indicates that 71.43 per cent of the schools

TABLE 22

NUMBER OF SCHOOLS STRESSING PERSONALITY DEVELOPMENT
AND NUMBER OF SCHOOLS USING PERSONALITY TESTS

Schools	Stress Personality		Use Personality Tests	
	Number	Per Cent	Number	Per Cent
Group I	8	100.00	0	0
Group II	8	88.88	3	33.33
Group III	7	100.00	5	71.42

in Group III made use of tests in their program for the development of personality.

The Texas State Department of Education suggests that the school should operate a placement service in connection with the commercial department. Table 23 shows that the schools of this region were inadequate in making provision for placement services. Only 11.11 per cent of the schools in Group I made any provisions and this school reported only five to ten per cent of its students being placed through

TABLE 23

NUMBER OF SCHOOLS THAT PROVIDED PLACEMENT SERVICE
FOR GRADUATES AND THE PERCENTAGE OF STUDENTS
EMPLOYED THROUGH THIS SERVICE

Schools	5-10% of Students Placed		20-30% of Students Placed	
	Number	Per Cent	Number	Per Cent
Group I	1	11.11	0	0
Group II	0	0	0	0
Group III	2	28.57	1	14.28

this service. Group III reported three schools making use of the placement service. Two schools reported placing between five and

ten per cent of their graduates, and one school reported that between twenty and thirty per cent of its business-department students were placed through the service.

It is recommended that the school should have some type of follow-up program of its graduates. This is important for all students, not only for those graduating from the business department. Table 24 shows that twenty-five per cent of the schools in Group I used an annual follow-up program. The percentage was somewhat lower in Group II, for only 11.11 per cent of the schools used a follow-up program, which was also carried on in terms of annual reports. Table 24

TABLE 24

SCHOOLS WHICH MAKE A FOLLOW-UP OF THEIR GRADUATES
AND THE FREQUENCY OF SUCH FOLLOW-UP EFFORTS

Schools	Six Months		Annually		Five Years	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Group I			2	25.0		
Group II			1	11.11		
Group III	1	14.27	1	14.27	1	14.27

reveals that Group III had a greater variation in follow-up practices, as one school made a survey each six months, one school made an annual survey, and one school made a survey every five years in an effort to collect information relating to its graduates.

In evaluating the importance of club organizations in the business education departments of high schools, Table 25 reveals that schools in the three groups have made provisions for the organization of business clubs among the students. However, this provision has been given little attention by most of the schools studied. In the schools of Group I and Group III, which have organized clubs, over fifty per cent of the business students were participating in the club activities at the time this survey was conducted. The schools of Group II participating in business club work reported that a very small percentage of their business education students participated in business club work, although one school within this group had between fifty and seventy-five per cent of the students taking part in business club work.

The teachers in the business education departments are encouraged by the Texas State Department of Education and by authorities in the field of business to make provisions in their work for the development of the democratic spirit in their classes and in all activities under their sponsorship. A major portion of this objective may be attained by means of special emphasis upon pupil committee work.

TABLE 25

**NUMBER OF SCHOOLS WHICH HAVE BUSINESS CLUBS AND
THE PERCENTAGE OF BUSINESS STUDENTS
PARTICIPATING IN CLUB WORK**

Per Cent of Business Students Participating	Schools					
	Group I		Group II		Group III	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
5 per cent			1	11.11		
10 per cent			1	11.11		
50-75 per cent	1	12.50	1	11.11	1	14.28
Over 75 per cent	1	12.50			1	14.28

Table 26 reveals that some committee work is done in classes of these schools. This recommendation for the development of the democratic spirit through co-operative committee work was inadequately provided for by most of the schools, as the largest percentage of schools that made use of committee work in the school program was 38.50 per cent in the area of bookkeeping. The smallest percentage of schools in Group II that provided for committee work in the business classes was 11.11 per cent.

TABLE 26

NUMBER OF SCHOOLS WHICH ORGANIZED CLASS WORK
INTO COMMITTEES AND THE COURSES IN WHICH
COMMITTEE WORK WAS DONE

Courses	Schools					
	Group I		Group II		Group III	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Shorthand	2	25.00	1	11.11	2	28.58
Bookkeeping	3	38.50			2	28.58
Junior business training	1	12.50	1	11.11		
Economics	2	25.00			1	14.28
Journalism					1	14.28
Business law					1	14.28

According to the objectives of education, the democratic spirit should be developed in class activities. Much of this work should be taken care of in committee work. Table 26 indicates that only 38.50 per cent of the schools in Group I made provisions for committee work in their bookkeeping classes. Twenty-five per cent

of the schools in Group I made provisions for committee work in shorthand and economics; and 12.50 per cent of the schools used this means of developing the democratic spirit in classes in junior business training. There were only 11.11 per cent of the schools in Group II that utilized this committee work in only two courses, junior business training and shorthand. Table 26 reveals that the schools of Group III did committee work in five courses, but the percentage of schools utilizing committee work was not very high. The highest percentage was 28.58 per cent in shorthand and in bookkeeping, whereas 28.58 per cent of the schools utilized committee work in economics, journalism, and business law.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

From this study of the adequacy of business education programs of the Class A high schools of Region III, Texas, the following conclusions have been drawn:

1. In Group I schools, the qualifications of teachers were adequate in the light of standards recommended by the Texas State Department of Education. All teachers reported thirty or more semester hours of training in their teaching field.

2. The qualifications of the teachers of the Group II schools were lower than those of the teachers in the schools of Group I. Of the nine teachers who reported their training, 55.55 per cent met the requirements recommended by the Texas State Department of Education.

3. In Group III, 12.50 per cent of the teachers did not meet the minimum requirement for teaching of business work in the high schools of Texas.

4. The teachers were inadequate in the degree to which they took advantage of in-service training, for only three teachers in Group I reported in-service training. None of the teachers in Group II

reported any in-service training, and only one of the teachers in Group III schools reported any in-service training.

5. The teachers were interested in professional progress, as exemplified by the fact that they belonged to professional organizations, for all of the teachers were members of the Texas State Teachers Association; 41.67 per cent of the teachers were members of the National Education Association; and nine teachers held memberships in various other professional organizations.

6. The teachers appeared to be maintaining adequate standards in the reading of current professional literature. Between 87.50 per cent and 100.00 per cent read The Balance Sheet; over 50 per cent read Business Education World and The Business Teacher; over 37.50 per cent read Today's Secretary and Junior Business Education; and 11.11 per cent read Nation's Business and Forum.

7. Seventy per cent of the teachers within this total group met the criterion of actual business experience on the part of teachers of business education.

8. Only 12.50 per cent of the Group I schools, 22.22 per cent of the Group II schools, and 28.57 per cent of the Group III schools made provisions for time to enable teachers of business education to have personal interviews with businessmen of the community.

9. Employers reported that more business training was needed by a great percentage of high-school graduates. Some of the outstanding

traits that should be stressed are the development of initiative, more attention to details, more training in business spelling, and more training in written English.

10. The smallest percentage of the total student body of any high school in Group I who were enrolled in courses in business education was 33.73 per cent. The largest percentage of enrollment in business education was 118.94 per cent, due to the fact that many students in one school enrolled for more than one course in business education.

11. In the high schools of group II the smallest percentage of students enrolled in business work was 25.11 per cent of the total enrollment, whereas the largest percentage of total enrollment registered in business courses was 63.63 per cent.

12. The smallest percentage of students enrolled in any school of Group III was 28.65 per cent of the total enrollment registered in business courses, whereas the largest percentage of the total enrollment was 71.95 per cent.

13. Not all of the schools of Group I offered as many courses in business education as the Texas State Department of Education recommends. The smallest number of courses offered by any school was two courses, and the largest number of courses offered by any school was six courses. All of the schools which reported offered first-year typewriting.

14. In Group II all of the schools offered first-year typewriting, and all but one school offered bookkeeping. All of the schools except one offered at least three different business courses. Two schools offered as many as five courses.

15. All of the schools in Group III offered bookkeeping and first-year typewriting. All of the schools except one offered shorthand. Junior business training was offered by four schools in this group. Distributive education was offered by one school, economics was offered by one school, and business law was also offered by only one school.

16. All of the high schools in the three groups met the requirements as to the skills that should be developed in first- and second-year typewriting, as recommended by the Texas State Department of Education.

17. All of the schools met the requirements in shorthand as recommended by the Texas State Department of Education.

18. The students reported that their training in office organization was 80 per cent efficient, that in geographic filing was 20 per cent adequate, and that in subject filing was 25 per cent adequate in meeting actual office needs in the business world in which they were employed.

19. The graduates reported having from 50 per cent to 90 per cent efficient training in business machine usage.

20. The graduates reported that their high-school training in holding a job, neatness, punctuality, reliability, loyalty to employers, honesty, and similar traits was from 90 to 100 per cent adequate in meeting the needs of business offices in which they were employed.

21. In Group I none of the schools offered first-year typewriting to the students in the ninth grade. All schools which offered bookkeeping, shorthand, and second-year typewriting offered this work in the eleventh and twelfth grades.

22. All schools in Group II except one offered first-year typewriting to the students in the tenth, eleventh, and twelfth grades. There were four schools which were inadequate in meeting the requirement that bookkeeping should be offered on the eleventh-grade level. The other courses were offered according to the recommendations of the Texas State Department of Education.

23. Only one school in Group III met the requirement that first-year typewriting should be made available to students at any grade level. Two schools did not offer bookkeeping, and second-year typewriting, to the students on the eleventh-grade level.

24. Fifty per cent of the boys and 35 per cent of the girls who were employed immediately after high-school graduation without further training needed courses in business English. None of the schools studied offered a course in business English.

25. Less than 30 per cent of the schools studied in this area used more than one make of typewriters. Between 33 and 57 per cent of those schools using more than one make of typewriters provided at least three different makes.

26. All of the high schools of this area had as many as five different types of office machines in the business education department; but only 33.33 per cent of the schools had adding machines.

27. The business education department's equipment was adequately maintained, or provision was made for the proper maintenance of the equipment, for only 25 per cent of one group of schools reported inadequate funds for the maintenance of equipment.

28. Only 57 per cent of the schools in Group III, 22.23 per cent of the schools in Group II, and 12.50 per cent of the schools in Group I reported that adequate supplies of materials for their departments were available.

29. Only 50 per cent of the schools were utilizing the facility of films as teaching aids in the business training of students.

30. Schools of this area were inadequate in making provision in their business education for time in which students might interview businessmen. Only 25 per cent of the Group I schools, 33.33 per cent of the Group II schools, and 42.85 per cent of the Group III schools allowed time in their programs for student interviews for learning principles of business from local businessmen.

31. The schools were inadequate in making provisions for field trips in the business education department, for the purpose of enabling the students to study business experiences and processes in their natural settings. Only 50 per cent of the schools of Group I, 33.33 per cent of the schools of Group II, and 71.4 per cent of the schools in Group III sponsored field trips in connection with their programs in business training.

32. Schools of this area were inadequate in meeting the provisions recommended for work-experience programs. None of the schools in Group I and Group II made any provision for work-experience programs in their curriculums, and only 42.86 per cent of the schools in Group III made provision for a work-experience program in their business education departments.

33. Not less than 62.50 per cent of all of the schools studied made provisions in their programs to make changes in the curriculums to meet the changing needs of the community.

34. Students unfitted for occupational courses should be permitted to transfer from such courses without loss of credit. Seventy-five per cent of the schools in Group I and Group III permitted such changes at the end of the semester, whereas 66.67 per cent of the schools in Group II permitted such changes at the end of the semester and 11.11 per cent of the schools in this group also permitted a change within the first two weeks of a semester.

35. According to the recommendations of the Texas State Department of Education, the provision that a guidance and counseling service should be conducted in connection with the commercial department of the high school was adequately met. All of the schools reported some guidance and counseling service in the business departments of their schools.

36. The schools were adequately making provisions for the emphasizing of personality development. However, the schools were somewhat inadequate in making use of personality tests, for none of the schools in Group I made use of personality tests, and only 33.33 per cent of the schools in Group II made use of such tests.

37. The schools were inadequate in providing for placement services in connection with the commercial department. Only 42.85 per cent of the schools in Group III, 11.11 per cent of the schools in Group I, and none of the schools in Group II offered this service.

38. The schools of this area were inadequate in their business education departments in regard to the establishment of some type of follow-up program for their graduates. Only 25 per cent of the schools in Group I, 11.11 per cent of the schools in Group II, and 42.85 per cent of the schools in Group III made use of this service in connection with their business education departments.

39. The schools were inadequate in providing special opportunities for interested students to do club work under the sponsorship of the business education departments. Only 25 per cent of the Group I schools, 33.33 per cent of the Group II schools, and 28.55 per cent of the Group III schools provided time for the organization of clubs in their business programs.

40. According to the objectives of education, the provision for the development of the democratic spirit through committee work was adequately stressed in most classes in the business departments of Group I and Group III high schools, whereas only 22.22 per cent of the schools in Group II stressed committee work in their business education work.

Recommendations

After having drawn the preceding conclusions from this study, the writer makes the following recommendations for the improvement of the business education programs of the Class A high schools of Region III of Texas:

1. All of the high schools should make junior business education, or basic business, a requirement of all their students, for either course gives the student an opportunity to explore the business education field.

2. Each business teacher should do everything possible to defend general business subjects and keep them in the curriculum for the benefit of every pupil in the high school.

3. All pupils enrolled in small high schools should be encouraged to take first-year typewriting, at least for its personal-use application.

4. All business education teachers should be induced to secure some actual business experience and to attend refresher courses at regular intervals.

5. All schools should be encouraged to have as many types of office machines as possible, especially the adding machine, and every pupil should be given some opportunity to familiarize himself with the operation of all machines available in the department.

6. A community survey should be conducted in order to obtain the opinions of local businessmen as to the adequacy of the business curriculum offered by the high school.

7. School administrators should keep in step with the changing needs in business education.

8. All schools should be encouraged to include at least one semester of salesmanship training in their business education programs.

9. All schools should place more emphasis in the curriculum upon spelling, penmanship, business English, and business arithmetic.

10. The so-called social-business subjects should be designed so as to contribute even further to general education.

11. If possible, units on spelling, penmanship, and arithmetical principles should be integrated with the general business course.

12. Provisions should be made by all high schools for the organization of business education clubs to allow opportunities for the interested student to do more work than can be accomplished in the class period.

13. Provision should be made for the organization of committees within classes to bring about better co-operation among pupils and also between the teachers and pupils.

14. All high schools should provide their business departments with at least three different makes of typewriters.

15. All schools should provide more field trips under the sponsorship of the business department in order to enable the students to study business experiences and processes in their natural settings.

16. Curriculum improvements in the small high school should go hand in hand with improvements in teacher preparation.

17. Business teachers should meet the challenge of continually developing new materials and of revoking the old in terms of closer, more vital relationships to the problems which confront the young people who are in the process of learning.

18. All small high schools should provide in their business programs for authentic business materials, such as books, current professional literature, and visual aids, which have been designed for children and classroom teachers.

APPENDIX

QUESTIONNAIRE FOR EMPLOYEES

Answer the following questions by checking "Yes" or "No" in the blanks.

YES	NO	
_____	_____	1. Were you provided with an understanding of the organization of a modern business?
_____	_____	2. Were you provided with the informational background that is basic to an understanding of the clerical routine in a modern business office? These include:
_____	_____	3. Alphabetical filing
_____	_____	4. Number filing
_____	_____	5. Subject filing
_____	_____	6. Geographic filing
_____	_____	7. Letter writing
_____	_____	8. Machine usage:
_____	_____	a. Adding machine
_____	_____	b. Mimeograph
_____	_____	c. Duplicators
_____	_____	d. Typewriters

9. Banking:

_____ _____ a. Savings

_____ _____ b. Interest

_____ _____ c. Loans

10. Business reference books:

_____ _____ a. Dictionary

_____ _____ b. Business English books

_____ _____ c. Dunn and Bradstreet

11. Employment:

_____ _____ a. Requirements of different jobs

_____ _____ b. Channels through which employees
are recruited

_____ _____ 12. Holding a job

_____ _____ 13. Neatness

_____ _____ 14. Punctuality

_____ _____ 15. Reliability

_____ _____ 16. Pride in a job well-done

_____ _____ 17. Loyalty to employer

_____ _____ 18. Honesty

_____ _____ 19. Courtesy

_____ _____ 20. Care of property

_____ _____ 21. Tactfulness with public

EMPLOYERS' QUESTIONNAIRE

Check the following traits which are outstanding in employees who have graduated from high school and have had no other school or formal training.

The traits are divided into two groups: First, those which result from the inadequate teaching of subject matter as such; and, second, those which may be attributed to a lack of proper development of qualities usually described by such terms as "personality," "attitude," and "judgment."

Indicate in each blank the per cent of employees from schools in this district who have been weak in these characteristics.

Group I	Per Cent of Boys	Per Cent of Girls
Poorly written English	_____	_____
Poor penmanship	_____	_____
Poorly spoken English	_____	_____
Lack of knowledge of simple arithmetic	_____	_____
Poor bookkeeping	_____	_____
Inaccurate typing	_____	_____
Poor spelling	_____	_____
Slow shorthand	_____	_____
Slow typewriting	_____	_____

Group II	Per Cent of Boys	Per Cent of Girls
Lack of initiative	_____	_____
Lack of attention to details	_____	_____
Lack of ability to meet people	_____	_____
Lack of tact	_____	_____
Lack of common sense	_____	_____
Lack of judgment	_____	_____
Lack of dependability	_____	_____
Lack of neatness	_____	_____
Lack of honesty	_____	_____
Lack of loyalty	_____	_____

Business education courses offered in your school	Enrollment in each class		Minimum time	Year placement	Credit	Prerequisite
	Boys	Girls				

If you have any of these machines in your department, please check by giving the number of machines in your department:

	NUMBER		NUMBER
Full-keyboard adding machine	_____	Mimeoscope	_____
Ten-keyboard adding machine	_____	Liquid duplicator	_____
Bookkeeping machine	_____	Ediphone	_____
Calculators (crank)	_____	Typewriters (makes)	
(electric)	_____	1. _____	_____
Comptometers	_____	2. _____	_____
Mimeograph	_____	3. _____	_____
Other machines not listed:			
1. _____	_____		_____
2. _____	_____		_____

5. Does the business education department make provisions for a co-ordinated work-experience program? Yes _____ No _____
6. Does the business education department stress a testing program for students interested in business education?
Check the type of test used:
a. Kuder Preference Record: Yes _____ No _____
b. Turse Shorthand Aptitude Test: Yes _____ No _____
c. Others:
(1) _____
(2) _____
7. Does the business education department stress the use of field trips in its program? Yes _____ No _____ In which classes?
9th grade: Typing I _____ Basic business _____ No. per semester _____
10th grade: Typing I _____ Typing II _____ No. per semester _____
Basic business _____ No. per semester _____
11th grade: Typing I _____ Typing II _____ No. per semester _____
Shorthand _____ Bookkeeping _____ No. per semester _____
12th grade: Typing I _____ Typing II _____ No. per semester _____
Shorthand _____ Bookkeeping _____ No. per semester _____
8. Does the business department provide time in the business education program for guidance and counseling? Yes _____
No _____ How much time does the teacher give each semester to guidance and counseling? _____
Is there individual counseling? _____ Or group counseling? _____
9. Does the school make provision for follow-up programs to ascertain whether the trainees are making satisfactory adjustments and progress on the job? Yes _____ No _____ How often?: Every six months _____ Yearly _____ 5 years _____
10. Does the school maintain a placement service bureau? Yes _____
No _____ What per cent of the pupils are placed through this service? 5% to 10% _____ 20% to 30% _____ 40% to 50% _____
More _____
11. Does the school provide time in the business education program for the instructors of business education to meet with businessmen to discuss needs of pupils? Yes _____ No _____

12. Does the school provide time in the business education program for students to make personal interviews with businessmen? Yes _____ No _____
13. Does your business education department sponsor clubs in the business program? Yes _____ No _____ What per cent of the business pupils belong to business clubs? 5% _____ 10% _____ 25% _____ 50% to 75% _____ Over 75% _____
14. Does the school make provisions for changes in the business curriculum to meet the changes and conditions of the community? Yes _____ No _____
15. Does the school make provisions in the business department for consumer education? Yes _____ No _____ Average number of hours per semester? _____
16. Does the business curriculum contain adequate materials for the department of economic understanding on the part of all students? Yes _____ No _____
17. Does the business education department make provisions for the constant reconstruction of experiences in the development of attitudes and appreciations in the acquisition of information, and in the development and maintenance of skills in order that all types of learning may be integrated? Yes _____ No _____
18. Does the business education department place emphasis on the development of good personality? Yes _____ No _____ Does your school give personality tests? Yes _____ No _____ Kind of tests given:
19. Does the business education department stress the development of good work habits through indirect and direct practice? Yes _____ No _____
20. Does the business education department provide courses of study and syllabi to be used as tools to facilitate effective teaching-learning activities rather than as uniform limiting offerings? Yes _____ No _____

21. Does the business education department encourage the democratic spirit in business classes by having students work in committees? Yes _____ No _____ In which classes? _____

22. Does the business education department encourage and make provision in its program for the use of films? Yes _____ No _____ In which classes? (Write in blanks the number shown in each class.)

9th grade
 Typing I _____
 Basic business _____

10th grade
 Typing I _____
 Typing II _____
 Basic business _____

11th grade
 Typing I _____
 Typing II _____
 Shorthand _____
 Bookkeeping _____

12th grade
 Typing I _____
 Typing II _____
 Shorthand _____
 Bookkeeping _____

23. Does the school permit a student to transfer without loss of credit from occupational courses at any time the evidence indicates that he is unfitted for such work? Yes _____ No _____ At the end of semester _____ Any time within the semester _____

24. Does the school provide adequate maintenance of equipment? Yes _____ No _____

25. Does your school encourage that students take junior business training if the student does not take any other business work? Yes _____ No _____

26. In the following what is the average maximum speed for the pupil? Typing I _____ W. P. M. Typing II _____ W. P. M. Shorthand _____ W. P. M.

27. To what professional organizations do you belong?
 a. Texas State Teachers Association. Yes _____ No _____
 b. National Education Association. Yes _____ No _____
 c. UBEA Forum. Yes _____ No _____
 d. Others: _____

28. What business professional magazines do you read?

- a. Balance Sheet. Yes _____ No _____
- b. Business Education World. Yes _____ No _____
- c. Journal of Business Education. Yes _____ No _____
- d. Today's Secretary. Yes _____ No _____
- e. Business Teacher. Yes _____ No _____
- f. Others: _____
-

29. Please list the addresses and names of five employers who employ graduates without any further business training than their high-school training. Also the names of five employees who are employed without any further training than their high-school training. I wish to contact these people. (Use the reverse side of this paper. Thank you.)

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