1953

A national survey of in-service staff activities and projects in business education.

BOSTON UNIVERSITY

COLLEGE OF EDUCATION

THESIS

A NATIONAL SURVEY OF IN-SERVICE STAFF ACTIVITIES AND PROJECTS IN BUSINESS EDUCATION

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Submitted in partial fulfillment of
the requirements for the degree of

MASTER OF EDUCATION
1953

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ACKNOWLEDGMENT

The writers wish to express their sincere appreciation to Associate Professor Lester I. Sluder, of Boston University, under whose guidance this national survey was completed. Acknowledgment is also extended to the following people who conducted the survey in the individual states:

Boden, H. H.
Calarese, William
Cunningham, Jean
Gaffney, Michael F.
Gentile, Rodger A.
Hollis, Eleanor
Hourihan, E. Bernice
Hurd, Norman L.
King, Rita Anne
Lovett, Catherine E.
McKenna, James A.
Merrill, Frank
Quinn, Mary
Sullivan, Esther G.
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Volk, L.
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INTRODUCTION

Statement of the Problem

The major purposes of this national survey were (1) to determine the in-service staff activities and projects which were in process in the public high schools with enrollments of 200 or more; (2) to determine the projects which the business teachers had an interest in and a need for developing in their schools; and (3) to determine the types of cooperative group work and professional services desired by the teachers in carrying out these activities.

Analysis of the Problem

After carefully analyzing the in-service activities which apparently would contribute to the solution of some of the major problems existing in the field of business education, the following subordinate problems were formulated to clarify the objectives and scope of the study:

1. To determine the in-service staff activities that teachers are interested in or are carrying on in the schools to improve the business curriculum, such as, integration of business courses, analysis of job activities in the employment area, and curricular provisions for the slow learner and bright student.

2. To determine the staff activities of interest or in process that promote optimum use of audio-visual aids in business education departments, including the establishment and financing of audio-visual aids programs, plans for business teachers to review and evaluate films, study of techniques in arranging and evaluating visits and field trips.

3. To determine the projects that are contributing or could contribute to the establishment of an effective testing and evaluation program in business education, with particular emphasis on surveys of the employment areas to determine entrance requirements in vocational skills, and the establishment of standards of achievement in skill subjects. To determine, the extent to which the high schools are using or desire to use the National Business Entrance Tests.

4. To determine the activities that will foster better cooperation between schools and business, such as, the establishment of advisory committees, the establishment of cooperative training programs in distributive education and office occupations, and cooperative planning with business groups such as the National Office Management Association and the Chamber of Commerce.

5. To determine the activities that are contributing or can best contribute to the improvement of teaching methods, such as, demonstration lessons for teachers, instructional provisions for the bright student and the slow learner, and plans for effective remedial work.

6. To determine the staff activities that are in process or are needed to improve the guidance functions of business departments, with particular emphasis on surveys of job opportunities in the vicinity, counseling and assisting graduates and drop-outs, and the establishment of placement and follow-up services.

7. To determine the activities which are contributing or can contribute to effective administration and supervision, including such activities as evaluation of the business program, orientation program for new business teachers, and discussion of current problems by teachers and administrators.

8. To determine which of the following services are desired by business teachers in carrying out the in-service staff activities which are planned to bring about improvements in the business programs.

    a. Off-campus extension courses
    b. One to five day conferences
    c. Two-week or longer workshops
    d. Area or regional committees
    e. Courses at colleges or universities
    f. Consulting specialists
    g. State supervisors
    h. U. S. Office of Education
    i. Other services

The forty-eight states of the United States were represented in the survey, and the selection of schools was made on the basis of enrollment within the school. All public secondary schools, (7,165) with a student body of 200 or more were included in the study. Junior high schools, which were not organized as part of junior-senior high schools, parochial schools, industrial high schools and junior colleges were not sent check lists. However, technical and vocational high schools were included because many of these high schools throughout the country offer business curriculums.

The survey was limited to schools with enrollments of 200 or more because the committee felt that the 7,165 schools falling within this classification would provide the most adequate sampling at the least cost, considering that more teachers and, in turn, more students, are affected by studying the large schools rather than a random sampling of all schools.

The first page of the check list includes pertinent identification information concerning the schools and the business department. Pages two and three (Part I) contain a comprehensive list of major in-service staff activities and projects designed to improve the business program. In this section, the teachers were asked to indicate both those in-service activities which were being carried out in their schools and those in which they had a definite interest. As the study was primarily concerned with obtaining data essential for local and area cooperative planning, data concerning the projects already completed by the teachers

were eliminated from this study. Part II of the check list provided the respondents an opportunity to indicate one or more services which they desired in developing a project or activity.

Definition of Terms

To assist the reader in understanding the terminology used in this survey report, some of the important terms are defined below.

In-Service Staff Activities: Those activities in which teachers, supervisors, and department chairmen engage either individually or through cooperative action for the purpose of improving the business program. The activities may be carried on within the school, cooperatively among schools, or between the school and outside agencies.

Consulting Specialist: An individual who through education and experience in a specific field of subject matter is recognized as an authority in his particular field of interest. A consulting specialist would be expected to have such a complete familiarity with his subject that he would be capable of diagnosing existing weaknesses and recommending necessary changes.

Public High School: In this study the term, public high school, pertains to schools consisting of a six-year junior-senior high school, or any other combination of separately organized junior and senior high schools. Schools offering four years of high school, and schools which are organized as part of a one or two-year junior college are also included.

Justification of the Problem

Although most business teachers are aware of the weaknesses that exist in business departments of secondary schools, very few studies have been made to determine the activities which business teachers feel can contribute most to the improvement of their specific programs.

This study attempts to determine the services that business teachers feel should be available to them so that they may carry out the activities and projects that directly contribute to the betterment of their business education programs.

Publication of the findings of this study should awaken an interest in the neglected and undeveloped areas of business education.

The need for cooperation and long-range planning of business education is of paramount importance if business education is to assume its rightful position in the educational systems of this country. Any attempt to organize the ideas and plans of business teachers must eventually result in the formulation of plans of action which will tend to correct existing weaknesses and which will urge teachers to continually improve the preparation of business students.

To stimulate action among leaders in the field of business education, the needs and services desired by teachers of business subjects must be made known. This national study should provide data which will reflect the concerted requests

of teachers throughout the country. From the information made available in this study, the educational leaders can initiate action on both the local and national levels that will result in increased efficiency in teaching and in better trained graduates in the field of business education.

CHAPTER II

RELATED LITERATURE

This chapter contains a review of some of the research studies and publications pertaining to the in-service staff activities of high school business teachers and the use of professional services in carrying out these activities. Educational authorities agree that our school programs cannot remain static and that in-service teacher education is essential if our business education curriculums are to function maximally at all times.

The American Council on Education stresses in-service teacher education and states "that teachers in our times should be able persons, well prepared, enabled constantly to realize their full powers, and growing continuously in competence while on the job."[1]

Reeder[2] pleas for a lifelong continuance of the professional growth of teachers for the following reason:

> Whereas teaching is one of the most difficult and important professions, and should in consequence be engaged in only by persons who are well prepared, only about one-half of the teachers of the United States have two years of college preparation. Preparation in service is especially necessary for this group of inadequately trained teachers. . . .

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[1]Commission on Teacher Education, American Council on Education, The Improvement of Teacher Education, Washington, D. C., 1946, p. 6

[2]Reeder, Ward G., The Fundamentals of Public School Administration, The Macmillan Company, New York, 1947, pp. 160-161

NATIONAL SURVEY

In January, 1936, conferences were arranged by the American Council on Education[1] so that educators from various colleges, universities, school systems, educational associations, and state departments of education might express their "views regarding the need for a national study of teacher education and the character it might wisely assume. . . ."[2]

A survey of in-service teacher education was conducted from 1938 to 1943 by the American Council on Education which established the Commission on Teacher Education.[3] This project was a nationwide cooperative enterprise in experimentation, demonstration, and evaluation related to the preparation and professional development of teachers. The plan of the Commission was to ask representative colleges and public school systems to cooperate in a study of teacher education, and to recount what took place in the course of the study.

The Commission realized the contributions that universities and colleges could make to the growth of in-service teachers but believed that the "program of in-service education should be keyed to the working teacher's needs and that they

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[1] Commission on Teacher Education, op. cit., p. 14

[2] Ibid., p. 14

[3] Prall, Charles E. and Cushman, C. Leslie, Teacher Education in Service, American Council on Education, Washington, D. C., 1944, p. 2

must powerfully reflect the circumstances of his employment."[1] Consequently, the decision of the Commission was to bring these two groups together "in order that the advantages of interaction might be obtained."[2]

One of the basic decisions reported in a statement made by the Commission in February, 1939, was that "The Commission should concern itself with the education of teachers from the time they determine to enter the profession to the time they withdraw from it."[3] Thus, the Commission's proposal to work with schools as well as colleges was justified.

In their effort to select cooperating centers, staff members visited approximately one hundred places in an effort to learn more about local interests, plans and facilities at first hand. The original plan of the Commission was to have thirty cooperating centers but finally fifty administratively distinct bodies were actually included. These were classified according to types.

One hundred and twenty-four persons attended the two-week planning conference which was held at Bennington College, Bennington, Vermont, in August, 1939. The main purpose of this conference "was to settle basic plans"[4] for the national cooperative study.

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[1] Commission on Teacher Education, op. cit., p. 22
[2] Ibid., p. 22
[3] Ibid., p. 24
[4] Ibid., p. 29

The plan was to use an exploratory procedure and to discover the tasks facing the Commission and the cooperating centers.[1] This conference emphasized the needs for giving teachers more information about American society, "for more evaluation in teacher education, for improved staff coordination in colleges and universities, and for taking more responsibility as respects in-service education for school system administrators and classroom teachers themselves."[2] The topics which received less than average response by the Commission included:

> Placement and follow-up; . . . relations with state departments of education especially, with reference to certification requirements; the role of the supervisor or staff specialist in in-service situations; methods of spreading the influence of the best teachers in a system; the place of workshops and similar devices for in-service education; clarification and improvement of the status of teachers in their committees and coordination of effort by universities and colleges operating in a given state or region.[3]

The foregoing quotation points out the need for clarifying the objectives and plans of state departments, universities and specialists, in regard to in-service teacher education.

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[1] Ibid., p. 33
[2] Ibid., p. 33 (footnote)
[3] Ibid., p. 33

STATE SURVEYS

After the national study was established, the Commission turned its attention to statewide programs which they believed might achieve more "permanent status"[1] due to geographical scope. The states which participated in this study were: Georgia, Michigan, and New York followed by Alabama, Colorado, Florida, Kentucky, Mississippi, Ohio, and West Virginia.[2] The techniques were similar to those used in the national cooperative study: conferences, workshops, consultant services, intervisitation, publication of reports and recommendations.

> In New York leadership was exercised by the state's association of colleges and universities, with the friendly support and cooperation of the state department of education.[3]

In 1940 the state of Michigan[4] was granted $54,000 by the Commission on Teacher Education of the American Council on Education to participate in the nationwide cooperative study. The project was under the sponsorship of the State Board of Education, and lasted from January 1, 1940, to June 30, 1943. The Coordinator of the activity stated the purposes as follows:

> The purposes of the Study were broadly conceived to include cooperative efforts to improve all significant aspects of teacher education, from initial selection of candidates for teacher preparation to retirement from the teaching service.

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[1] Ibid, pp. 44-45
[2] Ibid, p. 45
[3] Ibid
[4] Trout, David M., The Education of Teachers, The Michigan Cooperative Teacher Education Study, Lansing, Michigan, 1943, p. 162

Through summer workshops, conferences, committees, consultants, inter-institutional visits, basic studies, publications, and personal staff services, the committees planned to reach the goals it had established. Four well-planned state-wide conferences were held at Mount Pleasant and Ann Arbor. They were from three to six days long and were attended by those officially invited because of their potential contributions to the conference and to their respective groups or institutions."[1] Several colleges held campus conferences dealing with specific problems. A brief survey[2] of the conferences held in Michigan revealed the following information.

1. A large amount of teacher participation use conference programs.
2. Teachers participate widely as resource persons, panel members, and as chairmen of recorders of discussion groups.
3. Teachers prefer the work-study type of conference to the speaker type.
4. Changes in philosophy and teaching techniques are brought about as a result of the conferences.
5. Teachers desire and value consultant and follow-up services.
6. Small working units are more effective than large groups in a conference program of the discussion or work-study type.
7. Teachers are willing to pay membership fees to support conferences.

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[1] Ibid., p. 161
[2] Ibid., p. 71

According to the Commission, the school systems in the cooperative study were, like the colleges and universities, striving to increase institutional unity. To attain this goal, group methods were used through cooperative thought and action, and attention was given to the needs in the working situation. Another noticeable trend was to have the school system as the center "for the in-service education of teachers."[1] Superintendents should be the leaders in developing these "system-centered programs of in-service education . . ."[2] which require budgetary provision by the city, county or state.

A definite tendency for budgetary provisions was noted by the Commission for the following purposes: "the release of teacher time for participation in important group activities; the purchase of books, supplies, and clerical aid for the benefit of planning committees, study groups, and workshops; the employment of consultant services; the operation of local conferences and workshops held elsewhere; the sending of key persons to collaboration centers or other places where their capacity for local leadership can be enlarged."[3]

PROFESSIONAL SERVICES AND ACTIVITIES

The Commission on Teacher Education believed that every effort should be made to attract teachers to participate in

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[1]Commission on Teacher Education, op. cit., p. 168
[2]Ibid., p. 168
[3]Ibid., p. 169

group activities "designed to improve the local educational program."[1] The Commission also felt that programs for the in-service education of teachers "will make for a greater degree of functional relationship between the schools and the institutions of higher education."[2]

The experience of the Commission[3] has shown that:

> School systems that set up local workshops have found it possible to arrange with neighboring institutions for assistance in planning its program and for granting credit to participating teachers to whom such credit is important.

In many instances when distances have been favorable, field services have been developed by universities for the benefit of teachers who have had "a rewarding experience at a campus workshop."[4]

Only a few of the many activities and services in which the business teachers may participate are discussed in the following paragraphs.

Workshops and Conferences. Activities which foster the in-service growth of teachers were provided through the medium of workshops and conferences, held under the auspices of the Commission on Teacher Education.[5] The workshops were usually of an intensive nature. Individual and group problems of the school systems were discussed in representative committees.

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[1] Ibid., p. 174
[2] Ibid., p. 169
[3] Ibid., p. 170
[4] Ibid., p. 171
[5] Prall, Charles E. and Cushman, C. Leslie, Teacher Education in Service, American Council on Education, Washington, D. C., 1944, p. 10

A final report was made to the whole group at a stated time. These workshops usually consisted of morning meetings of small discussion groups for the purpose of solving some of their definite problems. The afternoons were free for conferences, recreation, and individual work. The evenings were designated for general meetings and individual work. In discussing the summer workshops, Prall and Cushman[1] state:

> A significant consequence of the general arrangements is that emphasis tends to develop on organic relationships so that participants are stimulated to think in terms of the whole child, the whole curriculum, and the whole community in which they work.

Conferences were considered very valuable in the cooperative study. They should be well-planned, well-centered, and of sufficient length to fulfill their purpose. Competent leadership should be provided.

The Iota Chapter of Delta Pi Epsilon at Syracuse University made a study of business teachers' conferences. The purpose of this study was to determine the preferences of teachers in regard to various phases of conference planning, and to analyze the reaction of teachers to conferences that have been held within the last year. The study was limited to New York State teachers. A random sampling was taken and questionnaires were sent to 1,500 teachers, 370 of which were returned.[2] The conclusions proved that zone meetings ranked first; county,

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[1] Ibid., p. 10

[2] Delta Pi Epsilon Research Report, "A Study of Business Teachers' Conferences," Balance Sheet, March, 1949, p. 307

second; and local meetings were "preferred over regional or state meetings."[1] Teachers preferred one-day meetings in the fall. Their choice of program was "classroom demonstrations and panel discussions."[2] The type of participants desired included "successful classroom teachers, business education leaders, and businessmen."[3]

Consulting Specialists. Consultants also plan an important role in the in-service growth of teachers. Krug[4] informs us that:

> The use of consultants generally is based on a valid assumption--that an outsider, especially one with a rich background of education and experience in school work, can create added interest in curriculum study and can also help the local group to look more objectively at its problems. This function is so important that we must be careful not to lose its value by being careless about some of the little things involved in the consulting relationship. Good consultants, properly used, can do much to advance curriculum study and curriculum improvements in our schools.

Cooperation with Business. Inasmuch as the National Office Management Association is interested in better business education, a plan of cooperation with educational institutions was begun several years ago for the purpose of developing instruction in business administration and office management. The two outstanding purposes behind this cooperative plan with the secondary schools are:

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[1] Ibid., p. 307
[2] Ibid., p. 308
[3] Ibid., p. 310
[4] Krug, Edward A., Curriculum Planning, Harper & Bros., New York, 1950, pp. 237-238

> First, local chapters study and review secondary school business curricula in order that they may offer constructive criticism. Second, they urge the formation of local advisory committees to work with school administrators and faculties toward the development of the most effective local business education program.[1]

The American Standards Association is working in cooperation with other business education associations on a study sponsored by the National Office Management Association on national standards. Slaughter[2] described the initiation of this project. At a conference in New York City on August 21, 1946, NOMA was chosen to sponsor the project under the auspices of the American Standards Association. Ninety delegates met on May 6, 1947, in New York City for the initiation of the project. The study included "plans for standardization of office equipment, forms, supplies, and other items that will help to improve office standards and services."[3]

According to David M. Trout, teachers of business subjects are constantly being urged to enter business on a part-time basis to obtain a thorough understanding of business needs. In some teacher-training institutions programs are being set up on a cooperative basis so that teachers may obtain practical experience and increased vocational understanding.[4]

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[1]Kling, T. W., "Educational Assistance Through the National Office Management Association," UBEA Forum, February, 1950, p. 38

[2]Slaughter, Robert E., "National Office Standards Project Under Way," The National Business Education Quarterly, Vol. XVI October, 1947, No. 1, pp. 33-36, 48

[3]"UBEA Joins National Standards Study," The Balance Sheet, September, 1947, p. 33

[4]Trout, David M., The Education of Teachers, op. cit., p. 155

A survey was conducted by Marquette University, Milwaukee, Wisconsin during the school year 1947-1948 "to guide that institution in revising the program of study for the training of business teachers."[1] The superintendent of 100 school systems in Wisconsin, Illinois, Iowa, and Indiana took part in the survey. Orville H. Palmer was in charge of the study and received replies from 70 schools.

Among the questions listed was one on activities: "In addition to teaching, what other activities do you expect of teachers in the commercial department?"[2] The answers were: home room counselor, 60; accounting work, 49; placement work, 47; club advisor, 14.[3]

LOCAL SURVEYS

One of the first school systems to establish an advisory committee for the teacher education study was Newton, Massachusetts. Among other centers that carried on the program were Houston, Texas and Des Moines, Iowa. "The key concept of an in-service program as developed by these three centers, Newton, Houston, and Des Moines, has to do with a combination or aggregate of working groups held together, though somewhat loosely by a central committee. The second conception of in-service education, which in the experience of the cooperative study was almost as important as the first, is that the program

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[1] "Teacher-Training Survey," The Balance Sheet, November, 1948, p. 116

[2] Ibid., p. 116

[3] Ibid., p. 116

must begin with tasks which seem to be practical and immediate. Success is dependent upon the recognition that activities do not foster teacher growth unless they also serve the needs of pupils and society at the same time." Classroom teachers play an important part in planning the program of in-service improvement. "To be effective and continuous, in-service education must be concerned with all experiences of teachers and it must start where the teachers are."[1]

The Commission found that the development of programs by individual school systems "for the in-service education of teachers is as yet a relatively new thing, and patterns are still in process of formation."[2] The interests of the various school systems were child study, guidance activities, "specific curricular matters,"[3] and "community needs in order to check on the adequacy of curricula to get bases for change in program offerings."[4]

Steinkraus[5] believes that an outstanding function of education is to foster a close school-community relationship. He quotes Nicholas Murray Butler[6] who said, "Unless the school is both the work and pride of the community it serves, it is nothing."

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[1] Ibid., p. 94
[2] Commission on Teacher Education, op. cit., p. 129
[3] Ibid., p. 130
[4] Ibid., p. 130
[5] Steinkraus, Herman W., "Education in a Democratic Free Economy," Pi Lambda Theta Journal, December, 1949, Vol. XXVIII, No. 2, Part I, pp. 99
[6] Ibid., p. 99

Teachers in service have made use of summer office work as a means of obtaining "a working knowledge and an understanding of problems to be met when our commercial students obtain jobs."[1]

Kline makes the following statement about the National Business Entrance Testing Program.

> Each year during April, May, and June, schools in all parts of the country participate in the National Business Entrance Testing Program sponsored by the United Business Education Association and the National Office Management Association. The five basic tests are for business students who are about to graduate from high school or college. The tests are in typewriting, stenography, machine calculation, bookkeeping, and general office clerical activities including filing. . . . The successful examinees receive "Certificates of Proficiency" which are honored by many NOMA-member and non-member companies at the time the examinee seeks employment.[2]

Intervisitation of Teachers. Intervisitation of teachers is an important phase of in-service teacher training. Zechial, in collaboration with Durham[3], states "In visiting schools, one is impressed by the large number of activities contributing to the growth and development of teachers."

They list the following activities found in the schools they visited:

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[1]Reese, Sarah, "Summer School Work vs Summer Office Work for Business Teachers," Balance Sheet, September, 1947, p. 14

[2]Kling, T. W., UBEA Forum, February, 1950, p. 38

[3]Trout, David M., Editor, The Education of Teachers, op. cit.,p. 162

> Faculty meetings; post-school conferences, visitation (within the school and to other schools); cooperative teaching; use of professional library; faculty committees by departments, by grades, and by hetereogeneous grouping; pre-school conferences; experimentation; exchange teaching; home visits; use of movies; demonstration teaching; supervision; the use of consultants.[1]

A review of related literature has shown that educators have accepted the challenge left to them by the Commission on Teacher Education. These leaders have been active in trying to discover the school problems confronting teachers today and have endeavored to offer possible methods of improvement. The current national survey which is being conducted by the Boston University Committee will contribute materially to the achievement of the worth-while objectives established by the leading proponents of in-service education.

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[1] Ibid., p. 66

CHAPTER III

PROCEDURES

In conducting a national survey of the in-service staff activities and interests of business teachers, as well as the professional services desired by these teachers, the following procedures were followed:

1. A study was made of research reports, books, periodicals, year books, and other publications dealing with various phases of business education to obtain background information on the problem under consideration.

2. The problem was divided into seven important areas of business education, and a study was made of the major problems existing in these areas in current business education programs of the secondary schools.

3. A four-page check list was then constructed for the purpose of obtaining information on the in-service staff activities and interests of business teachers as well as the professional services desired by the teachers in carrying out these activities.

4. The check list was given an ititial tryout with business teachers in Massachusetts. The instrument was also submitted to a group of college professors who were specialists in either the field of business education or in one of the fields covered in the study, such as guidance and visual aids. With the information received from this tryout, and suggestions given by the specialists in various phases of education, the check list was revised and reproduced by means of off-set printing.

5. A letter of transmittal was carefully prepared to explain the purposes of the study and the importance of its completion for future planning in business education.

6. From a list of public high schools located throughout the United States, a selection of high schools was made to include those schools that would be most likely to offer business education programs, and therefore be able to furnish factual information for this study. Schools of less than two hundred enrollment were not included in the study.

[1]Rice, Mable C.; Carr, Margaret, J. S.; and Wright, Grace, S., Directory of Secondary Schools in the United States, Federal Security Agency, Office of Education, Circular 250, Washington, D. C., January, 1949

Schools listed under titles of agricultural and trade schools were excluded from the study in all parts of the country.

7. On February 23, 1950, check lists and letters of transmittal were mailed to 7,057 schools located throughout the forty-eight states and District of Columbia, according to the addresses listed in the "Directory of Secondary Schools in the United States."[1]

8. Twenty days after the check lists and letters of transmittal had been mailed, a follow-up letter was mailed to those schools from which a reply had not been received.

9. The data received from the returned survey reports were tabulated for each state according to the size of enrollment in the business education departments.

10. Based upon the findings of the survey, summaries were formulated, first by states and then on the national level.

EXPLANATION OF PROCEDURES

Construction of the Check List. The first page of the check list contains identification data. Provision is made for obtaining information concerning the population of the community, town, or city in which the school is located; the business department enrollment; the total school enrollment; the number of teachers in the business education department; and the types of business curricula offered. Part I of the actual check list is concerned with the in-service staff activities and interests of business teachers in the following

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[1] Rice, Mable C.; Carr, Margaret, J. S.; and Wright, Grace, S., Directory of Secondary Schools in the United States, Federal Security Agency, Office of Education, Circular 250, Washington, D. C., January, 1949

seven areas: Curriculum; Audio-Visual Aids; Standards, Testing and Evaluation; Cooperation of Schools and Business; Teaching Procedures; Guidance, Placement, and Follow-up; and Supervision and Administration. From four to sixteen projects or activities are listed within each area. Spaces are provided for the person answering the check list to indicate whether: (A) the activity or project is in process, or (B) a definite interest exists in carrying on the activity. If the activity had been completed or does not constitute a problem in the school, the respondent is instructed not to check either column.

Part II of the check list deals with the professional services that teachers desire in developing the in-service activities and projects. Sixteen projects or activities from within the seven areas of the second section are listed with spaces provided for checking the type of services desired. The respondent is directed to check as many services as he or she feels desirable in carrying out as activity in process or developing one in which a definite interest exists. (A copy of the check list is included in the appendix.)

Try-out and Revision of Check List. The instrument was submitted to business teachers residing in Massachusetts to discover any weak points that existed in the check list and any additional constructive suggestions that might be incorporated in the survey instrument. The check list was also submitted to and reviewed by leaders in various fields of education. With the aid of the suggestions received, the

check list was reviewed and revised by the committee.

Preparation of Letter of Transmittal. In order to explain the purpose of this national survey to the schools receiving the check list, a letter of transmittal was prepared. The letter was addressed to the head of the business education department of the individual school. Paul S. Lomax, President of the UBEA Research Foundation at the time of the study, and Elvin S. Eyster, retiring President of Delta Pi Epsilon, wrote statements encouraging business teachers to participate in the study, and with their permission, these statements were included in this letter. (A copy of the letter of transmittal is included in the appendix.)

Selection of Schools Included in the National Survey. The schools included in the survey were selected from a list of secondary schools provided in the "Directory of Secondary Schools in the United States."[1] This publication, while giving an extensive listing of the secondary schools of the country, and many pertinent facts about them, did not contain any information regarding whether or not the schools maintained business education departments.

From the list of schools provided in the directory, junior high schools were eliminated except when the school contained a combined two-year junior and four-year senior high school program. Schools listed under the titles of agricultural and trade schools were also eliminated and schools with enrollments

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[1] Op. cit.

of less than two hundred students were not included in the study. The survey committee felt that the schools with enrollments of two hundred or over would provide the most adequate sampling at the least cost, considering that more teachers and, in turn, more students are affected by studying the large schools rather than a random sampling of all schools.

Schools included in the selected lists were: separately administrated senior high schools; schools combining the two-year junior high and four-year senior high school program; and high schools which are organized as a part of a one or two-year junior college respectively.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF IN-SERVICE STAFF ACTIVITIES AND PROJECTS IN BUSINESS EDUCATION

The general purposes of this survey were: (1) to determine the in-service staff activities and projects currently in process in the business departments of the public high schools in the United States; (2) to determine those projects which teachers had as interest in and a need for developing in their schools; and (3) to determine the professional services desired by the teachers in carrying out these activities through cooperative meetings of local or area groups.

Part I of the check list contained seven major divisions of in-service projects or activities for improving the business program. The teachers were asked to indicate whether they were participating in or were interested in the in-service activities listed on this page.

Part II summarized the activities from Part I. Various services were listed on this page and the teachers were asked to check as many of these services as they felt were desirable in carrying on either an activity in process or one in which they had a definite interest.

The data summarized in Tables I through X and the tables in the appendix were secured by means of the 1573 completed check lists received from high schools in the United States

having an enrollment of over 200 students.

Explanation of Tables. Table I reports the number of check lists sent; the number of check lists returned and the resulting percentages on a state-wide basis. The summary at the bottom of the sheets gives the national results.

Table II reports the number of check lists sent, the number of check lists returned, and the resulting percentages on an area-wide basis. The summary at the bottom of the sheets gives the national results.

Tables III through IX have been analyzed and interpreted according to the total number of schools which indicated an interest in the project or checked the activity in process.

Table X discloses the totals of the various services desired for each activity on a national level. The grand totals for each activity have been reported at the bottom of this summary sheet. These totals have been analyzed and interpreted according to the interests shown and the service desired by the respondents.

The tables in the appendix analyze the number of schools which indicated an interest in the project or activity in process on the state level.

STATE AND AREA DISTRIBUTION OF THE SURVEY

Tables I and II list the number of surveys sent, the number of surveys returned, and the resulting percentage of returns according to each individual state and according to geographic areas.

An analysis of Table I, showing the individual states, reveals that the largest number of returns received from any single state was 142 from the state of Pennsylvania. This return resulted from 578 questionnaires sent and represented a 24.57 per cent return. The second largest return was from New York with 112 returned from 453 sent for a 24.72 percentage; and Ohio was a close third with 111 returned from 425 sent for a percentage of 26.12.

Of the states that were sent 100 or more questionnaires, Georgia and South Carolina returned only nine each. Georgia was sent 156 and with only nine returned had a percentage of 5.77; South Carolina was sent 132 and with their nine returns had a 6.82 per cent return.

An Analysis of Table II indicates that the largest percentage of returns was received from the Central States. They were sent 2003 questionnaires and returned 519 of them for a 25.91 per cent return. The Southern States had the lowest per cent of return. They were sent 1300 questionnaires and returned only 182, a 14.00 per cent reply.

The national average was 22.29 per cent, with 7057 questionnaires sent and 1573 returned.

TABLE I

STATE DISTRIBUTION OF SURVEY

STATE	NO. RETURNED	NO. SENT	PER CENT
ALABAMA	30	279	10.75
ARIZONA	7	31	22.58
ARKANSAS	20	145	13.79
CALIFORNIA	77	289	26.64
COLORADO	15	57	26.32
CONNECTICUT	32	93	34.41
DELAWARE	8	18	44.44
FLORIDA	33	124	26.61
GEORGIA	9	156	5.77
IDAHO	10	39	25.60
ILLINOIS	74	240	30.83
INDIANA	57	217	26.27
IOWA	25	127	19.69
KANSAS	26	97	26.80
KENTUCKY	15	143	10.49
LOUISIANA	7	79	8.86
MAINE	32	217	14.75
MARYLAND	22	96	22.92
MASSACHUSETTS	93	225	41.33
MICHIGAN	101	285	35.44
MINNESOTA	51	202	25.25
MISSISSIPPI	15	84	17.86
MISSOURI	32	193	16.58
MONTANA	4	31	12.90
NEBRASKA	15	63	23.81

TABLE I (Continued)

STATE	NO. RETURNED	NO. SENT	PER CENT
NEVADA	4	7	57.14
NEW HAMPSHIRE	11	95	11.58
NEW JERSEY	40	168	23.81
NEW MEXICO	11	31	35.48
NEW YORK	112	453	24.72
NORTH CAROLINA	29	148	19.59
NORTH DAKOTA	4	20	20.00
OHIO	111	425	26.12
OKLAHOMA	20	112	17.86
OREGON	18	73	24.66
PENNSYLVANIA	142	578	24.57
RHODE ISLAND	5	29	17.24
SOUTH CAROLINA	9	132	6.82
TENNESSEE	30	153	19.61
TEXAS	46	303	15.18
UTAH	10	55	18.18
VERMONT	17	79	21.52
VIRGINIA	26	154	16.88
WASHINGTON	16	107	14.95
WEST VIRGINIA	34	183	18.58
WISCONSIN	53	171	30.99
WYOMING	7	24	29.17
TOTALS	1573	7057	22.29%

TABLE II

AREA DISTRIBUTION OF SURVEY

AREA	NUMBER SENT	NUMBER RETURNED	PER CENT
NEW ENGLAND			
Maine, New Hampshire, Massachusetts, Vermont, Rhode Island, Connecticut	738	190	25.74
MIDDLE ATLANTIC			
New York, New Jersey, Pennsylvania, Maryland, Virginia, West Virginia, Delaware	1650	384	23.27
SOUTHERN			
North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee, Mississippi, Louisiana, Arkansas	1300	182	14.00
CENTRAL			
Ohio, Indiana, Michigan, Illinois, Kentucky, Missouri, Iowa, Wisconsin, Minnesota	2003	519	25.91
NORTH WEST			
North Dakota, South Dakota, Nebraska, Montana, Washington, Oregon, Idaho, Wyoming	384	82	21.36
SOUTH WEST			
California, Nevada, Utah, Colorado, Kansas, Oklahoma, Texas, New Mexico, Arizona	982	216	21.99
TOTALS	7057	1573	22.29

ACTIVITIES IN PROCESS AND THOSE WHICH TEACHERS INDICATED AN INTEREST IN DEVELOPING

Curriculum. On the basis of the data presented in Table III the most popular activity in process under curriculum, with a total of 728 responses, was "Plans for developing good work habits, attitudes and personality traits." Four hundred and two schools showad an interest in this activity. Respondents from 533 schools reported that the business program was being revised to meet student and business needs. Five hundred and fifty schools indicated an interest in this project.

Three hundred and thirty nine respondents indicated that schools were adapting the curriculum for the slow learner, and 674 schools reported an interest in this activity. A follow-up study of business graduates for curriculum revision was in process in 396 schools, and 616 schools showed an interest in this activity. Three hundred and seventy eight schools reported that analysis of job activities in the employment area were in process, and 593 schools reported interests in this area. Two hundred and seventy nine respondents indicated activities in curricular enrichment for bright students, and 586 reported interests.

Four hundred and eighty-one of the 851 schools that reported were active in improving the content and organization of teaching units while 370 schools indicated an

TABLE III

SCHOOLS REPORTING ACTIVITIES AND INTERESTS ACCORDING TO ENROLLMENT OF BUSINESS DEPARTMENTS

SECTION I. CURRICULUM

	Activities or Projects	Number of Schools Reporting Activities in Process	Number of Schools Reporting Interests in Projects	Totals
1.	Curriculum revision of total business program to meet the needs of student and business	533	550	1083
2.	Curricular adaptation for the slow learner	339	674	1013
3.	Curricular enrichment for the bright student	279	586	865
4.	Provisions for integration of business courses	291	552	843
5.	Remedial reading program for business students	294	500	794
6.	Plans for developing good work habits, attitudes and personality traits	728	402	1130
7.	Follow-up study of business graduates for curriculum revision	396	616	1012
8.	Analysis of job activities in the employment area	378	593	971
9.	Improvement of content and organization of teaching units	481	370	851

interest. Only 291 schools reported that providing for integration of business courses was an activity in process in their schools, but 552 indicated an interest in this activity. A total of 794 schools showed an interest in remedial reading program for business students or reported this activity in process.

Audio-Visual Aids. Table IV discloses that the audio-visual aids activity which received the greatest number of responses was the compiling of lists of agencies providing free or inexpensive teaching aids. Of the 986 responses received for this activity, 548 schools indicated work in this area and 438 schools reported an interest in this project. Lists of aids for specific subjects were being compiled by 456 schools and 479 schools indicated an interest in this activity. Five hundred and forty four of the 897 schools that reported were establishing and financing an audio-visual aids program. Only 353 indicated an interest in this activity. Study of techniques in arranging, conducting and evaluating visits and field trips were reported in process by 215 schools while 603 schools were interested in the project. Only 214 schools reported plans in process for business teachers to review and evaluate films. However, 493 schools were interested in this activity. Three hundred and nine schools indicated provisions for training teachers to operate film projectors as an activity in process. Three hundred and eighty three schools reported an interest in this area.

TABLE IV

SCHOOLS REPORTING ACTIVITIES AND INTERESTS ACCORDING TO ENROLLMENT OF BUSINESS DEPARTMENTS

SECTION II. AUDIO-VISUAL AIDS

	Activities or Projects	Number of Schools Reporting Activities in Process	Number of Schools Reporting Interests in Projects	Totals
1.	Establishing and financing audio-visual aids program	544	353	897
2.	Plans for business teachers to review and evaluate films	214	493	707
3.	Compilation of lists of agencies providing free or inexpensive teaching aids	548	438	986
4.	Compilation of lists of aids for specific subjects	456	479	935
5.	Provisions for training teachers to operate film projectors	309	383	692
6.	Study of techniques in arranging, conducting and evaluating visits and field trips	215	603	818

Standards, Testing and Evaluation. Table V shows that respondents had a high interest in the projects stated. Six hundred and seventy four schools were interested in the development of an effective testing program in business education for their schools. Three hundred and six schools reported that this activity was in process. Six hundred and twenty two schools were interested in the development of rating scales for work habits, attitudes and personality. Two hundred and ten schools reported this activity in process. Five hundred eighty seven schools were interested in the compilation of standardized and published tests available in business education, while 203 schools reported this activity in process. Five hundred and sixty five schools were interested in surveying the employment area to determine the entrance requirements in vocational skills. A total of 329 schools reported this activity in process.

Five hundred and fifty seven schools were interested in the establishment of standards of achievement in skill subjects, while 429 schools reported this activity in process. Five hundred and forty schools reported an interest in the utilization of National Business Entrance Tests. Only eighty eight schools reported this activity in process. Four hundred and eleven schools reported an interest in the establishment of a uniform city, county or area testing program, while only 64 schools reported this activity in process.

A comparison of totals in Table III revelas that although few schools were engaged in the activities, considerable

TABLE V

SCHOOLS REPORTING ACTIVITIES AND INTERESTS ACCORDING TO ENROLLMENT OF BUSINESS DEPARTMENTS

SECTION III. STANDARDS, TESTING AND EVALUATION

Activities or Projects	Number of Schools Reporting Activities in Process	Number of Schools Reporting Interests in Projects	Totals
1. Development of an effective testing program in business education	306	674	980
2. Establishment of a uniform city, county or area testing program	64	411	475
3. Development of rating scales for work habits, attitudes and personality	210	622	832
4. Compilation of standardized and published tests available in business education	203	587	790
5. Utilization of National Business Entrance Tests	88	540	628
6. Survey of employment area to determine entrance requirements in vocational skills	329	565	894
7. Establishment of standards of achievement in skill subjects	429	557	986

interest was shown in developing projects in standards, testing and evaluation. A great deal of interest was shown in the following activities: the development of an effective testing program in business education; the development of rating scales for work habits, attitudes and personality; the compilation of standardized and published tests available in business education.

Cooperation of Schools and Business. As shown in Table VI, some of the areas in question show the smallest amount of activity of any of the phases of business education discussed thus far. Only 117 schools were engaged in cooperating with businessmen to enable teachers to obtain business experience, while 138 were engaged in establishment of an advisory committee. However, it should be noted that in the first case 559 schools showed an interest in the activity while in the latter 550 indicated interest. It might be noted that there is strong indication that there is need for the development of greater activity in this area. Only 175 schools were active in interpretation of the business program through school and civic groups and 407 schools indicated interest.

There were 427 respondents that reported activities in forming programs for work experience or cooperative training in office occupations, while interest was indicated by 576. Three hundred and eighty six indicated cooperative activities with business groups in process. Four hundred and ninety

TABLE VI

SCHOOLS REPORTING ACTIVITIES AND INTERESTS ACCORDING TO ENROLLMENT OF BUSINESS DEPARTMENTS

SECTION IV. COOPERATION OF SCHOOLS AND BUSINESS

	Activities or Projects	Number of Schools Reporting Activities in Process	Number of Schools Reporting Interests in Projects	Totals
1.	Cooperative activities with business groups	386	498	884
2.	Establishment of an advisory committee	138	550	688
3.	Cooperative plan with business-men to enable teachers to obtain business experience	117	559	676
4.	Interpretation of the business program thru social and civic groups	175	407	582
5.	Program for work experience in distributive education	324	344	668
6.	Program for work experience or cooperative training in office occupations	427	576	1003

eight were interested in this project. Programs for work experience in distributive education were reported in process by 324, and 344 indicated an interest in this area.

Improvement of Teaching Procedures. Table VII describes 16 activities dealing with the improvement of teaching procedures. The business teachers of 821 schools reported on the demonstration and discussion of the use of audio-visual aids: 347 schools said this activity was already in process, and 474 schools signified an interest in this activity. Of 783 schools reporting on the improvement of methods for integrating subject matter, 506 schools reported an interest in this project, while 277 schools said this activity was already in process. Six hundred and fifty one schools reported on the improvement of the use of teaching-learning units. Of these 246 schools were working on this activity, and 405 schools were interested in developing it. One hundred and sixty one schools were already carrying on the improvement of materials and methods used in distributive education, and 327 schools expressed interest in developing this activity, making a total of 488.

In the check list four activities were listed under each of the following subject headings: shorthand, typewriting, transcription; bookkeeping and general (social) business subjects; office machines and office practice.

The number of schools interested in developing the activities greatly exceeded the number already working on them.

In shorthand, typewriting, and transcription, 954 schools indicated the need for plans and techniques for effective remedial work, with 232 schools reporting this activity in process, and 722 schools revealing an interest in developing effective remedial work. Eight hundred and two schools reported on the need for remedial work in bookkeeping and general business subjects, with 192 schools already working on this project, and 610 interested in it. Fewer schools reported on remedial work in office practice. One hundred thirty schools were already engaged in this activity, and 453 schools signified interest in it, making a total of 583 schools.

More schools indicated an interest in provisions for the slow learner than for the bright student in shorthand and transcription subjects, and in bookkeeping and general business subjects. In office practice the interest was also slightly higher for the slow learners.

In shorthand, typewriting, and transcription, 681 schools were interested in provisions for the slow learner and 287 schools were working on this project, making a total of 968 schools. For the bright student, 573 schools showed an interest and 259 schools were carrying on this activity, a total of 832 schools.

In bookkeeping and general (social) business subjects, 606 schools expressed an interest in developing instructional provisions for the slow learner, and 251 schools had already started this program, making a total of 857 schools. Five hundred and twenty-eight schools revealed an interest in

TABLE VII

SCHOOLS REPORTING ACTIVITIES AND INTERESTS ACCORDING TO ENROLLMENT OF BUSINESS DEPARTMENTS

SECTION V. IMPROVEMENT OF TEACHING PROCEDURES

	Activities or Projects	Number of Schools Reporting Activities in Process	Number of Schools Reporting Interests in Projects	Totals
1.	Demonstration and discussion of the use of audio-visual aids	347	474	821
2.	Improvement of methods for integrating subject matter	277	506	783
3.	Improvement of the use of teaching-learning units	246	405	651
4.	Improvement of materials and methods used in distributive education	161	327	488
	Shorthand, Typing, Transcription			
5.	Demonstration lesson for teachers	142	640	782
6.	Instructional provisions for the slow learner	287	681	968
7.	Instructional provisions for the bright students	259	573	832
8.	Plans and techniques for effective remedial work	232	722	954

TABLE VII CONTINUED

Activities or Projects	Number of Schools Reporting Activities in Process	Number of Schools Reporting Interests in Projects	Totals
Bookkeeping and General Business			
9. Demonstration lessons for teachers	79	582	661
10. Instructional provisions for the slow learner	251	606	857
11. Instructional provisions for the bright student	227	528	755
12. Plans and techniques for effective remedial work	192	610	802
Office Machines and Practice			
13. Demonstration lessons for teachers	127	592	719
14. Instructional provisions for the slow learner	182	423	605
15. Instructional provisions for the bright student	177	403	580
16. Plans and techniques for effective remedial work	130	453	583

provisions for the bright student, and 227 schools indicated this project was already established, making a total of 755 schools.

Fewer schools reported on office machines and office practice. Four hundred and twenty-three schools wished to develop instructional provisions for the slow learner, and 403 schools were interested in provisions for the bright student. One hundred eighty-two schools reported that provisions for the slow learner were already in process, and 177 schools were working on provisions for the bright student. A total of 605 schools reported on the slow learner in office practice, and 580 schools reported on the bright student.

Guidance, Placement and Follow-up. Table VIII shows the number of schools reporting on guidance, placement and follow-up. Of 1,103 schools reporting 443 indicated activity in improvement of guidance techniques to assist students in selecting business courses. Six hundred and sixty schools were interested in this project. There were 500 schools conducting surveys of job opportunities in the vicinity, and 593 were interested in this area. Five hundred and thirty two schools were counseling and assisting graduates and dropouts while 439 schools were interested in this project. Organization of a placement service was in process in 405 schools and 528 schools were interested in this activity.

It might be noted that only 217 schools indicated an activity in process for improvement of teacher's skills in

TABLE VIII

SCHOOLS REPORTING ACTIVITIES AND INTERESTS ACCORDING TO ENROLLMENT OF BUSINESS DEPARTMENTS

SECTION VI. GUIDANCE, PLACEMENT AND FOLLOW-UP

	Activities or Projects	Number of Schools Reporting Activities in Process	Number of Schools Reporting Interests in Projects	Totals
1.	Survey of job opportunities in the vicinity	500	593	1093
2.	Development of units providing educational and occupational information	405	458	863
3.	Integration of occupational information with business subject matter	436	433	869
4.	Organization of a placement service	405	528	933
5.	Counseling and assisting graduates and dropouts	532	439	971
6.	Establishment of a follow-up system	326	568	894
7.	Improvement of guidance techniques to assist students in selecting business courses	443	660	1103
8.	Improvement of teacher's skills in interviewing students	217	629	846

interviewing students while 629 schools were interested in so doing. There were 405 schools engaged in development of units providing educational and occupational information and 458 indicated interest. There was indication that integration of occupational information with business subject matter was in process in 436 schools. Four hundred and thirty three schools were interested in this topic. Interest in establishing a follow-up system was indicated by 568 schools while only 326 schools indicated this activity to be in process.

Supervision and Administration. Table IX shows the number of schools reporting on activities concerned with supervision and administration. A general pattern may be noted in that more schools indicated an interest in the activities listed in Table VIII than reported them in process.

Nine hundred and fifty four schools responded to plans for visiting business teachers in other schools and evaluation and selection of textbooks, instructional materials and equipment. In the first instance, 279 schools reported activity while 675 indicated interest. In the latter project, 504 schools were engaged in some activity and 450 were interested in the area. There were 908 schools responding to discussion of current problems by teachers and administrators; 521 indicated activity and 387 were interested in the project.

TABLE IX

SCHOOLS REPORTING ACTIVITIES AND INTERESTS ACCORDING TO ENROLLMENT OF BUSINESS DEPARTMENTS

SECTION VII. SUPERVISION AND ADMINISTRATION

	Activities or Projects	Number of Schools Reporting Activities in Process	Number of Schools Reporting Interests in Projects	Totals
1.	Orientation program for new business teachers	145	422	567
2.	Discussion of current problems by teachers and administrators	521	387	908
3.	Improvement of techniques for evaluating business teachers	105	446	551
4.	Evaluation of business program	320	512	832
5.	Plans for visitation of business teachers in other schools	279	675	954
6.	Development of democratic supervisory and administrative policies	247	347	594
7.	Evaluation and selection of textbooks, instructional materials and equipment	504	450	954

Of the remaining activities and projects in this area, 320 schools were active in evaluation of business programs, while 512 indicated that they were interested. Two hundred and forty seven schools indicated that activity was in process in development of democratic supervisory and administrative policies and 347 were interested in this area. Only 145 schools reported orientation programs for new business teachers in process, but 422 schools were interested in the activity. There were only 105 schools engaged in techniques for evaluating business teachers, however, 446 schools indicated interest.

SERVICES DESIRED TO DEVELOP IN-SERVICE PROJECTS AND ACTIVITIES

Part II of the check list gave those schools participating in the study an opportunity to check as many services as they desired to help develop the activities checked in Part I.

Off-Campus Extension Courses. Table X shows the number of schools that desired off-campus extension courses to aid them in developing the activities checked in Part I of the check list.

Most of the schools reporting indicated a desire for off-campus extension courses for improving teaching procedures and demonstration techniques in shorthand, typewriting, and transcription. This was closely followed by a desire to improve teaching procedures in bookkeeping and general business subjects. Interest for the off-campus extension course was also strongly indicated for improving teaching procedures and demonstration in office machines and office practice. A lesser desire was noted for improving guidance, placement and follow-up services, and also for expanding the use of audio-visual aids.

One-Five Day Conference. As shown in the aforementioned table, the three types of activities with which this service may be most helpful include improving teaching procedures and demonstration techniques in shorthand, typewriting, and transcription; revising specific parts of the business

curriculum, and developing plans to cooperate with business, for example, establishing advisory committees. In the case of the first mentioned, there were 306 requests by schools; in the second instance there were 301 requests and in the third there were 297 requests. Activities dealing with distributive education received fewest responses, as the teachers of only 141 schools checked improving teaching procedures in distributive education and 156 schools indicated this service for developing a cooperative training or work experience program in distributive education.

Two-Week or Longer Workshop. Table X shows that the workshop period is a service which may be satisfactorily employed for the improving of teaching procedures. Requests for two-week or longer workshops for improving teaching procedures and demonstration techniques in shorthand, typing and transcription totalled 454 schools; improving teaching procedures in bookkeeping and general business subjects, 414 schools; and improving teaching and demonstration techniques in office machines and office practice, 410 schools. Also indicated as a satisfactory activity was revising the total business curriculum, which was indicated by teachers of 309 schools.

The fewest responses in this area were received for developing plans to cooperate with business in establishing advisory committees, with 97 responses, and establishing a uniform city, county or area testing program, with 115 responses.

Area or Regional Committees. The table shows this service received the second highest number of selections. Surveying the employment area to determine minimum business entrance standards in office skills was the first selection of the schools with 467 responses. Establishing a uniform city, county or area testing program ranked second, with 392 responses; and developing plans to cooperate with business, for example, establishing advisory committees was a close third with 381 choices. It might be noted that improving teaching procedures in distributive education was mentioned only 92 times and improving teaching procedures and demonstration techniques in office machines and office practice was checked only 95 times.

Courses at College or University. As shown in Table X, courses at a college or university were desired by teachers to aid them in improving their teaching procedures. Also scoring high as subjects for this service were developing an effective testing program in business education, and improving guidance, placement and follow-up services, checked by 319 and 229 schools respectively.

Consulting Specialist. As shown in the table being summarized, the services of a consulting specialist were desired primarily in four areas. These include: improving guidance, placement and follow-up services, 387 schools; revising total business curriculum, 369 schools; revising specific parts of the business curriculum, 347 schools;

and developing an effective testing program in business education at your school, 312 schools.

It may also be noted that this service received the highest overall choice of the services mentioned on the check sheet. Those services receiving the fewest responses include improving teaching procedures in distributive education, with 163 responses; and establishing a uniform city, county or area testing program with only 164 schools responding.

State Supervisor. Table X shows the responses of teachers for assistance which might be given by a state supervisor. The two activities most frequently checked include revising total business curriculum, 283 schools, and developing cooperative training or work experience program in office occupations, 253 schools. Improving teaching procedures received very few responses as did developing plans to cooperate with business, for example, establishing advisory committees, which was indicated by teachers in only 135 schools.

U. S. Office of Education. The services of the U. S. Office of Education, as shown in the table, were less frequently requested than any other single service in Part II of the check list. An examination of this table shows that very few teachers requested information or assistance from this source.

Expanding the use of audio-visual aids, and evaluating the business program, as through the use of Evaluative Criteria, were the two services mentioned most frequently. Developing plans to cooperate with business, for example, establishing advisory committees and the improvement of teaching procedures, received the fewest checks.

Summary. It might be noted that the services receiving the most requests were consulting specialists, area or regional committees, one to five day conferences and two-week or longer workshops. The fewest responses were for aid from the U. S. Office of Education and off- campus extension courses.

The total responses further indicated that teachers wanted services in the improvement of teaching procedures and in revising total business curriculum. It was further indicated that establishing uniform city, county or area testing programs and developing cooperative training or work experience programs in distributive education were the least popular of the respondents.

TABLE X

SERVICES DESIRED TO DEVELOP IN-SERVICE PROJECTS AND ACTIVITIES

	Off-Campus Extension Course	1-5 Day Conference	Two-Week or Longer Workshop	Area or Regional Committees	Course at College or University	Consulting Specialist	State Supervisor	U. S. Office of Education	TOTAL
	1	2	3	4	5	6	7	8	
1. Revising total business curriculum.	146	230	309	296	187	369	283	98	1918
2. Revising specific parts of the business curriculum.	77	301	217	265	118	347	211	71	1607
3. Expanding the use of audio-visual aids.	165	279	177	149	183	260	130	111	1454
4. Developing an effective testing program in business education.	137	229	227	225	229	312	176	99	1634
5. Establishing a uniform city, county or area testing program.	37	184	115	392	44	164	176	56	1168
6. Surveying the employment area to determine minimum business entrance standards in office skills.	59	211	145	467	43	179	141	89	1334
7. Developing cooperative training or work experience program in distributive education.	63	156	133	231	110	192	233	71	1189
8. Developing cooperative training or work experience program in office occupations.	74	239	191	334	108	228	253	66	1493

TABLE X (Continued)

	Off-Campus Extension Course	1-5 Day Conference	Two-week or Longer Workshop	Area or Regional Committees	Course at College or University	Consulting Specialist	State Supervisor	U. S. Office of Education	TOTAL
	1	2	3	4	5	6	7	8	
9. Developing plans to cooperate with business, for example, establishing advisory committees.	54	297	97	381	42	174	135	32	1212
10. Improving teaching procedures and demonstration techniques in shorthand, typewriting, and transcription.	289	306	454	112	504	237	141	50	2093
11. Improving teaching in bookkeeping and general business subjects.	262	264	414	105	477	210	122	47	1901
12. Improving teaching procedures and demonstration techniques in office machines and office practice.	215	238	410	95	419	222	101	41	1741
13. Improving teaching procedures in distributive education.	133	141	260	92	285	163	160	58	1292
14. Improving guidance, placement and follow-up services.	181	278	274	237	319	387	173	87	1936
15. Improving supervision and administration services, for example, improving teacher rating scales.	86	205	132	210	142	187	225	92	1279
16. Evaluating the program, as through the use of Evaluative Criteria.	80	201	171	201	135	228	209	104	1329
TOTALS	2058	3759	3726	3792	3345	3859	2869	1172	24,580

CHAPTER V

SUMMARY OF FINDINGS OF IN PROCESS OR INDICATED INTERESTS

According to frequency of responses, the three top-ranking activities in process in the schools reporting, and the three top-ranking activities in which teachers had an interest in each major area of business education, are listed below:

Curriculum:

Rank	Activities in Process	Total Responses
1	Plans for developing good work habits, attitudes, and personality traits	728
2	Curriculum revision of total business program to meet the needs of student and business	533
3	Improvement of content and organization of teaching units	481
	Interest in Activities	
1	Curricular adaption for the slow learner	674
2	Follow-up study of business graduates for curriculum revision	616
3	Analysis of job activities in the employment area	593

Audio-Visual Aids:

	Activities in Process	
1	Compilation of lists of agencies providing free or inexpensive teaching aids	548
2	Establishing and financing audio-visual aids program	544
3	Compilation of lists of aids for specific subjects	456

Rank	Interest in Activities	Total Responses
1	Study of techniques in arranging, conducting and evaluating visits and field trips	603
2	Plans for business teachers to review and evaluate films	493
3	Compilation of lists of aids for specific subjects	479

Standards, Testing and Evaluation:

Activities in Process

1	Establishment of standards of achievement in skill subjects	429
2	Survey of employment area to determine entrance requirements in vocational skills	329
3	Development of an effective testing program in business education	306

Interest in Activities

1	Development of an effective testing program in business education	674
2	Development of rating scales for work habits, attitudes and personality	622
3	Compilation of standardized and published tests available in business education	587

Cooperation of Schools and Business:

Activities in Process

1	Program for work experience or cooperative training in office occupations	427
2	Cooperative activities with business groups	386
3	Program for work experience in distributive education	324

Rank	Interest in Activities	Total Responses
1	Program for work experience or cooperative training in office occupations	576
2	Cooperative plan with business-men to enable teachers to obtain business experience	559
3	Establishment of an advisory committee	550
	Improvement of Teaching Procedures:	
	Activities in Process	
1	Demonstration and discussion of the use of audio-visual aids	347
2	Instructional provisions for the slow learner in shorthand, typing and transcription	287
3	Improvement of methods for integrating subject matter	277
	Interest in Activities	
1	Plans and techniques for effective remedial work	722
2	Instructional provisions for the slow learner in shorthand, typing and transcription	681
3	Demonstration lessons for teachers in shorthand, typing and transcription	640
	Guidance, Placement and Follow-up:	
	Activities in Process	
1	Counseling and assisting graduates and drop-outs	532
2	Survey of job opportunities in the vicinity	500
3	Improvement of guidance techniques to assist the students in selecting business courses	443

Rank	Interest in Activities	Total Responses
1	Improvement of guidance techniques to assist students in selecting business courses	660
2	Improvement of teachers' skills in interviewing students	629
3	Survey of job opportunities in the vicinity	593

Supervision and Administration:

	Activities in Process	
1	Discussion of current problems by teachers and administrators	521
2	Evaluation and selection of textbooks, instructional materials and equipment	504
3	Evaluation of business program	320
	Interest in Activities	
1	Plans for visitation of business teachers in other schools	675
2	Evaluation of business program	512
3	Evaluation and selection of textbooks, instructional materials and equipment	450

CHAPTER VI

SUMMARY OF FINDINGS OF SERVICES DESIRED

The most frequently mentioned activities for which professional services were desired by the schools reporting are listed below:

Off-Campus Extension Course:

Rank	Summary of Activities	Total Responses
1	Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription	289
2	Improving teaching procedures in bookkeeping and general (social) business subjects	262
3	Improving teaching procedures and demonstration techniques in office machines and office practice	215

One-Five Day Conference:

1	Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription	306
2	Revising specific parts of the business curriculum	301
3	Developing plans to cooperate with business, for example, establishing advisory committees	297

Two-Week or Longer Workshop:

1	Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription	454
2	Improving teaching procedures in bookkeeping and general (social) business subjects	477

Two-Week or Longer Workshop: (Continued)

Rank	Summary of Activities	Total Responses
3	Improving teaching procedures and demonstration techniques in office machines and office practice	410
	Area or Regional Committees:	
1	Surveying the employment area to determine minimum business entrance standards in office skills	467
2	Establishing a uniform city, county or area testing program	392
3	Developing plans to cooperate with business, for example, establishing advisory committees	381
	Course at College or University:	
1	Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription	504
2	Improving teaching procedures in bookkeeping and general (social) business subjects	477
3	Improving teaching procedures and demonstration techniques in office machines and office practice	419
	Consulting Specialist:	
1	Improving guidance, placement and follow-up services	387
2	Revising total business curriculum	369
3	Revising specific parts of the business curriculum	347
	State Supervisor:	
1	Revising total business curriculum	283
2	Developing cooperative training or work experience program in office occupations	253

State Supervisor: (Continued)

Rank	Summary of Activities	Total Responses
3	Developing cooperative training or work experience program in distributive education	233

U. S. Office of Education:

1	Expanding the use of audio-visual aids	111
2	Evaluating the business program, as through the use of Evaluative Criteria	104
3	Developing an effective testing program in business education for your school	99

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APPENDIX

CURRICULUM ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B)

	Revision of Total Program		Adaptation for Slow Learner		Enrichment for Bright Students		Remedial Reading Program		Integration of Business Courses		Developing Good Work Habits		Follow-up Study of Graduates		Analysis of Job Activities		Improving Instructional Units	
	1		2		3		4		5		6		7		8		9	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
ALABAMA	7	8	3	15	3	15	4	10	8	12	12	11	5	11	3	12	10	5
ARIZONA	2	2	1	3	0	3	0	2	2	2	1	3	0	4	2	2	1	3
ARKANSAS	3	8	3	10	6	9	2	7	6	8	12	4	3	10	4	11	8	2
CALIFORNIA	33	30	19	33	15	35	13	23	24	18	34	25	14	36	24	29	23	25
COLORADO	2	8	5	4	0	3	3	2	2	3	4	3	1	6	1	6	2	2
CONNECTICUT	13	7	9	11	8	9	4	8	8	10	14	5	12	7	9	9	12	3
DELAWARE	4	4	1	4	1	2	0	2	2	2	4	2	4	3	3	3	1	3
FLORIDA	8	17	8	14	9	11	2	15	8	16	19	10	8	18	7	15	12	6
GEORGIA	4	3	2	5	2	4	0	6	3	4	6	1	1	7	2	6	2	3
IDAHO	4	3	1	3	1	1	3	3	1	0	5	0	1	3	4	3	3	1
ILLINOIS	36	21	21	32	16	28	7	19	25	22	33	21	22	27	23	26	23	23
INDIANA	21	21	12	30	14	21	3	17	16	22	25	20	18	29	12	27	14	17

CURRICULUM ACTIVITIES IN PROCESS (A) OR

ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	Revision of Total Program		Adaptation for Slow Learner		Enrichment for Bright Students		Remedial Reading Program		Integration of Business Courses		Developing Good Work Habits		Follow-up Study of Graduates		Analysis of Job Activities		Improving Instructional Units	
	1		2		3		4		5		6		7		8		9	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
IOWA	13	10	5	15	3	19	1	13	8	10	13	6	7	8	7	13	7	11
KANSAS	12	7	7	7	5	8	7	12	0	12	10	10	5	12	7	12	3	10
KENTUCKY	2	7	1	7	1	6	4	5	2	5	7	3	4	4	3	4	3	3
LOUISIANA	2	2	2	4	1	4	1	4	3	1	3	3	2	3	3	2	2	2
MAINE	6	9	4	9	2	7	0	15	2	11	7	6	5	10	5	6	1	11
MARYLAND	5	9	1	13	2	10	3	7	4	7	9	10	6	8	2	8	6	6
MASSACHUSETTS	15	21	15	24	14	19	6	28	19	18	26	13	20	17	8	22	21	7
MICHIGAN	41	35	20	40	17	33	29	34	6	33	50	30	32	41	30	33	28	18
MINNESOTA	23	24	13	34	5	33	4	26	15	19	22	18	12	26	16	21	21	18
MISSISSIPPI	5	6	3	8	4	6	5	5	3	6	10	2	8	3	6	3	4	4
MISSOURI	5	14	7	15	8	14	4	18	10	15	16	10	9	13	9	10	8	10
MONTANA	1	2	1	2	1	3	2	1	0	2	1	1	2	0	0	2	0	2

CURRICULUM ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	Revision of Total Program		Adaptation for Slow Learner		Enrichment for Bright Students		Remedial Reading Program		Integration of Business Courses		Developing Good Work Habits		Follow-up Study of Graduates		Analysis of Job Activities		Improving Instructional Units	
	1		2		3		4		5		6		7		8		9	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
NEBRASKA	2	6	2	8	3	7	4	4	1	5	6	5	3	5	3	6	4	2
NEVADA	3	0	0	1	1	0	0	0	1	0	2	0	1	2	1	2	1	0
NEW HAMPSHIRE	1	2	0	1	0	1	0	3	0	2	1	2	1	2	0	1	0	2
NEW JERSEY	16	12	18	11	13	6	3	13	14	6	21	5	18	13	11	11	17	9
NEW MEXICO	3	4	1	7	1	6	5	3	0	7	5	4	2	5	3	5	2	2
NEW YORK	38	33	37	40	20	40	9	41	32	33	39	28	31	49	30	40	31	23
NORTH CAROLINA	8	10	5	11	4	10	8	12	1	12	22	4	7	11	5	14	10	8
NORTH DAKOTA	2	2	0	2	0	2	0	2	2	0	0	2	1	3	0	3	3	1
OHIO	43	40	25	48	17	41	33	41	5	37	57	27	23	49	24	58	43	20
OKLAHOMA	6	10	5	7	4	7	9	2	2	4	10	4	8	8	4	12	9	3
OREGON	4	7	4	4	5	4	5	3	1	5	6	5	5	6	5	5	4	4
PENNSYLVANIA	58	51	31	68	28	54	52	49	19	41	80	30	38	56	41	54	64	32

CURRICULUM ACTIVITIES IN PROCESS (A) OR

ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	Revision of Total Program		Adaptation for Slow Learner		Enrichment for Bright Students		Remedial Reading Program		Integration of Business Courses		Developing Good Work Habits		Follow-up Study of Graduates		Analysis of Job Activities		Improving Instructional Units	
	1		2		3		4		5		6		7		8		9	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
RHODE ISLAND	2	2	2	1	2	0	0	4	1	1	1	1	0	5	1	2	2	0
SOUTH CAROLINA	2	2	0	7	0	5	1	4	0	4	3	2	3	2	2	1	1	3
SOUTH DAKOTA	1	5	2	4	1	3	2	0	2	0	4	0	0	5	2	3	1	1
TENNESSEE	8	12	6	15	7	13	9	8	1	11	18	7	3	15	2	18	8	11
TEXAS	14	17	9	22	7	20	4	19	16	15	25	16	12	18	9	23	19	14
UTAH	1	8	1	7	2	6	2	6	0	5	5	4	3	5	3	4	3	4
VERMONT	1	0	0	3	0	2	0	1	1	0	2	1	0	1	0	1	1	1
VIRGINIA	12	6	3	12	4	9	8	11	0	13	17	6	8	12	11	8	10	7
WASHINGTON	7	5	5	6	3	5	5	3	3	7	11	4	2	6	2	6	3	5
WEST VIRGINIA	10	16	7	19	6	22	4	20	11	16	17	12	9	9	9	13	10	10
WISCONSIN	21	19	12	23	12	18	17	20	3	16	31	13	15	20	17	15	19	12
WYOMING	3	3	0	5	1	2	4	1	1	2	2	3	2	3	3	3	1	2
TOTALS	533	550	339	674	279	586	291	552	294	500	728	402	396	616	378	593	481	370

AUDIO-VISUAL AIDS ACTIVITIES IN PROCESS (A) OR

ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B)

	Establishing Visual Aid Program		Reviewing and Evaluating Films		Listing Free Films and Film Strips		Listing Audio-Visual Aids		Training to Operate Projectors		Planning Visits and Field Trips	
	1		2		3		4		5		6	
	A	B	A	B	A	B	A	B	A	B	A	B
ALABAMA	5	13	1	11	9	12	5	12	6	12	7	11
ARIZONA	3	1	1	3	3	1	5	0	0	2	0	3
ARKANSAS	6	5	5	7	6	5	5	8	4	5	1	9
CALIFORNIA	26	12	22	17	28	16	26	12	24	11	9	22
COLORADO	1	3	1	4	3	3	2	3	0	3	1	2
CONNECTICUT	14	3	5	10	14	3	12	4	7	7	7	11
DELAWARE	2	3	0	1	3	1	2	2	2	1	3	3
FLORIDA	13	8	8	14	12	13	9	14	10	10	6	17
GEORGIA	3	3	2	6	5	3	3	5	1	3	0	6
IDAHO	5	3	1	1	3	2	2	2	3	1	1	3
ILLINOIS	31	16	14	24	35	13	25	17	14	13	13	21
INDIANA	21	10	7	19	22	17	18	19	5	16	9	25

AUDIO-VISUAL AIDS ACTIVITIES IN PROCESS (A) OR

ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	Establishing Visual Aid Program		Reviewing and Evaluating Films		Listing Free Films and Film Strips		Listing Audio-Visual Aids		Training to Operate Projectors		Planning Visits and Field Trips	
	1		2		3		4		5		6	
	A	B	A	B	A	B	A	B	A	B	A	B
IOWA	12	4	7	12	10	6	10	6	3	7	2	12
KANSAS	8	7	3	7	9	10	8	9	10	5	4	9
KENTUCKY	4	4	2	2	3	6	4	3	3	3	6	2
LOUISIANA	3	3	0	3	2	4	0	6	0	3	0	4
MAINE	5	7	1	6	6	8	5	6	4	2	2	6
MARYLAND	5	6	1	5	5	7	4	5	3	5	0	6
MASSACHUSETTS	22	14	6	27	20	20	17	19	14	21	5	24
MICHIGAN	33	32	20	27	38	26	30	31	18	33	14	40
MINNESOTA	27	6	9	16	19	17	18	17	10	11	8	28
MISSISSIPPI	6	2	3	3	7	2	7	3	2	4	0	9
MISSOURI	8	13	0	18	8	7	7	14	4	14	3	19
MONTANA	1	1	1	1	2	1	1	1	0	3	0	2

AUDIO-VISUAL AIDS ACTIVITIES IN PROCESS (A) OR

ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	1 Establishing Visual Aid Program		2 Reviewing and Evaluating Films		3 Listing Free Films and Film Strips		4 Listing Audio-Visual Aids		5 Training to Operate Projectors		6 Planning Visits and Field Trips	
	A	B	A	B	A	B	A	B	A	B	A	B
NEBRASKA	9	1	2	3	7	3	6	3	2	4	2	5
NEVADA	1	2	1	1	2	2	1	2	1	0	1	0
NEW HAMPSHIRE	1	0	0	1	1	1	0	2	1	0	0	1
NEW JERSEY	15	3	3	11	16	5	16	6	9	7	6	10
NEW MEXICO	4	4	0	5	5	5	4	4	0	7	1	5
NEW YORK	41	17	25	32	53	33	48	32	30	24	16	33
NORTH CAROLINA	11	8	4	9	8	10	6	12	7	7	1	15
NORTH DAKOTA	2	1	0	1	0	1	0	1	0	1	0	2
OHIO	39	28	10	37	35	37	32	36	14	29	12	50
OKLAHOMA	8	4	3	5	8	6	5	8	6	2	4	4
OREGON	5	4	3	4	7	6	5	7	6	4	4	8
PENNSYLVANIA	44	41	6	53	55	43	42	50	25	39	29	65

AUDIO-VISUAL AIDS ACTIVITIES IN PROCESS (A) OR

ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	Establishing Visual Aid Program		Reviewing and Evaluating Films		Listing Free Films and Film Strips		Listing Audio-Visual Aids		Training to Operate Projectors		Planning Visits and Field Trips	
	1		2		3		4		5		6	
	A	B	A	B	A	B	A	B	A	B	A	B
RHODE ISLAND	3	0	1	1	2	1	1	2	0	1	0	2
SOUTH CAROLINA	3	1	1	4	1	4	2	3	1	2	0	5
SOUTH DAKOTA	2	2	0	4	4	1	1	3	1	3	2	3
TENNESSEE	10	8	5	12	7	13	6	15	9	10	3	15
TEXAS	14	13	6	12	15	13	14	17	13	12	7	21
UTAH	6	3	4	3	4	4	4	5	4	1	3	4
VERMONT	0	0	1	1	1	0	0	1	0	0	0	0
VIRGINIA	6	6	1	9	7	8	4	11	7	8	2	14
WASHINGTON	7	4	4	3	3	5	4	5	4	0	5	4
WEST VIRGINIA	15	13	1	20	9	15	7	15	8	11	4	18
WISCONSIN	30	10	11	16	22	18	19	20	13	14	11	22
WYOMING	4	1	2	2	4	1	4	1	1	2	1	4
TOTALS	544	353	214	493	548	438	456	479	309	383	215	603

STANDARDS, TESTING AND EVALUATION ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED

	1 Developing Testing Program		2 Establishing a Uniform Testing Program		3 Developing Rating Scales		4 Compiling Standardized and Published Tests		5 Using National Business Entrance Tests		6 Surveying Employment Requirements		7 Establishing Standards of Achievement	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
ALABAMA	4	19	0	11	3	17	3	15	1	11	3	14	5	15
ARIZONA	0	5	0	1	0	5	0	5	1	4	1	4	1	5
ARKANSAS	0	15	0	7	5	6	2	11	1	8	4	8	6	5
CALIFORNIA	13	34	5	20	11	28	8	32	11	33	19	26	22	30
COLORADO	5	4	0	2	0	5	1	5	0	4	1	6	3	3
CONNECTICUT	7	11	1	7	5	11	3	13	3	6	11	8	10	6
DELAWARE	1	4	0	3	1	4	1	2	0	1	1	5	1	6
FLORIDA	4	19	1	12	3	19	5	16	2	19	4	18	12	9
GEORGIA	2	4	1	4	2	4	2	4	0	5	1	6	2	3
IDAHO	3	3	1	0	1	2	1	1	0	3	3	2	3	3
ILLINOIS	10	43	1	10	12	25	8	24	3	24	14	22	21	27
INDIANA	13	27	2	16	11	22	7	21	3	15	13	20	17	25

STANDARDS, TESTING AND EVALUATION ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (Continued)

	Developing Testing Program		Establishing a Uniform Testing Program		Developing Rating Scales		Compiling Standardized and Published Tests		Using National Business Entrance Tests		Surveying Employment Requirements		Establishing Standards of Achievement	
	1		2		3		4		5		6		7	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
IOWA	3	16	1	6	7	9	4	11	1	6	2	13	6	14
KANSAS	7	8	0	6	3	9	3	11	1	9	2	14	4	11
KENTUCKY	5	6	1	2	3	4	2	5	0	2	2	4	4	4
LOUISIANA	0	2	1	1	1	1	2	2	0	3	2	2	2	1
MAINE	2	12	1	4	2	8	2	10	0	9	5	6	1	9
MARYLAND	1	10	2	4	3	5	3	7	1	8	3	7	5	6
MASSACHUSETTS	11	30	2	16	8	20	5	23	8	18	14	19	13	26
MICHIGAN	22	38	2	25	13	43	9	37	2	32	22	34	31	38
MINNESOTA	6	29	2	19	6	27	8	26	1	25	10	22	14	23
MISSISSIPPI	5	5	1	6	2	4	4	4	2	7	3	7	4	3
MISSOURI	6	13	0	15	2	16	3	14	1	16	8	12	10	15
MONTANA	0	3	1	0	0	2	1	2	0	1	1	0	1	1

STANDARDS, TESTING AND EVALUATION ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (Continued)

	Developing Testing Program		Establishing a Uniform Testing Program		Developing Rating Scales		Compiling Standardized and Published Tests		Using National Business Entrance Tests		Surveying Employment Requirements		Establishing Standards of Achievement	
	1		2		3		4		5		6		7	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
NEBRASKA	0	10	2	3	1	8	2	8	2	7	6	3	4	8
NEVADA	2	2	0	0	0	1	1	1	0	1	1	0	2	2
NEW HAMPSHIRE	0	2	0	1	0	2	0	1	0	2	1	2	0	1
NEW JERSEY	9	14	0	12	5	14	6	13	3	10	9	12	13	15
NEW MEXICO	3	4	0	4	2	5	2	5	1	6	1	4	4	5
NEW YORK	22	41	8	19	17	40	18	40	5	35	29	34	34	26
NORTH CAROLINA	8	13	0	8	3	14	6	14	0	11	3	14	8	13
NORTH DAKOTA	1	2	1	0	1	1	0	2	1	2	0	2	0	1
OHIO	28	47	10	32	23	48	21	43	8	29	26	44	39	45
OKLAHOMA	5	5	3	4	2	7	3	5	5	3	4	6	5	7
OREGON	5	6	0	4	2	7	2	7	1	7	5	6	9	2
PENNSYLVANIA	38	64	6	46	21	64	24	56	8	65	42	56	53	48

STANDARDS, TESTING AND EVALUATION ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERSAARE INTERESTED (Continued)

	Developing Testing Program		Establishing a Uniform Testing Program		Developing Rating Scales		Compiling Standardized and Published Tests		Using National Business Entrance Tests		Surveying Employment Requirements		Establishing Standards of Achievement	
	1		2		3		4		5		6		7	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
RHODE ISLAND	1	1	0	1	1	1	0	1	1	2	1	1	1	2
SOUTH CAROLINA	1	5	0	2	1	3	0	4	0	5	1	2	1	2
SOUTH DAKOTA	0	4	0	2	0	7	1	2	0	2	2	5	2	2
TENNESSEE	5	14	0	14	2	19	2	16	1	13	4	18	5	16
TEXAS	12	20	3	15	5	22	6	17	1	15	10	15	14	14
UTAH	6	2	1	3	0	4	2	2	1	5	3	2	3	4
VERMONT	1	1	0	0	0	0	0	0	1	0	1	1	0	1
VIRGINIA	5	10	2	10	4	9	3	9	0	13	8	9	8	9
WASHINGTON	3	2	0	4	2	6	0	3	0	5	2	9	1	7
WEST VIRGINIA	8	18	0	15	7	18	5	15	1	11	6	15	5	16
WISCONSIN	13	21	2	13	7	23	10	19	6	19	13	23	18	22
WYOMING	0	6	0	2	0	3	2	3	0	3	2	3	2	1
TOTALS	306	674	64	411	210	622	203	587	88	540	329	565	429	557

COOPERATION OF SCHOOLS AND BUSINESS ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED

	Cooperating with Business Groups		Establishing Advisory Committee		Planning for Teachers' Business Experience		Cooperating with Social and Civic Groups		Cooperative Training in Distributive Education		Cooperative Training in Office Occupations	
	1		2		3		4		5		6	
	A	B	A	B	A	B	A	B	A	B	A	B
ALABAMA	5	10	2	10	1	13	2	10	5	8	5	14
ARIZONA	1	1	0	2	0	1	0	1	1	1	2	3
ARKANSAS	4	7	1	9	1	9	1	12	5	5	4	8
CALIFORNIA	23	28	16	21	7	32	10	15	20	22	29	27
COLORADO	4	4	0	5	2	5	1	2	0	3	2	4
CONNECTICUT	12	6	6	7	1	9	6	2	2	8	7	9
DELAWARE	7	1	2	3	3	2	1	2	3	3	4	2
FLORIDA	5	15	1	16	1	15	3	11	7	6	9	12
GEORGIA	1	8	0	9	0	8	0	8	2	5	2	6
IDAHO	1	3	0	4	0	4	1	2	1	2	3	2
ILLINOIS	23	22	13	27	7	24	16	12	21	24	17	32
INDIANA	19	15	8	21	9	20	8	12	15	17	18	24

COOPERATION OF SCHOOLS AND BUSINESS ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	1 Cooperating with Business Groups		2 Establishing Advisory Committee		3 Planning for Teachers' Business Experience		4 Cooperating with Social and Civic Groups		5 Cooperative Training in Distributive Education		6 Cooperative Training in Office Occupations	
	A	B	A	B	A	B	A	B	A	B	A	B
IOWA	4	11	3	13	4	11	3	7	4	12	9	11
KANSAS	7	6	3	6	0	11	3	9	3	5	6	10
KENTUCKY	2	4	0	6	1	4	3	2	4	1	2	4
LOUISIANA	1	4	0	2	0	3	1	2	2	1	2	3
MAINE	2	9	1	8	1	9	1	7	3	4	7	7
MARYLAND	2	4	0	6	2	5	1	1	2	3	3	6
MASSACHUSETTS	15	16	4	20	3	14	8	13	7	15	3	21
MICHIGAN	32	28	4	36	10	28	17	22	34	22	47	30
MINNESOTA	9	24	5	23	3	27	4	23	8	13	17	23
MISSISSIPPI	6	3	3	6	1	5	3	6	6	2	7	1
MISSOURI	8	16	3	13	6	16	1	9	8	8	9	14
MONTANA	1	0	0	1	0	1	0	1	2	1	2	1

COOPERATION OF SCHOOLS AND BUSINESS ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	1 Cooperating with Business Groups		2 Establishing Advisory Committee		3 Planning for Teachers' Business Experience		4 Cooperating with Social and Civic Groups		5 Cooperative Training in Distributive Education		6 Cooperative Training in Office Occupations	
	A	B	A	B	A	B	A	B	A	B	A	B
NEBRASKA	3	4	2	3	1	5	2	7	7	0	6	4
NEVADA	1	0	0	0	0	0	1	0	1	0	1	0
NEW HAMPSHIRE	0	2	0	1	0	2	1	1	1	0	0	2
NEW JERSEY	9	12	4	15	4	15	4	10	6	7	17	10
NEW MEXICO	5	2	1	7	0	5	1	2	5	1	3	4
NEW YORK	33	25	19	38	11	31	10	27	28	20	34	38
NORTH CAROLINA	7	10	2	12	1	11	6	10	4	9	6	11
NORTH DAKOTA	4	0	1	0	0	2	0	0	3	0	4	0
OHIO	35	36	10	36	2	43	10	34	18	23	26	49
OKLAHOMA	9	6	2	1	2	7	1	3	6	3	7	6
OREGON	1	8	0	7	1	7	1	2	1	3	2	5
PENNSYLVANIA	33	57	6	66	13	60	19	47	22	34	40	69

COOPERATION OF SCHOOLS AND BUSINESS ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	Cooperating with Business Groups		Establishing Advisory Committee		Planning for Teachers' Business Experience		Cooperating with Social and Civic Groups		Cooperative Training in Distributive Education		Cooperative Training in Office Occupations	
	1		2		3		4		5		6	
	A	B	A	B	A	B	A	B	A	B	A	B
RHODE ISLAND	1	2	0	1	0	2	0	3	1	1	0	4
SOUTH CAROLINA	0	2	1	2	1	4	1	0	3	2	4	3
SOUTH DAKOTA	1	3	1	2	0	3	0	2	3	1	3	3
TENNESSEE	8	9	2	15	1	17	2	11	5	5	7	15
TEXAS	10	15	3	15	2	13	6	11	13	9	9	19
UTAH	3	3	0	7	2	1	1	3	2	4	2	6
VERMONT	0	0	0	0	0	1	0	0	0	0	0	2
VIRGINIA	3	12	1	11	2	11	6	11	9	5	11	7
WASHINGTON	5	5	1	5	1	4	1	4	3	3	4	8
WEST VIRGINIA	6	14	3	11	1	17	3	8	7	9	5	14
WISCONSIN	14	25	4	17	9	19	4	18	9	12	18	20
WYOMING	1	1	0	4	0	3	1	2	2	2	2	3
TOTALS	386	498	138	550	117	559	175	407	324	344	427	576

IMPROVEMENT OF TEACHING PROCEDURES ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B)

	GENERAL ACTIVITIES								SHORTHAND, TYPE, TRANSCRIPTION							
	Using Audio-Visual Aids 1		Integrating Related Subject Matter 2		Improving Teaching-Learning Units 3		Improving Methods in Distributive Education 4		Demonstration Lessons for Teachers 5		Providing for Slow Learner 6		Providing for Bright Student 7		Planning Effective Remedial Work 8	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
ALABAMA	10	10	5	7	2	8	2	5	1	19	3	17	3	15	3	17
ARIZONA	0	1	0	2	0	2	0	1	0	3	1	4	1	2	1	3
ARKANSAS	4	10	5	11	5	6	2	7	3	12	7	7	7	7	2	14
CALIFORNIA	25	12	11	24	6	20	10	22	11	30	14	32	13	26	13	34
COLORADO	2	5	2	3	0	5	0	4	2	6	1	6	1	4	0	9
CONNECTICUT	8	6	5	11	8	5	1	8	2	11	7	11	7	7	5	12
DELAWARE	1	3	1	3	0	2	0	1	1	3	1	4	0	2	1	5
FLORIDA	13	10	10	13	8	5	4	7	3	21	8	15	8	13	5	23
GEORGIA	2	4	4	2	2	4	2	2	2	4	2	5	2	5	1	5
IDAHO	2	2	1	4	0	2	0	0	0	5	0	6	1	4	1	6
ILLINOIS	21	20	15	24	15	19	10	14	8	21	14	28	14	25	12	36
INDIANA	11	13	8	19	5	9	5	9	3	20	11	23	11	21	10	24

IMPROVEMENT OF TEACHING PROCEDURES ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	GENERAL ACTIVITIES								SHORTHAND, TYPE, TRANSCRIPTION							
	1 Using Audio-Visual Aids		2 Integrating Related Subject Matter		3 Improving Teaching-Learning Units		4 Improving Methods in Distributive Education		5 Demonstration Lessons for Teachers		6 Providing for Slow Learner		7 Providing for Bright Student		8 Planning Effective Remedial Work	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
IOWA	7	10	6	11	6	8	4	10	0	15	5	13	4	13	4	14
KANSAS	7	7	2	8	2	8	1	4	2	13	7	9	4	7	2	11
KENTUCKY	3	3	3	5	2	3	5	2	2	2	5	3	4	4	3	5
LOUISIANA	0	4	1	3	1	2	0	2	3	4	0	6	0	4	2	4
MAINE	2	8	1	10	0	10	1	5	2	12	1	9	1	8	1	10
MARYLAND	0	6	3	5	4	5	1	4	0	10	2	9	2	8	3	7
MASSACHUSETTS	17	15	9	19	10	14	4	12	3	24	11	22	12	20	7	28
MICHIGAN	18	36	15	43	10	29	16	27	7	40	16	45	14	35	13	48
MINNESOTA	15	21	10	27	10	22	5	20	8	30	9	34	8	29	6	39
MISSISSIPPI	4	5	4	4	2	4	5	2	2	9	4	8	3	7	3	6
MISSOURI	4	16	4	15	4	10	2	8	1	13	6	15	8	15	5	17
MONTANA	2	2	1	1	0	1	1	0	0	0	1	2	2	1	1	2

IMPROVEMENT OF TEACHING PROCEDURES ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	GENERAL ACTIVITIES								SHORTHAND, TYPE, TRANSCRIPTION							
	1 Using Audio-Visual Aids		2 Integrating Related Subject Matter		3 Improving Teaching-Learning Units		4 Improving Methods in Distributive Education		5 Demonstration Lessons for Teachers		6 Providing for Slow Learner		7 Providing for Bright Student		8 Planning Effective Remedial Work	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
NEBRASKA	3	2	2	5	1	3	3	2	0	9	4	6	3	6	1	7
NEVADA	0	2	0	2	0	0	0	0	1	1	1	1	1	1	1	1
NEW HAMPSHIRE	1	0	1	2	0	1	0	0	0	1	0	2	0	2	0	2
NEW JERSEY	7	13	5	12	16	11	5	10	2	12	9	12	8	11	4	16
NEW MEXICO	1	7	2	4	1	4	4	0	1	3	2	5	2	4	3	3
NEW YORK	32	33	21	22	17	20	16	20	13	34	41	34	21	33	25	40
NORTH CAROLINA	10	6	4	14	7	9	3	8	5	9	6	12	5	13	3	16
NORTH DAKOTA	0	2	0	2	0	2	1	2	0	2	0	4	0	4	0	4
OHIO	16	36	28	31	19	27	11	19	12	54	19	53	17	42	15	51
OKLAHOMA	4	5	4	6	3	5	1	3	2	7	5	10	4	7	2	11
OREGON	6	3	4	3	3	2	2	1	3	5	6	6	7	4	0	7
PENNSYLVANIA	32	46	32	46	30	43	8	34	13	56	18	74	21	59	32	63

IMPROVEMENT OF TEACHING PROCEDURES ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	GENERAL ACTIVITIES								SHORTHAND, TYPE, TRANSCRIPTION							
	1 Using Audio-Visual Aids		2 Integrating Related Subject Matter		3 Improving Teaching-Learning Units		4 Improving Methods in Distributive Education		5 Demonstration Lessons for Teachers		6 Providing for Slow Learner		7 Providing for Bright Student		8 Planning Effective Remedial Work	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
RHODE ISLAND	1	3	1	2	1	1	0	2	0	3	1	1	1	1	1	2
SOUTH CAROLINA	0	3	1	3	1	2	1	1	2	5	0	7	1	5	2	3
SOUTH DAKOTA	0	3	2	2	1	2	2	1	0	6	0	4	0	5	0	3
TENNESSEE	7	13	6	15	2	16	2	8	2	16	5	19	6	16	3	20
TEXAS	10	15	10	16	11	16	4	12	6	22	10	22	7	19	11	19
UTAH	5	4	4	4	5	3	2	2	2	5	2	6	2	5	1	6
VERMONT	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1
VIRGINIA	2	10	8	7	7	6	4	4	2	11	2	15	2	13	4	14
WASHINGTON	5	4	1	4	2	4	0	2	2	7	5	6	5	3	2	7
WEST VIRGINIA	7	15	5	13	7	11	7	6	4	20	4	20	5	19	5	20
WISCONSIN	18	19	9	17	8	12	4	11	4	21	12	19	11	13	13	22
WYOMING	1	1	1	0	2	1	0	3	0	4	0	5	0	5	0	5
TOTALS	347	474	277	506	246	405	161	327	142	640	287	681	259	573	232	722

IMPROVEMENT OF TEACHING PROCEDURES ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	BOOKKEEPING AND GENERAL BUSINESS								OFFICE MACHINES AND OFFICE PRACTICE							
	Demonstration Lessons for Teachers 9		Providing for Slow Learner 10		Providing for Bright Student 11		Planning Effective Remedial Work 12		Demonstration Lessons for Teachers 13		Providing for Slow Learner 14		Providing for Bright Student 15		Planning Effective Remedial Work 16	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
ALABAMA	1	15	4	12	4	11	3	12	0	13	1	7	1	8	1	7
ARIZONA	0	3	1	4	1	2	0	3	0	2	0	2	1	1	1	1
ARKANSAS	2	9	5	9	6	6	3	10	1	9	0	7	1	7	0	8
CALIFORNIA	7	29	10	30	11	26	10	30	8	31	12	18	10	26	9	28
COLORADO	3	4	3	5	2	3	1	8	1	4	1	3	1	1	0	5
CONNECTICUT	1	11	5	12	5	11	5	13	2	11	7	11	8	10	6	11
DELAWARE	0	3	1	4	0	2	1	5	1	5	1	2	0	1	1	3
FLORIDA	1	24	6	18	5	17	6	22	2	16	5	12	5	11	4	12
GEORGIA	1	4	0	7	0	7	0	7	0	6	1	5	1	5	0	6
IDAHO	0	6	0	6	1	3	0	6	0	3	0	2	0	2	0	2
ILLINOIS	3	23	16	23	14	22	7	29	11	22	10	23	10	19	3	23
INDIANA	2	18	12	21	10	16	4	18	2	24	5	13	4	13	4	14

IMPROVEMENT OF TEACHING PROCEDURES ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	BOOKKEEPING AND GENERAL BUSINESS								OFFICE MACHINES AND OFFICE PRACTICE							
	Demonstration Lessons for Teachers 9		Providing for Slow Learner 10		Providing for Bright Student 11		Planning Effective Remedial Work 12		Demonstration Lessons for Teachers 13		Providing for Slow Learner 14		Providing for Bright Student 15		Planning Effective Remedial Work 16	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
IOWA	0	12	3	14	3	11	4	14	1	13	3	10	2	11	3	12
KANSAS	1	12	4	9	3	7	1	12	2	12	2	7	2	6	0	9
KENTUCKY	1	3	3	4	2	5	1	4	1	5	1	5	1	5	2	3
LOUISIANA	0	4	0	5	0	4	1	3	1	4	1	3	1	2	0	2
MAINE	0	12	2	8	2	7	1	8	1	11	1	7	1	6	1	8
MARYLAND	0	10	3	9	3	6	1	9	1	8	0	7	0	7	1	5
MASSACHUSETTS	3	23	11	20	10	21	8	25	7	19	7	13	8	12	8	13
MICHIGAN	4	39	12	44	13	35	9	42	12	38	13	21	14	21	8	29
MINNESOTA	3	26	8	29	6	30	8	28	4	28	4	25	4	24	3	24
MISSISSIPPI	2	8	3	5	2	5	3	4	4	6	3	4	3	4	3	4
MISSOURI	1	10	5	12	5	15	3	15	1	16	2	12	3	12	2	13
MONTANA	0	2	1	2	2	1	1	2	0	1	0	0	0	0	0	0

IMPROVEMENT OF TEACHING PROCEDURES ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	BOOKKEEPING AND GENERAL BUSINESS								OFFICE MACHINES AND OFFICE PRACTICE							
	Demonstration Lessons for Teachers 9		Providing for Slow Learner 10		Providing for Bright Student 11		Planning Effective Remedial Work 12		Demonstration Lessons for Teachers 13		Providing for Slow Learner 14		Providing for Bright Student 15		Planning Effective Remedial Work 16	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
NEBRASKA	0	9	3	6	2	6	0	7	0	9	2	5	2	5	0	6
NEVADA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
NEW HAMPSHIRE	0	1	0	1	0	2	0	2	0	2	0	2	0	2	0	2
NEW JERSEY	1	11	9	12	9	10	3	12	4	13	10	10	9	9	4	11
NEW MEXICO	0	4	3	3	3	2	4	2	1	4	1	1	1	1	1	2
NEW YORK	8	24	25	35	18	26	18	32	9	34	21	22	18	23	12	21
NORTH CAROLINA	2	9	3	13	3	15	2	14	2	8	1	9	1	9	1	10
NORTH DAKOTA	0	1	0	2	0	2	1	3	1	2	0	0	0	2	0	3
OHIO	8	41	16	47	16	36	18	40	7	57	12	39	11	30	9	36
OKLAHOMA	1	6	4	8	3	6	3	8	1	2	2	2	2	2	1	2
OREGON	1	6	4	8	4	6	1	7	4	7	1	8	1	7	1	6
PENNSYLVANIA	8	54	21	64	22	52	26	52	21	53	29	37	31	35	26	39

IMPROVEMENT OF TEACHING PROCEDURES ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	BOOKKEEPING AND GENERAL BUSINESS								OFFICE MACHINES AND OFFICE PRACTICE							
	Demonstration Lessons for Teachers 9		Providing for Slow Learner 10		Providing for Bright Student 11		Planning Effective Remedial Work 12		Demonstration Lessons for Teachers 13		Providing for Slow Learner 14		Providing for Bright Student 15		Planning Effective Remedial Work 16	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
RHODE ISLAND	0	2	2	1	1	1	1	1	0	3	1	2	1	1	1	1
SOUTH CAROLINA	1	5	0	6	0	5	1	4	1	4	0	4	0	4	1	3
SOUTH DAKOTA	0	5	2	2	2	2	1	2	0	6	0	4	0	4	0	5
TENNESSEE	0	12	3	13	3	13	2	11	2	8	2	9	2	9	0	10
TEXAS	3	23	10	19	5	19	7	21	2	15	3	10	2	10	2	10
UTAH	1	4	4	3	3	4	3	4	0	1	1	1	1	1	1	1
VERMONT	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0
VIRGINIA	0	12	2	13	2	12	3	13	1	7	1	9	1	9	1	10
WASHINGTON	0	7	3	6	4	5	2	7	1	6	2	5	1	5	1	5
WEST VIRGINIA	3	17	6	14	4	14	5	16	1	21	2	11	1	11	0	11
WISCONSIN	4	16	11	14	11	13	8	21	5	19	9	11	9	8	6	15
WYOMING	1	2	1	2	1	2	1	1	0	3	1	2	1	1	1	1
TOTALS	79	582	251	606	227	528	192	610	127	592	182	423	177	403	130	453

GUIDANCE, PLACEMENT AND FOLLOW-UP ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B)

	Surveying Job Opportunities		Providing Occupational Information		Integrating Occupational Information		Organization of Placement Service		Counseling Graduates and Drop-outs		Following up Graduates		Improving Course Selection		Improvement of Interviewing	
	1		2		3		4		5		6		7		8	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
ALABAMA	9	11	5	9	4	9	1	17	5	12	2	12	6	13	4	12
ARIZONA	1	3	0	2	1	2	1	1	0	3	0	3	0	4	0	4
ARKANSAS	7	9	6	5	7	6	7	5	8	4	5	6	8	7	5	7
CALIFORNIA	27	30	25	21	25	20	27	20	27	15	16	28	22	33	11	31
COLORADO	1	7	0	8	3	1	2	3	1	6	0	6	3	5	2	4
CONNECTICUT	11	5	9	8	11	7	16	5	14	6	10	6	14	9	7	10
DELAWARE	2	5	0	4	0	5	3	2	2	2	2	5	4	4	1	3
FLORIDA	9	17	9	13	9	13	4	18	14	10	6	17	13	17	5	22
GEORGIA	2	4	1	5	3	3	2	5	3	5	1	7	3	5	1	7
IDAHO	3	4	1	3	1	4	1	5	4	2	1	2	1	5	0	5
ILLINOIS	32	28	29	24	26	20	26	28	29	26	15	32	23	30	11	22
INDIANA	20	23	10	18	17	16	14	21	16	19	7	25	16	24	10	20

GUIDANCE, PLACEMENT AND FOLLOW-UP ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	1 Surveying Job Opportunities		2 Providing Occupational Information		3 Integrating Occupational Information		4 Organization of Placement Service		5 Counseling Graduates and Drop-outs		6 Following up Graduates		7 Improving Course Selection		8 Improvement of Interviewing	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
IOWA	9	12	6	7	10	11	7	9	7	8	8	11	9	14	9	11
KANSAS	6	13	5	7	4	6	8	9	2	15	1	11	1	15	0	12
KENTUCKY	4	6	3	4	2	4	2	3	6	2	2	3	2	4	2	5
LOUISIANA	1	4	3	2	2	2	1	4	1	4	0	4	1	4	1	5
MAINE	5	9	5	7	4	7	5	7	7	6	1	11	3	12	1	12
MARYLAND	8	6	4	5	7	3	3	0	6	1	2	4	6	5	1	7
MASSACHUSETTS	20	25	20	17	17	17	18	21	25	13	16	19	18	27	4	21
MICHIGAN	33	41	30	31	30	27	37	27	41	23	27	36	34	43	15	40
MINNESOTA	16	27	21	21	17	21	9	24	22	22	10	17	15	25	6	31
MISSISSIPPI	6	6	5	3	5	6	5	6	6	5	6	3	5	5	4	7
MISSOURI	9	15	5	12	5	14	6	12	9	10	7	14	10	13	5	18
MONTANA	0	2	1	1	2	1	2	0	1	3	1	1	0	4	0	4

GUIDANCE, PLACEMENT AND FOLLOW-UP ACTIVITIES IN PROCESS (A)

OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	Surveying Job Opportunities 1		Providing Occupational Information 2		Integrating Occupational Information 3		Organization of Placement Service 4		Counseling Graduates and Drop-outs 5		Following up Graduates 6		Improving Course Selection 7		Improvement of Interviewing 8	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
NEBRASKA	9	2	4	5	3	5	4	5	5	4	5	3	2	9	1	7
NEVADA	1	1	1	2	1	0	1	1	1	1	1	0	1	1	1	1
NEW HAMPSHIRE	0	2	0	2	0	2	0	1	1	1	1	2	1	2	0	2
NEW JERSEY	15	13	12	7	18	5	18	5	18	2	15	10	15	12	4	9
NEW MEXICO	4	5	2	5	3	4	2	4	5	5	1	5	2	6	1	4
NEW YORK	36	40	30	28	37	25	39	31	43	19	33	33	40	42	11	32
NORTH CAROLINA	9	13	4	15	6	10	4	16	5	13	3	15	7	15	3	16
NORTH DAKOTA	1	1	2	2	1	2	2	0	1	1	0	4	0	4	0	3
OHIO	37	41	28	31	36	33	24	43	36	40	15	50	32	48	19	50
OKLAHOMA	7	9	6	3	6	3	6	5	8	6	7	10	8	7	4	10
OREGON	7	8	2	7	2	7	3	8	6	8	3	7	2	10	2	8
PENNSYLVANIA	50	55	45	38	44	41	52	52	62	44	48	56	53	65	25	55

GUIDANCE, PLACEMENT AND FOLLOW-UP ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	1 Surveying Job Opportunities		2 Providing Occupational Information		3 Integrating Occupational Information		4 Organization of Placement Service		5 Counseling Graduates and Drop-outs		6 Following up Graduates		7 Improving Course Selection		8 Improvement of Interviewing	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
RHODE ISLAND	1	4	2	2	1	2	2	2	1	3	1	2	1	1	1	1
SOUTH CAROLINA	2	1	1	1	1	3	1	4	1	1	1	2	1	4	0	3
SOUTH DAKOTA	3	3	2	2	2	2	2	3	1	3	1	4	1	6	1	6
TENNESSEE	6	14	10	13	7	11	5	14	5	11	1	13	3	17	3	18
TEXAS	15	16	9	13	13	12	5	17	15	14	10	16	10	23	9	19
UTAH	5	3	3	4	5	3	2	4	5	3	3	3	4	4	4	4
VERMONT	1	2	0	1	0	0	1	0	1	0	0	0	1	0	1	0
VIRGINIA	12	9	12	4	10	7	6	14	15	8	10	10	14	6	9	12
WASHINGTON	4	5	5	3	5	3	2	9	5	6	1	6	4	5	1	7
WEST VIRGINIA	12	11	6	13	8	12	1	18	16	8	8	11	9	14	5	21
WISCONSIN	21	21	15	19	14	16	15	17	18	15	11	22	14	29	7	19
WYOMING	1	2	1	1	1	0	1	3	2	1	1	1	1	3	0	2
TOTALS	500	593	405	458	436	433	405	528	532	439	326	568	443	660	217	629

SUPERVISION AND ADMINISTRATION ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B)

	1 Orientation Program for Teachers		2 Discussion of Current Problems		3 Techniques for Evaluating Teachers		4 Evaluating Business Program		5 Visiting Other Schools		6 Developing Democratic Policies		7 Evaluating and Selecting Text-books and Equipment	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
ALABAMA	1	7	8	10	1	9	2	12	0	18	1	8	7	10
ARIZONA	1	1	1	2	0	1	1	4	0	3	1	2	1	3
ARKANSAS	2	5	7	5	0	9	4	6	2	13	2	6	6	7
CALIFORNIA	12	23	27	19	7	21	17	26	17	32	14	20	27	19
COLORADO	3	3	7	1	1	2	1	3	1	6	2	2	4	4
CONNECTICUT	4	4	13	4	3	4	9	9	7	11	6	6	11	8
DELAWARE	2	1	4	2	0	1	1	4	1	3	2	1	1	3
FLORIDA	4	12	13	8	1	13	11	15	5	19	5	9	12	11
GEORGIA	1	5	5	3	1	6	3	3	0	7	2	5	2	4
IDAHO	0	1	2	0	1	1	1	2	1	4	0	2	2	2
ILLINOIS	9	16	30	16	5	20	21	25	20	25	17	9	30	15
INDIANA	3	10	15	14	2	12	10	17	4	27	8	9	20	9

SUPERVISION AND ADMINISTRATION ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	1 Orientation Program for Teachers		2 Discussion of Current Problems		3 Techniques for Evaluating Teachers		4 Evaluating Business Program		5 Visiting Other Schools		6 Developing Democratic Policies		7 Evaluating and Selecting Text-books and Equipment	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
NEBRASKA	1	4	6	4	0	6	3	3	0	8	2	4	4	5
NEVADA	0	0	2	0	0	0	2	0	1	0	0	0	2	0
NEW HAMPSHIRE	0	0	0	2	0	1	0	2	0	2	0	0	0	1
NEW JERSEY	6	7	11	12	4	13	9	12	8	16	10	11	14	8
NEW MEXICO	1	3	6	1	1	2	4	1	2	6	1	3	4	3
NEW YORK	14	17	42	20	12	23	32	29	54	32	31	18	37	32
NORTH CAROLINA	3	11	6	9	1	10	3	10	0	14	2	7	7	15
NORTH DAKOTA	0	2	2	1	0	1	0	1	0	1	1	3	1	1
OHIO	6	30	38	29	6	30	37	35	26	56	16	28	45	33
OKLAHOMA	4	5	9	3	1	8	3	9	5	11	4	5	7	4
OREGON	0	10	3	10	0	7	2	9	1	10	3	5	6	8
PENNSYLVANIA	13	59	57	41	13	49	38	52	31	62	28	38	55	46

SUPERVISION AND ADMINISTRATION ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	Orientation Program for Teachers 1		Discussion of Current Problems 2		Techniques for Evaluating Teachers 3		Evaluating Business Program 4		Visiting Other Schools 5		Developing Democratic Policies 6		Evaluating and Selecting Text-books and Equipment 7	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
IOWA	1	9	11	11	0	14	5	8	2	10	4	10	10	9
KANSAS	1	7	7	5	0	9	2	10	2	12	1	7	9	6
KENTUCKY	0	1	5	3	0	3	3	2	3	5	2	1	7	3
LOUISIANA	0	4	2	3	0	2	2	1	0	5	1	1	1	4
MAINE	1	7	5	7	0	6	1	11	2	10	2	5	3	9
MARYLAND	1	6	9	3	3	4	3	7	2	8	2	4	6	5
MASSACHUSETTS	6	14	16	19	4	10	9	20	12	23	5	14	17	19
MICHIGAN	11	27	37	21	11	26	22	28	17	46	19	14	36	29
MINNESOTA	1	21	18	21	0	28	5	28	6	30	7	19	19	25
MISSISSIPPI	5	4	7	3	0	8	4	3	5	6	2	5	1	6
MISSOURI	2	9	7	8	2	10	4	15	3	15	7	6	9	10
MONTANA	0	2	1	2	0	1	1	1	0	1	0	1	1	1

SUPERVISION AND ADMINISTRATION ACTIVITIES IN PROCESS (A) OR ACTIVITIES IN WHICH TEACHERS ARE INTERESTED (B) (Continued)

	1 Orientation Program for Teachers		2 Discussion of Current Problems		3 Techniques for Evaluating Teachers		4 Evaluating Business Program		5 Visiting Other Schools		6 Developing Democratic Policies		7 Evaluating and Selecting Textbooks and Equipment	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
RHODE ISLAND	1	1	1	2	1	1	1	1	1	3	1	1	1	1
SOUTH CAROLINA	1	1	1	1	0	3	1	3	0	3	0	3	1	3
SOUTH DAKOTA	0	3	0	1	0	2	0	1	0	4	0	4	0	4
TENNESSEE	1	11	8	12	3	7	2	18	2	17	3	8	6	12
TEXAS	6	17	15	14	8	15	14	14	15	16	11	10	25	9
UTAH	2	4	4	4	1	2	2	6	2	6	2	5	4	3
VERMONT	0	0	1	0	0	0	0	0	0	0	0	1	1	0
VIRGINIA	6	9	9	5	4	10	6	9	2	13	2	6	8	8
WASHINGTON	2	3	7	4	0	6	2	5	1	8	1	4	2	8
WEST VIRGINIA	1	11	12	7	3	10	7	11	5	21	5	8	11	11
WISCONSIN	6	12	24	12	5	18	9	21	10	25	11	9	20	13
WYOMING	0	3	0	3	0	2	1	0	1	2	1	0	1	1
TOTALS	145	422	521	387	105	446	320	512	279	675	247	347	504	450

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
84 EXETER STREET
BOSTON 16, MASSACHUSETTS

February 23, 1950

Dear Business Educator

A national survey of the in-service staff activities and interests of business teachers, as well as the professional services desired by these teachers, is being conducted by a group of sixteen graduate students under the direction of Professor Lester I. Sluder, Director of Business Education Research, Boston University.

One outcome of the study will be the stimulation of cooperative planning among schools on a city, county or state basis. By working together in groups, business teachers can more adequately meet their needs through committee action, workshops, conferences and extension courses.

Our first step in obtaining effective local and national leadership in business education is to make known our actual needs and the kinds of professional services which will be most helpful. This study will provide specific ways in which universities, state departments, and specialists can best serve the participating schools.

Since this study contributes materially to the improvement of the teaching profession, leading educators and research organizations have been quick to encourage business teachers to lend their support to the study.

As President of the UBEA Research Foundation, Dr. Paul S. Lomax makes the following statement:

> "The UBEA Research Foundation believes that this study is one that deserves the cooperation of all business teachers who are asked to take part in it."

Dr. Elvin S. Eyster, retiring President of Delta Pi Epsilon, states:

> "This study is a worthwhile project and merits the cooperation of every business teacher who is requested to participate in it."

Will you please complete the enclosed check list and return it to us promptly so that the results of this study will be significant. Your reply will be kept confidential and the findings will be reported in summary form only.

A self-addressed, stamped envelope is enclosed for your convenience in replying. Your cooperation will be greatly appreciated.

Sincerely yours

Member of the Survey Committee

Enclosures (2)

A NATIONAL SURVEY OF IN-SERVICE STAFF ACTIVITIES AND PROJECTS IN BUSINESS EDUCATION

The general purposes of this survey are: (1) to determine the in-service staff activities and projects currently in process within the schools; (2) to determine those projects which teachers have an interest in and a need for developing in their schools; and (3) to determine the professional services desired by the teachers in carrying out these activities through cooperative meetings of local or area groups.

The results of this survey will be published in a leading business periodical to inform the participants of the state and national tabulations. From a study of these findings, the most feasible plans can be worked out for obtaining the services needed to develop the in-service activities desired by the business teachers.

I D E N T I F I C A T I O N D A T A

School_____ City_____

County_____ State_____

Person Reporting_____ For IBM Coding: | | | | | | |

1. Check population of Community, Town or City in which your school is located:

Under 5,000	5,000–10,000	10,000–25,000	25,000–100,000	Over 100,000
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

2. Please check the total enrollment in the business education department:

Under 50	50–150	150–300	300–500	Over 500
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

3. Give the total enrollment of your school. _____

4. Give the number of teachers in the business education department. _____

5. Check to the left of each number the Business Curriculums offered in your school:

☐ 1. Secretarial and stenographic curriculum
☐ 2. General business curriculum
☐ 3. Bookkeeping curriculum
☐ 4. General clerical curriculum
☐ 5. Distributive education curriculum
☐ 6. General curriculum with business electives

☐ 7. Other:_____

G E N E R A L D I R E C T I O N S

Part I of this survey provides you an opportunity to indicate the major in-service activities and projects in which the business teachers of your school are participating or which they would like to develop.

In Part II provision is made for you to check the services which you desire in carrying out these in-service activities.

DIRECTIONS: Wherever possible, when filling out this check list, a staff meeting is desirable so that all may express their interests in the in-service activities. The participation of all business teachers in completing the check list will greatly increase the value of the study.

PART I

Please indicate whether you are participating in or are interested in the in-service activities below by checking either:

Column A. If the activity or project is in process at the present time - or -

Column B. If a definite interest exists in initiating and carrying on the activity.

Note: If the activity has been completed or does not constitute a problem in your school, do not check either column.

IN-SERVICE PROJECT OR ACTIVITY FOR IMPROVING THE BUSINESS PROGRAM

	Activity or Project Now in Process A	Definite Interest in Carrying on Activity B
I. CURRICULUM		
1. Curriculum revision of the total business program to meet student and business needs.	( )	( )
2. Curricular adaptation for the slow learner.	( )	( )
3. Curricular enrichment for the bright student.	( )	( )
4. Remedial reading program for business students.	( )	( )
5. Provisions for integration of business courses, such as English and transcription	( )	( )
6. Plans for developing good work habits, attitudes and personality traits	( )	( )
7. Follow-up study of business graduates for curriculum revision purposes.	( )	( )
8. Analysis of job activities in the employment area as a basis for curriculum revision.	( )	( )
9. Improvement of content and organization of teaching-learning units.	( )	( )
II. AUDIO-VISUAL AIDS		
1. Establishing and financing an audio-visual aids program	( )	( )
2. Plans for business teachers in your area to review and evaluate films	( )	( )
3. Compilation of lists of agencies providing free or inexpensive films and filmstrips	( )	( )
4. Compilation of lists of audio-visual aids for specific business subjects.	( )	( )
5. Provisions for training business teachers to operate film projectors.	( )	( )
6. Study of techniques in arranging, conducting and evaluating visits and field trips.	( )	( )
III. STANDARDS, TESTING AND EVALUATION		
1. Development of an effective testing program in business education in your school.	( )	( )
2. Establishment of a uniform city, county or area testing program	( )	( )
3. Development of rating scales for work habits, attitudes and personality	( )	( )
4. Compilation of standardized and published tests available in business education	( )	( )
5. Utilization of National Business Entrance Tests	( )	( )
6. Survey of employment area to determine entrance requirements in vocational skills	( )	( )
7. Establishment of standards of achievement in skill subjects	( )	( )
IV. COOPERATION OF SCHOOLS AND BUSINESS		
1. Cooperative activities with business groups, such as NOMA and the Chamber of Commerce	( )	( )
2. Establishment of an advisory committee composed of businessmen and teachers	( )	( )
3. Cooperative plan with businessmen to enable teachers to obtain business experience.	( )	( )
4. Interpretation of the business education program through social and civic groups.	( )	( )
5. Program for work experience or cooperative training in distributive education	( )	( )
6. Program for work experience or cooperative training in office occupations	( )	( )

	Activity or Project Now in Process A	Definite Interest in Carrying on Activity B
V. IMPROVEMENT OF TEACHING PROCEDURES		
1. Demonstration and discussion of the use of audio-visual aids	( )	( )
2. Improvement of methods for integrating related subject matter.	( )	( )
3. Improvement of the use of teaching-learning units.	( )	( )
4. Improvement of materials and methods used in distributive education.	( )	( )
Shorthand, Typewriting, Transcription:		
5. Demonstration lessons for teachers	( )	( )
6. Instructional provisions for the slow learner.	( )	( )
7. Instructional provisions for the bright student.	( )	( )
8. Plans and techniques for effective remedial work	( )	( )
Bookkeeping and General (Social) Business Subjects:		
9. Demonstration lessons for teachers	( )	( )
10. Instructional provisions for the slow learner.	( )	( )
11. Instructional provisions for the bright student.	( )	( )
12. Plans and techniques for effective remedial work	( )	( )
Office Machines and Office Practice:		
13. Demonstration lessons for teachers	( )	( )
14. Instructional provisions for the slow learner.	( )	( )
15. Instructional provisions for the bright student.	( )	( )
16. Plans and techniques for effective remedial work	( )	( )
VI. GUIDANCE, PLACEMENT AND FOLLOW-UP		
1. Survey of job opportunities in the vicinity for your high school business graduates.	( )	( )
2. Development of units providing educational and occupational information.	( )	( )
3. Integration of occupational information with business subject matter	( )	( )
4. Organization of a placement service for business students.	( )	( )
5. Counseling and assisting graduates and drop-outs	( )	( )
6. Establishment of a follow-up system for graduates and drop-outs.	( )	( )
7. Improvement of guidance techniques to assist students in selecting business courses.	( )	( )
8. Improvement of teacher's skill in interviewing students.	( )	( )
VII. SUPERVISION AND ADMINISTRATION		
1. Orientation program for new business teachers.	( )	( )
2. Discussion of current problems by teachers and administrators.	( )	( )
3. Improvement of techniques for evaluating business teachers	( )	( )
4. Evaluation of business program	( )	( )
5. Plans for visitation of business teachers in other schools	( )	( )
6. Development of democratic supervisory and administrative policies.	( )	( )
7. Evaluation and selection of textbooks, instructional materials and equipment	( )	( )

PART II

INSTRUCTIONS: Please check as many services as you feel are desirable in carrying on either an activity in process or one in which you have a definite interest.

SUMMARY OF ACTIVITIES IN PART I	Services Desired to Develop Activity or Project								
	OFF-CAMPUS EXTENSION COURSE	1-5 DAY CONFERENCE	TWO-WEEK OR LONGER WORKSHOP	AREA OR REGIONAL COMMITTEES	COURSE AT COLLEGE OR UNIVERSITY	CONSULTING SPECIALIST*	STATE SUPERVISOR*	U. S. OFFICE OF EDUCATION	LIST OTHER SERVICES DESIRED
	1	2	3	4	5	6	7	8	9
1. Revising total business curriculum.									
2. Revising specific parts of the business curriculum. . .									
3. Expanding the use of audio-visual aids.									
4. Developing an effective testing program in business education for your school									
5. Establishing a uniform city, county or area testing program									
6. Surveying the employment area to determine minimum business entrance standards in office skills.									
7. Developing cooperative training or work experience program in distributive education									
8. Developing cooperative training or work experience program in office occupations									
9. Developing plans to cooperate with business, for example, establishing advisory committees									
10. Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription.									
11. Improving teaching procedures in bookkeeping and general (social) business subjects.									
12. Improving teaching procedures and demonstration techniques in office machines and office practice . . .									
13. Improving teaching procedures in distributive education									
14. Improving guidance, placement and follow-up services. .									
15. Improving supervision and administration services, for example, intervisitation and improving teacher rating scales.									
16. Evaluating the business program, as through the use of Evaluative Criteria									

Approximately how many teachers are interested in participating in the activities checked above? _____

At what fairly large city or town could the teachers gather for such meetings as extension courses or conferences?

First Choice _____ Second Choice _____

*Consulting Specialist--may offer expert advice in such fields as curriculum building, guidance, or visual aids.
State Supervisor--includes services desired of business and distributive education supervisors whether or not your state has these supervisors.