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Comparative analysis of data received from large and small New England high schools included in the 1950 national survey of in-service staff activities and projects in business education

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Thesis

COMPARATIVE ANALYSIS OF DATA RECEIVED FROM LARGE AND SMALL NEW ENGLAND HIGH SCHOOLS INCLUDED IN THE 1950 NATIONAL SURVEY OF IN-SERVICE STAFF ACTIVITIES AND PROJECTS IN BUSINESS EDUCATION

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CHAPTER ONE

INTRODUCTION

Statement of the Problem

The purpose of this study was to compare data obtained from selected large high schools with data obtained from selected small high schools which were included in the 1950 National Survey of In-Service Staff Activities and Projects in Business Education.

Analysis of the Problem

In 1950 a committee comprised of graduate students in business education at Boston University conducted a national survey of in-service staff activities and projects in business education. The major purposes of that study 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.

All high schools in New England were surveyed so that a comparison could be made between the replies from large schools with enrollments of 200 and over and business department enrollments of more than 150 students, and the responses from the smaller schools with enrollments of less than 150. The purposes of this comparison were:

(1) To determine if the types of in-service staff activities varied in the small and large schools; and,

(2) To determine the possible value of a national survey of the small schools.

The following subordinate problems were concerned in comparing the data from the large schools with the replies from the small schools:

(1) To select from all checklists received from New England high schools those questionnaires which would represent an adequate basis for comparison; and,

(2) To compile and analyze the data obtained from the large and small schools selected so that a comparison could be made.

Delimitation of the Problem

The analysis of in-service staff activities and projects in business education was limited to the subordinate problems which were formulated in the 1950 survey. These problems were:

1. To determine the in-service staff activities that teachers are interested in or 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 and 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 data analyzed in this study were taken from check-lists which were received in the national study, and a copy of the survey instrument is included in this report as Appendix A.

Definition of Terms

The usage of the important terms in this report is based upon definitions stated in the national survey report. These definitions were:

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 weaknesses and recommending necessary changes.

Public High School: A school consisting of a six-year junior-senior high school, or any other combination of separately organized junior and senior high school. Schools offering four years of high school work, and high schools which are organized as part of a one- or two-year junior college are also included.

Two additional terms which occur frequently in this study are:

Small High School: A high school with a total enrollment of less than 200 students and a business department enrollment of less than 150, also referred to in this study as Group A.

Large High School: A high school with a total enrollment of 200 or more students and a business department enrollment of more than 150, also referred to in this study as Group B.

Justification of the Problem

The findings of the national report on the survey of in-service staff activities and projects in business education were based on a sampling of high schools with total enrollments of 200 or over. This study compares data from large high schools with data from small high schools to determine the feasibility of a national study of the in-service staff activities in the small schools.

Organization of Chapters

The problem is stated and defined in Chapter I of this report. Chapter II describes the procedures followed in carrying out this research study. Data are presented in Chapter III and summarized in Chapter IV, where the statement of conclusions drawn from this study also appears.

CHAPTER TWO

PROCEDURES

In a comparison of responses from large and small high schools included in the 1950 national survey of in-service staff activities and projects in business education, the following steps were taken:

(1) Checklists returned in the 1950 national survey from the New England states were obtained from the files of the Business Education Department of Boston University School of Education.

(2) Checklists which had incomplete data on page one were eliminated.

(3) Checklists returned from high schools in Massachusetts, Connecticut, and Maine were selected for this study, since the total number of checklists received from the large high schools with large business departments in these states was equal to the number of checklists received from the small schools with small business departments in the same states.

(4) The checklists selected were divided into two groups:

(a) Those returned from schools with a total enrollment of 200 and over, and a business

department enrollment of more than 150; and,

(b) Those returned from schools with a total enrollment of less than 200 and a business department enrollment of less than 150.

(5) Data from each of the two sets of checklists were tabulated.

(6) Data obtained from the larger schools were compared with data from the smaller schools.

(7) On the basis of comparison, the findings were arrived at.

CHAPTER THREE

ANALYSIS OF DATA

This study was limited to schools in Massachusetts, Connecticut, and Maine, since the total number of completed checklists returned from the large schools in these states was equal to the number returned from the small schools in the same states. Table I shows the number of checklists from the small and large high schools in each state included in this report.

TABLE I

NUMBER OF CHECKLISTS RETURNED FROM LARGE AND SMALL HIGH SCHOOLS ACCORDING TO STATES

State	Small Schools	Large Schools
Massachusetts	31	31
Connecticut	7	15
Maine	12	4
Totals	50	50

Massachusetts schools contributed 62 per cent of the data used in this study; Connecticut, 22 per cent; and Maine, 16 per cent.

In addition to the in-service staff activities in process or in which business teachers were interested, the survey instrument requested information about the schools reporting.

TABLE II

NUMBER OF CHECKLISTS RETURNED FROM LARGE AND SMALL SCHOOLS ACCORDING TO POPULATION OF COMMUNITY

State	Small Schools		Large Schools				
	Under 5,000	5,000-10,000	Under 5,000	5,000-10,000	10,000-25,000	25,000-100,000	Over 100,000
Massachusetts	30	1	-	-	18	9	4
Connecticut	7	-	1	1	3	8	2
Maine	11	1	1	-	2	1	-
Total	48	2	2	1	23	18	6

Table II shows the population of the communities in which the schools in this survey were located. All the small schools were located in communities of less than 10,000 population, and 96 per cent of the small schools were in communities under 5,000 in population. Ninety-four per cent of the large schools were located in communities with a population over 10,000. Six large schools were located in very large communities of more than 100,000 inhabitants. Only three of

the large schools were located in communities of less than 10,000 population.

Table III shows the business curriculums offered in large and small high schools and the frequency with which each curriculum was offered. Six different business curriculums were offered in small schools and seven in the large schools.

TABLE III

CURRICULUMS OFFERED BY THE BUSINESS EDUCATION DEPARTMENTS OF LARGE AND SMALL HIGH SCHOOLS

Small Schools			Large Schools		
Rank	Curriculum	Number of Schools	Rank	Curriculum	Number of Schools
1	General Business	35	1	Secretarial-Stenographic	44
2	Secretarial-Stenographic	30	2	Bookkeeping	36
3	Bookkeeping	18	3	General Clerical	30
4	General with Business Electives	15	4	General with Business Electives	24
5	General Clerical	7	5	General Business	19
6	Distributive Education	1	6	Distributive Education	9
			7	Machine Clerical	1
	Total	106			163

The general business curriculum was offered in 35 small schools and was the curriculum most frequently offered in this group. The secretarial-stenographic curriculum ranked second in frequency. The distributive education curriculum was included in the business education program of only one small high school.

In the large schools the secretarial-stenographic and the bookkeeping curriculums were the most frequently reported, being offered in 44 and 36 large schools, respectively. Nine large schools included a program in distributive education.

One large high school offered a machine clerical curriculum.

The average enrollment of the 50 large schools included in this report was 832; the average enrollment of the small schools was 117. The number of business teachers represented in the replies from the large schools was 409, or an average of about eight teachers per school; the number of business teachers in the small schools was 58, or about one teacher per school.

Part I

Part I of the survey instrument was divided into seven sections and sought to find out for each topic the in-service staff activities which were in process in schools and those which were of interest to business teachers. These areas were included in the checklist:

Section I.	Curriculum
Section II.	Audio-Visual Aids
Section III.	Standards, Testing and Evaluation
Section IV.	Cooperation of Schools and Business
Section V.	Improvement of Teaching Procedures
Section VI.	Guidance, Placement and Follow-Up
Section VII.	Supervision and Administration

Section V, Improvement of Teaching Procedures, was subdivided into three subject-matter fields: Shorthand, Typewriting, Transcription; Bookkeeping and General (Social) Business Subjects; and Office Machines and Office Practice.

Tables IV through XVIII show the replies from the small and large schools for each individual section. A summary of the replies for Part I of the checklist is presented in Table XIX on page 39.

Section I. Curriculum

Section I of the survey instrument was concerned with in-service staff activities and projects in curriculum development either in process in schools or in which schools

TABLE IV

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN SMALL SCHOOLS OR IN WHICH SMALL SCHOOLS WERE INTERESTED

Section I. Curriculum

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
1.5	Curricular adaptation for the slow learner	6	25	31
1.5	Plans for developing good work habits, attitudes and personality traits	16	15	31
3	Remedial reading program for business students	12	18	30
4	Curriculum revision of total business program to meet the needs of student and business	11	18	29
5	Analysis of job activities in the employment area	4	19	23
6.5	Provisions for integration of business courses	3	19	22
6.5	Curricular enrichment for the bright student	5	17	22
8	Follow-up study of business graduates for curriculum revision	4	16	20
9	Improvement of content and organization of teaching-learning units	4	12	16
	Totals	65	159	224

were interested. Nine projects were suggested in this section of the checklist, and Table IV shows the replies from the small high schools. The in-service staff activities in the area of curriculum either in process in or of interest to large high schools are shown in Table V.

Curricular adaptation for the slow learner ranked first in frequency in the replies from both groups of schools. Thirty-one small schools and 39 large schools reported a project or interest in this area. Also ranking first in the replies from the small schools was a plan for developing good work habits, attitudes and personality traits, in process in or of interest to 31 small schools. A second item ranking first among the large schools was the follow-up study of business graduates for curricular revision, with 39 large schools replying.

The third-ranking item in the replies from the small schools was a remedial-reading program for business students, which appeared in the replies from 30 small schools. Plans for developing good work habits, attitudes and personality traits, and curriculum revision of the total business program to meet the needs of student and business were reported by 38 large schools and ranked 3.5 in the frequency of replies from that group of schools.

The item which ranked last in the replies from the small schools was improvement of content and organization of

TABLE V

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN LARGE SCHOOLS OR IN WHICH LARGE SCHOOLS WERE INTERESTED

Section I. Curriculum

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
1.5	Curricular adaptation for the slow learner	19	20	39
1.5	Follow-up study of business graduates for curriculum revision	23	16	39
3.5	Plans for developing good work habits, attitudes and personality traits	29	9	38
3.5	Curriculum revision of total business program to meet the needs of student and business	22	16	38
5	Remedial reading program for business students	18	16	34
6	Curricular enrichment for the bright student	16	16	32
7	Analysis of job activities in the employment area	11	20	31
8	Improvement of content and organization of teaching-learning units	22	8	30
9	Provisions for integration of business courses	8	20	28
	Totals	168	141	309

teaching-learning units, which was reported in process in or of interest to only 16 small schools. The large schools were least interested in provision for integration of business courses, in which only 28 large schools indicated interest or reported an activity in process in that area.

Section II. Audio-Visual Aids

Section II of the survey instrument was concerned with in-service staff activities in audio-visual aids. Table VI shows the activities in process in and of interest to small schools in six parts of an audio-visual aids program. Table VII reports the in-service staff activities in process in the field of audio-visual aids in large high schools and the projects which were reported of interest to large schools.

Both large and small schools reported compilation of lists of agencies providing free or inexpensive teaching aids with the highest frequency, with 26 small schools and 36 large schools responding. Twenty-six small schools also indicated either an activity in process or an interest in establishing and financing an audio-visual aids program. This item ranked third in the replies from the large schools, with 31 schools responding.

Compilation of lists of aids for specific subjects was the item which ranked second in frequency in the replies from

TABLE VI

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN SMALL SCHOOLS OR IN WHICH SMALL SCHOOLS WERE INTERESTED

Section II. Audio-Visual Aids

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
1.5	Establishing and financing audio-visual aids program	9	17	26
1.5	Compilation of lists of agencies providing free or inexpensive teaching aids	7	19	26
3	Compilation of lists of aids for specific subjects	4	19	23
4	Study of techniques in arranging, conducting and evaluating visits and field trips	3	18	21
5	Provisions for training teachers to operate film projectors	5	13	18
6	Plans for business teachers to review and evaluate films	-	14	14
	Totals	28	100	128

TABLE VII

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN LARGE SCHOOLS OR IN WHICH LARGE SCHOOLS WERE INTERESTED

Section II. Audio-Visual Aids

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
1	Compilation of lists of agencies providing free or inexpensive teaching aids	24	12	36
2	Compilation of lists of aids for specific subjects	21	12	33
3.5	Establishing and financing audio-visual aids program	20	11	31
3.5	Plans for business teachers to review and evaluate films	10	21	31
5	Provisions for training teachers to operate film projectors	15	15	30
6	Study of techniques in arranging, conducting and evaluating visits and field trips	9	20	29
	Totals	99	91	190

the large schools, and ranked third in the replies from the small schools. Thirty-three large schools and 23 small schools indicated this activity to be either in process or of interest.

Plans for business teachers to review and evaluate films were in process in none of the small schools and only 14 of the small schools were interested in such a program. The activity least frequently reported by the large schools was the study of techniques in arranging, conducting, and evaluating visits and field trips, an activity which was in process in nine large schools and of interest to 20.

Section III. Standards, Testing and Evaluation

Seven in-service staff activities relating to standards, testing and evaluation were listed on the checklist in Section III. Tables VIII and IX present the replies from small and large high schools in which these activities were in process or which were interested in these projects.

Twenty-three small schools reported either a project or an interest in the compilation of standardized and published tests available in business education, and this item ranked first in the replies from the small schools. Ranking first according to frequency of responses from large schools was the development of an effective testing program in business

TABLE VIII

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN SMALL SCHOOLS OR IN WHICH SMALL SCHOOLS WERE INTERESTED

Section III. Standards, Testing and Evaluation

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
1	Compilation of standardized and published tests available in business education	4	19	23
2	Development of an effective testing program in business education	8	13	21
3	Establishment of standards of achievement in skill subjects	5	15	20
4	Development of rating scales for work habits, attitudes and personality	4	15	19
5	Survey of employment area to determine entrance requirements in vocational skills	4	12	16
6.5	Utilization of National Business Entrance Tests	-	11	11
6.5	Establishment of a uniform city, county or area testing program	-	11	11
	Totals	25	96	121

TABLE IX

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN LARGE SCHOOLS OR IN WHICH LARGE SCHOOLS WERE INTERESTED

Section III. Standards, Testing and Evaluation

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
1	Development of an effective testing program in business education	10	27	37
2	Establishment of standards of achievement in skill subjects	14	20	34
3	Survey of employment area to determine entrance requirements in vocational skills	16	17	33
4	Development of rating scales for work habits, attitudes and personality	9	20	29
5	Compilation of standardized and published tests available in business education	7	18	25
6	Utilization of National Business Entrance Tests	7	16	23
7	Establishment of a uniform city, county or area testing program	2	15	17
	Totals	65	133	198

education, an item which ranked second in frequency in the replies from the small schools, with 37 and 21 replies, respectively.

Ranking second in the responses from the large schools was the establishment of standards of achievement in skill subjects, with 34 large schools replying.

The items which ranked last in importance in the replies from both groups of schools were utilization of National Business Entrance Tests and establishment of a uniform city, county, or area testing program. None of the small schools reported an activity in process in either of these areas.

Section IV. Cooperation of Schools and Business

Six activities and projects were listed in the section of the checklist which dealt with cooperation of schools and business. Tables X and XI show the replies from the small and large schools, respectively.

Twenty-seven small schools reported a program for work experience or cooperative training in office occupations either of interest or in process. Fourteen small schools reported an activity or interest in a cooperative plan with businessmen to enable teachers to obtain business experience.

Cooperative activities with business groups were in process in 18 large schools and of interest to 17 more, giving this item first rank according to frequency in the replies

TABLE X

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN SMALL SCHOOLS OR IN WHICH SMALL SCHOOLS WERE INTERESTED

Section IV. Cooperation of Schools and Business

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
1	Program for work experience or cooperative training in office occupations	3	24	27
2	Cooperative plan with businessmen to enable teachers to obtain business experience	2	12	14
3	Establishment of an advisory committee	-	11	11
4	Cooperative activities with business groups	1	9	10
5.5	Interpretation of the business program through social and civic groups	-	5	5
5.5	Program for work experience in distributive education	-	5	5
	Totals	6	66	72

TABLE XI

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN LARGE SCHOOLS OR IN WHICH LARGE SCHOOLS WERE INTERESTED

Section IV. Cooperation of Schools and Business

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
1	Cooperative activities with business groups	18	17	35
2	Program for work experience or cooperative training in office occupations	7	21	28
3	Establishment of an advisory committee	6	20	26
4	Program for work experience in distributive education	6	17	23
5	Cooperative plan with businessmen to enable teachers to obtain business experience	4	18	22
6	Interpretation of the business program through social and civic groups	9	12	21
	Totals	50	105	155

from the small schools, with 28 large schools reporting an interest or a program for work experience or cooperative training in office occupations.

Of least interest to the large schools was the interpretation of the business program through social and civic groups, with a total of only 21 replies from the schools in this group.

The small schools reported no active programs in three areas: Establishment of an advisory committee; Interpretation of the business program through social and civic groups; and Work experience program in distributive education.

A total of only six in-service staff activities was reported in process in all of the small schools, while a total of 50 activities was in process in large schools.

Section V. Improvement of Instruction

Section V of the survey instrument related to improvement of instruction in the following subject-matter fields: shorthand, typewriting, transcription; bookkeeping and general (social) business subjects; and office machines and office practice.

Shorthand, Typewriting and Transcription. Four phases of a program for improvement of instruction in shorthand, typewriting and transcription were suggested in the first

TABLE XII

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN LARGE AND SMALL SCHOOLS OR IN WHICH LARGE AND SMALL SCHOOLS WERE INTERESTED

Section V. Improvement of Teaching Procedures in Shorthand, Typewriting, Transcription

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
	Small Schools			
1	Plans and techniques for effective remedial work	3	24	27
2	Instructional provisions for the slow learner	1	20	21
3	Demonstration lessons for teachers	1	19	20
4	Instructional provisions for the bright student	2	15	17
	Subtotal	7	78	85
	Large Schools			
1	Instructional provisions for the slow learner	13	19	32
2	Plans and techniques for effective remedial work	10	21	31
3	Instructional provisions for the bright student	15	15	30
4	Demonstration lessons for teachers	4	25	29
	Subtotal	42	80	122

subsection of Section V. Table XII reports the extent to which these activities were carried on in or of interest to both large and small schools.

Although occurring in reverse order according to frequency, the same items ranked first and second in the replies from both groups of schools. Plans and techniques for effective remedial work, with a total of 27 replies, ranked first in the replies from the small schools, and the activity which ranked second in frequency in the replies from these schools was instructional provision for the slow learner, occurring in the replies from 21 small schools. Remedial work was reported by 31 large schools, and instructional provision for the slow learner by 32 large schools.

Bookkeeping and General Business. The four activities which were listed for improvement of instruction in shorthand, typewriting and transcription were also suggested in the checklist for application to bookkeeping and general business instruction. Table XIII shows the active projects or interests as reported by both groups of schools.

Again the same items were reported with the first and second highest frequency by both groups of schools, and again these items were in reverse order. Thirty-two large schools indicated an activity or an interest in plans for effective remedial work, and 21 small schools replied in this category. Twenty-five small schools reported instructional provisions for the slow learner, which occurred in

TABLE XIII

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN SMALL AND LARGE SCHOOLS OR IN WHICH SMALL AND LARGE SCHOOLS WERE INTERESTED

Section V. Improvement of Teaching Procedures in Bookkeeping and Social Business Subjects

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
	Small Schools			
1	Instructional provisions for the slow learner	5	20	25
2.5	Plans and techniques for effective remedial work	4	17	21
2.5	Demonstration lessons for teachers	2	19	21
4	Instructional provisions for the bright student	3	15	18
	Subtotal	14	71	85
	Large Schools			
1	Plans and techniques for effective remedial work	11	21	32
2	Instructional provisions for the slow learner	13	18	31
3	Instructional provisions for the bright student	13	17	30
4	Demonstration lessons for teachers	4	23	27
	Subtotal	41	79	120

in the replies from 31 large schools. Twenty-one small schools also reported either an activity or an interest in demonstration lessons for teachers.

Office Machines and Office Practice. The four questions relating to improvement of instruction were applied in the checklist to the area of office machines and office practice. Table XIV lists the interests of and the activities in process in large and small schools for improvement of instruction in office machines and practice.

For the first time in the subsections of Section V, both groups of schools reported primary interest in demonstration lessons for teachers, which ranked first in the replies from the large and small schools. In addition, the same number of large schools indicated activities or interests in instructional provisions for the slow learner. Ten small schools reported an interest or activity in instructional provisions for the bright student.

Section VI. Guidance, Placement and Follow-Up

Section VI of the survey instrument suggested eight activities or projects in the area of guidance, placement and follow-up. The replies from the small schools are reported in Table XV; the replies from the large schools are reported in Table XVI.

TABLE XIV

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN SMALL AND LARGE SCHOOLS OR IN WHICH SMALL AND LARGE SCHOOLS WERE INTERESTED

Section V. Improvement of Teaching Procedures in Office Machines and Office Practice

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
	Small Schools			
1	Demonstration lessons for teachers	2	15	17
2.5	Instructional provisions for the slow learner	1	11	12
2.5	Plans and techniques for effective remedial work	1	11	12
4	Instructional provisions for the bright student	2	8	10
	Subtotal	6	45	51
	Large Schools			
1.5	Instructional provisions for the slow learner	13	15	28
1.5	Demonstration lessons for teachers	8	20	28
3.5	Instructional provisions for the bright student	15	12	27
3.5	Plans and techniques for effective remedial work	13	14	27
	Subtotal	49	61	110

TABLE XV

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN SMALL SCHOOLS OR IN WHICH SMALL SCHOOLS WERE INTERESTED

Section VI. Guidance, Placement and Follow-Up

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
1	Survey of job opportunities in the vicinity	9	21	30
2	Improvement of guidance techniques to assist students in selecting business courses	7	16	23
3	Integration of occupational information with business subject matter	10	12	22
4	Counseling and assisting graduates and drop-outs	10	11	21
5	Development of units providing educational and occupational information	5	14	19
6	Improvement of teacher's skills in interviewing students	4	14	18
7	Establishment of a follow-up system	8	9	17
8	Organization of a placement service	4	12	16
	Total	57	109	166

TABLE XVI

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN LARGE SCHOOLS OR IN WHICH LARGE SCHOOLS WERE INTERESTED

Section VI. Guidance, Placement and Follow-Up

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
1	Improvement of guidance techniques to assist students in selecting business courses	22	22	44
2.5	Organization of a placement service	27	13	40
2.5	Survey of job opportunities in the vicinity	22	18	40
4	Counseling and assisting graduates and drop-outs	28	11	39
5	Establishment of a follow-up system	22	13	35
6	Development of units providing educational and occupational information	16	17	33
7	Integration of occupational information with business subject matter	18	14	32
8	Improvement of teacher's skills in interviewing students	7	21	28
	Total	162	129	291

The small schools reported that a survey of job opportunities in the vicinity was the activity most frequently in process or of interest, and the item reported with the second highest frequency by the small schools was improvement of guidance techniques to assist students in selecting business courses, with these items reported by 30 and 23 small schools respectively.

The large schools ranked first in frequency the improvement of guidance techniques to assist students in selecting business courses, with 44 replies for this item. Forty large schools reported an activity in process or an interest in both organization of a placement service and a survey of job opportunities in the vicinity.

Organization of a placement service was the last ranking item in the replies from the small schools, and the large schools expressed the least interest in improvement of teacher's skills in interviewing students.

Section VII. Supervision and Administration

The seventh and last major section of the checklist was concerned with supervision and administration practices. Table XVII reports the in-service staff activities in process in or of interest to the small schools. The activities in process in supervision and administration in the large schools are reported in Table XVIII.

TABLE XVII

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN SMALL SCHOOLS OR IN WHICH SMALL SCHOOLS WERE INTERESTED

Section VII. Supervision and Administration

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
1	Evaluation and selection of textbooks, instructional materials and equipment	10	19	29
2	Plans for visitation of business teachers in other schools	3	18	21
3.5	Discussion of current problems by teachers and administrators	9	11	20
3.5	Evaluation of business program	4	16	20
5	Orientation program for new business teachers	4	9	13
6	Improvement of techniques for evaluating business teachers	-	10	10
7	Development of democratic supervisory and administrative policies	4	5	9
	Total	34	88	122

Evaluation and selection of textbooks, instructional materials, and equipment was in process in or of interest to 29 small schools, the greatest frequency of replies from small schools for any item in this section of the checklist. Twenty-one small schools reported an activity or interest in plans for visitation of business teachers in other schools, the item reported with the second highest frequency in this section.

Thirty-four large schools reported activities or interests in discussion of current problems by teachers and administrators, and plans for visitation of business teachers in other schools, and these two activities were reported with the highest frequency by the large schools. Next in frequency of response was the evaluation of the business program, which occurred in 32 of the checklists.

The small schools reported with the lowest frequency the development of democratic supervisory and administrative policies, with a total of nine schools replying. Of last-ranking frequency in the replies from the large schools was the improvement of techniques for evaluating business teachers. This activity was in process in none of the small schools, but was reported of interest to 10, and ranked next to last according to frequency in the replies from the small schools.

TABLE XVIII

IN-SERVICE STAFF ACTIVITIES REPORTED IN PROCESS IN LARGE SCHOOLS OR IN WHICH LARGE SCHOOLS WERE INTERESTED

Section VII. Supervision and Administration

Rank	Activities or Projects	Frequency of Response		
		In Process	Interest	Total
1.5	Plans for visitation of business teachers in other schools	13	21	34
1.5	Discussion of current problems by teachers and administrators	22	12	34
3	Evaluation of business program	15	17	32
4	Evaluation and selection of textbooks, instructional materials and equipment	20	11	31
5.5	Orientation program for new business teachers	10	12	22
5.5	Development of democratic supervisory and administrative policies	9	13	22
7	Improvement of techniques for evaluating business teachers	5	11	16
	Total	94	97	191

Summary of Part I

A summary of the replies from small and large schools to the 55 items listed in the seven sections of the checklist is shown in Table XIX. The small schools reported a total of 263 in-service staff activities in process, and the large schools reported 769 activities in process.

The replies from the small schools with respect to in-service staff activities in process indicated that the number of active projects in the small schools was equal to about 32 per cent of the number of such activities in the large schools. The area in which the greatest divergence was evident was Section IV, Cooperation of Schools and Business. In this section, the number of activities in process in small schools was 12 per cent of the number of activities in the large schools. The greatest similarity was found in Section I, Curriculum, where the total number of replies from the small schools was about 39 per cent of the number of replies from the large schools.

In no instance was an in-service staff activity in process in a greater number of small schools than large schools. In seven items, activities which were reported in process in large schools were not reported by any of the small schools.

TABLE XIX

SUMMARY OF PART I

Section	Number of Activities on Checklist	In Process			Interest			Total		
		Small Schools (A)	Large Schools (B)	Per Cent (A) is of (B)	Small Schools (A)	Large Schools (B)	Per Cent (A) is of (B)	Small Schools (A)	Large Schools (B)	Per Cent (A) is of (B)
I. Curriculum	9	66	168	39.3	158	141	112.1	224	309	72.5
II. Audio-Visual Aids	6	28	99	28.3	100	91	109.9	128	190	67.4
III. Standards, Testing and Evaluation	7	25	65	38.5	96	133	72.2	121	198	61.1
IV. Cooperation of Schools and Business	6	6	50	12.0	66	105	62.9	72	155	46.5
V. Improvement of Teaching Procedures	12	27	132	20.3	194	220	88.2	221	352	62.5
VI. Guidance, Placement and Follow-Up	8	57	162	35.2	109	129	84.5	166	291	57.0
VII. Supervision and Administration	7	34	94	36.2	88	97	90.7	122	191	63.9
Total	55	243	770	31.6	811	916	88.5	1054	1686	62.5

These activities were:

Section II - Audio-Visual Aids

Plans for business teachers to review and evaluate films

Section III - Standards, Testing and Evaluation

Utilization of National Business Entrance Tests

Establishment of a uniform city, county or area testing program

Section IV - Cooperation of Schools and Business

Establishment of an advisory committee

Interpretation of the business program through social and civic groups

Program for work experience in distributive education

Section VII - Supervision and Administration

Improvement of techniques for evaluating business teachers

With regard to interests, Table XIX shows that the number of replies from the small schools was equal to about 89 per cent of the number of replies from the large schools, and in two sections, those having to do with Curriculum and Audio-Visual Aids, the number of interests reported by the small schools was greater than the number reported by the large schools.

Part II

Part II of the checklist summarized the activities in process in schools and in which business teachers were interested, and listed eight services to assist in carrying out these activities. A summary of the replies from the small schools is reported in Table XX; a summary of the replies from the large schools is reported in Table XXI.

Both groups of schools reported revising the total business curriculum with the highest frequency. The small schools indicated as the activity ranking second in frequency the improvement of teaching procedures and demonstration techniques in shorthand, typewriting and transcription, an activity which ranked third in the replies from the large schools. Also ranking second in the replies from the small schools was improving teaching procedures in bookkeeping and the social business subjects. The large schools indicated improving guidance, placement, and follow-up services with the second highest frequency.

The development of cooperative-training or work-experience programs in distributive education was reported by the small schools with the lowest frequency, and the large schools reported improving supervision and administration with the lowest frequency.

TABLE XX

SERVICES DESIRED BY SMALL SCHOOLS TO CARRY OUT IN-SERVICE STAFF ACTIVITIES IN PROCESS OR INTERESTS

Rank	Activity or Interest	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	Revising total business curriculum	5	9	7	5	3	10	3	1	43
2.5	Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription	14	10	2	1	13	2	-	-	42
2.5	Improving teaching procedures in bookkeeping and social business subjects	12	3	11	2	12	2	-	-	42
4	Expanding the use of audio-visual aids	11	6	8	2	4	4	1	1	37
5	Developing an effective testing program in business education for your school	5	7	5	3	6	3	2	4	35
6	Revising specific parts of the business curriculum	2	4	7	2	1	10	3	1	30
7.5	Improving teaching procedures and demonstration techniques in office machines and office practice	6	2	9	1	9	2	-	-	29

TABLE XX (CONTINUED)

Rank	Activity or Interest	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
7.5	Improving guidance, placement and follow-up services	4	6	2	4	4	6	2	1	29
9	Developing cooperative training or work experience program in office occupations	-	8	2	12	1	1	3	-	27
10.5	Surveying the employment area to determine minimum business entrance standards in office skills	-	4	1	16	-	3	1	-	25
10.5	Developing plans to cooperate with business, for example, establishing advisory committees	-	6	2	12	-	1	3	1	25
12.5	Establishing a uniform city, county or area testing program	-	4	1	8	-	4	3	3	23
12.5	Improving supervision and administration services, for example, intervisitation and improving teacher rating scales	2	2	4	3	2	2	6	2	23

TABLE XX (CONTINUED)

Rank	Activity or Interest	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
14	Evaluating the business program, as through the use of Evaluative Criteria	3	1	6	2	1	3	3	2	21
15	Improving teaching procedures in distributive education	1	2	3	-	5	1	-	-	12
16	Developing cooperative training or work experience program in distributive education	-	1	1	6	-	3	-	-	11
	Total	65	75	71	79	61	57	30	16	454

TABLE XXI

SERVICES DESIRED BY LARGE SCHOOLS TO CARRY OUT
IN-SERVICE STAFF ACTIVITIES IN PROCESS OR INTERESTS

Rank	Activity or Interest	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	Revising total business curriculum	8	7	10	19	5	14	12	4	79
2	Improving guidance, placement and follow-up services	7	15	16	10	14	10	4	2	78
3	Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription	13	9	21	3	19	4	6	1	76
4	Revising specific parts of the business curriculum	5	7	12	18	6	12	7	2	69
5	Developing an effective testing program in business education for your school	3	6	12	14	8	16	8	1	68
6.5	Developing cooperative training or work experience program in office occupations	2	7	9	23	4	12	7	2	66
6.5	Surveying the employment area to determine business entrance standards in office skills	2	8	3	32	1	11	4	3	64

TABLE XXI (CONTINUED)

Rank	Activity or Interest	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
8.5	Improving teaching procedures in bookkeeping and social business subjects	11	7	17	2	18	3	4	1	63
8.5	Improving teaching procedures and demonstration techniques in office machines and office practice	11	4	18	2	16	6	4	2	63
10	Evaluating the business program, as through the use of Evaluative Criteria	4	6	8	12	4	9	13	3	59
12	Developing plans to cooperate with business, for example, establishing advisory committees	-	8	1	29	2	4	3	1	48
12	Expanding the use of audio-visual aids	9	6	11	3	6	9	2	2	48
12	Improving teaching procedures in distributive education	5	1	14	3	10	8	6	1	48

TABLE XXI (CONTINUED)

Rank	Activity or Interest	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
14	Establishing a uniform city, county or area testing program	-	5	6	19	2	5	8	2	47
15	Developing cooperative training or work experience program in distributive education	1	4	6	14	5	8	7	1	46
16	Improving supervision and administration services, for example, intervisitation and improving teacher rating scales	3	4	6	12	6	5	7	1	44
	Total	84	104	170	215	126	136	102	29	966

Table XXII lists the services which the small schools desired to carry out the programs shown in Table XX, according to the total replies for each service. This information with respect to the large schools is reported in Table XXIII.

TABLE XXII

SERVICES DESIRED BY TEACHERS IN SMALL SCHOOLS TO CARRY OUT ACTIVITIES IN PROCESS AND INTERESTS

Rank	Service	Frequency
1	Area or Regional Committees	79
2	1-5 Day Conference	75
3	Two-Week or Longer Workshop	71
4	Off-Campus Extension Course	65
5	Course at College or University	61
6	Consulting Specialist	57
7	State Supervisor	30
8	U. S. Office of Education	16
	Total	454

Both groups of schools ranked as first in requests for services the regional committee. The two-week or longer workshop was requested with the second highest frequency by the large schools, and the 1-5 day conference was the

second highest in frequency of replies from the small schools. The assistance of the U. S. Office of Education was reported

TABLE XXIII

SERVICES DESIRED BY TEACHERS IN LARGE SCHOOLS TO CARRY OUT ACTIVITIES IN PROCESS AND INTERESTS

Rank	Service	Frequency
1	Area or Regional Committees	215
2	Two-Week or Longer Workshop	170
3	Consulting Specialist	136
4	Course at College or University	126
5	1-5 Day Conference	104
6	State Supervisor	102
7	Off-Campus Extension Course	84
8	U. S. Office of Education	29
	Total	966

with the lowest frequency by both small and large schools, and the state supervisor was reported with next to the lowest frequency in the replies from the small schools. The off-campus extension course ranked next to last in frequency in the replies from the large schools.

The services desired by small and large schools to revise the total business curriculum are reported in Table XXIV. Ten small schools were interested in the services of a consulting specialist. Nineteen large schools were interested in the regional committee, and 14 were interested in the services of a consulting specialist, the second-ranking item in the replies from the large schools, according to frequency. In the replies from the small and large schools, the U.S. Office of Education was desired least, with only one reply from the small schools and four from the large schools.

Table XXV reports the services which small and large schools desired to revise specific parts of the business curriculum.

The consulting specialist was the service most often requested by the small schools, and the large schools indicated preference for the Regional Committee, with ten and 18 replies respectively. Both groups ranked as the service desired with the next highest frequency participation in a two-week or longer workshop. Seven small schools and 12 large schools requested the workshop. Twelve large schools also requested the consulting specialist to assist in revising specific parts of the business curriculum. The service least desired by both groups was the U.S. Office of Education, which was of interest to only one small school and two large schools.

TABLE XXIV

SERVICES DESIRED BY SCHOOLS TO REVISE TOTAL BUSINESS CURRICULUM

Small Schools			Large Schools		
Rank	Service	Frequency	Rank	Service	Frequency
1	Consulting Specialist	10	1	Area or Regional Committees	19
2	1-5 Day Conference	9	2	Consulting Specialist	14
3	Two-Week or Longer Workshop	7	3	State Supervisor	12
4.5	Off-Campus Extension Course	5	4	Two-Week or Longer Workshop	10
4.5	Area or Regional Committees	5	5	Off-Campus Extension Course	8
6.5	Course at College or University	3	6	1-5 Day Conference	7
6.5	State Supervisor	3	7	Course at College or University	5
8	U.S. Office of Education	1	8	U. S. Office of Education	4
	Total	43		Total	79

TABLE XXV

SERVICES DESIRED BY SCHOOLS TO REVISE SPECIFIC PARTS OF THE BUSINESS CURRICULUM

Small Schools			Large Schools		
Rank	Services	Frequency	Rank	Services	Frequency
1	Consulting Specialist	10	1	Area or Regional Committees	18
2	Two-Week or Longer Workshop	7	2.5	Two-Week or Longer Workshop	12
3	1-5 Day Conference	4	2.5	Consulting Specialist	12
4	State Supervisor	3	4.5	1-5 Day Conference	7
5.5	Area or Regional Committees	2	4.5	State Supervisor	7
5.5	Off-Campus Extension Course	2	6	Course at College or University	6
7.5	Course at College or University	1	7	Off-Campus Extension Course	5
7.5	U.S. Office of Education	1	8	U.S. Office of Education	2
	Total	30		Total	69

The services which schools desired to expand the audio-visual aids program are listed in Table XXVI. Although ranking in reverse order according to the responses from the small and large schools, the two-week or longer workshop and the off-campus extension course were the services most desired by schools. The first-choice service in both cases was requested by 11 schools. The U. S. Office of Education ranked last and occurred in the replies from only two large schools and one small school.

Table XXVII shows the frequency with which both groups of schools requested one of the services to carry out an effective testing program in business education. The consulting specialist was desired by 16 large schools, the greatest number of schools requesting any of the services to develop a testing program. This service was desired by only three small schools and ranked next to last the replies from the small schools. Seven small schools desired a one-to-five day conference. An interest in the U. S. Office of Education was reported by four small schools and one large school.

Both groups of schools desired a regional committee in the greatest number of cases to assist in establishing a uniform city, county, or area testing program, as is seen in Table XXVIII. None of the schools reported interest in an off-campus extension course, and none of the small schools desired a course at a college or university.

TABLE XXVI

SERVICES DESIRED BY SCHOOLS TO EXPAND THE USE OF AUDIO-VISUAL AIDS

Small Schools			Large Schools		
Rank	Services	Frequency	Rank	Services	Frequency
1	Off-Campus Extension Course	11	1	Two-Week or Longer Workshop	11
2	Two-Week or Longer Workshop	8	2.5	Off-Campus Extension Course	9
3	1-5 Day Conference	6	2.5	Consulting Specialist	9
4.5	Course at College or University	4	4.5	1-5 Day Conference	6
4.5	Consulting Specialist	4	4.5	Course at College or University	6
6	Area or Regional Committees	2	6	Area or Regional Committees	3
7.5	State Supervisor	1	7.5	State Supervisor	2
7.5	U.S. Office of Education	1	7.5	U.S. Office of Education	2
	Total	37		Total	48

TABLE XXVII

SERVICES DESIRED BY SCHOOLS TO DEVELOP AN EFFECTIVE TESTING PROGRAM IN BUSINESS EDUCATION

Small Schools			Large Schools		
Rank	Services	Frequency	Rank	Services	Frequency
1	1-5 Day Conference	7	1	Consulting Specialist	16
2	Course at College or University	6	2	Area or Regional Committees	14
3.5	Two-Week or Longer Workshop	5	3	Two-Week or Longer Workshop	12
3.5	Off-Campus Extension Course	5	4.5	Course at College or University	8
5	U.S. Office of Education	4	4.5	State Supervisor	8
6.5	Area or Regional Committees	3	6	1-5 Day Conference	6
6.5	Consulting Specialist	3	7	Off-Campus Extension Course	3
8	State Supervisor	2	8	U.S. Office of Education	1
	Total	35		Total	68

TABLE XXVIII

SERVICES DESIRED BY SCHOOLS TO ESTABLISH A UNIFORM CITY, COUNTY OR AREA TESTING PROGRAM

Small Schools			Large Schools		
Rank	Services	Frequency	Rank	Services	Frequency
1	Area or Regional Committees	8	1	Area or Regional Committees	19
2.5	1-5 Day Conference	4	2	State Supervisor	8
2.5	Consulting Specialist	4	3	Two-Week or Longer Workshop	6
4.5	State Supervisor	3	4.5	1-5 Day Conference	5
4.5	U.S. Office of Education	3	4.5	Consulting Specialist	5
6	Two-Week or Longer Workshop	1	6.5	Course at College or University	2
7.5	Off-Campus Extension Course	-	6.5	U.S. Office of Education	2
7.5	Course at College or University	-	8	Off-Campus Extension Course	-
	Total	23		Total	47

The one-to-five day conference, with four schools responding, and the services of the state supervisor, with eight replying, ranked second in the replies from the small and large schools, respectively, in requests for services to establish a uniform city, county or area testing program.

Table XXIX shows that 16 small schools and 32 large schools requested a regional committee to survey the employment area to determine minimum business entrance standards in office skills. The service indicated with the second highest frequency by the small schools was the one-to-five day conference, reported by four schools, and the second ranking item in the replies from the large schools was the consulting specialist, desired by 11 schools.

Tables XXX and XXXI report the responses from the large and small high schools with regard to cooperative training and work experience programs in the distributive occupations and in office skills. For both distributive education and office skills programs, the small schools desired first the use of the regional committee. The large schools desired the area or regional committee first to develop a program in office occupations work experience, but requested the two-week or longer workshop with the highest frequency to assist in a work experience program in distributive education.

TABLE XXIX

SERVICES DESIRED BY SCHOOLS TO SURVEY THE EMPLOYMENT AREA TO DETERMINE MINIMUM BUSINESS ENTRANCE STANDARDS IN OFFICE SKILLS

Small Schools			Large Schools		
Rank	Services	Frequency	Rank	Services	Frequency
1	Area or Regional Committees	16	1	Area or Regional Committees	32
2	1-5 Day Conference	4	2	Consulting Specialist	11
3	Consulting Specialist	3	3	1-5 Day Conference	8
4.5	Two-Week or Longer Workshop	1	4	State Supervisor	4
4.5	State Supervisor	1	5.5	Two-Week or Longer Workshop	3
7	Off-Campus Extension Course	-	5.5	U.S. Office of Education	3
7	Course at College or University	-	7	Off-Campus Extension Course	2
7	U.S. Office of Education	-	8	Course at College or University	1
	Total	25		Total	64

TABLE XXX

SERVICES DESIRED BY SCHOOLS TO DEVELOP COOPERATIVE TRAINING OR WORK EXPERIENCE PROGRAMS IN DISTRIBUTIVE EDUCATION

Small Schools			Large Schools		
Rank	Services	Frequency	Rank	Services	Frequency
1	Area or Regional Committees	6	1	Two-Week or Longer Workshop	14
2	Consulting Specialist	3	2	Course at College or University	10
3.5	1-5 Day Conference	1	3	Consulting Specialist	8
3.5	Two-Week or Longer Workshop	1	4	State Supervisor	6
6.5	Off-Campus Extension Course	-	5	Off-Campus Extension Course	5
6.5	Course at College or University	-	6	Area or Regional Committees	3
6.5	State Supervisor	-	7.5	1-5 Day Conference	1
6.5	U.S. Office of Education	-	7.5	U.S. Office of Education	1
	Total	11		Total	48

TABLE XXXI

SERVICES DESIRED BY SCHOOLS TO DEVELOP COOPERATIVE TRAINING OR WORK EXPERIENCE PROGRAMS IN OFFICE OCCUPATIONS

Small Schools			Large Schools		
Rank	Services	Frequency	Rank	Services	Frequency
1	Area or Regional Committees	12	1	Area or Regional Committees	23
2	1-5 Day Conference	8	2	Consulting Specialist	12
3	State Supervisor	3	3	Two-Week or Longer Workshop	9
4	Two-Week or Longer Workshop	2	4.5	1-5 Day Conference	7
5.5	Course at College or University	1	4.5	State Supervisor	7
5.5	Consulting Specialist	1	6	Course at College or University	4
7.5	Off-Campus Extension Course	-	7.5	Off-Campus Extension Course	2
7.5	U.S. Office of Education	-	7.5	U.S. Office of Education	2
	Total	27		Total	66

None of the small schools desired the facilities of the U.S. Office of Education or assistance through an off-campus extension course in connection with developing programs for cooperative training or work experience in either distributive education or office occupations. In addition, none of the small schools requested a course at a college or university or the services of a state supervisor to assist in distributive education cooperative training or work experience programs.

Table XXXII shows the services requested by small and large schools to develop plans for cooperation of schools and business. The area or regional committee was desired by the greatest number of schools in both groups, 12 small schools and 29 large schools. Six small schools and eight large schools desired a one-to-five day conference to promote this kind of program, and this activity ranked second in the replies from both groups of schools. No school in either group requested an off-campus extension course, and none of the small schools requested a course at a college or university. One school in each group was interested in the facilities of the U. S. Office of Education.

Table XXXIII compares the total replies from the small and large schools for services to improve instruction in four subject-matter areas: (1) typewriting, shorthand, and transcription; (2) bookkeeping and social business subjects; (3) office machines and office practice; and (4) distributive

TABLE XXXII

SERVICES DESIRED BY SCHOOLS TO DEVELOP PLANS TO COOPERATE WITH BUSINESS

Small Schools			Large Schools		
Rank	Services	Frequency	Rank	Services	Frequency
1	Area or Regional Committees	12	1	Area or Regional Committees	29
2	1-5 Day Conference	6	2	1-5 Day Conference	8
3	State Supervisor	3	3	Consulting Specialist	4
4	Two-Week or Longer Workshop	2	4	State Supervisor	3
5.5	Consulting Specialist	1	5	Course at College or University	2
5.5	U.S. Office of Education	1	6.5	Two-Week or Longer Workshop	1
7.5	Off-Campus Extension Course	-	6.5	U.S. Office of Education	1
7.5	Course at College or University	-	8	Off-Campus Extension Course	-
	Total	25		Total	48

TABLE XXXIII

SERVICES DESIRED BY SCHOOLS TO IMPROVE INSTRUCTION

Small Schools			Large Schools		
Rank	Services	Frequency	Rank	Services	Frequency
1	Course at College or University	39	1	Two-Week or Longer Workshop	70
2	Off-Campus Extension Course	33	2	Course at College or University	63
3	Two-Week or Longer Workshop	25	3	Off-Campus Extension Course	40
4	1-5 Day Conference	17	4.5	1-5 Day Conference	21
5	Consulting Specialist	7	4.5	Consulting Specialist	21
6	Area or Regional Committees	4	6	State Supervisor	20
7.5	State Supervisor	-	7	Area or Regional Committees	10
7.5	U.S. Office of Education	-	8	U.S. Office of Education	5
	Total	125		Total	250

education. In 39 instances, the small schools indicated that a course at a college or university would be helpful in improving instruction, and this service ranked first in the requests from the small schools. The college or university course was requested 63 times in the replies from the large schools, and ranked second in that group of schools. In 70 instances, the large schools reported that a two-week or longer workshop would be desirable to improve teaching procedures. None of the small schools indicated a desire for the facilities of the U. S. Office of Education to improve instruction in any of the subject-matter areas, and in only five instances did the large schools request this service.

The services desired by both groups of schools for each of the four subject areas individually may be seen by reference to Tables XX and XXI on pages 42 and 44.

The services desired by the schools to improve guidance, placement and follow-up programs are reported in Table XXXIV. Six small schools desired a one-to-five day conference and the assistance of a consulting specialist, and these services were requested with the highest frequency by the small schools. Sixteen large schools desired a two-week or longer workshop and 15 large schools requested a one-to-five day conference. These services ranked first and second in frequency among the replies from the large schools.

The service requested least often by both groups of schools was the U. S. Office of Education, desired by one small school and two large schools.

TABLE XXXIV

SERVICES DESIRED BY SCHOOLS TO IMPROVE
GUIDANCE, PLACEMENT, AND FOLLOW-UP SERVICES

Small Schools			Large Schools		
Rank	Services	Frequency	Rank	Services	Frequency
1.5	1-5 Day Conference	6	1	Two-Week or Longer Workshop	16
1.5	Consulting Specialist	6	2	1-5 Day Conference	15
4	Off-Campus Extension Course	4	3	Course at College or University	14
4	Area or Regional Committees	4	4.5	Area or Regional Committees	10
4	Course at College or University	4	4.5	Consulting Specialist	10
6.5	Two-Week or Longer Workshop	2	6	Off-Campus Extension Course	7
6.5	State Supervisor	2	7	State Supervisor	4
8	U.S. Office of Education	1	8	U.S. Office of Education	2
	Total	29		Total	78

Table XXXV shows that the state supervisor was the service which was most frequently requested by small schools and which ranked second in the replies from the large schools, with six and seven schools replying respectively. The large schools requested a regional committee with the highest frequency. The U. S. Office of Education was the service which only two schools among the small schools and one large school desired.

The state supervisor was the service most frequently requested by the large schools for evaluating the business program, according to Table XXXVI. Thirteen large schools indicated a desire for this service, and three small schools requested the service of a state supervisor. Twelve large schools also reported that a regional committee was desirable for evaluation of the business program. The U. S. Office of Education was requested by three large schools. Only one small school requested a one-to-five day conference or a course at a college or university to assist in evaluating the business program.

Tables XXXVII through XLIV which follow show the activities which small and large schools desired to carry out, with the assistance of one of the services suggested in Part II of the checklist.

TABLE XXXV

SERVICES DESIRED BY SCHOOLS TO IMPROVE SUPERVISION AND ADMINISTRATION SERVICES

Small Schools			Large Schools		
Rank	Services	Frequency	Rank	Services	Frequency
1	State Supervisor	6	1	Area or Regional Committees	12
2	Two-Week or Longer Workshop	4	2	State Supervisor	7
3	Area or Regional Committees	3	3.5	Two-Week or Longer Workshop	6
6	Off-Campus Extension Course	2	3.5	Course at College or University	6
6	1-5 Day Conference	2	5	Consulting Specialist	5
6	Course at College or University	2	6	1-5 Day Conference	4
6	Consulting Specialist	2	7	Off-Campus Extension Course	3
6	U.S. Office of Education	2	8	U.S. Office of Education	1
	Total	23		Total	44

TABLE XXXVI

SERVICES DESIRED BY SCHOOLS TO EVALUATE THE BUSINESS PROGRAM

Small Schools			Large Schools		
Rank	Services	Frequency	Rank	Services	Frequency
1	Two-Week or Longer Workshop	6	1	State Supervisor	13
3	Off-Campus Extension Course	3	2	Area or Regional Committees	12
3	Consulting Specialist	3	3	Consulting Specialist	9
3	State Supervisor	3	4	Two-Week or Longer Workshop	8
5.5	Area or Regional Committees	2	5	1-5 Day Conference	6
5.5	U.S. Office of Education	2	6.5	Off-Campus Extension Courses	4
7.5	1-5 Day Conference	1	6.5	Course at College or University	4
7.5	Course at College or University	1	8	U. S. Office of Education	3
	Total	21		Total	59

The activities which schools desired to carry out through off-campus extension courses is reported in Table XXXVII. Fourteen small schools and 13 large schools requested an off-campus extension course for improving teaching procedures and demonstration techniques in shorthand, typewriting, and transcription, and this activity was reported with the highest frequency in the replies from both large and small schools. Twelve small schools and 11 large schools requested off-campus extension courses for improving teaching procedures in bookkeeping and social business subjects, and this service was reported with the second highest frequency in the replies from both the large and the small schools. Eleven small schools and 9 large schools desired an off-campus extension course to assist in expanding the use of audio-visual aids, and this item ranked third and fourth in the replies from the small and large schools, respectively.

Table XXXVIII shows the activities in connection with which the schools requested a one-to-five day conference. Ten small schools requested this service to assist in improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription, and this item ranked first in the replies from the small schools. Improvement of instruction in shorthand, typewriting and transcription ranked second in frequency in the replies from the large schools, nine of whom requested this

TABLE XXXVII

ACTIVITIES OR INTERESTS WHICH SCHOOLS DESIRE TO CARRY OUT WITH THE ASSISTANCE OF OFF-CAMPUS EXTENSION COURSES

Rank	Activity or Interest	Frequency
	Small Schools	
1	Improvement of teaching procedures and demonstration techniques in shorthand, typewriting and transcription	14
2	Improvement of teaching procedures in bookkeeping and social business subjects	12
3	Expanding the use of audio-visual aids	11
4	Improving teaching procedures and demonstration techniques in office machines and office practice	6
5.5	Revising total business curriculum	5
5.5	Developing an effective testing program in business education	5
	Large Schools	
1	Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription	13
2.5	Improving teaching procedures in bookkeeping and social business subjects	11
2.5	Improving teaching procedures and demonstration techniques in office machines and office practice	11
4	Expanding the use of audio-visual aids	9
5	Revising the total business curriculum	8

TABLE XXXVIII

ACTIVITIES OR INTERESTS WHICH SCHOOLS DESIRE TO CARRY OUT THROUGH ONE-TO-FIVE DAY CONFERENCES

Rank	Activity or Interest	Frequency
	Small Schools	
1	Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription	10
2	Revising total business curriculum	9
3	Developing cooperative training or work experience program in office occupations	8
4	Developing an effective testing program in business education for your school	7
6	Expanding the use of audio-visual aids	6
6	Improving guidance, placement and follow-up services	6
6	Developing plans to cooperate with business, for example, establishing advisory committees	6
	Large Schools	
1	Improving guidance, placement and follow-up services	15
2	Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription	9
3.5	Surveying the employment area to determine minimum business entrance standards in office skills	8
3.5	Developing plans to cooperate with business, for example, establishing advisory committees	8
6.5	Revising total business curriculum	7
6.5	Revising specific parts of the business curriculum	7
6.5	Develop cooperative training or work experience program in office occupations	7
6.5	Improving teaching procedures and demonstration techniques in bookkeeping and social business subjects	7

service. Eight large schools reported a desire for a one-to-five day conference to carry out a survey of the employment area to determine minimum business entrance standards in office skills and this item was not reported by small schools with a sufficiently high frequency to appear in this table.

Table XXXIX reports the activities or interests which the schools desire to carry out through two-week or longer workshops. Twenty-one large schools desired a workshop to assist in improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription, and 18 large schools requested this service to improve teaching procedures and demonstration techniques in office machines and office practice. Nine small schools reported an interest in this service in connection with a program in office machines and office practice. Eleven small schools and 17 large schools desired a two-week or longer workshop to improve teaching procedures in bookkeeping and the social business subjects. Six small schools desired a workshop to evaluate the business program through use of Evaluative Criteria.

Table XL reports the activities or interests which large and small schools desired to carry out through the assistance of area or regional committees. Both groups of schools indicated that the regional committee was a helpful

TABLE XXXIX

ACTIVITIES OR INTERESTS WHICH SCHOOLS DESIRE TO CARRY OUT WITH THE ASSISTANCE OF TWO-WEEK OR LONGER WORKSHOPS

Rank	Activity or Interest	Frequency
	Small Schools	
1	Improving teaching procedures in bookkeeping and social business subjects	11
2	Improving teaching procedures and demonstration techniques in office machines and office practice	9
3	Expanding the use of audio-visual aids	8
4.5	Revising total business curriculum	7
4.5	Revising specific parts of the business curriculum	7
6	Evaluating the business program, as through the use of Evaluative Criteria	6
	Large Schools	
1	Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription	21
2	Improving teaching procedures and demonstration techniques in office machines and office practice	18
3	Improving teaching procedures in the social business subjects	17
4	Improving guidance, placement and follow-up services	16
5	Improving teaching procedures in distributive education	14
6.5	Revising specific parts of the business curriculum	12
6.5	Developing an effective testing program in business education	12

TABLE XL

ACTIVITIES OR INTERESTS WHICH SCHOOLS DESIRE TO CARRY OUT WITH THE ASSISTANCE OF AREA OR REGIONAL COMMITTEES

Rank	Activity or Interest	Frequency
	Small Schools	
1	Surveying the employment area to determine minimum business entrance standards in office skills	16
2.5	Developing cooperative training or work experience program in office occupations	12
2.5	Developing plans to cooperate with business, for example, establishing advisory committees	12
4	Establishing a uniform city, county or area testing program	8
5	Developing cooperative training or work experience program in distributive education	6
	Large Schools	
1	Surveying the employment area to determine minimum business entrance standards in office skills	32
2	Developing plans to cooperate with business, for example, establishing advisory committees	29
3	Developing cooperative training or work experience program in office occupations	23
4.5	Revising total business curriculum	19
4.5	Establishing a uniform city, county or area testing program	19
6	Revising specific parts of the business curriculum	18

service in surveying the employment area to determine minimum business entrance standards in office skills. Sixteen small schools and 32 large schools requested this service to carry out such a survey. Twelve small schools and 29 large schools desired a regional committee to develop plans to cooperate with business. Twelve small schools and 23 large schools also desired this service to develop cooperative training or work experience programs in office occupations. The same activities ranked first, second, and third in frequency of replies from both groups of schools with respect to a regional committee.

Table XLI reports according to frequency of response the activities which large and small schools desired to carry out through courses at a college or university. The improvement of teaching procedures and demonstration techniques in three subject areas were the activities which both large and small schools reported with the highest frequency as activities to be carried out through courses at colleges and universities. Thirty-four small schools and 53 large schools requested this service to improve instruction. Five small schools and ten large schools requested the course at a college or university as a means to improve teaching procedures in distributive education.

The activities which schools desired to carry out through the assistance of a consulting specialist are shown

TABLE XLI

ACTIVITIES OR INTERESTS WHICH SCHOOLS DESIRE TO CARRY OUT WITH THE ASSISTANCE OF COURSES AT A COLLEGE OR UNIVERSITY

Rank	Activity or Interest	Frequency
	Small Schools	
1	Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription	13
2	Improving teaching procedures in bookkeeping and social business subjects	12
3	Improving teaching procedures and demonstration techniques in office machines and office practice	9
4	Developing an effective testing program in business education	6
5	Improving teaching procedures in distributive education	5
	Large Schools	
1	Improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription	19
2	Improving teaching procedures in social business subjects	18
3	Improving teaching procedures and demonstration techniques in office machines and office practice	16
4	Improving guidance, placement and follow-up services	14
5	Improving teaching procedures in distributive education	10

in Table XLII. The small and large schools both reported that the services of a consulting specialist would be desirable in carrying out curriculum revision. Ten small schools and 14 large schools requested a consulting specialist to assist in revising the total business curriculum. Ten small schools and 12 large schools requested this service for revision of specific parts of the business curriculum. Sixteen large schools requested this service for developing an effective testing program in business education.

Thirteen large schools and three small schools requested the services of the state supervisor to assist in evaluating the business program, according to Table XLIII, which shows the activities or interests which schools desired to carry out through the services of a state supervisor. Three small schools and 12 large schools requested this service for revising the total curriculum, and three small schools and seven large schools requested the state supervisor in connection with revising specific parts of the business curriculum.

Six small schools requested a state supervisor to improve supervision and administration services, such as intervisitation and teacher rating scales, and this activity was reported with the highest frequency by the small schools in connection with the services of a state supervisor.

The activities which schools desired to carry out through the U. S. Office of Education are shown in Table XLIV.

TABLE XLII

ACTIVITIES OR INTERESTS WHICH SCHOOLS DESIRE TO CARRY OUT WITH THE ASSISTANCE OF CONSULTING SPECIALISTS

Rank	Activity or Interest	Frequency
	Small Schools	
1.5	Revising total business curriculum	10
1.5	Revising specific parts of the business curriculum	10
3	Improving guidance, placement and follow-up services	6
4.5	Expanding the use of audio-visual aids	4
4.5	Establishing a uniform city, county or area testing program	4
	Large Schools	
1	Developing an effective testing program in business education	16
2	Revising total business curriculum	14
3.5	Revising specific parts of the business curriculum	12
3.5	Developing cooperative training or work experience program in office occupations	12
5	Surveying the employment area to determine minimum business entrance standards in office skills	11

TABLE XLIII

ACTIVITIES OR INTERESTS WHICH SCHOOLS DESIRE TO CARRY OUT WITH THE ASSISTANCE OF STATE SUPERVISORS

Rank	Activity or Interest	Frequency
	Small Schools	
1	Improving supervision and administration services, for example, intervisitation and improving teacher rating scales	6
4.5	Revising total business curriculum	3
4.5	Revising specific parts of the business curriculum	3
4.5	Developing cooperative training or work experience program in office occupations	3
4.5	Developing plans to cooperate with business, for example, establishing advisory committees	3
4.5	Establishing a uniform city, county or area testing program	3
4.5	Evaluating the business program, as through the use of Evaluative Criteria	3

TABLE XLIII (CONTINUED)

ACTIVITIES OR INTERESTS WHICH SCHOOLS DESIRE TO CARRY OUT WITH THE ASSISTANCE OF STATE SUPERVISORS

Rank	Activity or Interest	Frequency
	Large Schools	
1	Evaluating the business program, as through the use of Evaluative Criteria	13
2	Revising total business curriculum	12
3.5	Establishing a uniform city, county or area testing program	8
3.5	Developing an effective testing program in business education	8
6.5	Developing cooperative training or work experience program in distributive education	7
6.5	Improving supervision and administration services, for example, intervisitation and improving teacher rating scales	7
6.5	Developing cooperative training or work experience program in office occupations	7
6.5	Revising specific parts of the business curriculum	7

TABLE XLIV

ACTIVITIES OR INTERESTS WHICH SCHOOLS DESIRE TO CARRY OUT WITH THE ASSISTANCE OF THE U.S. OFFICE OF EDUCATION

Rank	Activity or Interest	Frequency
	Small School	
1	Developing an effective testing program for your school in business education	4
2	Establishing a uniform city, county or area testing program	3
3.5	Improving supervision and administration services, for example, intervisitation and improving teacher rating scales	2
3.5	Evaluating the business program, as through the use of Evaluative Criteria	2
7	Revising total business curriculum	1
7	Expanding the use of audio-visual aids	1
7	Revising specific parts of the business curriculum	1
7	Improving guidance, placement and follow-up services	1
7	Developing plans to cooperate with business, for example, establishing advisory committees	1

TABLE XLIV (CONTINUED)

ACTIVITIES OR INTERESTS WHICH SCHOOLS DESIRE TO CARRY OUT WITH THE ASSISTANCE OF THE U.S. OFFICE OF EDUCATION

Rank	Activity or Interest	Frequency
	Large Schools	
1	Revising total business curriculum	4
2.5	Surveying the employment area to determine minimum business entrance standards in office skills	3
2.5	Evaluating the business program, as through the use of Evaluative Criteria	3
6.5	Improvement of guidance, placement and follow-up services	2
6.5	Revising specific parts of the business curriculum	2
6.5	Developing cooperative training or work experience program in office occupations	2
6.5	Improving teaching procedures and demonstration techniques in office machines and office practice	2
6.5	Expanding the use of audio-visual aids	2
6.5	Establishing a uniform city, county or area testing program	2

Four small schools requested the assistance of the U. S. Office of Education in developing effective testing programs in business education in the schools, and four large schools desired this kind of help in revising the total curriculum. Four schools represented the highest frequency with which the schools responded for any item in connection with the U. S. Office of Education. Three large schools reported that the U. S. Office of Education would be helpful in surveying the employment area and in evaluating the business program, and three small schools reported an interest in this service for establishing a uniform city, county or area testing program.

The findings based on the analyses and comparisons presented in this chapter are reported in Chapter IV which follows.

CHAPTER IV

SUMMARY OF FINDINGS

Data obtained from selected large high schools included in the 1950 National Survey of In-Service Staff Activities and Projects in Business Education were compared with data obtained from selected small schools in the study.

About eight times as many teachers were on the faculties of the 50 large schools surveyed as were on the faculties of the 50 small schools. Four hundred and nine teachers were represented in the replies from the large schools and 58 were represented in the replies from the small schools.

All six curriculums suggested in the survey instrument were offered in both large and small schools. All of these curriculums were offered in a greater number of large schools than small schools, and the distributive education curriculum was offered the least number of times in both groups of schools. The machine clerical curriculum was offered in one large school.

The comparisons and analyses made in Chapter III are the basis for the following findings of this study.

Summary of Findings

1. The number of activities which were in process in the small schools represented about 32 per cent of the number of activities which were in process in the large schools.

2. According to total replies as to in-service staff activities and interests of small and large schools, both groups of schools reported with the highest frequency within its own section of the checklist the following items in Part I:

   a. Section I. Curriculum. Curricular adaptation for the slow learner.

   b. Section II. Audio-Visual Aids. Compilation of lists of agencies providing free or inexpensive teaching aids.

   c. Section V. Improvement of Teaching Procedures -- Office Machines and Office Practice. Instructional provision for the slow learner.

3. Only seven activities which were carried on in large schools were not carried on in any of the small schools. These activities were:

   a. Section II. Audio-Visual Aids. Plans for business teachers to review and evaluate films. (This activity was reported in process in 10 large schools.)

   b. Section III. Standards, Testing and Evaluation. Establishment of a uniform city, county, or area testing program. (This activity was reported in process in seven large schools.)

c. Section III. Standards, Testing and Evaluation. Establishment of a uniform city, county, or area testing program. (This activity was reported in process in two large schools.)

d. Section IV. Cooperation of Schools and Business. Establishment of an advisory committee. (This activity was reported in process in six large schools.)

e. Section IV. Cooperation of Schools and Business. Interpretation of the business program through social and civic groups. (This activity was reported in process in nine large schools.)

f. Section IV. Cooperation of Schools and Business. Program for work experience in distributive education. (This activity was reported in process in six large schools.)

g. Section VII. Supervision and Administration. Improvement of techniques for evaluating business teachers. (This activity was reported in process in five large schools.)

4. The interests of the small schools numbered about 89 per cent of the number of interests of the large schools.

5. The service most frequently requested by both large and small schools to carry out in-service staff activities or interests was the regional committee. In five instances, the small and large schools indicated this service with the highest frequency to carry out a specific activity. These instances were:

a. To establish a uniform city, county or area testing program.

b. To survey the employment area to determine minimum business entrance standards in office skills.

c. To develop cooperative training or work experience programs in distributive education.

d. To develop cooperative training or work experience programs in office occupations.

e. To develop plans to cooperate with business.

6. Both small and large schools reported the two-week or longer workshop as the most useful service in improving teaching procedures and demonstration techniques in office machines and office practice.

7. The service least frequently requested by both large and small schools to carry out activities or interests was the U. S. Office of Education.

8. With respect to which activities or interests a specific service would be most useful in promoting, the small and large schools reported the same activity with the highest frequency in connection with three out of the eight suggested services. These instances were:

a. Off-Campus Extension Courses, for improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription.

b. Area or Regional Committees, for surveying the employment area to determine minimum business entrance standards in office skills.

c. Course at a College or University, for improving teaching procedures and demonstration techniques in shorthand, typewriting and transcription.

Conclusions

The purposes of this study were:

(1) To determine if the types of in-service staff activities varied in the small and large schools; and,

(2) To determine the possible value of a national survey of the small schools.

On the basis of the data presented in this study and summarized in the findings listed above, the writer believes that the types of in-service staff activities carried on in or of interest to the small schools were generally the same and did not differ greatly from the activities or interests of large schools. The number of activities differed significantly, and the number of interests varied to a lesser degree, as was expected.

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.

IDENTIFICATION DATA

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:_____

GENERAL DIRECTIONS

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	( )	( )
[illegible]. Instructional provisions for the bright student	( )	( )
[illegible]. 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.