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POTENTIAL VOCATIONAL BUSINESS AND OFFICE

EDUCATION TEACHERS IN OKLAHOMA

A DISSERTATION

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POTENTIAL VOCATIONAL BUSINESS AND OFFICE
EDUCATION TEACHERS IN OKLAHOMA

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To my wife, Jo Dell Vaughn,
and my children, Michael and Cynthia

TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
ILLUSTRATION	viii
 Chapter	
I. THE PROBLEM	1
Statement of the Problem	5
Source of Data	5
Delimitations of the Study	5
Method of Procedure	6
II. BACKGROUND INFORMATION AND PROCEDURE FOR EVALUATION	9
Historical Elements Applicable to this Study	9
The Business Education Curriculum	15
Foundational Business Education	16
Preoccupational Business Education	17
Occupational Business Education	18
Vocational Guidance	23
Youth Organizations	25
The Teacher-Coordinator	28
Procedure for Evaluating Business Teacher Potential	37
Administration of the Questionnaire	39
III. NUMERICAL CONSIDERATION OF BUSINESS TEACHER POTENTIAL	41
Procedure for Analysis of Data	41
Results of the Numerical Analysis	44
Total Academic Preparation	44
Teaching Experience	47
Office Work Experience	48
Age	51

Professional Business Education	53
Business Concentration	55
Sponsorship of Youth Organizations	58
Membership in Professional Organizations ...	60
Critical Aspects of the Teacher Potential	62
Total Academic Preparation	66
Teaching Experience	66
Office Work Experience	67
Age	68
Professional Business Education	68
Business Concentration	69
Sponsorship of Youth Organizations	70
Membership in Professional Organizations ...	71
Summary	72
 IV. REASONED JUDGMENT CONSIDERATION OF THE BUSINESS TEACHER POTENTIAL	 76
Method of Applying Reasoned Judgment	77
Results of Application of Reasoned Judgment	78
High Potential	80
Medium Potential	82
Low Potential	84
No Potential	85
Summary	87
 V. SUMMARY AND CONCLUSIONS	 89
Restatement of Problem	91
Summary of Findings	93
Conclusions	97
 BIBLIOGRAPHY	 100
 APPENDIX A	 103
 APPENDIX B	 108

LIST OF TABLES

Table	Page
1. Potential of Business Teachers in Oklahoma in 1964-65, for Teaching under the Provisions of the Vocational Education Act of 1963	46
2. Reasoned Judgment Evaluation of Potential Vocational Business and Office Education Teachers in 1964-65	79

ILLUSTRATION

Figure	Page
1. Diagram showing the extent to which 555 Oklahoma business teachers met the critical aspects of potential	65

POTENTIAL VOCATIONAL BUSINESS AND OFFICE
EDUCATION TEACHERS IN OKLAHOMA

CHAPTER I

THE PROBLEM

One of the most important milestones in the development of business education was reached with the passage of the Vocational Education Act of 1963. For the first time in the history of federal support of vocational education, financial aid for office education was provided. The earliest federal acts provided financial aid for vocational education in the areas of agriculture, home economics, and trades and industry. In later legislation, the distributive phase of business education was included, but office occupations were not mentioned. Federal funds may be expended for vocational education programs according to the state plans in the individual states. These funds are used to educate individuals for employment in many occupations, including business and office occupations that were not covered under laws existing prior to the passage of the Vocational Education Act of 1963.

The federal funds should enable business education to keep pace with the demand for business and office employees by extending and upgrading educational programs of vocational preparation. It is vital

that students who complete vocational business and office education programs emerge with adequate preparation to meet the demands of the office. Completion of a vocational program should mean that the student is occupationally competent. Eyster emphasizes the importance of planning in the vocational programs to assure occupational competency. He states:

The primary objective of any program of vocational study is ability to perform satisfactorily in the occupation. Completion of a planned sequence of vocational subjects or graduation from a vocational curriculum is equivalent to certification to business firms that the student is occupationally competent. In order to assure occupational competency, pre-determined occupational standards must be established as terminal goals in pre-employment training programs. The primary criterion for graduation or certification of completion of any vocational program is what the student knows and what he is able to do on graduation day. The number of months or semesters spent on the program of study is relatively unimportant.¹

Educational opportunities must be provided for those areas of business employment for which there is discernible need and for those students who are able to profit from the instruction. In providing these opportunities vocational preparation must be given to students in high school; persons who either have completed or left high school or are available for full-time study in preparation for entering the labor market; persons who have already entered the labor market and need either training or retraining; persons who have academic, socio-economic, and other handicaps that prevent them from succeeding in the regular vocational education programs; and teachers who either are preparing to teach vocational subjects or need to be retrained and upgraded to teach vocational subjects.

¹Elvin S. Eyster, "Malpractice in Vocational and Technical Business Education," The Journal of Business Education, XXXVIII (February, 1963), 180.

The types of jobs, as well as the kinds and the amounts of education needed, are changing almost daily. There is an increasing demand for more education; some positions require either degrees from four-year colleges and universities and technical schools or completion of programs offered by junior colleges and private business schools. Those entering the labor force in the future must be better educated than those entering at any previous period. If business education is to meet the challenge of change and emerge dynamic and effectual, then qualified business teachers must accept the challenge, study the problems, and take appropriate action.

Many new facets of education combined with normal turnover have increased the demand for qualified teachers of vocational business and office education. There is a need for more teachers in private business colleges and in adult education programs. Opportunities for business teachers in private business colleges are expanding due to recent legislation that favors the operation of such schools. Adult education is providing more people with opportunities to develop their job performance techniques, as well as their economic understanding. Local communities are becoming more aware of their responsibility for providing resources for a broad program of continuing education. Zancarella emphasizes the opportunities for business and office education teachers that exist as a result of the growth of adult programs.

Adult education is . . . one of the most rapidly expanding areas of education today. Present studies indicate that a large percentage of our new office workers will come from adults over 35 years of age. This increases the necessity for adult programs. . . . The opportunities for the present day business and distributive education teacher to participate

in an adult education program are numerous. The teacher only needs to be willing to participate. In many communities, the program is established and in other communities an interest on the part of the teacher is all that is necessary for the program to start.¹

Business teachers should be judicious about the opportunities for teaching in private business colleges and in adult education programs.

Successful operation of vocational programs is dependent upon the cooperation of school administrators, businessmen, and the general public. The implementation of the Vocational Education Act of 1963 is accomplished through state plans approved by the U. S. Office of Education. After such approval has been secured, a state may implement its program. Business and office education teachers must have administrative support for their vocational programs. According to a research study conducted in April, 1963, by the National Education Association Research Division, which surveyed the opinions of 751 superintendents, there is little doubt of their support. The poll indicated:

There is little question about the importance that superintendents attach to vocational education. Over 7 superintendents in 10 from systems having programs and over 6 superintendents in 10 from systems not having programs were of the opinion that it is "very important" to offer adult trade and vocational education including vocational retraining and business courses, such as typing and store management.²

Vocational office education programs may be divided into four broad areas: (1) secretarial, (2) general clerical, (3) bookkeeping

¹James Zancancella, "Adult Classes in Business Education," Business Education Forum, XVI (January, 1961), 2.

²NEA Research Bulletin, XLII (Washington, D. C.: National Education Association, February, 1964), 9.

and office machines, and (4) data processing. Qualified teachers are needed in each of these four areas if the plans for new business education programs are to be implemented. Qualified business teachers are needed in secondary schools, adult evening programs, area vocational schools, private business schools, junior colleges, four-year colleges, and universities. There is need of much data relative to the educational background, teaching experience, and office work experience of business teachers in the various states as steps are taken to implement fully the programs of business and office education made possible by the Vocational Education Act of 1963.

Statement of the Problem

The problem of this study was to appraise the potential of teachers for offering instruction at the senior high school level with the major emphasis on preparing students for specific kinds of business and office occupations. It was the intent of this research study to provide a specific detailed analysis and evaluation of the extent and nature of educational background, teaching experience, and work experience of currently employed high school business teachers.

Source of Data

The primary data for this study were obtained by means of questionnaires completed by business teachers employed in Oklahoma in 1964-1965. The questionnaires were completed by 579 business teachers in the public schools.

Delimitations of the Study

Although the need for study of the potential of business teachers at the post high school levels as well as at the secondary level was

recognized, this study was restricted to study of only the potential of business education teachers at the secondary level.

On the assumption that business education in Oklahoma is typical of business education in other states, perhaps, at least to some extent, the findings of this study could be very similar to the findings in other studies of this type.

Method of Procedure

The first step in this investigation was to make an extensive study of the literature dealing with the normative-survey method of research and its application to the field of business education.

A review was made of the historical developments in vocational education, particularly those concerning preparation of teachers and job opportunities for students and teachers.

A questionnaire was developed on the basis of information obtained from the business education sections of the Oklahoma State Plan for Vocational Education and from literature concerning the desirable qualifications for a teacher of vocational business and office education.

The questionnaire was submitted for critical analysis to knowledgeable educators, graduate students in a research seminar in business education, and ten teachers of business in Oklahoma City and Tulsa. The recommended changes were made and the questionnaire was prepared for mailing to Oklahoma teachers.

A mailing list was obtained from the Oklahoma State Department of Education. The list contained the names of the business teachers and the names and addresses of the schools in which the teachers were employed.

Questionnaires were distributed to 962 business teachers in Oklahoma high schools by first-class mail to assure that the undelivered questionnaires would be returned. A letter of transmittal from Victor Van Hook, the State Supervisor of Vocational Business and Office Education, accompanied each questionnaire. Return envelopes were enclosed with the questionnaires and the letters of transmittal. There were only seven questionnaires returned because of either insufficient or unknown addresses. There were 579 business teachers who returned their questionnaires.

Follow-up procedures were employed to assure a good percentage of return. These included a second mailing of letters with questionnaires enclosed, personal letters to a few teachers, postal card reminders, telephone calls, and personal visits by this writer.

A chi-square test was applied to the 579 returned questionnaires to assure that the sample was representative of the population of Oklahoma business teachers. For further information on the application of this test to the returned questionnaires, please refer to Appendix B.

The data gathered from the 555 usable questionnaires were key-punched into integrated data processing cards. The punched cards were separated and assembled by a series of sorting operations to obtain meaningful data.

The data concerning the business teachers were analyzed first by means of numerical consideration based on objective criteria to ascertain the potential of currently-employed business teachers for teaching vocational business and office education under the Oklahoma State Plan. The objective criteria included reference to eight aspects

of teacher potential: (1) total academic preparation, (2) teaching experience, (3) office work experience, (4) age, (5) professional business education, (6) business concentration, (7) sponsorship of youth organizations, and (8) membership in professional organizations. Numerical consideration was then given to the three critical areas of potential vocational business and office education teachers under the Oklahoma State Plan: (1) completion of undergraduate teacher preparation program, (2) three years of teaching experience in business education, and (3) one year of office work experience.

The final step in this investigation involved the classification, analysis, and evaluation of the data and the preparation of recommendations concerning the deficiencies of the potential vocational business and office education teachers.

CHAPTER II

BACKGROUND INFORMATION AND PROCEDURE FOR EVALUATION

Several areas of information have unique applications as background for this study of business teacher potential. Of significance is the history of vocational education, particularly in terms of its beginning in the apprenticeship and the many changes that have led to the relatively widespread use of cooperative work experience. Federal assistance to vocational education has affected the growth and the development of education for business. Some discussion of the current curricular pattern of business education is necessary, with emphasis upon certain redefinitions of the basic elements in business education. Also presented in this background chapter is information relative to the role of the vocational teacher-coordinator in programs of vocational business and office education. Before considering the data in this research study, the total process is described for evaluating the potential of business teachers for developing programs of vocational business and office education. Each of these important areas of background information is discussed at some length in the sections of this chapter that follow.

Historical Elements Applicable to this Study

It is interesting to note the important role of work experience in business education in America. The earliest education for business

for a young man in this country was in the form of the apprenticeship in the early Colonial period. The manner in which the apprenticeship operated is explained by Graham who states:

Some young men were apprenticed to business men to learn this office routine and the management of the business. This system was possible only because the manager of the business was able to oversee all details and to take time to train the young apprentice.¹

This type of business preparation did not satisfy the multiplying demands for skilled workers caused by expanding industries and the spreading of business enterprises. There were people who needed work and there were jobs available. However, the jobs called for skilled workers and the skills were difficult to obtain. The merchants were unable to find enough time to satisfy this increased demand for on-the-job preparation and concurrently to operate the business.

There was need in this Colonial period for some type of formal preparation in vocational skills. The formal preparation of the Latin grammar schools was structured to prepare young men to study law and medicine in the universities. The curriculum of the Latin grammar schools placed a heavy emphasis on Latin and Greek languages. The academy, which was designed to offer a more practical education, did for a time offer limited vocational preparation in the areas of mathematics, penmanship, and bookkeeping. However, the academy soon began to pattern its curriculum after that of the Latin grammar school.

¹Jessie Graham, The Evolution of Business Education in the United States and Its Implications for Business-Teacher Education, Southern California Education Monograph, (Los Angeles: University of Southern California Press, 1933), p. 22.

With this failure of formal education programs to give vocational preparation and with the inability of the merchants to provide on-the-job preparation, the private business schools evolved in the middle 1800's. Private business schools were organized when individuals, who were in the process of helping other individuals to learn skills on jobs, discovered that they could organize classes, teach to larger groups, and collect fees for the privilege of attending the classes. The curriculum of the private business school embodied classroom instruction offered at hours that enabled large groups of students to pursue their studies while they also supported themselves in either part-time or full-time employment. Thus work experience played an important role for business students in the private business schools, because they could apply to their jobs the skills they had learned in the schools.

From the humble beginning of apprenticeship preparation that saw "the apprentice filling inkwells and pointing quills for bookkeepers,"¹ through the limited vocational offerings of the academy, and through the heavy concentration of business in the curriculum of the private business schools, business education finally worked its way into the public high school and soon became a permanent part of the high school curriculum.

While business education was doing well on its own, federal funds were made available early in the twentieth century for work programs in trade and industrial areas under the provisions of the Smith-Hughes Act of 1917. This act also provided funds for other vocational areas,

¹H. G. Enterline, as quoted in "The Faith Business Education Has Built in a Century," Business Education Forum, XI (May, 1957), 43.

including agriculture, home economics, and trades and industry. Business education is mentioned in the Smith-Hughes Act only in regards to studies, investigations, and reports. Section 6 of the Act reads as follows:

It shall be the duty of the Federal Board of Vocational Education to make, or to cause have made, studies, investigations, and reports, with particular reference to their use in aiding the States in the establishment of vocational schools and classes and in giving instruction in agriculture, trades and industries, commerce and commercial pursuits, and home economics. Such studies shall include . . . commerce and commercial pursuits and requirements upon commercial workers. . . . Such studies, investigations, and reports concerning commerce and commercial pursuits, for the purposes of commercial education, may be made in cooperation with or through the Department of Commerce.¹

Business education played a very important part in this first significant piece of legislation that enhanced the cooperative work programs. The authors of the Smith-Hughes Act of 1917 were influenced by their own preparation in the private business schools. This influence was emphasized by Nichols who states:

It may be suggested . . . that among the business men who aided the Federal investigation that resulted in the draft of the Smith-Hughes bill were many whose most helpful education has been gained in this much despised private business school. It doubtless is well within the facts to say that many educational leaders who sponsored the Smith-Hughes bill had come to right conclusions regarding the possibilities of industrial training because of their experience with commercial education which already was firmly entrenched in public and private schools. Nor is it altogether fanciful to assume that among legislators who were called upon to vote for the proposed bill were many who, because of the vocational commercial education they had received, found it easy to favor a bill that would extend the benefits of such training into other equally important fields. Thus it seems

¹U. S., Statutes at Large, XXXIX, Part 1, 932-33.

clear that commercial education paved the way for the development of vocational education as we know this field today.¹

Additional legislative acts extended the appropriations of the Smith-Hughes Act in the vocational areas of agriculture, home economics, and trades and industry. Although not a part of this vocational legislation, business education indirectly received benefits from the legislative acts in "that credit toward graduation should be given for work done as a part of the training program during school hours."² In other ways business education benefited from the early legislation in the other vocational areas. Business education is indebted to vocational education for:

. . . developing a technique of job analysis; for establishing the principle that vocational and non-vocational pupils should not be mixed in the same classes; for seeing to it that placement and follow-up are assumed as a public responsibility; for demanding as candidates for teaching positions men and women who have had occupational experience, and getting state and local certification rules so modified as to permit such candidates to teach; for establishing the principle of city and state supervision of vocational education; for opening special vocational schools where vocational commercial training can be given; and for scores of other services of equal or greater importance.³

Evidently many valuable contributions have been made by the vocational areas of agriculture, homemaking, and trades and industrial education.

Business education was included among the areas designated to receive financial assistance in the George-Deen Act of 1936, which made funds available for distributive education. However, there was little

¹Frederick G. Nichols, Commercial Education in the High School (New York: D. Appleton-Century Company, 1933), pp. 84-85.

²Ibid., 87-88.

³Ibid.

financial assistance for cooperative business and office education until the passage of the Vocational Education Act of 1963. The allotment of funds under this act is on a matching basis. The funds are to be used for: (1) salaries of teachers, supervisors, and directors of vocational programs, (2) preparation of teachers in vocational programs, and (3) area and residential vocational schools. The individuals to be served in the vocational programs include students in high school, those out of high school programs available for full-time study, those who are unemployed or underemployed, and those individuals who have academic or socio-economic handicaps that prevent them from succeeding in the regular vocational education program.¹

The provisions for vocational education under the Oklahoma State Plan for Vocational Education were the result of careful planning. The sections of the Oklahoma State Plan devoted to business and office education certainly prove that the Oklahoma educators were not willing to see the funds allocated to only one vocational field. Forkner warned about this possibility; he stated:

Since the Vocational Education Act of 1963 is entirely permissive, it is possible for a state director of vocational education to allocate all of the federal funds to one field of vocational education if he so desires. . . . Let us not pass up the opportunity to exert effective influence in matters of vocational business education.²

The Oklahoma State Plan sets forth the qualifications and duties of the state supervisor of business and office education, the assistant

¹U. S. House of Representatives, Committee on Education and Labor, Federal Legislation Concerning Education and Training, Enactments of 1963 and Issues of 1964, 88th Cong., 1st Sess., June, 1964.

²Hambden L. Forkner, "Vocational Business Education under the Vocational Education Act of 1963," The Balance Sheet, XLV (February, 1964), 258.

state supervisors, the local or area supervisors, the local teacher-coordinators, and the college teacher educators. The qualifications specify the level of education and the amount of business and office work experience required for teachers and supervisors of vocational business and office education. The Oklahoma State Plan also presents a description of teacher training programs and provisions regarding the eligibility of enrollees in teacher training programs. The objectives of instruction, the occupations to be served, and the organization and content of instruction are also explained in the vocational business and office education section of the State plan.

Inasmuch as this research study is largely devoted to business teacher potential, the only section of the Oklahoma State Plan discussed in detail later in this chapter is the section dealing with the qualifications of the local-teacher coordinators.

The Business Education Curriculum

To facilitate more and better business education, the business educators of this country must examine the fundamental nature of American business and economic enterprise today and the education that is required for full enjoyment of life. A re-examination of the purposes of business education indicates that business education should now be viewed as learning experiences that involve: (1) foundational business and economic understandings that all persons should possess regardless of career interests and cultural and social status, (2) preoccupational business-type skills that many persons use in numerous kinds of occupations, and (3) occupational abilities and competencies that enable some persons

to gain satisfactory employment in business and office positions.¹ In addition to these three elements of business education, there must be developed certain other elements essential to fulfillment of the objectives of vocational education. In effect, the three elements are segments of business education and to these should be added the aspects of guidance and youth organizations.

Foundational Business Education

Foundational business education is designed to provide students the opportunity to develop understanding of the American private enterprise system and those phases of personal business activities that are of concern in the spending of what one earns.² Subjects that are offered in the foundational area include general business, basic business, business principles, personal finance, and business practices at the freshman and sophomore levels; and economics, economic geography, and money and banking at the junior and senior levels. Foundational courses are basic to all areas, but the enrollment in federally reimbursable programs should be limited to those students who show an interest in and intend to enroll in one of the vocational programs.

A major objective of the foundational area is to review, extend, and refine the foundational skills of reading, writing, spelling, arithmetic, and grammar as they apply to the solutions of personal and group

¹Gerald A. Porter, "Business Education Redefined," Speech delivered to the Texas Business Education Association, Corpus Christi, Texas, October 22, 1965.

²Delta Pi Epsilon, Unpublished statement developed in a conference on vocational business and office education sponsored by Sigma Chapter of Delta Pi Epsilon, on May 1, 1965, at the University of Oklahoma, Norman, Oklahoma.

business problems. Opportunities should be provided for students to weigh the facts, engage in analytical thinking, and choose between alternatives in solving personal kinds of business problems and in considering the nation's economic problems.

As the term "foundational" indicates, a base is laid for students who continue in the occupational business and office education programs to advance at satisfactory rates. Business education must accept the responsibility for preparing students in the non-vocational areas of life, such as civic intelligence and cooperation, economic understanding, consumer knowledge, and wise use of leisure. Nichols states:

Any form of training that does not concern itself with preparation for complete living is not likely to endure. Personal happiness, religious life, social interests, and personal friendships all are inextricably integrated with one's vocational life, and while in the process of giving business training emphasis may be placed more heavily on the vocational aspect of living, other aspects of a well-rounded life never should be entirely ignored.¹

After the foundational phase of business education, students are ready to move to the preoccupational phase of business education.

Preoccupational Business Education

Preoccupational business education is designed to provide students with opportunities to develop business skills to the point of being competent to undertake more specific preparation for initial employment.² Subjects in the preoccupational area include elements of typewriting at the sophomore level, elements of shorthand at the junior

¹Nichols, op. cit., 62-63.

²Delta Pi Epsilon, op. cit.

level, principles of bookkeeping at the junior level, business mathematics at the junior or senior level, business English at the senior level, and business law at either the junior or the senior level. Content of the preoccupational courses should consist of knowledges and understandings directly related to cooperative office education and designed to meet career objectives. The emphasis of preoccupational business education is upon the development of the physical and mental elements involved in the mastery of machine and manual skills.

The preoccupational courses should be limited to high school students who are enrolled in such courses for the purposes of achieving occupational competence. The course offerings are open to students in other vocational programs including those in the areas of agriculture, homemaking, and trades and industrial education. Some of the preoccupational courses benefit students in all vocational areas.

Occupational Business Education

Occupational business education is designed to provide students with opportunities to specialize their preparation through study concentrated on content peculiar to initial employment in specific kinds of business and office occupations.¹ Business subjects that provide this type of education are office practice, advanced bookkeeping, retailing, business English, business mathematics, business law, data processing, and cooperative office education. The cooperative business and office education program, under the Oklahoma State Plan, is the only phase of vocational business education that is currently entitled to financial

¹Ibid.

assistance. Financial support under the State Plan will be given to preoccupational business education in a significant number of high schools in 1966-67.

Occupational business education enables students at the twelfth grade level to develop further their fundamental business skills. In the cooperative office education course, two hours of classroom instruction should be followed by on-the-job preparation consisting of not less than fifteen hours each week of part-time employment in local offices in business or industry. Laboratory experience may be substituted for on-the-job education either when a sufficient number of work stations cannot be secured or when students are slow in reaching levels of proficiency needed for placing them in the part-time work stations. Three units of high school credit should be given for the subject of Cooperative Office Education.

Students completing only the required subjects in a particular program accumulate five units of high school credit. Students may elect additional subjects and accumulate more units of credit in terms of their felt needs.

Cooperative work experience not only allows students to apply the skills that they have learned and their knowledge of the principles of business, but also affords them the opportunities to gain occupational intelligence that reduces the usual eight to fourteen weeks required to adjust to the requirements of an actual job. Nichols indicates that:

. . . study of texts and observation alone will not suffice.
Actual practice under office conditions is essential. . . .
The trainee must be brought into actual contact with the

business office and given an opportunity to develop productive skill such as is required of office employees.¹

Such experience lessens the tendency to go from job to job before finally making a permanent adjustment. The purposes of the cooperative business education program were listed in the 1959 American Business Education Yearbook as:

1. To give students an understanding of the world of work and their place in it
2. To help students bridge the gap between school work and office employment
3. To use the community as a laboratory in providing broader training opportunities than the school offers
4. To correlate school instruction with job requirements, thus making school work more meaningful
5. To allow students who wish to work an opportunity to do so without upsetting a balance between school and work²

The school, the student, and the businessman are all benefactors of the cooperative work program. The school is able to use the facilities and equipment of the cooperating firms and at the same time develop good will and understanding of employers. The school also is able to meet the needs of more students through occupational training. The business teachers of the school can become better informed about the current business practices that bring the school and the community closer together. The student is given an opportunity to earn money and at the same time receive practical preparation for full-time employment. The student learns how to get along with people and develop a favorable attitude.

¹Nichols, op. cit., 359.

²Margaret Andrews and Marguerite Crumley, "Cooperative Business Education Programs," The Clerical Program in Business Education, American Business Education Yearbook, XVI (Somerville, New Jersey: Somerset Press, 1959), 350.

There are certain responsibilities that the student in high school, as well as his parents, must accept and understand when he enrolls in the cooperative office education program. According to a manual prepared to assist industrialists, businessmen, and educators in organizing and conducting work study training courses for youth; these responsibilities should include:

. . . agreement not to leave the job without consulting the school, regular attendance at work and school, prior notice to the employer if the student is unable to report for work, length of the probation period, wages to be paid, schedule of work processes involved and related instruction required, willingness to cooperate with employer and school, and a conscientious attitude toward both on-the-job duties and in-school assignments. Similarly, the employer and the school are parties to this understanding or agreement, and accept their respective responsibilities.¹

These responsibilities are similar to those expected of a full-time office worker.

The businessman receives certain benefits in return for his participation in the cooperative office education program. He has a source of potential full-time employees who have been trained under his own supervision and in accordance with his own methods and practices. If a student shows suitability and potential as either a supervisor or a manager, the businessman has an opportunity for early discovery of this potential; and the student needs less training because he already has an acquaintance with the organization. The businessman also receives the assistance of the teacher-coordinator in training potential full-time workers; this assistance affords a more extensive and thorough training program. One broad benefit to business is the retention of

¹National Association of Manufactureres, Working Together (New York: National Association of Manufacturers, 1950), p. 22.

youth in the community. The National Association of Manufacturers considers the greatest benefit to the businessman as being:

. . . the knowledge of the fact that he has had a part in developing and enlarging upon the skills and knowledges related to the skills as well as broadening the student's understanding and appreciation of our American competitive system of business and industry based upon their participation in that economic system during their formative, learning years.¹

The curriculum required to provide adequate preparation for initial employment in business and office occupations consists of general education, foundational business education, preoccupational business education, and occupational business education. The occupational business education program includes advanced shorthand, transcription, advanced typewriting, secretarial practice, office practice, clerical practice, business machines, advanced bookkeeping, accounting, data processing, and mimeographing. The specific courses taken by the student depend on the program that the student chooses to follow. Co-operative office education courses relate to the stenographic area, the general office area, the bookkeeping area, the business machines area, and the data processing entry area. Two hours of classroom instruction are followed by on-the-job training through part-time employment in a local office in business or industry.

The student should complete minimum prerequisites such as elements of typewriting and elements of shorthand for the stenographic program; elements of typewriting and business mathematics for the general office program; elements of typewriting and principles of bookkeeping for the bookkeeping program; elements of typewriting and business

¹Ibid, 11.

mathematics for the business machines program; and elements of type-writing and business mathematics for the data processing program. General business and business economics are optional to all areas; bookkeeping, business mathematics, business English, and business law are optional to the stenographic area; bookkeeping is optional to the general office area; business mathematics and business law are optional to those in the bookkeeping area; bookkeeping and business English are optional to the business machines area; and bookkeeping is optional to the data processing area.

Vocational Guidance

Not every student who desires to participate in the vocational business and office education program receives the opportunity to do so, nor is it desirable that he should if he cannot meet the standards that are established in his school. Nichols believes that selectivity should be applied for an effective program. He states, "To be effective, business education for vocational uses should be given only to those who are qualified to take it and use it."¹ The qualifications of the student depend upon his interests and abilities and his long-range plans. The student should present evidence of employability both by his school record and by his personal appearance. The high school attendance record and the opinions of his teachers, especially his business teachers' opinions, furnish evidence that will be prime predictors of the student's success in the cooperative program. The importance of the attendance record and the student's personal characteristics are stressed by Dedorczyk:

¹Nichols, op. cit., 65.

Personal characteristics of the applicant are considered equal in importance to the attendance record. A survey completed by the Greater Hartford Chamber of Commerce in 1961 revealed that chief reasons for dismissal of recent high school graduates, ranked in order of frequency, were: (1) absenteeism, (2) poor job attitude, (3) inefficiency, and (4) tardiness.¹

Nichols pointed out that there is a difference between "student ability" and "business ability." He stated:

There seems to be little relationship between these two types of ability. The former calls for certain mental characteristics and attitudes which the latter may not wholly depend upon. Personal qualities, social attributes, technical skill, and cleverness may far outweigh mere mental power in the achievement of financial success in business; but such things may count for little in meeting the scholastic standards of high-grade college preparatory departments.²

The value of the cooperative business and office education experience to the student will depend upon personal qualifications of the individual. In this connection Tonne asserts:

The native intelligence of the individual is far more important than the kind of training experience he receives. All things being equal, however, the cooperative work experience is unquestionably valuable to the new worker.³

The high school student who plans to enter the cooperative office education program should, with the assistance of a vocational counselor, make an early decision to choose the proper foundational and preoccupational courses in his sophomore and junior years to enable him to demonstrate the necessary skills and essential work habits that will facilitate his placement in an office occupation his senior year.

¹Viola S. Dedorczyk, "Standards for Beginning Workers in Insurance," Business Education Forum, XVII (May, 1963), 15.

²Nichols, op. cit., 113.

³Herbert A. Tonne, Principles of Business Education (New York: McGraw-Hill Book Co., Inc., 1961), p. 195.

Generally, the cooperative office education course is limited to senior enrollment, therefore, he will have an adequate amount of time in which to obtain the necessary skills to enhance his success in the program. The guidance responsibility is carried by three individuals according to Van Cleff:

The responsibility of guiding young people into proper subjects is three-fold. It rests with the homeroom teacher, counselors, and the coordinators. . . . If a special interest or aptitude is shown for one of the work-training programs, he is referred to the proper coordinator. During the initial interview the coordinator explains the work training program and answers questions the student may have. He also gives the student information for his parents. The student then completes an application. If after the interview, the coordinator feels the student is eligible for entrance in a work training program, he checks with past employers and the homeroom teacher to see if they think he would benefit from this experience. Test scores on standardized tests are also checked.¹

After the student is admitted to the cooperative business and office education program, the responsibility for guidance will rest primarily with the coordinator.

Youth Organizations

Youth organizations are designed to give balance and variety to the student's school program and to contribute to the overall growth and development of the student. Youth organizations provide opportunities for developing ethical and cultural standards. They not only extend vocational interests but also provide recreation that serves as an outlet for emotional tensions. Qualities that are developed through participation in youth organizations enhance the student's chance for success. These qualities include initiative, self-reliance, integrity, and cooperation.

¹Robert F. Van Cleff, "Work Training at John Marshall High School," Virginia Journal of Education, LIII (May, 1960), 27-28.

There appears to be a direct relationship between participation in co-curricular activities and later success in business, industrial, and political pursuits. A student who participates in youth organizations usually adapts more easily to the ways of business than the student who does not participate. Many employers maintain that the most desirable student to hire is the one who has participated in co-curricular activities. Activities that both supplement and complement instructional programs and provide opportunities for developing leadership can be centered in youth organizations. A youth organization that fulfills this responsibility for the vocational business and office education program on the high school level is the Future Business Leaders of America.

A teacher-coordinator is expected to promote the local high school business club activities. Business clubs play an important role in teaching business manners to the student through the club activities and community projects in which the student is taught to be loyal, courteous, and dependable. Hengst describes the role of FBLA in Oklahoma. She states:

Belonging to FBLA is an honor that carries responsibilities as well as privileges. . . . These young people develop self-confidence, prepare for strong business leadership, choose occupations, and become useful citizens while carrying out . . . the purposes of FBLA. This has all resulted in more interest in business subjects, better class attitudes, more cooperation, and better teacher-student relationship. It is interesting to watch students, who have shown no signs of leadership qualities, become some of the real leaders through FBLA.¹

In the same article Hengst also shows how FBLA as a public relations agent strives for better community relationships:

¹Thera Hengst, "Future Business Leaders of America," The Oklahoma Teacher, XLV (December, 1963), 19.

Public relations is a very important factor in FBLA. Many chapters attend meetings of and work with civic clubs in the community. Businessmen are impressed with the interest and good manners shown by these students in visiting their place of business or playing host to the businessman when he visits the chapter as a speaker or guest. The students, school, and community can achieve much favorable publicity through an FBLA chapter with its many worthwhile activities. Governors of several states at one time or another have proclaimed a Business Education Week in recognition of FBLA and the excellent work being experienced by chapter members.¹

The role of business clubs is significant in vocational business and office education programs. The teacher-coordinator of such programs must be capable of effectively sponsoring the business clubs as part of his regular duties in the program.

Business teachers, who desire to become a part of the vocational business and office education program, should prepare themselves to become sponsors of youth organizations. Teachers who have to learn to sponsor activities while sponsoring them make unnecessary mistakes in the process. Many colleges and universities afford future business teachers an opportunity to receive preparation for sponsorship of business clubs through active participation in Phi Beta Lambda. Both Phi Beta Lambda and Future Business Leaders of America are sponsored by the National Business Education Association, a department of the National Education Association. Phi Beta Lambda is the college branch of Future Business Leaders of America. The benefits to the future business teachers from active participation in Phi Beta Lambda are explained by Null:

Opportunity is given Phi Beta Lambda members to "practice what they study" through program activities such as field

¹Ibid.

trips to business enterprises, meetings with guest speakers from the fields of business and education, and other types of conventions and conferences.

Those students preparing to teach find the experience gained through participation in chapter, state, and national activities to be beneficial when they become sponsors of Future Business Leaders of America.¹

Null also illustrates how the college preparation obtained from active participation in Phi Beta Lambda has given valuable assistance to a former member of a college chapter of Phi Beta Lambda:

At the 1963 Arizona state convention of Future Business Leaders of America, three top honors were won by students of a former Phi Beta Lambda member, an Oklahoma College for Women graduate. Her students won first in typewriting, first in parliamentary procedure, and the title of "Miss Future Business Leader of Arizona." Although this was only her second year of teaching, she had acquired valuable experience for directing FBLA activities through her participation in all phases of Phi Beta Lambda work.²

Collegiate participation in Phi Beta Lambda could enhance teacher-coordinators' effectiveness as sponsors of business clubs. Active participation in Phi Beta Lambda on the college campus will thus contribute to the success of the future of the business teachers.

The Teacher-Coordinator

Teachers of the vocational aspects of business and office education should be well qualified in terms of educational background, professional education, teaching experience, and office work experience. All these elements are considered in the requirements for teacher-coordinators of cooperative office work experience programs. According to the Oklahoma State Plan, the qualifications of a teacher-coordinator are:

¹Elsie Null, "Phi Beta Lambda," The Oklahoma Teacher, XLV (December, 1963), 18.

²Ibid.

Shall be a graduate of an undergraduate program in business teacher preparation in an approved institution.

Shall have acquired three or more years of experience in business education as a teacher, counselor, supervisor, and/or administrator.

Shall have one or more years of experience in a business or office occupation.

Shall have completed courses in methodology of office education, theory of cooperative office education, introduction to vocational education, office education content and methods, and office administration, management, and supervision. With special permission of the State Supervisor of Business and Office Education, this requirement may be done concurrently.¹

The teachers in the foundational and the preoccupational areas devote the majority of their time to classroom instruction, whereas the teacher-coordinator of cooperative office education is involved in many more activities. Therefore, much attention is given in this study to the qualifications and the duties of the teacher-coordinator in the vocational business and office education programs.

The responsibility for the success of the vocational business and office education program rests with the teacher-coordinator. He spends much of his time in each student's place of employment in assisting either the employer or the immediate supervisor of the student in planning his on-job instruction. The work schedule indicates the tasks that the student should be able to accomplish and the order in which they should be arranged. The teacher-coordinator also assists the employer in selecting the procedures to use in demonstrating an operation and giving instruction to the student on the job.

The teacher-coordinator should promote vocational education so that the business organizations understand the program and work with the teacher-coordinator in training the student for productive employment.

¹Oklahoma State Plan for Vocational Education, Section 1.52-16 (February, 1964).

The student and his parents should be made aware of the merits of the vocational business and office education program. A harmonious relationship between the work training programs and the academic departments of the school should be developed so that each will complement the other.

The student's work experience complements the classroom instruction. The teacher-coordinator organizes related instruction to include matters pertaining to securing and holding a job, employer-employee relations, safety, office procedures, and personal development. To do this the teacher-coordinator must be thoroughly familiar with basic instruction necessary in the office occupations area and to study new trends in business to enable him to instruct the student in current business practices. The daily contact with the student in the classroom and on the job affords the teacher-coordinator opportunities to share in developing vocational skills. Problems can be anticipated and, in some cases, even prevented. In a two-hour classroom instruction period, the teacher-coordinator not only should be able to develop the skills of the student which are closely related to the job but also has the opportunity to teach related information. The related information teaching includes broad discussions common to all student workers and provides learning situations that foster desirable personal habits and attitudes. The classroom instruction should go beyond the immediate needs of the student and should include information that will be of benefit to the student after he graduates.

According to the 1959 American Business Education Yearbook "The coordinator has two major roles--one in school, basically as a teacher, and the other out-of-school basically as a job supervisor."¹

¹Andrews and Cromley, op. cit., 350-51.

The same yearbook also lists the chief functions of the coordinator as:

1. To survey community needs as the basis for establishing cooperative business education programs
2. To counsel with prospective students and parents as the basis for
 - a. selecting students for the program
 - b. helping students plan school programs
 - c. helping students choose a job
 - d. placing students on a job
3. To establish an advisory committee
4. To develop continuing publicity for the program through
 - a. talks before student groups, parents, faculty
 - b. publicity in school paper and local newspaper
5. To develop working rules and regulations for the program and to prepare the forms necessary for the orderly and effective operation of the program
6. To teach or arrange for teaching of selected job-related information to students, utilizing job needs and job experience for class instruction
7. To teach or arrange for teaching of general related information that all student workers need, utilizing job observations and employer suggestions in determining content
8. To interpret the cooperative business education program to administration and faculty
9. To secure suitable work training stations and develop satisfactory training schedules
10. To place students on the job
11. To supervise students on the job through employer conferences, job visits, and student interviews
12. To take care of on-the-job problems of students
13. To develop plans for evaluation of a student's job performance
14. To secure suggestions for in-school related study
15. To interpret the cooperative work program to the community
16. To plan for follow-up after graduation¹

Perusal of the above list makes it apparent that the business teacher-coordinator has many responsibilities to the student and to the community.

A brief summary of work-experience education was presented by Leeming who listed the steps that an administrator should follow when he becomes interested in the program:

¹Ibid.

1. A coordinator is hired.
2. A survey of job opportunities in the community is made by the coordinator.
3. An advisory board may be selected to aid in development.
4. The plan is advertised to the students and interested persons are asked to see their counselors or the coordinator.
5. As jobs arise the coordinator sends two or three "qualified" pupils to be interviewed.
6. The accepted pupil is placed on a shortened school-day schedule and allowed to work for pay.
7. School credit is allowed for such work and is entered by the coordinator on the pupils cumulative record.¹

Prior to the passage of the Vocational Education Act of 1963 the qualifications of a business teacher-coordinator were stated in vague terms by a particular school system. However, since the passage of the Vocational Education Act of 1963, the qualifications of the teacher-coordinator must be spelled out in each state plan. Vocational education has been provided at times for students with limited academic ability, who, in turn, were taught by teachers without proper qualifications. An article in the November, 1964 Bulletin of the National Association of Secondary-School Principals states:

To put it bluntly and unkindly, we tend to send our poorest and most troublesome students to vocational classes which we then staff with teachers with the least education and minimal teaching experience. Furthermore, these teachers often are the ones who failed to make good at their trade, or are the victims of technological change.²

The Vocational Education Act of 1963 may prevent a recurrence of the poor conditions that have sometimes prevailed in the past. The needs of a bygone industrial era will no longer receive the bulk of the

¹Arthur Leeming, "Work-Experience Education and Curriculum Planning," California Journal of Secondary Education, XXXIV (November, 1959), 408.

²George Arnstein, "Vocational Education," The Bulletin, (Washington, D. C.: National Association of Secondary-School Principals, 1964), pp. 56-57.

attention. The new training programs are designed to equip students for modern business in an advanced technological society.

Venn,¹ emphasizes the importance of the role of vocational teachers and the need for leadership on the part of higher education to produce qualified vocational teachers. He believes that the recruitment of competent teachers is difficult at all levels and especially so in vocational and technical education. The teachers of vocational subjects must have a high level of job knowledge and experience that require cooperation between higher education and the community to bring about important breakthroughs in vocational and technical teaching.²

The shortage of qualified vocational teachers has hindered the improvement and expansion of these programs. A teacher-coordinator must receive training that will enhance his teaching; he must also be competent in a relevant occupational skill. Venn places the responsibility for alleviating the teacher shortage at the doorsteps of the teacher-training institutes. In this connection he states:

For too long the educational community has misunderstood the nature of vocational and technical education; there is much more to it than the acquisition of certain skills through the duplication of work activities. Ultimately, vocational and technical education will be as good as those who teach it, and the preparation and continued updating of teachers for it must become the responsibility of the colleges and universities with experience in teacher education and schools and departments in the relevant disciplines.

Preparation programs for vocational teachers in the business area have been established in Oklahoma at both the University of

¹Grant Venn, Man, Education, and Work (Washington, D. C.: American Council on Education, 1964).

²Ibid, 34-35.

³Ibid, 152.

Oklahoma and Oklahoma State University. Their course offerings have been revised to meet the needs of the new teacher-coordinators who lack the required academic background for operating a cooperative work experience program.

The need for adequate preparation for teachers in vocational programs was also recognized in a yearbook of the National Society for the Study of Education. Swanson and Kramer write:

Collegiate preparation of vocational teachers--earlier thought by many to be somewhat inconsistent with the basic vocational-education philosophy--is becoming more and more accepted as logical and necessary. . . . This is not to suggest that the vocational-education teacher's need for successful work experience in the occupation for which he will give training is considered any less important. It is imperative that he who would prepare students for successful vocational careers must first of all know, from experience, the skills and activities required for success in the occupation and must have been successful in it. However, it has become apparent over the years that each individual's educational development must include adequate general and liberal education. The preparation of the vocational-education teacher should, therefore, include an appropriate liberal-arts education.¹

To be a certified business teacher in Oklahoma, the applicant must complete the requirements for the bachelor's degree with a major in business education with a minimum of fifty semester hours in general education, a minimum of twenty-one semester hours in professional education, and a minimum of either twenty-six hours in the special content field of bookkeeping and clerical program or thirty hours in the special content field of business education, including shorthand. General

¹J. Chester Swanson and Ernest G. Kramer, "Vocational Education beyond the High School," Vocational Education, The Sixty-fourth Yearbook of the National Society for the Study of Education, Melvin L. Barlow, ed. (Chicago: University of Chicago Press, 1965), p. 171.

education should provide the teacher-coordinator with a broad knowledge of the various major areas of learning including the natural sciences, the social sciences, and the humanities. Professional education for a teacher-coordinator should embrace the functional areas of educational methods, including methodology of business and office education, introduction to vocational education, and a student teaching experience in the field of business. The special content field of business should make the teacher-coordinator competent in at least one of the following areas: secretarial, general clerical, bookkeeping and office machines, and data processing.

Teacher-coordinators should think in terms of five years of preparation, whether a master's degree program or simply additional course work in night school or in summer terms in college. The preparation of the teacher-coordinators is designed to meet the needs of the individual teacher by designing the program content to strengthen the underdeveloped areas of that teacher's background.

The requirement in the Oklahoma State Plan of three years of successful teaching experience assures the cooperative business and office education program of an experienced teacher-coordinator. An experienced teacher is less likely to seek employment in another school after a few years of teaching. An experienced teacher generally has proved his ability to teach and cannot hide from his past performance. The experienced teacher is aware of what is necessary to motivate students and is important in any subject matter area. The business teacher with successful teaching experience may be more willing to accept the supervisory responsibilities that are required of all teacher-coordinators of vocational business and office education.

The teacher-coordinator in Oklahoma must have an adequate preparation as a business teacher, show proof of three years of successful teaching experience, and have at least one year of acceptable and verifiable work experience in an office. The work experience broadens the teacher's perspective and gives him greater insight into the needs of office workers. Opportunities for employment in an office situation may be provided by teacher education programs in colleges and universities. An example of the role that one teacher education institute can play in the area of work experience is given by Moorman concerning the program at the University of Florida:

During the summer of 1957 and 1958 the University of Florida offered a Seminar and Work Experience course for which graduate credit was given. Each teacher was placed in a position in an office which would normally be held by a beginning worker, that is, by an employee just out of high school. These jobs were obtained through the cooperation of the National Office Management Association chapters. In two cases, there are 50 or more employees in the office. In some cases, positions were held in offices employing as many as 400 people. . . . The teachers who participated in this seminar and work experience program were asked to evaluate their experience in terms of improvement of instruction in the classroom.¹

This is but one example of the role that the colleges and universities may play in the area of teacher preparation. One of the most effective means of evaluating the material taught in a classroom is to work in an office. Office experience will assist any business teacher in teaching better, but it is not required of them. However, the vocational business and office education teacher must have office experience to be employed in the vocational program.

¹John H. Moorman, "Teachers Work, Earn, and Learn," Business Education World, XLI (January, 1960), 200-201.

In summary, the teacher-coordinator in Oklahoma is the key figure in the vocational program of business and office education. The course in cooperative office education is offered to seniors as the primary means of acquainting them with actual work conditions. Thus the amount of unnecessary and expensive initial training on the job is greatly reduced. The responsibilities of the teacher-coordinator of cooperative office education are to teach the students in the formal classroom, to supervise the students on the job, to guide and counsel the students both at school and at work, and to serve as a public relations agent for the school in the community. According to certification requirements in the Oklahoma State Plan the teacher-coordinator must have completed undergraduate preparation in business education, must have three years of successful teaching experience, and must have one year of office work experience.

Procedure for Evaluating Business Teacher Potential

A questionnaire was developed as the instrument to be used in this study for gathering information from business teachers. Many hours were spent in developing a questionnaire that would provide valid and reliable data. The questionnaire was submitted for critical analysis to knowledgeable educators, graduate students in a research seminar in business education, and to ten secondary school teachers of business in Oklahoma City and Tulsa. A sample form of the questionnaire is included as Appendix A. The questionnaire was arranged into five parts.

Part one was concerned with the personal data about the responding business teacher including the teacher's name and age, as well as the name of the teacher's school.

Part two was concerned with the business teacher's education. In this part responses were requested concerning the type of degree(s) and the name of the degree granting institution(s); the major fields of concentration, the approximate number of semester hours beyond the highest degree, the approximate grade point average(s), and the names of additional short courses completed and workshops attended by the teacher. A more comprehensive section of part two inquired about the number of high school units and college semester hours that the teacher had in the following areas: communication skills, recording skills, general business, practice or laboratory courses, vocational education, professional business education, and other professional education.

Part three was concerned with the teaching experience of the business teacher. Information was requested about the number of years the teacher had taught, the number of years that he had taught in his present position, the possession of a standard certificate for teaching business, the time devoted to teaching business subjects, and the subjects that he was currently teaching. Also in part three information was requested concerning the number of years that he had taught at various grade levels in the areas of communication skills, recording skills, general business, practice or laboratory courses, and vocational education. The grade levels included junior high school, high school, evening adult, junior college, private business college, four-year college, and university. Space was provided for the teacher to indicate other schools that he had attended, such as military schools.

Part four requested information from the business teacher about his business and office work experience. Space was provided for indicating the job title, the type of job (full time, part time, or summer),

and the inclusive dates of employment. There were six lines provided for the business teacher to list information about six jobs. He could also use blank space for additional job listings.

Part five dealt with membership in professional organizations. The eight organizations listed in this part included the National Education Association, the American Vocational Association, the National Business Education Association, the Oklahoma Education Association, the Oklahoma Business Education Association, Delta Pi Epsilon, Pi Omega Pi, and Phi Beta Lambda. Part five was also concerned with the organizations that the business teacher sponsored, including Phi Beta Lambda at the college level, Future Business Leaders of America, Distributive Education Clubs of America, and a local business education club in high school.

Administration of the Questionnaire

A mail contact with all teachers of business subjects was possible through the use of the list provided by the State Department of Education. The list was compiled from information contained in the Superintendents' Reports. The State Department considered business teachers to be those teachers who taught at least one subject in the business area. Distributive education teachers were only included if they taught a business subject other than distributive education. There was evidence that some of the teachers listed as teaching business subjects had never taught and were not teaching a business subject at the time of the mailing of the questionnaires. The list provided by the State Department gave the teachers' names, the names of the school districts in which the teachers were teaching, and the names of the post

offices where the schools received their mail since some of the smaller schools were not located in communities where post offices were located. The school districts were listed in alphabetical order by the names of the counties in which the districts were located.

After all of the known junior high school teachers were eliminated, questionnaires were mailed to 962 high school teachers of business subjects. After the initial responses began to decline in number, a variety of methods were used as follow-up measures. In the Oklahoma City area, contacts were made by telephone to some teachers and personal visits were made to other business teachers who did not respond. Postal cards and personal letters were mailed to other non-responding business teachers throughout the state. Additional questionnaires were enclosed with the follow-up letters. All of the business teachers who did not respond to the initial questionnaires were contacted in one of the four ways, and in some cases two or more follow-up methods were used.

Of the 962 business teachers who were mailed questionnaires, there were 579 who responded giving a 60.19 percent of return. There were 555 questionnaires which were usable for a 57.69 percent of usable return. Many questionnaires were not usable because business teachers failed to complete all of the required information. The chi-square test was applied to the returned questionnaires according to the size of the schools in which the teachers were teaching to determine the representativeness of this number. The test indicated that the returns were not significantly different from the population; therefore, the returned questionnaires were considered to be representative of the population.

CHAPTER III

NUMERICAL CONSIDERATION OF BUSINESS TEACHER POTENTIAL

The potential of employed business teachers for positions in vocational business and office education under the Oklahoma State Plan for Vocational Education is treated in this chapter by means of a numerical technique applied to the data collected in questionnaires completed by 555 business teachers during the 1964-1965 school year. The qualifications of vocational business and office education teachers in Oklahoma are set forth in the Oklahoma State Plan that was discussed in detail in Chapter II. The local teacher-coordinator of vocational business and office education must have graduated from an accredited undergraduate college or university program, have met the requirements for certification in business under existing regulations; have taught three or more years in the field of business; and have worked at least one year in a business or office occupation. He must either be in or have completed twelve semester hours of study including courses and workshop instruction relating to vocational business and office education.

Procedure for Analysis of Data

A procedure was devised so that the qualifications of the Oklahoma business teachers who were teaching in high schools during 1964-1965

could be evaluated with a numerical technique. Based upon the requirements for vocational business and office education teachers as set forth in the Oklahoma State Plan, this numerical technique was applied to the data obtained from the questionnaires. Eight aspects of teacher potential were considered in this procedure: (1) total academic preparation, (2) teaching experience, (3) office work experience, (4) age, (5) business concentration, (6) professional business education, (7) experience in sponsoring youth organizations, and (8) membership in professional business education organizations. The point scale devised for and applied to the evaluation of each of these eight aspects of teacher potential included a high rating of seven and was regressively graduated to zero. Since the criteria for some of the aspects had less than eight elements to evaluate, the full range of eight points was not always possible for each of the aspects. Thus the lower limits for some of the aspects were larger than zero.

Great care was used in assigning the ratings on the point scale for each of the eight aspects of teacher potential. In the process of developing the rating scale, the literature was reviewed for pertinent information and knowledgeable educators were consulted to determine the best weights to assign to each aspect. There is evidence to indicate that this procedure is acceptable for the designation of desired weights to evaluate the essential elements developed in such a study. Ebel and Damer state:

When the major categories of knowledge and ability . . . have been determined, the next problem is to decide how much emphasis to place on each. Usually these decisions require subjective judgments. The decisions are based on the values and experience of the . . . constructor and his consultants.

. . . Since the judgments involved in establishing the desired weights are seldom precise, exact calculation of the actual weights is seldom warranted.¹

After the criteria were established for evaluating the teacher potential revealed in each of the questionnaires, it was necessary to assemble and classify the data. The data were summarized by determining the proper level of strength on the point scale to be assigned to the categories for each of the eight aspects of business teacher potential. The data were then key punched into integrated data processing cards. The first eleven of the eighty columns of each card were used for coding. The first three columns of each card were coded with the number assigned to the particular business teacher. These numbers ranged from 001 through 555 and represented the returned questionnaires used in this study. The first sort was used to channel into the eight ratings on the point scale the level of degrees held by the business teachers. The totals were given for each of the point scale units at the end of each sorting operation. This process was repeated for each of the seven remaining aspects.

The first major section of this chapter is devoted to consideration of the findings of the numerical analysis of the data obtained from 555 business teachers. Also included is a discussion of the reasoning that was used in selecting the categories in weighted order as they appear on the point-scale arrangement for each of the aspects of this study. A table illustrates the results of the application of the categories to each of the eight aspects.

¹Robert L. Ebel and Dora E. Damer, "Test and Measurements," Encyclopedia of Educational Research, ed. Chester W. Harris, 1960, p. 1509.

The second major section of this chapter is devoted to a presentation of findings relating to the 232 vocational business and office education teachers who met the minimum requirements in these three most critical aspects of teacher potential: (1) academic preparation, (2) teaching experience, and (3) office work experience. These aspects were judged as most critical because entry into vocational business and office education programs requires specific business teacher preparation, a minimum of three years of teaching experience, and a minimum of one year of office work experience. The data concerning those business teachers who met the three critical requirements were summarized by means of a series of card-sorting operations.

Results of the Numerical Analysis

The data obtained by means of questionnaires are presented here for each of eight aspects of teacher potential. The presentations follow similar patterns in that each is introduced with a discussion of the type of reasoning used to establish the pertinent category and the point scale. This is followed by a list of the categories for each of the ratings on the particular point scale. The collective findings relative to the potential of teachers for vocational business and office education in Oklahoma for the 1964-1965 school year are reported in Table 1.

Total Academic Preparation

Solid academic preparation of business teachers is essential to the development of successful programs of cooperative office education. One of the best indicators of such preparation is the extent to which teachers evidence desire and initiative for academic preparation in

pursuing undergraduate and graduate degrees. Therefore, in this study the higher ratings on the point scale were given to business teachers who held advanced degrees in business teacher preparation. The following categories were used for data summarized in Table 1:

<u>Point Scale</u>	<u>Categories of Total Academic Preparation</u>
7	The teacher is a graduate of a business teacher preparation program and holds a master's degree with additional course work above the master's level.
6	The teacher is a graduate of a business teacher preparation program and holds a master's degree without any additional course work.
5	The teacher is a graduate of a business teacher preparation program and holds a bachelor's degree with additional course work above the bachelor's level.
4	The teacher is a graduate of a business teacher preparation program and holds a bachelor's degree without any additional course work.
3	The teacher is not a graduate of a business teacher preparation program but holds the minimum of a master's degree.
2	The teacher is not a graduate of a business teacher preparation program but holds a bachelor's degree and has done additional course work.
1	The teacher is not a graduate of a business teacher preparation program but holds a bachelor's degree.
0	Not applicable. There is no zero rating on the point scale for this aspect of teacher potential.

As shown in Table 1, a total of 92.80 percent of the business teachers met the minimum degree requirements in 1964-1965 for teaching in vocational business and office education programs under the Oklahoma State Plan. This percentage was obtained by combining categories 4, 5, 6, and 7 and indicated that 515 business teachers were graduates of business teacher preparation programs.

TABLE 1

POTENTIAL OF BUSINESS TEACHERS IN OKLAHOMA IN 1964-65, FOR TEACHING
UNDER THE PROVISIONS OF THE VOCATIONAL EDUCATION ACT OF 1963

Potential Ratings (High, 7; Low, 0)	Aspects of Teacher Potential ^a															
	Academic Preparation		Teaching Experience		Office Experience		Age		Professional Education		Business Concentration		Organization Sponsorship		Professional Membership	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
7	141	25.40	345	62.16	129	23.24	181	32.61	105	18.92	180	32.43	1	.18	0	0
6	96	17.30	32	5.77	13	2.34	142	25.59	212	38.20	35	6.31	13	2.34	22	3.96
5	194	34.96	57	10.27	168	30.27	70	12.61	36	6.49	290	52.25	47	8.48	73	13.15
4	84	15.14	59	10.63	9	1.62	124	22.34	20	3.60	1	.18	0	0	130	23.42
3	16	2.88	62	11.17	10	1.80	38	6.85	26	4.68	42	7.57	17	3.06	100	18.02
2	11	1.98	0	0	5	.90	0	0	51	9.19	1	.18	6	1.08	151	27.21
1	13	2.34	--	--	10	1.80	--	--	36	6.49	6	1.08	471	84.86	65	11.71
0	0	0	--	--	211	38.03	--	--	69	12.43	--	--	--	--	14	2.53
Total	555	100.00	555	100.00	555	100.00	555	100.00	555	100.00	555	100.00	555	100.00	555	100.00

^aThe detailed elements in these categories of potential are presented in the discussion pertaining to each of the aspects of teacher potential in this chapter.

There were more teachers in category 5 than in any other category. Classified in this category were the 34.96 percent of the 555 business teachers who were graduates of teacher preparation programs leading to business teacher certification. In addition to holding bachelors' degrees, each had completed additional course work at the graduate level. The 40 business teachers represented in categories 1, 2, and 3 in the academic preparation section of Table 1 were not graduates of business teacher preparation programs. These 40 teachers comprised 7.20 percent of the teachers participating in this study.

Teaching Experience

The Oklahoma State Plan requires a minimum of three years of teaching experience in business education for a coordinator in vocational business and office education. This requirement is based on the assumption that teaching ability improves each year of "successful" teaching.

It must be assumed that most business teachers who have taught for a number of years have proved their ability to teach and have demonstrated their power to motivate students in the learning process. Such teachers should be qualified to teach vocational business and office education more effectively than the business teachers who are new to the profession. The higher ratings on the point scale were, therefore, reserved for business teachers with the greater number of years of experience in teaching. The following categories were used for data summarized in Table 1:

Point Scale

Teaching Experience Categories

7

The teacher has taught the communication skills, recording skills, general business, office practice, and other types of business subjects for five or more years.

- 6 The teacher has taught business subjects for a period of four years.
- 5 The teacher has taught business subjects for a period of three years.
- 4 The teacher has taught business subjects for a period of two years.
- 3 The teacher has taught business subjects for a period of one year.
- 2) Not applicable. All of the teachers in this study
- 1)-- were teaching business subjects in 1964-1965. There-
- 0) fore, they were covered by the categories 3 through 7.

Of the responding business teachers, 78.20 percent were qualified in terms of the three-year minimum of teaching experience as set forth in the Oklahoma State Plan. These 434 teachers are represented in categories 5, 6, and 7 in the teaching experience section of Table 1. As shown in category 7, 62.16 percent of the business teachers had a minimum of five years of teaching experience in the business field. There were 16.04 percent of the business teachers who had three or four years of experience in teaching business subjects. There were only 121 teachers, or 21.80 percent, in categories 3 and 4 who had taught fewer than three years. It is apparent that, for the most part, business teachers in Oklahoma are experienced teachers.

Office Work Experience

The office work experience requirement for business teachers, under the Oklahoma State Plan is based on the premise that a teacher who gains understanding of the operation of an office through personal experience will have a broad perspective for directing the learning of his students. In effect, office work experience provides the teacher with a knowledge of the current procedures and functions of the business

office. In many business firms the office procedures are continuously changing in response to technological forces. Thus, it is vital that the business teacher, by one means or another, continuously update and extend his knowledge of office procedures. This betterment can be accomplished by business teachers either through full-time work experience in office situations or through summer office experience. This office work experience requirement may be satisfied through afterschool and Saturday employment during the school year.

It is furthermore desirable for the vocational business and office education teacher to have office work experience that is recent enough for him to be familiar with current procedures. In this study, office work experience that was gained during the five-year period from June, 1960, through May, 1965, was judged as being recent. The categories for the office work experience aspect were structured to give a higher rating to those business teachers with more recent experience. The following categories were used for the data summarized in Table 1:

<u>Point Scale</u>	<u>Office Work Experience Categories</u>
7	The teacher has worked in an office for more than one year and his latest experience was within the last five years.
6	The teacher has one year of office work experience, and the latest experience was within the last five years.
5	The teacher has at least one year of office work experience, but his latest experience was not within the last five years.
4	The teacher has nine months of recent office work experience and could meet the one-year requirement with one summer of office work experience.
3	The teacher has nine months of office work experience that was not within the last five years. This teacher might find it difficult to meet the one-year requirement by working for one summer.

- 2 The teacher has six months of recent office work experience. The one-year requirement could be met with two summers of office work experience.
- 1 The teacher has six months of office work experience that was not within the last five years. This teacher would find it most difficult to adjust to the rigors of office work experience for two summers.
- 0 The teacher has had either fewer than six months of office work experience or no office work experience.

There were 55.85 percent of the business teachers, the 310 teachers in categories 5, 6, and 7 of the office work experience aspect in Table 1, who had the minimum of one year of office work experience and thereby met the requirement under the Oklahoma State Plan. However, in this 55.85 percent, only 142 business teachers, those in categories 6 and 7, fully met the requirement of one year of recent office work experience. The teachers in category 5 met the requirement in a large measure but their one year of office work experience was not within the last five years. It might be a simple matter for many of these 168 business teachers to update their work experience either in part-time employment during a school year or in full-time employment during one or more summers. There were an additional 3.42 percent of the business teachers, the 19 in categories 3 and 4, who could meet the requirement of one year of office work experience by working for three months during a summer. Another 2.70 percent of the business teachers, the 15 in categories 1 and 2, could meet the one year requirement by working in an office for two summers.

There were 211 teachers, or 38.03 percent, in category 0 who either had never worked in an office or had less than six months of

office work experience. This means that only the 142 business teachers in categories 6 and 7 had work experience to meet fully the office work experience requirement. The remaining 413 business teachers should either update their work experience, extend their experience to meet the one year requirement, or complete one full-time year of office work experience.

At this point, it is appropriate to emphasize that business teachers who seek office work experience should be competent in their skills before seeking employment in an office. An incompetent business teacher does much to destroy the good image of business education in the eyes of the businessmen who judge the effectiveness of business education programs by the performance of the business teacher in an office situation. This was emphasized in a speech delivered by Anderson to the business teachers in Oklahoma.¹

Age

The teacher-coordinators in vocational business and office education programs must be physically capable to teach energetically and travel regularly to the work stations of their students. Thus, the age of an individual should relate directly to the evaluation of the potential of business teachers. The business teacher should be sufficiently mature to demonstrate what is to be learned and accomplished in the cooperative work program. The age factor may be related to classroom teaching, to daily travel to students' work stations, to personal contacts with businessmen, and to sponsorship of youth organizations. A teacher could be either so young as to be handicapped by lack of

¹Ruth I. Anderson, "Heaven in Your Hands," Speech delivered to the Oklahoma Business Education Association, Oklahoma City, October, 1965.

maturity or so old as to be handicapped in meeting the physical energy requirements of his job.

Age is thus an elusive element in this study because a teacher could be of an age at which he probably would have either limited or no potential as a vocational business and office education teacher. Conversely, a teacher could be limited because of either youthfulness or a lack of mature judgment, yet could possess long-range potential.

The highest rating in the age aspect of teacher potential was given to the teachers who were between the ages of 25 and 34. The following age categories were used for data summarized in Table 1:

<u>Point Scale</u>	<u>Categories of Age</u>
7	The teacher is between the ages of 25 and 34.
6	The teacher is between the ages of 35 and 44.
5	The teacher is under 25.
4	The teacher is between the ages of 45 and 54.
3	The teacher is between the ages of 55 and 65.
2	The teacher is more than 65 years old.
1)--	Not applicable. There are no one or zero ratings on the point scale for this aspect of teacher potential.
0)	

There were 323 business teachers, or 58.20 percent, in categories 6 and 7 between the ages of 25 and 44. Actually, 32.61 percent of the teachers were between 35 and 44. It is evident, therefore, that the majority of the business teachers could be categorized as mature, and in a favorable age range for accepting new kinds of responsibilities in the coordination of vocational business and office education programs.

There were 12.61 percent of the business teachers who were under 25 and might be handicapped because of their age in dealing with the

businessmen in cooperative work experience activities. On the other hand, 29.19 percent of the business teachers were over 45 years of age and might lack the energy and vitality required either in youth organization activities or in work station contacts. These and other data about age are presented in Table 1.

Professional Business Education

For the purposes of this study, the term "professional business education" refers to the elements of the preparation of a business teacher that are provided in collegiate education courses. Professional business education is concerned with methods of teaching business subjects, the business curriculum, measurement of business skills and abilities, and other elements of teaching and learning. The prospective business teacher generally begins study of professional business education at the undergraduate level during the junior and senior years of a four-year study program. He may extend this phase of his preparation for teaching at the graduate level. Some teachers, after completing undergraduate programs in areas other than business, return to college to gain needed professional preparation for teaching business subjects.

The higher ratings in the professional business education aspect of teacher potential were given to those business teachers who received preparation in methodology and principles of business education at both the graduate and undergraduate levels and also did student teaching in business. The ratings declined in value as the amount of undergraduate and graduate preparation in professional education declined. The following categories for professional business education are summarized in Table 1:

<u>Point Scale</u>	<u>Professional Business Education Categories</u>
7	The teacher did student teaching in business and had a course in principles of business education and/or a course in the methods of teaching business subjects at both the graduate and the undergraduate levels.
6	The teacher did student teaching in business and had a course in the principles of business education and/or a course in the methods of teaching business subjects at only the undergraduate level.
5	The teacher did student teaching in business and had a principles of business education course and/or a methods of teaching business subjects course at only the graduate level.
4	The teacher did not do student teaching in business but had a course in the principles of business education and/or a methods of teaching business subjects course at both the graduate and undergraduate levels.
3	The teacher did student teaching in business but did not have a methods or a principles course in business education.
2	The teacher did not do student teaching in business but had a principles of business education course and/or a methods of teaching business subjects course at the undergraduate level.
1	The teacher did not do student teaching in business but had a principles of business education course and/or a methods of teaching business subjects course at only the graduate level.
0	The teacher did not do student teaching in business nor did he have a methods or principles course in business education.

There were 87.57 percent of the business teachers, the 486 in categories 1, 2, 3, 4, 5, 6, and 7 of the professional business education section of Table 1, who had professional preparation to teach business at the undergraduate and/or the graduate level. This preparation included methods of teaching business subjects, principles of business education, and/or student teaching in business. There were

57.12 percent, the teachers in categories 6 and 7, who had received preparation at the undergraduate level, with 18.92 percent receiving more thorough preparation at both the graduate and the undergraduate levels. There were only 69 teachers, or 12.43 percent, who had not had a course in either the principles or the methods of business education and did not do their student teaching in the field of business.

It is significant to note that only 18.92 percent of the business teachers had had an intense preparation in business education involving both graduate and undergraduate study and that only a few of these 105 business teachers had studied business education with its new vocational emphasis. Thus, the twelve-hour requirement of advanced study in the Oklahoma State Plan will "force" many teachers to seek additional graduate preparation.

Business Concentration

A young person who becomes interested in business teaching while in high school will have opportunities to enhance that interest and to develop skills and competencies which may be extended in collegiate undergraduate and graduate study. The teacher who completes an extensive program of graduate business teacher preparation is better qualified than the teacher who meets only the minimum requirements for certification. This is particularly true for a teacher in vocational business education because it is based upon broad foundational and general business aspects as well as on extensive business skills and abilities. The teacher who began to show an interest in business at the high school level and then continued to pursue that interest in undergraduate and

graduate study was given the highest rating on the point scale. The ratings on the scale decline as the amount of time involved in the study of business decreased. The categories for the business concentration aspect are listed below.

<u>Point Scale</u>	<u>Business Concentration Categories</u>
7	The teacher developed an interest in the communication skills, recording skills, office practice, or general business areas at the high school level and extended this interest in his undergraduate and his graduate program.
6	The teacher has an interest pattern in business which began at the undergraduate level and was continued at the graduate level.
5	The teacher has taken course work in the business area at the high school and undergraduate levels.
4	The teacher had course work in business at the high school and the graduate levels but did not have any business preparation at the undergraduate level.
3	The teacher had preparation in business at the undergraduate level but did not receive any preparation in business at the high school or at the graduate levels.
2	The teacher had preparation in business at the graduate level but did not receive any preparation in business at the high school or the undergraduate levels.
1	The teacher had no formal preparation in business at any level other than high school.
0	Not applicable. There is no zero rating on the point scale for this aspect of teacher potential.

An analysis of the business teacher potential in the business concentration aspect as revealed in Table 1 shows that 98.56 percent of the business teachers, the 547 in categories 3, 5, 6, and 7, had preparation in business at the undergraduate level. There were 85.94

percent of the business teachers, the 477 in categories 1, 4, 5, and 7, who studied business at the high school level. There were 39.10 percent of the business teachers, the 217 teachers in categories 2, 4, 6, and 7, who had preparation in business at the graduate level. This business concentration included course work in one or more of the following areas: communication skills, recording skills, office practice, and general business.

It appears that a majority of the business teachers received adequate preparation in business at the undergraduate level. However, there is evidence of a need for more graduate preparation in business. The Oklahoma State Plan requirement of 12 semester hours in advanced preparation at the graduate level applies to the business concentration aspect, as well as preparation in the professional aspect of business education. Thus, teachers must have graduate preparation in business to be employed as vocational business and office education teachers under the provisions of the Vocational Education Act of 1963.

There are three possible explanations for the fact that 14.06 percent of the teachers did not study business in high school: (1) the high school which they attended did not offer business courses, (2) their high school preparation was filled with required college preparatory subjects which left no room for electives, and (3) they did not have interest in business while attending high school.

There were six business teachers who indicated that they had only high school preparation in business. Each was teaching only one business course, either business mathematics or business English, and had a college preparation in the field of either mathematics or English.

Sponsorship of Youth Organizations

The value of co-curricular activities in promoting the development of the best qualities in young people is gaining recognition in most educational circles. Many of the individual disciplines in high schools have youth organizations that are open to students enrolled in that discipline. Some of these organizations limit student participation to those who have high academic ability, while other organizations try to meet the needs of students who are enrolled in one or more of the courses in the particular discipline. Business clubs are generally open to all students who are enrolled in one or more business subjects. The youth organization that is gaining the most recognition among business students is the Future Business Leaders of America. It, along with Phi Beta Lambda at the college level, is sponsored by the National Business Education Association. Another youth organization in business education, limited to those students who are enrolled in distributive subjects, is the Distributive Education Clubs of America. Some high schools have local business education clubs that are not affiliated with any national organization.

The business and office education section of the Oklahoma State Plan emphasizes the importance of youth organizations by requiring that a youth organization be a part of the vocational program in each high school. This youth organization in Oklahoma has been designated as the Future Business Leaders of America. Inasmuch as youth organizations are required in vocational programs, business and office education teachers should gain experience in sponsoring youth organizations while they are meeting their other requirements. The highest ratings in this aspect

were given to the business teachers who had sponsored a combination of business youth organizations and the lower ratings were given to those business teachers who had sponsored only one organization. The following categories for sponsorship of youth organizations were used for data summarized in Table 1:

<u>Point Scale</u>	<u>Categories for Sponsorship of Youth Organizations</u>
7	The teacher has had experience in sponsoring a chapter of Phi Beta Lambda at the college level and a chapter of Future Business Leaders of America at the high school level.
6	The teacher has sponsored a chapter of Future Business Leaders of America and a local business education club or a chapter of Distributive Education Clubs of America.
5	The teacher has only sponsored a chapter of Future Business Leaders of America.
4	The teacher has only sponsored a chapter of Phi Beta Lambda.
3	The teacher has only sponsored a local business education club.
2	The teacher has only sponsored a chapter of Distributive Education Clubs of America.
1	The teacher has had no experience in sponsoring youth organizations in business education.
0	Not applicable; There is no zero rating for this aspect of teacher potential.

Of all the aspects of business teacher potential considered in this study, the weakest appears to be sponsorship of youth organizations. The business youth organizations listed in the questionnaire were the Future Business Leaders of America, Phi Beta Lambda, the Distributive Education Clubs of America, and local business education clubs. There were 84.86 percent of the business teachers, the 471 in category 1 of the sponsorship section of Table 1, who had never sponsored a business club.

Only 11.00 percent of the business teachers, those in categories 5, 6, and 7, had had experience in sponsoring a chapter of the Future Business Leaders of America, the youth organization designated as part of the vocational business and office education program in Oklahoma. If these 61 teachers move into the vocational education program, they should have a definite advantage over the teachers without similar sponsorship experience.

Membership in Professional Organizations

It is frequently assumed that the effectiveness of a teacher can be measured, at least in part, by the extent of his activities with professional organizations. A teacher may be rewarded in many tangible and intangible ways for his participation in professional organizations, and, in turn, the professional organizations depend upon the teacher for their strength and direction.

Two organizations are worthy of support from the teachers in all disciplines in the high schools of Oklahoma, the Oklahoma Education Association and the National Education Association. On the other hand, all business teachers should belong to the Oklahoma Business Education Association and the National Business Education Association. Phi Beta Lambda is designed to develop the professional attitudes of undergraduates in business education, and it serves as an organization through which prospective business teachers can gain preparation to enable them to do a better job of sponsoring appropriate youth organizations when they are employed as business teachers in high schools. There are two honorary, scholastic business education organizations that enable students

with good academic records to further their leadership ability through active participation. These are Pi Omega Pi at the undergraduate level and Delta Pi Epsilon at the graduate level. An organization which is unfamiliar to many business teachers in Oklahoma is the American Vocational Association. It has been most important to teachers in the areas of trade and industry, agriculture, home economics, and distributive education. This organization has much to offer to those business teachers who are employed in the vocational business and office education programs. Business teachers in the distributive education programs have been active in this organization for many years.

Membership in the eight professional organizations named in the preceding paragraph was used as a means of measuring the professional demeanor of the business teachers. The highest ratings were given to the business teachers who were members of the greater number of these eight professional organizations. The following categories for membership in professional organizations were used for data summarized in Table 1:

<u>Point Scale</u>	<u>Categories for Membership in Professional Organizations</u>
7	The teacher was a member of seven professional organizations.
6	The teacher was a member of six professional organizations.
5	The teacher was a member of five professional organizations.
4	The teacher was a member of four professional organizations.
3	The teacher was a member of three professional organizations.
2	The teacher was a member of two professional organizations.

- 1 The teacher was a member of one professional organization.
- 0 The teacher was not a member of any professional organization.

There were 58.55 percent of the business teachers, the 325 in categories 3, 4, 5, and 6, who were members of three or more of the professional organizations; 18.02 percent were members of three organizations, 23.42 percent were members of four organizations, 13.15 percent were members of five professional organizations, and 3.96 percent were members of six of the eight professional organizations. No business teacher was a member of as many as seven of the eight professional organizations.

There were 27.21 percent of the business teachers, the 151 in category 2, who indicated they were members of two of the professional organizations. There were 11.71 percent, the 65 business teachers in category 1, who indicated they were members of only one professional organization. Fourteen business teachers, in the zero category in Table 1, indicated that they were not members of any of the eight professional organizations.

The foregoing sections of this chapter have been concerned with numerical data about the 555 business teachers. The next section of this chapter is concerned with the business teacher potential in terms of critical minimal qualifications: (1) certification to teach business, (2) three years of teaching experience, and (3) one year of office work experience.

Critical Aspects of the Teacher Potential

A vocational business and office education teacher under the Oklahoma State Plan for Vocational Education must at this time fully

meet three qualifications. He must be a certified business teacher, must complete a business teacher preparation program in an institution of higher learning; must have at least three years of experience in business education as either a teacher, a counselor, a supervisor, or an administrator; and must have at least one year of office work experience.

In the early stages of the administration of the vocational program in Oklahoma these three aspects are those with which immediate compliance is demanded. The other five aspects with which this study is concerned are also important but they do not require immediate attention. The three essential qualifications are of immediate major concern to the State Supervisor of Vocational Business and Office Education and to the others who are responsible for developing the program.

In addition to the three critical qualifications, a fourth qualification is demanded of vocational business and office education teachers. This is the requirement of 12 hours of course work in methodology of office education, introduction to vocational education, office education content and methods, and office administration, management, and supervision. However, when the data for this study were collected, no business teacher met this qualification; therefore, this aspect could not be considered. A few teachers were completing the 12-hour requirement, but none had fulfilled it.

Figure 1 reveals that in 1964-65 there were 92.79 percent of the 555 business teachers in this study who met the first qualification for teaching vocational business and office education. These 515 teachers were graduates of business teacher preparation programs and

held business teaching certificates. There were only 7.21 percent of the teachers who were not certified to teach business.

There were 73.51 percent of the business teachers who met two of the three qualifications. These 408 teachers were certified to teach business and had at least three years of teaching experience. There were some of them, however, who did not have one year of office work experience.

There were 41.80 percent of the 555 teachers in Oklahoma who fully met all three of the critical qualifications. These 232 business teachers not only were certified and had three years of teaching experience but also had at least one year of office work experience. Thus, these 232 business teachers had immediate potential for teaching vocational business and office education under the provisions of the Vocational Education Act of 1963.

In the first section of this chapter, numerical analyses were used in evaluating the potential of the 555 business teachers in terms of eight essential aspects. Apart from this first analysis of information about all of the teachers, it is appropriate to reconsider all aspects of teacher potential as demonstrated by the 232 selected as having the greatest potential. These aspects are: (1) total academic preparation, (2) teaching experience, (3) office work experience, (4) age, (5) professional business education, (6) business concentration, (7) sponsorship of youth organizations, and (8) membership in professional organizations. By considering quantitatively the data relative to the qualifications of the 232 teachers, a more meaningful interpretation can be developed with regard to the extent of their "true" potential.

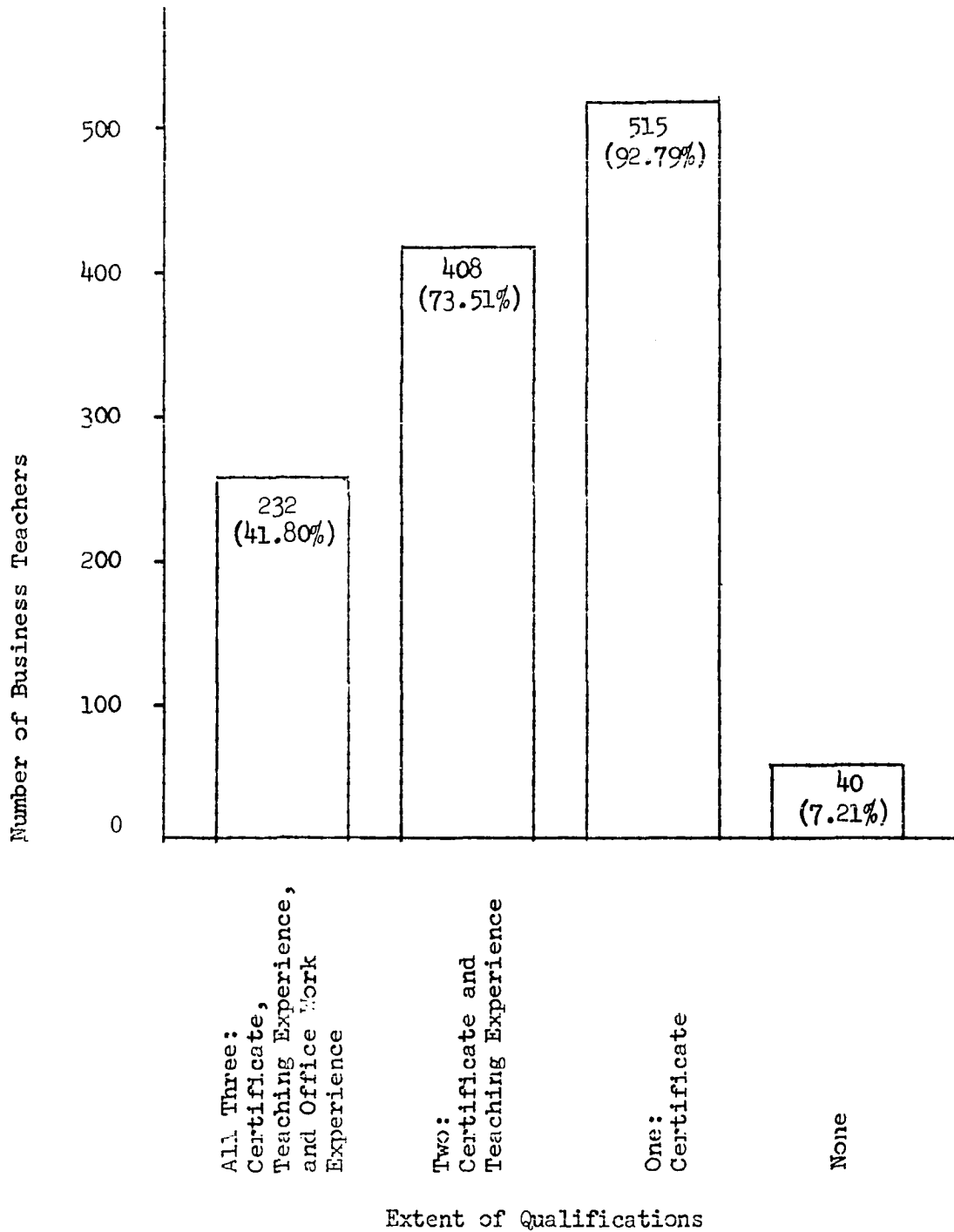


Figure 1--Diagram showing the extent to which 555 Oklahoma business teachers met the critical aspects of potential in terms of degrees in business certificate programs, three years of teaching experience, and one year of office work experience.

Total Academic Preparation

As noted before, each of the 232 business teachers held an appropriate business degree and a business teaching certificate. There is additional information to indicate that most of them were qualified above this minimum level. Of the 232, there were 23, or 9.91 percent, who were qualified at only the minimum level in that they held only bachelors' degrees. On the other hand, there were 209, or 90.09 percent, who were qualified above the minimum level in terms of collegiate study. These include the 81, or 34.92 percent, who had course work above the bachelors' degrees; the 45, or 19.39 percent, who had completed masters' degrees; and the 83, or 35.78 who had completed course work above the master's level. The analysis thus reveals that the 232 had preparation well above the minimum.

It should be noted, however, that these 232 business teachers had not at the time of this study completed the 12 semester hours' requirement in specific vocational education. Therefore, if any or all of these teachers proceed to meet all of the requirements, they will be well qualified in terms of academic background.

Teaching Experience

Experience in teaching should enable teachers to develop enthusiasm for their work, to demonstrate knowledge of subject matter, and to practice new techniques of instruction. It was because of this type of reasoning that the minimum of three years of teaching experience is required for those teachers who desire to work in vocational business and office education. In addition to meeting the three year minimum requirement, the 232 teachers had, for the most part, experience

well beyond that minimum. There were 193 of the 232 potentially qualified business teachers, or 83.19 percent, who had five or more years of experience in teaching business subjects. There were 39 others who had fewer than five years of teaching experience. These are the 14 teachers with four years of teaching experience and the 25 teachers with three years of teaching experience. Thus, the business teachers who met the minimum qualifications in the three critical aspects are actually quite well qualified in terms of years of teaching experience.

Office Work Experience

Business teachers need office work experience if they are to gain adequate knowledge of the current operating procedures in business offices. This understanding of the operation of an office gained through personal experience is needed for a teacher to direct the learning of his students.

In terms of office work experience, the 232 business teachers did not display strength. There were 88, or 37.93 percent, of the 232 business teachers who had one or more years of office work experience which was within the last five years at the time of this study. These were the 82 teachers with over one year of office work experience which was within the last five years and the 6 teachers with only one year of recent office work experience. The other 144 teachers, or 62.07 percent, had one year of office work experience, but their work experience was not recent. Thus, most of the 232 business teachers meeting the one-year minimum requirement of office work experience need to update that experience.

Age

A teacher in vocational business and office education may need to move from one school to another in order to take full advantage of his qualifications or he may be asked to change the nature of his teaching assignment within the school system where he is employed. Older teachers might be less willing to make such a move than younger teachers. Also, an older teacher may have been away from formal studies for such a lengthy period that he might be reluctant to return to college to obtain the necessary preparation required by the Oklahoma State Plan. An older teacher who needs to update his office work experience might find it difficult to adapt to the rigors of an office situation after many years in the classroom. On the other hand, a younger, more immature teacher might find it difficult to become accepted as a coordinator of office work experience.

There were 89.65 percent of the 232 teachers who were between the ages of 25 and 54 years. These were the 60 teachers between the ages of 25 and 34, the 76 between the ages of 35 and 44, and the 72 between the ages of 45 and 54. These business teachers were within age limits which would indicate that they would not be at a disadvantage because of advanced age, nor would they be handicapped because of youthfulness.. Only two of the 232 business teachers were under the age of 25 and could be handicapped by their youthfulness.. Another 22, or 9.49 percent, were between the ages of 55 and 65 and probably would be at a disadvantage because of their advanced age.

Professional Business Education

Vocational business and office education teachers should have adequate backgrounds in professional business education, including

methods and principles courses in business education and student teaching experiences in the business field. In general, the business teachers were well qualified in this aspect of professional business education. There were 167 teachers, or 71.98 percent, who had course work in methods of teaching business subjects at the undergraduate level; 135 of these also did their student teaching in business education. There were 32 additional teachers who did not have methods courses at the undergraduate level, but they did their student teaching in the business field. This means that 199, or 85.78 percent, had had either methods courses or student teaching experiences, or both, at the undergraduate level. Add to this the 11 teachers who had graduate level preparation in methods of business education, and it becomes apparent that 210 of the 232 teachers had some preparation in professional business education at either the graduate or the undergraduate level.

There were 22 teachers of business who did not have professional preparation in business education and may be required to take more than the 12 semester hours of advanced graduate preparation to give them sufficient depth in methodology.

Business Concentration

For some teachers, an education in business begins in high school with course work in shorthand, typewriting, bookkeeping, general business, and other business courses. This initial business preparation is then extended at the undergraduate and the graduate levels. For others, an education in business may begin at the undergraduate level and be extended at the graduate level.

There were 104 of the 232 teachers, or 44.83 percent, who received their preparation in business at the high school, undergraduate, and graduate levels. Another 18 teachers, or 7.76 percent, received their preparation in business at the undergraduate and the graduate levels. There were 88 teachers, or 37.93 percent, who received their preparation in business at the high school level and continued that preparation at the undergraduate level. There were 21 teachers, or 9.05 percent, who received their preparation in business at only the undergraduate level. Thus, approximately 91 percent of the potentially qualified business teachers received their education in business at two or more levels. Only one potentially qualified business teacher indicated he received preparation in business at only the graduate level.

Sponsorship of Youth Organizations

Experience in sponsoring youth organizations in business is of significant value for those teachers employed in vocational business and office education since they will be expected to sponsor a business youth organization. Business teachers, however, appear to be weak in this regard.

There were 182 teachers, or 78.45 percent of the 232 teachers, who had never sponsored any type of business youth organization. Only one teacher had sponsored a chapter of the Future Business Leaders of America at the high school level and a chapter of Phi Beta Lambda at the college level. There were 7 teachers who had sponsored a chapter of the Future Business Leaders of America and a local business education club or a chapter of Distributive Education Clubs of America. There were 28 teachers who had only sponsored a chapter of the Future Business

Leaders of America. There were 11 teachers who had sponsored only a business education club and 3 teachers who had sponsored only a chapter of the Distributive Education Clubs of America.

It may be assumed that many of these teachers have had some experience in sponsoring other clubs or youth organizations related to school affairs. Applications of that experience may enable them to effectively sponsor a business youth organization. It must be emphasized, however, that sponsorship of youth organizations for business students is currently limited and this may have implications for institutions preparing business teachers.

Membership in Professional Organizations

In evaluating the professional demeanor of business teachers, the aspect of membership in professional organizations was used. The general professional organizations considered in this aspect included the Oklahoma Education Association and the National Education Association. The vocational business education organizations included the American Vocational Association, the National Business Education Association, the Oklahoma Business Education Association, Delta Pi Epsilon, Pi Omega Pi, and Phi Beta Lambda. The two latter organizations relate to professional activity which may be enhanced at the undergraduate level in teacher preparation institutions. They can also enable the prospective business teacher to gain valuable knowledge as background for sponsoring youth organizations.

There were 171, or 73.71 percent, of the 232 teachers who were members of at least three professional organizations. These were the 19 who were members of six organizations; 47 who were members of five;

68 who were members of four; and 37 who were members of three organizations. The 61 teachers who were members of fewer than three organizations included 42 teachers who were members of two organizations; 15 teachers who were members of one organization; and 4 teachers who were not members of any professional organization. In general, it appears that the potential vocational business and office education teachers are professionally minded and, thus, may have a genuine interest in teaching as a profession.

Summary

Information and data about the business teachers in Oklahoma in 1964-65 were obtained from questionnaires returned by 555 teachers. Considered individually, the questionnaires presented data that were of doubtful value. Therefore, quantitative and cumulative methods and techniques were devised to evaluate the potential of teachers for work in vocational business education in a composite manner. The findings in the analysis of the 555 questionnaires returned by business teachers in this study were reported in the first section of this chapter in terms of eight evaluative aspects: (1) total academic preparation, (2) teaching experience, (3) office work experience, (4) age, (5) professional business education, (6) business concentration, (7) sponsorship of youth organizations, and (8) membership in professional organizations. The 555 teachers were categorized in terms of their ratings in each of the eight aspects. Each aspect was handled independently of the others and the findings reflected this independence.

The analysis of the potential of the 555 business teachers revealed that their qualifications for teaching vocational business and

office education were high in terms of academic preparation, years of teaching experience, professional business education, and specialized study in business. Approximately 90 percent of the teachers: (1) were certified to teach business, (2) had at least three years of teaching experience, (3) had preparation in professional business education in the form of student teaching or methods of business education, or both, at the undergraduate level, and (4) had preparation at the undergraduate level in business including course work in one or more business areas including general business, communication skills, recording skills, and office practice. Over one-half of the business teachers were between the ages of 25 and 44 and were thus in a prime age bracket. Membership in professional organizations was not a particularly strong aspect, but over one-half of the 555 business teachers were members of at least three professional organizations.

The qualifications of the 555 business teachers were less adequate in terms of office work experience, particularly the recency of it, and the teachers reported little experience in sponsoring youth organizations in the business area. Although over one-half of the teachers had had at least one year of office work experience, much of that experience was gained a relatively long time ago. A large number of the 555 teachers, actually 85 percent, had never sponsored a youth organization. With the exception of office work experience and sponsorship of youth organizations, the 555 business teachers appeared to be fairly well qualified for teaching vocational business education.

The second major section of this chapter dealt with data about 232 of the 555 business teachers. These teachers were found to have

immediate readiness for employment as vocational teacher-coordinators, except that they needed to satisfy the requirement of 12 hours of course work in methodology of office education, introduction to vocational education, office education content and methods, and office administration, management, and supervision. This they could complete concurrently with employment in the reimbursable phase of vocational business education.

All of these 232 teachers met the three critical qualifications of adequate academic preparation leading to certification, three years of teaching experience, and one year of office work experience. Fulfilling these critical minimum requirements, they also exhibited readiness in the three other aspects of professional business education, business concentration, and membership in professional organizations. In addition, it is significant that over 60 percent of them were between the ages of 25 and 44 years.

The readiness of these 232 teachers was less adequate in terms of the recency of their office work experience and was very low in terms of sponsorship of youth organizations. There were 22 teachers 55 years old or older. They were perhaps too old to now engage in vocational business education because of their advanced ages they would not reap much advantage from fulfilling the requirement of 12 hours of advanced graduate preparation, and many of them would experience difficulty in updating their office work experience.

In general, the 555 teachers collectively exhibited the same types of strengths and weaknesses as the more select group of 232 who met the minimum qualifications of certification, three years of teaching

experience, and one year of office work experience. The 232 were somewhat stronger in each of the critical aspects, and they had greater strength in the aspect of professional membership. These differences were in degree of strengths rather than in the type. Thus, in the four aspects of age, professional business education, business concentration, and sponsorship of youth organizations, there was little difference between the strengths of the 555 business teachers who participated in this study and the 232 teachers who met the three critical aspects.

CHAPTER IV

REASONED JUDGMENT CONSIDERATION OF THE BUSINESS TEACHER POTENTIAL

In an effort to illuminate the potential of business teachers for work in vocational business and office education, a reasoned judgment evaluative technique was applied to the information gathered from the 555 questionnaires. This reasoned judgment interpretation involved careful analysis of the information gathered from each teacher rather than the grouping of data so that numbers of teachers were found to meet certain evaluative criteria without references to others of equal importance.

The material in this chapter contrasts sharply with that in Chapter III, wherein all data were presented only from the numerical point of view. The numerical technique treated the teacher as a number or percentage and did not relate directly to the "value" of the individual teacher. The reasoned judgment analysis pointed up two significant kinds of information. First, it revealed that certain teachers do in fact have potential for working in the vocational program, even though these teachers fell into the category of low potential when only numerical facts were considered. Second, it revealed that other teachers, a smaller number, do in fact have much or sustained potential for working

in the program, even though they fell into the high potential category when only numerical evaluative ratings were used.

The reasoned judgment evaluative technique, based on the essential elements in the Oklahoma State Plan, was applied by this writer as an individual deeply immersed in the study and relatively well informed of the general and specific qualifications desired for teachers of vocational business and office education. It entailed a painstaking study of information about each of the 555 teachers and careful evaluation of both the immediate and long-range aspects of the readiness of the teachers for work in vocational business education.

Method of Applying Reasoned Judgment

The reasoned judgment evaluative technique was not limited by established criteria with narrow limits from which the analysis could not deviate. It provided an opportunity to consider each teacher in terms of his own unique strengths, and, of course, his own limitations. Logical consideration of the value of each teacher was used to determine his potential from a functional viewpoint. After each teacher was rated separately, the revealed data were summarized collectively in terms of four degrees of potential: high, medium, low, and none. Each teacher was rated on the basis of his long-range potential as well as his immediate potential. This study does not promulgate the use of subjective reasoned judgment over the use of objective quantitative analysis. However, it was developed with the assumption that both procedures were necessary in establishing the "true" potential of the business teachers.

Each of the 555 business teachers was evaluated individually to ascertain his potential for teaching vocational business and office education under the provisions of the Vocational Education Act of 1963. Each teacher was rated as having potential at one of the four degree levels of high, medium, low, and none. Many of the 323 business teachers, who did not meet the three minimum qualifications of adequate academic preparation, three years of teaching experience, and one year of office work experience, were rated as having high potential and a few of the 232 who met the three critical aspects were rated as having little or no potential.

Results of Application of Reasoned Judgment

The results of the analysis of the 555 vocational business teachers with the reasoned judgment evaluative technique are presented in Table 2. The table presents the potential ratings of the business teachers at the four levels. This presentation allows the reader to compare the levels of the potential ratings of the 232 business teachers who met the three critical aspects with those teachers who were not so well qualified.

It is significant to note that in the numerical analysis, only 41.60 percent of the business teachers met the minimum qualifications in terms of the three critical aspects. However, when the qualifications of the business teachers were reviewed and evaluated with reasoned judgment, there were 71.71 percent of the 555 teachers who showed potential as teachers of vocational business and office education. This 71.71 percent included 43.60 percent who had high potential and 28.11 percent who had medium potential. When the reasoned judgment technique

TABLE 2

REASONED JUDGMENT EVALUATION OF POTENTIAL VOCATIONAL BUSINESS
AND OFFICE EDUCATION TEACHERS IN OKLAHOMA IN 1964-65

Ratings of the Potential of 555 Business Teachers	Three Immediate Minimum Qualifications for the Vocational Business Teachers ^a		Totals	
	Number who do meet the qualifications	Number who do not meet the qualifications	Number	Percent of 555
High	137	105	242	43.60
Medium	59	97	156	28.11
Low	31	92	123	22.17
None	5	29	34	6.12
Totals	232	323	555	100.00
Percent of 555	41.80	58.20	100.00	--

^aThe minimum qualifications of vocational business and office education teachers under the Oklahoma State Plan are: (1) business teaching certificate, (2) three years of teaching experience in business subjects; and (3) one year of office work experience.

of evaluation was applied, there were 398 business teachers with either high or medium potential who were qualified, or could become qualified in a short time, as vocational business and office education teachers while there were 157 teachers with little or no potential.

On the basis of the foregoing information, one may assume that as many as 398, and no fewer than 232, of the 555 business teachers could become qualified as vocational business teachers. However, this assumption is an oversimplification of the situation. Other factors enter into the final analysis of business teacher potential. One may safely assert that the number of potential vocational business and office education teachers is somewhere between these two numbers.

High Potential

Of the 232 business teachers who met the minimum qualifications in terms of total academic preparation, teaching experience, and office work experience, there were 137 who were also rated as having high potential as teachers of vocational business and office education when they were considered with reasoned judgment. There were 105 additional business teachers who were not judged as having potential when evaluated with the numerical consideration, but who were evaluated to have potential when the reasoned judgment technique was applied. This means that there were 242, or 43.60 percent, of the 555 teachers in this study who were judged as having high potential as vocational business teachers when reasoned judgment was applied. This information is made clear in Table 2.

A sample case is presented below to assist the reader to understand more readily the construction of the high potential rating. The

example provides information about the eight qualifications of the teacher and the evaluation of those qualifications.

Age--This teacher is between the ages of 25 and 34.

Total academic preparation--She is a certified business teacher and has a master's degree with additional course work above the degree.

Business preparation--She has had preparation in business in the areas of communication skills, recording skills, general business, and office practice at the high school, undergraduate, and graduate levels.

Professional education--She has had graduate and undergraduate courses in methods and principles of business education, and she did her student teaching in business education. She has also had a three-hour course in vocational business education at the graduate level.

Teaching experience--She has five years of business teaching experience in a large high school. She has taught in the communication skills area, the recording skills area, the general business area, and the office practice area at the high school level and communication skills at the college level.

Work experience--Her office work experience is recent and it was in both large and small size firms.

Professional membership--She indicated membership in six of the professional organizations including Phi Beta Lambda.

Sponsorship--She has sponsored a chapter of Future Business Leaders of America.

Evaluation--The age of this teacher indicates that she has many years of opportunity for service before her. She has good preparation in business subjects and in professional business education. Her teaching experience is good, and she is presently teaching in a school system where she will be able to effectively utilize her ability.

In every aspect, this teacher is well qualified to teach vocational business and office education. She is enrolled in one of the state universities to complete the required 12 semester hours of graduate study in vocational business education. She has high potential for working in the vocational program in the very near future.

This example of a teacher with high potential for teaching vocational business and office education indicates that even teachers with such potential still need the advanced educational preparation in the vocational area in order to become fully qualified and certified. There were other teachers who received high ratings who needed only one year of teaching experience or a few months of office work experience. These were young teachers who could readily overcome the deficiencies in a relatively short period of time. Thus, high potential ratings were given to those teachers who could fulfill the necessary qualifications with relative ease.

Medium Potential

There were 28.11 percent of the 555 business teachers in this study who were evaluated with the reasoned judgment analysis as having medium potential as teachers of vocational business and office education. Table 2 indicates that there were 59 teachers who met the minimum requirements in the three critical areas and were evaluated as having potential at the medium level. There were 97 additional business teachers who had little potential at the medium level when evaluated with reasoned judgment. An example of a teacher who was evaluated as having potential at the medium level follows:

Age--This teacher is between the ages of 35 and 44.

Total academic preparation--She is certified to teach business and holds a master's degree from a state college.

Business preparation--She has preparation in business at the high school level in communication skills and at the undergraduate level in communication skills, recording skills, general business, and office practice.

Professional business education--She has a limited amount of professional education in business. Her graduate work was in elementary education.

Teaching experience--She has taught for fourteen years in a small high school in the areas of communication skills, recording skills, general business, and office machines.

Office work experience--She has six months of office work experience, but it was not within the last five years.

Professional membership--She is a member of four professional organizations not including Phi Beta Lambda.

Sponsorship--She has not been associated with any business youth organization as sponsor.

Evaluation--This teacher is a mature business teacher with good undergraduate preparation in business. Her graduate work in professional education is in a non-related field which does not directly benefit her in teaching business subjects. Her teaching experience is well diversified in many areas of business education. Her office work experience is over ten years old and it is less than the one year required in the Oklahoma State Plan. She should more actively participate in professional organizations and overcome her lack of experience in dealing with business youth organizations.

While this teacher is qualified in terms of being certified and having three years of teaching experience, she must work for six months in an office and also complete the 12-hour requirement of graduate work in vocational business. Her potential for working in vocational business education rates at the medium level.

This teacher was rated as having potential in vocational business and office education; however, she must overcome certain deficiencies before she can be fully certified to teach in the vocational business programs under the Oklahoma State Plan. Other teachers receiving the medium potential rating were qualified in one or two of the three critical aspects but they had deficiencies in at least one of the significant aspects which would require considerable time and effort.

Low Potential

Low potential ratings were given to teachers who exhibited only slight possibilities for teaching vocational business education. However, they all evidenced degrees of potential which enabled them to be rated one step above those teachers rated as having no potential. Some of these teachers had no office work experience and had been away from formal education for a long time, but their ages were within a low enough range to permit them to satisfy the 12-hour requirement and complete the office work experience although this probably would not occur. There were 123 of the 555 business teachers who were considered to be at the low potential level as teachers of vocational business and office education. These 123 included 31 who were rated as having high potential and 92 who had no potential when evaluated in the numerical analysis. Thus, only 22.17 percent of the 555 business teachers, received low potential ratings. An example of a teacher who received a low potential rating when evaluated with the reasoned judgment technique follows:

Age--This teacher is between the age of 55 and 65.

Total academic preparation--She is a certified business teacher and has course work above her master's degree.

Business preparation--She has business preparation in communication skills and recording skills at the high school level; communication skills, recording skills, general business, and office practice at the undergraduate level, and general business at the graduate level.

Professional education--She has graduate and undergraduate preparation in vocational education, business education including student teaching at the undergraduate level, and professional business education at the graduate level.

Teaching experience--She has taught for twenty-five years in communication skills, recording skills, general business, and office practice in high school and evening adult programs.

Office work experience--She has over one year of office work experience which was within the last five years.

Professional membership--She is a member of four professional organizations.

Sponsorship--She has not sponsored a business youth organization.

Evaluation--This teacher appears to be well qualified in terms of academic preparation, teaching experience, and office work experience; however, this teacher added a footnote to her questionnaire indicating she would be interested in vocational business and office education, but she was only one year away from retirement.

This teacher, in spite of her many years of service to education and her deep background, must be given a low potential rating on the basis of age alone. Her potential would be in terms of initiating a program, but she could not see the program develop into full maturity. She was rated as having low potential in the vocational program.

Teachers with low potential ratings as teachers in vocational business education had one or more deficiencies which virtually left them out of consideration. Some of these teachers were without work experience or had very little. When this weakness was considered along with advanced age and need for the 12 semester hours of advanced preparation in business education, the potential was less than adequate.

No Potential

The teachers of business who received no potential ratings were obviously without potential as business teachers in vocational business and office education under the Oklahoma State Plan for they had deficiencies which were of such magnitude that in all likelihood they could not be overcome. It is encouraging to note in Table 2 that there were very few teachers who were so obviously without potential.

Of the 232 business teachers who were evaluated as having potential when the numerical consideration technique was applied, there

were only 5 who were evaluated through reasoned judgment as being without it. There were 29 additional teachers who were judged to have no potential, to give a total of 34 business teachers, or 6.12 percent of the 555 business teachers in this study. This means that there were, therefore, 93.88 percent of the business teachers who had at least some potential for vocational business education according to the reasoned judgment analysis.

An example of a teacher who was evaluated with the reasoned judgment evaluative technique as having no potential for teaching vocational business and office education follows:

Age--This teacher is between the age of 55 and 65.

Total academic preparation--She is a certified business teacher and has a master's degree with additional course work.

Business concentration--Her business preparation was in communication skills and recording skills at the undergraduate level and in general business and office practice at the graduate level.

Professional preparation--She has undergraduate preparation in methods and principles of business and graduate preparation in business education and vocational education.

Teaching experience--She has taught for 37 years in the areas of communication skills and recording skills.

Office work experience--She has less than one year of experience in an office.

Professional membership--She indicated membership in five professional organizations.

Sponsorship--She has sponsored a chapter of Future Business Leaders of America.

Evaluation--In spite of the many strong points in this business teacher's qualifications, her work experience is limited and she has only one year before retirement. It is unlikely that she can return to college for the graduate

preparation required in vocational business and office education under the Oklahoma State Plan, and then gain the necessary office work experience to enable her to initiate a vocational program in her school. She was, therefore, rated as having no potential.

This example of a teacher with no potential illustrates that age alone can be a factor which eliminates a teacher from a future in vocational business education. In spite of a good background in business preparation and in teaching experience the teacher must be rated down for advanced age. The teachers who were prepared in a field other than business education and who were only teaching one business course rated no potential for the reason of lack of adequate preparation.

Summary

The reasoned judgment evaluative technique as applied in an intensive investigation of certain factors contributes to a more comprehensive picture of the potential of teachers for vocational business and office education under the Oklahoma State Plan. The factors relating to teacher qualifications were probed in depth, and judgments were suspended until considerable evidence was gathered to support the ratings of high potential, medium potential, low potential, or no potential for teaching in vocational business and office education. The sample cases presented in this chapter are indicative of detailed information and organizational structure utilized in the determination of the rating of potential for each individual teacher.

The analysis of the potential of business teachers with the reasoned judgment evaluative technique revealed that many of the 232 teachers, who were not qualified in terms of being certified, having three years of teaching experience, and having one year of office work

experience, were qualified when considered on their individual merits. In this connection, of the 323 who had little potential when evaluated with a numerical analysis, there were 105 teachers who on the basis of reasoned judgment were rated as having high potential and 97 as having medium potential. These 202 teachers were in favorable positions for moving into vocational business education. There were 36 of the 232 potentially qualified teachers who met the minimum qualifications in the three critical areas but were rated as having either low or no potential when evaluated with the reasoned judgment technique. The results of the reasoned judgment evaluation, therefore, show, that 398 teachers or 71.71 percent, were in a favorable position for teaching vocational business and office education. This includes 242 with high potential and 156 with medium potential. On the other hand, there were 157 teachers, or 28.29 percent, who had little or no potential and, undoubtedly, should not seek certification in this area.

CHAPTER V

SUMMARY AND CONCLUSIONS

For the first time in the history of federal support for vocational education, financial aid for office education was provided in the Vocational Education Act of 1963. Under this act, funds may be expended for vocational education programs according to the state plans in the individual states. These funds should enable business education to keep pace better with the demand for business and office employees by extending and upgrading educational programs of vocational preparation.

This act is evidence of the progress of business education in this country that began with apprenticeship preparation. Throughout the history of business education the influence of the private business schools has been felt. Work experience was required of teachers who taught in private business schools and the students also worked in business establishments either during the day while attending school at night or through part-time work at night while attending school during the day. This kind of work experience is reflected in the requirements in the Oklahoma State Plan for Vocational Education. In the current operation of the Oklahoma State Plan, the classroom instruction and the coordination of on-the-job preparation is done by the same person. This person is known as a teacher-coordinator.

Through cooperative office education there are certain benefits for the school, the student, the community, and the teacher. The school is able to use the facilities and equipment of cooperating business firms and develop good will and understanding of employers. The students may earn money and at the same time receive practical preparation on the job. The community is furnished with a supply of potential full-time employees who have received supervised preparation. The teacher-coordinator in business is afforded the opportunity of teaching the student in the classroom and observing the quality of his production on-the-job; thereby being able to see the relationship between the means and the end. Thus, the school and the community are drawn closer together through vocational business education.

The elements of the vocational business education curriculum now include foundational business education designed for all persons, regardless of their career interests and their cultural or social status; preoccupational business education designed to develop business-type skills common to many families of occupations; and occupational business education for some persons to gain satisfactory employment in business and office positions.

Guidance of students interested in office positions in vocational programs rests with the vocational counselor prior to their commitment to the program. Vocational counselors enable students to select the proper courses in the foundational and preoccupational phases of the vocational program. After the students are enrolled in cooperative office education, the counseling rests primarily with the teacher-coordinator. To provide proper balance in the vocational program, students

have opportunities to participate in youth organizations that supplement the instructional program and provide opportunities for learning business manners.

The success of vocational business education depends upon the competency of teacher-coordinators, who must have specific qualifications according to the individual state plans. For a business teacher in Oklahoma to teach vocational business, he must meet the requirements set forth in the Oklahoma State Plan. He must have academic preparation leading to certification in business, at least three years of experience in teaching business, at least one year of office experience, and 12 semester hours of graduate preparation in methodology of office education, theory of cooperative office education, introduction to vocational education, office education content and methods, and office administration, management, and supervision.

Restatement of Problem

The problem of this study was to appraise the potential of business teacher in Oklahoma in 1964-65 for offering instruction with the major emphasis on preparation for specific kinds of business and office occupations. The problem was to analyze and evaluate specifically the extent and the nature of educational background, the teaching experience, and the work experience of currently employed high school business teachers.

In making the appraisal, several procedures were followed. First, questionnaire techniques were analyzed to determine their appropriateness for collecting data relative to the qualifications of Oklahoma business teachers. Second, there was developed a questionnaire that

was submitted to critical analysis by knowledgeable educators, by graduate students in a research seminar in business education, and by ten business teachers in Oklahoma City and Tulsa. The questionnaire was organized into five parts: (1) personal data about the responding business teacher, (2) the teacher's educational background, (3) the teaching experience of the teacher, (4) the teacher's office work experience, and (5) the teacher's professional memberships and work in youth organizations.

The questionnaire was mailed to the 962 high school business teachers listed by the State Department of Education. The State Department considered business teachers to be those who taught at least one subject in the business area. Distributive education teachers were only included if they taught at least one other business subject. There were 579 business teachers who responded and 555 of the questionnaires were usable.

A procedure was devised so that the qualifications of the Oklahoma high school business teachers in 1964-65 could be evaluated first with an objective numerical technique and second by a subjective reasoned judgment technique. The numerical technique was applied to data obtained from the 555 questionnaires in terms of eight elements related to the qualifications set forth in the Oklahoma State Plan. These aspects were: (1) total academic preparation, (2) teaching experience, (3) office work experience, (4) age, (5) business concentration, (6) professional business education, (7) experience in sponsoring youth organizations, and (8) membership in professional business education organizations. A point scale was devised and applied to the evaluation of each of these

eight aspects of teacher potential. Once the level of strength was determined for each teacher in each of the aspects, the data were key punched into integrated data processing cards. The punched-cards were submitted to a series of sorting operations in order to tabulate the data.

The reasoned judgment technique considered the long-range potential of the teachers; whereas, the numerical analysis judged the more immediate readiness of the teachers. The reasoned judgment technique involved a pattern whereby the qualifications of each of the 555 teachers were reviewed in terms of their individual value. After each teacher was rated, the data were summarized collectively in terms of four degrees of potential: high, medium, low, and none.

Summary of Findings

The most significant findings of the numerical evaluative technique are listed here in terms of the eight aspects of business teacher potential.

1. Business teachers in Oklahoma in 1964-65 were well qualified in terms of total academic preparation with over 90 percent of 555 teachers having adequate preparation for certification in business. There were 40 teachers who were not sufficiently prepared to be certified as business teachers although they had bachelors' degrees.

2. Business teachers in Oklahoma were adequately qualified in terms of teaching experience since approximately 80 percent of the 555 business teachers had taught business subjects for at least three years. Of these 434 business teachers, there were 345 teachers who had taught business subjects for at least five years.

3. In terms of amount of office work experience, the business teachers were fairly well qualified, but they were not so well qualified in terms of recency of that experience. There were over one-half of the 555 business teachers who had at least one year of office experience. There were 168 of these 310 business teachers who had not had any work experience within the past five years.

4. The ages of Oklahoma business teachers were in a favorable range for nearly 60 percent of the business teachers were between the ages of 25 and 45. This age range was such that few teachers should be handicapped in engaging in vocational business education because of their youthfulness or because of their advanced age.

5. The professional preparation of business teachers was at a high level with about seven-eighths of the teachers having preparation in methods of teaching business subjects and having had a student teaching experience, or both, in their college preparatory programs at the undergraduate level, the graduate level, or at both levels.

6. Most of the teachers of business had extensive concentrations of study in business. Approximately 99 percent of the business teachers had received at the undergraduate level some type of formal preparation in communication skills, recording skills, general business, and office practice. Many of these also received preparation in business at the high school and/or the graduate levels.

7. The teachers were not so well qualified in the aspect of sponsorship of youth organizations. Just under one-sixth of the business teachers ever sponsored a business youth organization of one type or another. Eleven percent sponsored a chapter of FBLA.

8. The business teachers were moderately strong in terms of membership in professional organizations. Approximately 60 percent of the 555 teachers in this study were members of at least three professional organizations.

It is evident that Oklahoma business teachers were in 1964-65 well qualified in terms of academic preparation, teaching experience, professional business education, and specialized study in business. However, the teachers were quite weak in the aspect of recency of office experience although over one-half of them had at least one year of experience. The business teachers were also weak in the aspect of sponsorship of youth organizations. Participation in professional organizations was yet another area of weakness because very few had memberships in more than three organizations.

There were less than one-half of the business teachers who were qualified in terms of the three critical aspects of being certified to teach business, having three years of teaching experience, and having one year of office work experience. Only 42 percent of the 555 teachers met these areas critical for vocational business and office education under the Oklahoma State Plan. Even some of these 232 teachers need to update their office experience, and all of them must complete the 12 semester hour requirement of graduate preparation. There were 408 teachers who had the necessary teaching experience and were certified; but 176 of these 408 teachers did not have three years of teaching experience in business.

In the reasoned judgment analysis the qualifications of each teacher were considered in terms of whether the teacher had potential

at four levels: high, medium, low, and none. In this evaluation the writer's judgment was withheld until enough evidence was gathered to form an opinion about the potential of each individual teacher. The results of the application of the reasoned judgment analysis are as follows:

1. Over 70 percent of the teachers were well qualified in terms of long-range potential for teaching vocational business and office education. Of these 398 teachers, 242 had high potential and 156 had medium potential. This means that these teachers were in a favorable age range, could without a great deal of difficulty gain the necessary graduate preparation, and could gain the necessary office experience by working for one or two summers to extend and upgrade their experience to become certified.

2. The remaining 30 percent of the teachers were judged as having either little or no potential as vocational business teachers. These teachers received low rating for either one or more of the following reasons: lack of office experience, less desirable age range, and weak preparation in business or in business education.

The reasoned judgment evaluative technique revealed a greater number of teachers with potential than did the objective numerical analysis. Both of these projected analyses were only theoretical in nature and should not be interpreted as being conclusive. On the basis of these theoretical data, it appears that the supply of potential vocational business teachers is sufficient to fill the anticipated openings for vocational teachers in Oklahoma.

In the final analysis, the business teacher potential may be lower than that reported in this study inasmuch as certain unknown

elements may reduce the actual number with potential. One of these elements is the lack of interest in vocational business education on the part of a teacher. A teacher with good potential might very well refuse to accept the responsibilities of coordination of a work program because of his lack of interest in the program. The aspect of age has been discussed in this study as another element that could limit the teacher's actual potential. In this regard, 22 teachers who were 55 to 65 years of age, had a relatively low potential because a limited amount of time remains for them to obtain the necessary work experience and graduate preparation.

Conclusions

On the basis of a careful analysis of the findings of this research investigation, the following facts and conclusions are significant.

1. Approximately 40 percent of the teachers in Oklahoma meet three of the four most essential requirements for teaching under the Oklahoma State Plan for Vocational Education. These teachers are certified to teach business, they have three or more years of teaching experience, and they have one or more years of office work experience. In order to become fully qualified vocational business and office education teachers, each of them must complete a minimum of 12 semester hours of specified graduate preparation. On the basis of this evidence, it may be concluded that the immediately available resource of substantially qualified Oklahoma business teachers is conducive to the rapid development of programs of instruction in which the major emphasis is on preparation for specific kinds of business and office occupations.

2. Approximately 30 percent of the teachers in Oklahoma have an appropriate background of preparation and are of such ages as to permit them to eventually acquire the additional graduate preparation, work experience, and/or teaching experience required for teaching in the program of vocational business education. Thus, it may be concluded that, in terms of the long-range possibilities for the development of vocational preparation for business and office occupations in Oklahoma, the outlook for having a more than adequate supply of qualified teachers is excellent.

3. Perhaps none of the remaining 30 percent of the business teachers in Oklahoma can be expected to participate in the vocational programs. The teachers in this group are not now and will not become qualified because they lack the basic preparation in business, they have little or no office work experience, and they are of such ages that they cannot expect to benefit much from participation in the vocational program. Even though this relatively large group of teachers will not be available, it may be concluded that their unavailability will not deter the development of the total vocational program.

4. In general, this study reveals that business teachers in Oklahoma are well qualified in terms of: (a) academic preparation, (b) teaching experience, (c) professional business education, and (d) specialized education in business. They are less qualified in terms of professional activities and office work experience, particularly the recency of such experience. They are extremely weak in experience in sponsoring youth organizations. All of the business teachers at this time need at least some of the 12 specified hours of graduate

preparation. It is significant that, for the most part, the ages of the teachers are such that they can benefit from working in vocational education. Thus, it may be concluded that the major concern of business educators in Oklahoma should be to find ways to enable significant numbers of teachers to gain the needed office experience, to help them gain experience in dealing with youth organizations, and to provide the graduate preparation specifically required by the Oklahoma State Plan.

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APPENDIX A

BUSINESS TEACHER QUESTIONNAIRE

BUSINESS TEACHER QUESTIONNAIRE

The purpose of this study is to collect information to be used in evaluating the academic background, teaching experience, and work experience of business teachers.

For the most part, the items require either a check mark or a short response.

A number of questions were difficult to formulate and undoubtedly the respondent may also have difficulty in answering. Comments in margins and in blank spaces will be appreciated. Please answer all items.

Return the completed questionnaire to Ronald L. Vaughn, College of Education, The University of Oklahoma, Norman, Oklahoma. A return envelope is enclosed.

Part One--Personal Data

Information given by the respondent will be held in strict confidence. The reporting of the data will in no way reveal the identity of the respondent.

A. _____
Name of Respondent

B. _____
Name of School

C. Age of Respondent. (Check one)
Under 25 ____; 25-34 ____; 35-44 ____; 45-54 ____; 55-65 ____; Over 65 ____.

Part Two--Education

A. Degrees:

	Degree (BS, MS, etc.)	Year Conferred	Institution Granting Degree Name	Location
Bachelor's	_____	_____	_____	_____
Master's	_____	_____	_____	_____
Other	_____	_____	_____	_____

(Assoc. Jr. Col., Professional Certificate, etc.)

B. Major Fields of Concentration: (Business, Education, English, Social Studies)

Bachelor's	_____
Master's	_____
Other	_____

C. Approximate Number of Semester Hours beyond Highest Degree _____.

D. Indicate your approximate grade average. Undergraduate _____ Graduate _____.
(Please use letter grades A, B, C)

E. Short courses and workshops that you have attended.

Name	Location	Year	No. of Weeks
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

F. How many high school units and college semester hours do you have in these areas? (Indicate quarter credits, please.) Careful estimates will be sufficient.

AREAS	HIGH SCHOOL (Units)	UNDER- GRADUATE (Semester Hours)	GRADUATE (Semester Hours)
COMMUNICATION SKILLS:			
Typewriting	_____	_____	_____
Shorthand and Transcription	_____	_____	_____
Business Communication	_____	_____	_____
Other: (specify) _____			
RECORDING SKILLS:			
Accounting	_____	_____	_____
Business Mathematics	_____	_____	_____
General Mathematics	_____	_____	_____
Other: (specify) _____			
GENERAL BUSINESS:			
General Business	_____	_____	_____
Business Law	_____	_____	_____
Economics	_____	_____	_____
Business Management	_____	_____	_____
Finance	_____	_____	_____
Marketing including Retailing	_____	_____	_____
Office Management	_____	_____	_____
Other: (specify) _____			
PRACTICE OR LABORATORY COURSES:			
Office Procedures or Secretarial Practice	_____	_____	_____
Office Machines	_____	_____	_____
Data Processing Machines	_____	_____	_____
Other: (specify) _____			
VOCATIONAL EDUCATION:			
Introduction to Vocational Education	_____	_____	_____
Principles of Vocational Education	_____	_____	_____
Theory of Cooperative Office Experience	_____	_____	_____
Theory of Distributive Education	_____	_____	_____
Other: (specify) _____			
PROFESSIONAL BUSINESS EDUCATION:			
Principles of Business Education	_____	_____	_____
Methods of Teaching Business Subjects	_____	_____	_____
Problems of Teaching Basic Business	_____	_____	_____
Curriculum Studies in Business Education	_____	_____	_____
Business Education in Secondary Schools	_____	_____	_____
Student Teaching in Business Education	_____	_____	_____
Other: (specify) _____			
OTHER PROFESSIONAL EDUCATION:			
Psychology and Measurement	_____	_____	_____
History and Philosophy of Education	_____	_____	_____
Guidance	_____	_____	_____
Supervision	_____	_____	_____
General Administration	_____	_____	_____
Higher Education	_____	_____	_____
General Education	_____	_____	_____
Student Teaching in area other than Business	_____	_____	_____
Other: (specify) _____			

Part Three--Teaching Experience

- A. How long have you taught? _____ years.
- B. How long have you taught in your present position? _____ years.
- C. Do you hold a standard certificate for teaching business? Yes ___ No ___.
- D. How much time do you devote to teaching business? Full time___ Part time ___.
- E. What subjects are you currently teaching? _____

F. Please indicate in the appropriate grade level column or columns the number of years for each of the below listed subjects which you have taught. (Careful estimates will be sufficient)

AREAS	GRADE LEVELS						
	Jr HS	H.S.	Evng. Adult	Jr. Col.	Pvt. Bus.	College or University	Other (mil., etc.)
COMMUNICATION SKILLS:							
Typewriting I							
Typewriting II							
Shorthand I							
Shorthand II							
Transcription							
Business Communications . .							
Other: (specify) _____							
RECORDING SKILLS:							
Bookkeeping I							
Bookkeeping II							
Business Mathematics . . .							
Recordkeeping							
Other: (specify) _____							
GENERAL BUSINESS:							
General Business							
Consumer Economics							
Economics							
Business Law							
Other: (specify) _____							
PRACTICE OR LABORATORY:							
Office Procedures							
Office Machines							
Data Processing Machines .							
Other: (specify) _____							
VOCATIONAL EDUCATION:							
Cooperative Office							
Cooperative Distributive .							
Diversified Occupations . .							
Other: (specify) _____							

Part Four--Business and Office Work Experience

Please list your business and office work experience placing latest employment first. (Include military if it is applicable).

Job Title	Full time, Part time, or Summer	Name of firm	Inclusive Dates (i.e. 6/52--6/56)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Part Five--Professional Organizations

A. Check the organizations in which you either are now or have been a member.

☐ National Education Association	☐ Oklahoma Education Association
☐ American Vocational Association	☐ Delta Pi Epsilon
☐ National Business Education Association	☐ Pi Omega Pi
☐ Oklahoma Business Education Association	☐ Phi Beta Lambda

B. Which of the following organizations have you ever sponsored?

	No. of Years	Are you currently? (Yes or No)
☐ Phi Beta Lambda	_____	_____
☐ Future Business Leaders of America	_____	_____
☐ Distributive Education Clubs of America	_____	_____
☐ Local Business Education Club	_____	_____

C. Have you engaged in any study of the implications for business education in the Vocational Education Act of 1963? Yes _____ No _____.

D. With an understanding that at least a portion of federal funds will be used to supplement teachers' salaries, are you interested in meeting the standards of graduate education and work experience for employment under vocational education? Yes _____ No _____.

APPENDIX B

REPRESENTATIVENESS OF SAMPLE

REPRESENTATIVENESS OF SAMPLE

The chi-square test was used to establish the representativeness of the 579 business teachers who returned the questionnaires that were mailed to a total of 962 teachers.

The first step was the categorization of the high schools involved in terms of the numbers of teachers in them. There were 51 finite categories of schools, ranging from those with only three teachers to the combined high school system of Oklahoma City with 1,168 teachers. A distribution was made of the business teachers in the various categories of schools to determine the theoretical (expected) responses. The differences between the theoretical responses and the observed (actual) responses in each of the 51 categories were used to determine the chi-square values. The composite chi-square was 39.560 with 50 degrees of freedom.

To bring all of the theoretical responses up to the required number of 5, it was necessary to combine a few of the categories of school size. When this was done, the new chi-square value was 33.629 with 32 degrees of freedom.

For a study solidly based on statistics, this value would be less than adequate. It does indicate, however, that for the purposes of this particular study there was no significant difference between the 579 business teachers who returned questionnaires and the total population of 962 business teachers.