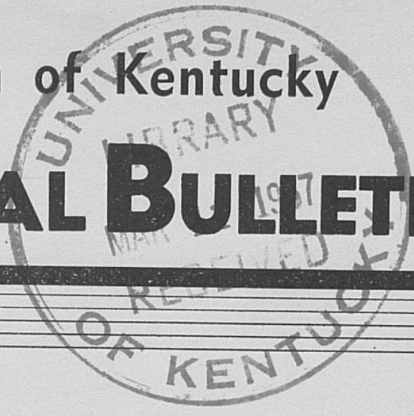


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Commonwealth of Kentucky

EDUCATIONAL BULLETIN



BUSINESS EDUCATION HANDBOOK

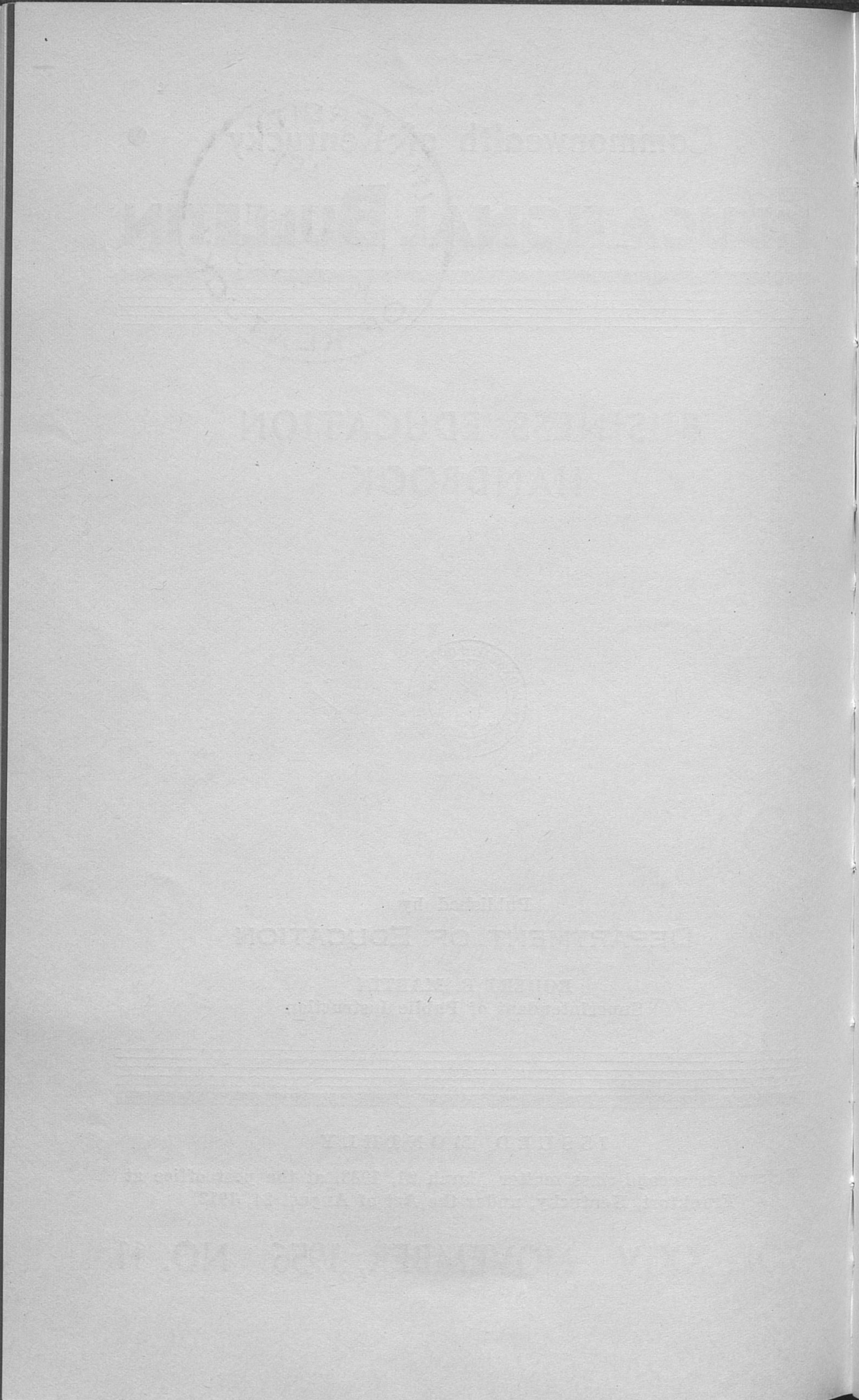
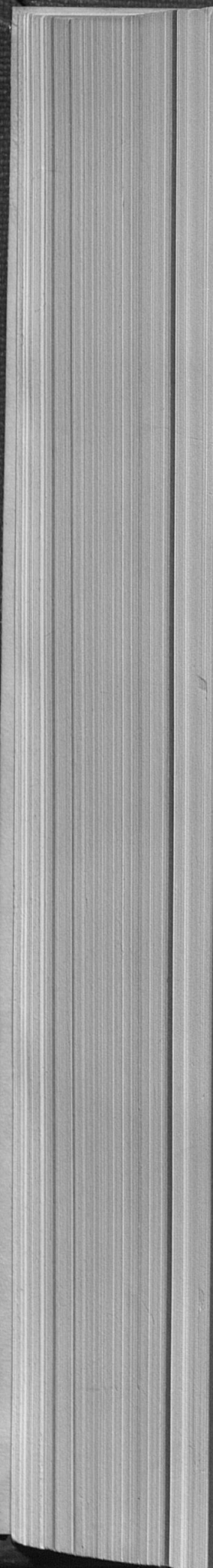


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Superintendent of Public Instruction

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FOREWORD

During the summer of 1956 a Business Education Curriculum Workshop was conducted at the University of Kentucky. This Bulletin is a product of that Workshop. This Work Conference was directed by Professor Vernon A. Musselman, Chairman, Department of Business Education, University of Kentucky. The State Department of Education cooperated in this undertaking. Many teachers in the field of business education as well as graduate students took an active part in preparing materials found in this Bulletin.

I wish to take this means of congratulating all who had an active part in the preparation of the Bulletin and also of expressing my appreciation for their contributions. I am confident that the administrators of our public schools and the teachers of business education in our high schools will find the suggestions and materials presented herein most helpful.

ROBERT R. MARTIN,
Superintendent of Public Instruction

ACKNOWLEDGMENTS

The idea of this bulletin was conceived by members of the Executive Board of the Kentucky Business Education Association. Through the cooperation of this group together with personnel in the State Department of Education four workshops were held in different areas of the State to determine the contents of this bulletin. All business teachers in each of these areas were invited to participate in the workshops.

The end product in any undertaking of this kind always represents a compromise of differing points of view. We can never achieve complete unanimity of opinion on details but we did agree on basic principles and broad outlines.

The assistance of Mr. Claude Taylor of the State Department of Education was extremely valuable. The interest and encouragement of the State Superintendent of Public Instruction was greatly appreciated.

Special recognition should be given to the following Kentucky teachers who shared in the responsibility of writing the various sections of this bulletin: Mr. Charles Barker, Irvington; Mrs. Amanda Campbell, Corbin; Mrs. Idamae Ditto, Shelbyville; Miss Martha Dotson, Midway; Mrs. Allie Jones, Georgetown; Miss Sara Frances Lamb, Lexington; Mrs. Julia Monroe, Falmouth; Mrs. Betty Newby, Paris; Mrs. Maxine Price, Liberty; Mrs. Esther Runyon, Bardstown; and Mrs. Mary Watson, Paris.

Our thanks are also expressed to four people who read and criticized the manuscript after it was completed: Mr. Ross Anderson and Miss Alice Cox of the Morehead State College faculty; and, Mr. Vernon Anderson and Mr. Thomas Hogancamp of the Murray State College faculty. The members of the workshop also wish to express their appreciation to Mrs. John McKinney, who typed the manuscript.

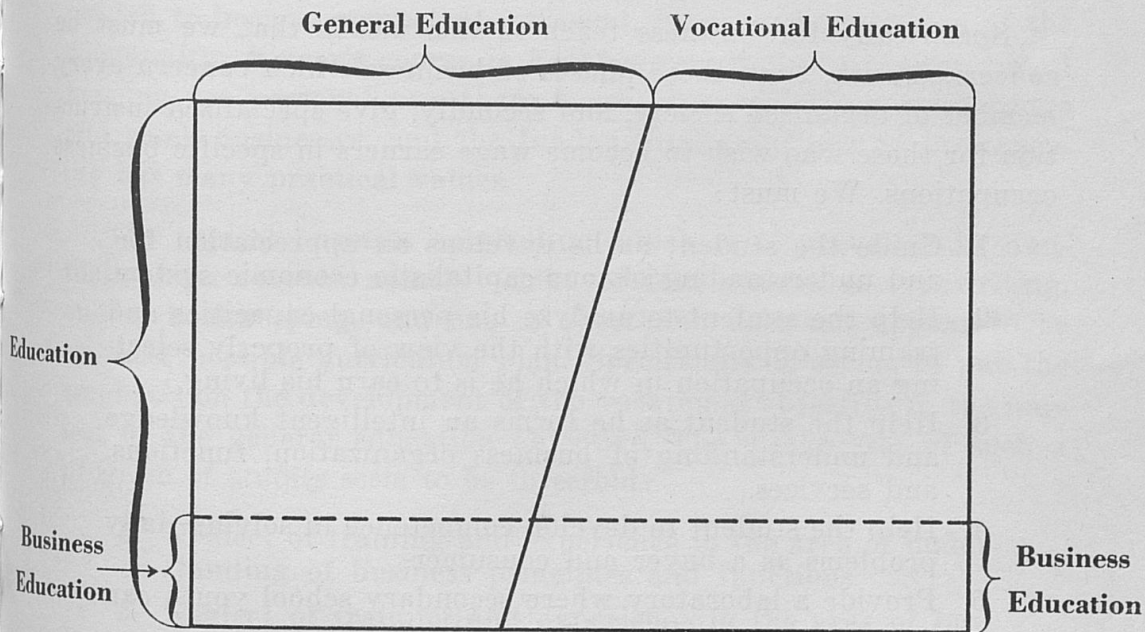
VERNON A. MUSSELMAN, *Chairman*
Department of Business Education
University of Kentucky

CHAPTER I

THE OBJECTIVES OF BUSINESS EDUCATION

We are living in a world of business. In many ways our daily lives are influenced by various activities of business. We all use the services of business and a large segment of our population is employed by business. Our schools are expected to provide a *learning* environment that enables all youth to understand and appreciate the basic economics operating in this country and in other parts of the world. Our schools are also expected to provide those youth who wish to make a career in business, with opportunities to prepare themselves for initial employment.

Authorities in the field of business education are in agreement that business education is both general education and vocational education. This relationship is clearly shown by the diagram below.



Business education was defined in the American Business Education Yearbook, Volume 4, as:

Business education is that area of education that teaches the learner to understand, to appreciate, and to perform effectively the work of managing, recording, communicating, consuming, and distributing within the processes of

production, distribution, consumption, and exchange of economic goods and services.¹

This definition includes both general education and vocational education objectives.

Since we all are users of goods and services supplied by business we must understand business as it serves us. We must also learn to utilize those services effectively as consumers. We must fulfill our citizenship responsibilities in relationship to society. All of this is included in "general business education" as defined by the editorial staff in the American Business Education Yearbook, Volume 6, as follows:

General business education is that training needed by all in order that (1) each may carry on effectively his daily business activities centered about the home and his personal business life, (2) each may understand and participate in the business life of the community and of the nation as these affect him personally and as they relate to the well-being of every other citizen, and (3) each may have an understanding of business as a factor in world relations and in world economic well-being.²

Specifically for business teachers this means that we must be concerned with, first, those phases of business which concern every member of organized society, and secondly, give specialized instruction for those who wish to become wage earners in specific business occupations. We must:

1. Guide the student as he develops an appreciation for, and understanding of, our capitalistic economic system.
2. Help the student to analyze his personal capacities and training opportunities with the view of properly selecting an occupation in which he is to earn his living.
3. Help the student as he forms an intelligent knowledge and understanding of business organization, functions, and services.
4. Help the student to develop competence in solving daily problems as a buyer and consumer.
5. Provide a laboratory where secondary school youth can practice democratic living as citizens.

1. Paul E. Muse, "Principles of Curriculum Construction in General Business Education," Chapter 4, THE CHANGING BUSINESS EDUCATION CURRICULUM, American Business Education Yearbook, Vol. 4, 1947, page 49.
2. GENERAL BUSINESS EDUCATION, American Business Education Yearbook, Vol. 6, 1949, page 5.

CHAPTER II

THE BUSINESS CURRICULUM

Since business education contributes both to general education and vocational education the question naturally arises: "How can we best plan a curriculum that fulfills both objectives?"

When selecting courses for the high schools in small rural communities, we should schedule, first of all, classes in typewriting and general business.

Ideally, the small high school should offer a number of general business courses that benefit all of the students of the school. A full year of typewriting serves both those students who wish it for personal use and those who desire to develop vocational competence. A general business course, to be given during one's first year in high school, should include general everyday business information needed to become competent, efficient, functioning members of the community. A year's course in bookkeeping that emphasizes record keeping for personal use, those types of records kept by farmers and small businesses, and the fundamental principles of bookkeeping has many practical values.

The typical business curriculum which is so prevalent in Kentucky high schools, namely: three or four classes of typewriting, one of bookkeeping, and one of shorthand does not appear to be the best possible curriculum plan. Specifically it seems to put the emphasis on the development of the vocational objective to the neglect of the general education objective. The weaknesses of such a program of studies seem to be threefold:

1. Neglect of training and experience in the area of understanding of business principles and functions
2. Neglect of training and experience in the area of buy-manship and consumership
3. Emphasis on vocational training for office occupations to the neglect of training and experience in selling and other business occupations into which more high school youth enter than enter the office occupations

A more justifiable program would appear to be one which offers courses in selling, consumer economics, and business principles and

functions. In order to include these subjects, it is necessary to alternate the offering of certain subjects in the small school, teaching them during alternate years. It will also be necessary to reduce the number of typewriting classes which can be done by increasing the number of typewriters and the enrollment in each class. These suggestions would enable a one-teacher school to offer a business program for our high school youth which is superior to the typical program being offered today. The following two-year program is offered as an example. It is understood, of course, that each individual school will vary its offerings from this suggestion to meet the needs of the community.

SUGGESTED TWO-YEAR BUSINESS SCHEDULE FOR ONE TEACHER

First Year		Second Year	
Period	Both Semesters	First Semester	Second Semester
1	Typewriting (10) ¹	Typewriting (10)	Typewriting (10)
2	Typewriting (10)	Typewriting (10)	Typewriting (10)
3	Planning ²	Planning Period	Planning Period
4	General Business (9)	Consumer Economics (11 and 12)	Business Law (11 and 12)
5	Shorthand (11-12)	Bookkeeping (10 and 11)	Bookkeeping (10 and 11)
6	Selling (12)	Office Practice (12)	Office Practice (12)

¹Figure following subject indicates the grade or grades in which the subject should be offered.

²Since this proposed program calls for four different preparations, the teacher should be given one period for planning and preparing his class work.

Larger schools can offer more than one curriculum. One five-way curriculum is suggested on the following page.

A FIVE-WAY BUSINESS CURRICULUM FOR LARGE SCHOOLS¹

	9th Grade	10th Grade	11th Grade	12th Grade
Subject Suggested for All Bus. Pupils	English General Science	English Consumer Econ. (½U.)	English American History	English ² Current World History
Bookkeeping	General Business Algebra I	Typewriting Algebra (½U.) Business Math. (½U.) Economic Geography (½U.)	Bookkeeping Salesmanship (½U.) Elective (½U.)	Bookkeeping II Business Law (½U.) Economics (½U.)
Secretarial	Intro. to Business Elective	Typewriting Economic Geography (½U.) Business Math. (½U.) Elective (½U.)	Shorthand Bookkeeping	Office Practice Business Law (½U.) Economics (½U.)
General Clerical	Intro. to Business Algebra I	Typewriting Business Math. (½U.) Economic Geography (½U.) Elective (½U.)	Clerical Practice I Bookkeeping	Clerical Practice II Business Law (½U.) Economics (½U.)
Merchandising	Intro. to Business Elective	Typewriting Economic Geography (½U.) Business Math. (½U.) Elective (½U.)	Bookkeeping Salesmanship (½U.) Advertising (½U.)	Retail Merchandising Business Law (½U.) Economics (½U.)
General Business	Intro. to Business Elective	Typewriting Economic Geography (½U.) Business Math. (½U.) Elective (½U.)	Bookkeeping Salesmanship (½U.) Elective (½U.)	Economics (½U.) Business Law (½U.) Elective

¹All courses include 2 semesters of work (1 unit of credit) unless labeled ½U. which indicates 1 semester of work (½ unit of credit).
²Suggestion: 1 semester of the regular 12th grade English should be Business English.

CHAPTER III

THE PROFESSIONAL GROWTH OF THE BUSINESS TEACHER

Periodic appraisal of teaching efforts and its resulting improvement contribute materially to one's becoming a highly successful teacher. Some of the ways for business teachers to revitalize and upgrade classroom instruction are through membership and participation in professional organizations and through the use of teaching suggestions found in professional periodicals.

Each business teacher should join at least the state and regional organizations. The names and addresses of the secretaries of these associations are given below. Should they be changed, these people will gladly forward your inquiries to their successors.

Professional Organizations

1. Kentucky Business Education Association, dues \$1.00 a year.
Mrs. Lucille Poyner, Secretary
Reidland High School, RR 8
Paducah, Kentucky
2. Southern Business Education Association, } dues \$5.00 a year.
3. United Business Education Association, }

These latter two organizations have a combined membership and publication program. Their monthly publication is the *UBEA Forum* and their quarterly publication is the *NBE Quarterly*.

Mr. Hollis P. Guy, Executive Secretary
1201 Sixteenth Street, Northwest
Washington, D. C.

4. National Business Teachers Association, dues \$3.00 a year.

This organization publishes the *American Business Education* quarterly and the *ABE Yearbook* annually.

Mr. Carl H. Cummings, Secretary
Western Illinois State College
Macomb, Ill.

Membership in each of these associations entitles one to receive their publications.

In addition to the publications of the professional associations there are several other fine magazines available for business teachers. Among them are:

Business Education World, published by the Gregg Publishing Division of the McGraw-Hill Book Company, Inc., 330 West 42nd, New York 36, N. Y. The subscription price is \$3.00 a year or \$5.00 for two years.

The Balance Sheet, a free publication of South-Western Publishing Company, 5101 Madison Road, Cincinnati 27, Ohio, may be obtained by request.

Business Teacher, published by Gregg Publishing Division of the McGraw-Hill Book Company, is free upon request.

The Journal of Business Education, published by Robert C. Trethaway, 34 North Crystal Street, East Stroudsburg, Pennsylvania, is \$3.00 a year or \$5.00 for two years.

Today's Secretary, published by the Gregg Publishing Division of McGraw-Hill Book Company, is \$3.00 a year or \$5.00 for two years. (Lower rates available to students when as many as 10 subscribe.)

Graduate Study

Graduate study offers the teacher an opportunity to keep abreast in his field in many ways. He not only has the opportunity to learn, but to compare experiences and methods with other teachers. The teacher doing graduate study may plan his program under the supervision of the recognized leaders in the field.

Graduate work is offered by all state colleges in Kentucky and by the University of Kentucky and the University of Louisville. Hundreds of courses acceptable for graduate credit are listed in the catalogues of the various universities under the many departments. Graduate study is an experience in which every teacher should participate.

Business Experience for Teachers

The proper types of occupation training courses can be acceptable for credit in many institutions. Many kinds of planned work experiences are helpful, but they should be done mostly in the areas in which the trainee is teaching.

Banks and business offices are cooperating with educational institutions in work-experience programs where teachers may work while earning credit on graduate or undergraduate level.

Some of the benefits of such training lie in the coordination of industry, and education, development of teamwork, and acquaintance of teachers with procedures to be used by their pupils when they go to work. Cooperative education frees the individual student, as well as the teacher, from narrow curriculum patterns. It provides opportunity for the teacher to experience new and different ways of learning. The motivation produced by work experience is the key to related instruction.

Visits to Business Firms

Business-Education Day has great possibilities for business teachers. It helps business teachers and administrators organize curriculum offerings in business subjects by seeing what business is looking for in terms of types of jobs available, requirements, and standards. The teacher gains an enlarged perspective of teaching business subjects.

CERTIFICATION

A detailed explanation of certification requirements for teachers is found in a State Department of Education Bulletin entitled *Revising the Teacher Education and Certification Program*.

There are certain general requirements which all secondary teachers must meet. These are treated fully in the bulletin. In addition, in order for a teacher to be fully qualified to teach business subjects he must meet one of the plans given below.

A teaching area in business education shall consist of a minimum of 48 hours in commerce (business education) as the following:

- | | |
|--------------------------------------------------|--------------|
| 1. Accounting | 8 sm. hours |
| 2. Secretarial Practice | 14 sm. hours |
| 3. General Business | 18 sm. hours |
| 4. Business Education
(Methods and Materials) | 4 sm. hours |
| 5. Business Electives | 4 sm. hours |

or

the completion of two majors one of at least 26 semester hours in commerce distributed as follows:

- | | |
|-------------------------|--------------|
| 1. Secretarial Practice | 14 sm. hours |
| 2. Business Education | 2 sm. hours |
| 3. General Business | 2 sm. hours |
| 4. Elective in Commerce | 8 sm. hours |

or

the completion of two majors one of at least 26 semester hours in distributed as follows:

- | | |
|-------------------------|--------------|
| 1. General Business | 14 sm. hours |
| 2. Accounting | 8 sm. hours |
| 3. Secretarial Practice | 2 sm. hours |
| 4. Business Education | 2 sm. hours |

or

the completion of two majors one of at least 26 semester hours in distributed as follows:

- | | |
|-------------------------|--------------|
| 1. Accounting | 14 sm. hours |
| 2. General Business | 8 sm. hours |
| 3. Secretarial Practice | 2 sm. hours |
| 4. Business Education | 2 sm. hours |

CHAPTER IV

TEACHING AIDS IN BUSINESS EDUCATION

No teacher can afford to neglect the wealth of instructional materials available at little or no cost from the publishing companies; from the federal, state, and local governments; from business and labor organizations; from public service organizations; and from professional periodicals. These valuable materials should be utilized effectively to meet individual differences, provide motivation, and supplement basic teaching materials.

Teachers' Manuals and Solutions Booklets

The teachers' manuals to accompany textbooks, are supplied by publishing companies to assist the teacher in planning and making the most effective use of the textbooks. The solutions booklets are other aids that are supplied to the teacher; sometimes they are a part of the teachers' manuals, but frequently they are separate booklets — these are the teachers' keys and contain the correct answers to questions at the end of chapters and the answers to all problems in the texts. However, care should be taken that the manuals and the solutions booklets do not become "crutches" — substituting for the thinking a teacher must put into his planning and teaching.

Workbooks

The use of workbooks, usually prepared by authors of textbooks, offers many advantages to both student and teacher. Good workbooks, put to wise and judicial use, provide the following advantages:

1. They analyze and summarize what the student studies.
2. They provide for assignments varying in difficulty from simple to complex. They can be an excellent means for helping to provide for individual differences.
3. Workbooks serve as references for in- or out-of-class review. They give the follow-up repetitive drill and practice on spelling, usage and meaning of new terms which are so essential to vocabulary building.
4. They save time of students by providing convenient forms and materials. If a student rules his own paper he will not actually be studying very much.

5. Workbooks save time of the teacher. It is easier and quicker to evaluate work when there is uniformity of paper and identical location of the work on each page.
6. They provide opportunities for students and teachers to integrate the principles, techniques, and skills in a unifying manner.
7. They aid in student evaluation. Students can pretest themselves on new assignments and can review tests for course examinations.
8. Workbooks instil confidence, stimulate interest and create pride and initiative; thus leading to satisfaction of accomplishment.
9. Workbooks result in saving of money. Experience shows that a student who does not have a workbook may use much more paper than one who does because in workbook form the copy is arranged so that very little, if anything, is wasted.

Honor Rolls, Pins and Awards

An honor roll, pin, and award program, if properly conducted, provides many worth-while experiences to the students. Below are listed forms of motivation that occur as a result of these types of student recognition:

1. raise achievement to higher levels
2. give the student an opportunity to find out how he ranks in comparison with others.
3. maintain interest in school
4. provide an opportunity to teach good sportsmanship
5. encourage neatness and legibility of work
6. develop initiative
7. develop personal pride in his work

Reference Materials, Pamphlets, and Supplementary Books

Many schools now have a rich supply of reference materials, supplementary books, and pamphlets. Through a variety of such materials we can provide for individual differences, not only in rate of learning, but also in quality of learning. Many of these materials will aim to overcome the limitations of the walls of the classroom and restricted personal experiences. They awaken new desires and interest and provide for economical learning. Some practical ways of utilizing these materials are:

1. Should be integrated with other curriculum materials
2. Should be previewed in advance of use in the classroom
3. Should be taught, not merely shown
4. Provisions should be made for follow-up
5. Too many aids should not be used at one time

6. Should be supplementary — not supplant the teacher and textbook
7. No one type of material is best for all learning situations; each has a specific role in order to provide maximum effectiveness

Lists of sources, either free or at a small cost, are available from many places. The Business Education Department at the University of Kentucky publishes periodically lists of sources of free and inexpensive materials available to business teachers. These are also available from book publishers and other state universities.

CHAPTER V

LAYOUT AND EQUIPMENT FOR A BUSINESS EDUCATION DEPARTMENT

Location

The department should probably be located on the first floor near the principle's office. This is desirable so that certain machines may be used by the office personnel as well as by pupils.

Number of rooms

Plans will be given for three classrooms with suggestions pertaining to what adjustments will be necessary for small or large schools.

The three classrooms for which plans are given are:

1. Typewriting — basically
2. Bookkeeping — basically
3. Office Practice — basically

A plan is also given for a private conference office.

Size of each room

Most authorities agree that pupil units, or stations, for the bookkeeping and typewriting rooms should not exceed **thirty** — preferably there should be only twenty-seven. Recommended enrollment in office practice is not to exceed twenty pupil units. The rooms planned in this layout have allowed 25 square feet per pupil unit in both the bookkeeping and typewriting rooms, and 30 square feet per unit in the office practice room. For the teacher's area, 120 square feet have been allowed.

Layout and built in features

In the general recommendations that follow, we shall try to give suggestions and specifications that, according to our research, seem to be desired by the greatest number of teachers, and are approved by authorities in these fields.

Lighting and windows

For business education classrooms 30 to 50 foot-candles by meter check are recommended. Each row of lights should be controlled by separate circuits. Windows should be on the right of pupils in the typewriting room. Windows should be equipped with shades or draw drapes for showing films. There should be electric outlets near all pieces of electric equipment and in the back and the front of the room.

Chalkboards, tackboards, and bulletin boards

Bulletin boards should be accessible to pupils as they enter and leave the room. If wall space is at a great premium, doors to storage units might be used for bulletin boards.

Available space for chalkboard and tackboard should be divided equitably according to the use of each room. The bookkeeping room should have a chalkboard on two walls of the room.

It is desirable to have chalkboards and tackboards equipped with adjustable hangers for charts and maps.

Cabinets, wardrobes, and bookcases, and shelves

A set-in slanting shelf on the lower portion of a rear wall will be convenient for holding the books which pupils are obliged to bring to the room with them. The top portion of the wall could have storage sections with a private unit for each pupil in which he may leave his business kits and supplies. Ample storage cabinets, built-in bookcases, and a wardrobe, are desirable in each room.

RECOMMENDATIONS FOR THE TYPEWRITING ROOM

Again, it should be pointed out that the lists for equipment that are given here are not hard and fast rules. They are only guides, and may be adapted to the needs of various schools or business education departments.

Typewriters

Twenty-seven to thirty typewriters (preferably all of one kind) depending on the services available in your local community.

It is easier for teachers to instruct beginners if all machines are alike. However, it is the opinion of some authorities that pupils should become familiar with, and have practice on, different types of machines.

A part of the machines need to be elite type, to take care of the preparation of layouts and forms that necessitate small print. Most authorities now say that the keyboards should have the letters on the keys.

If there is no office practice room in the school, one long carriage typewriter, and one electric typewriter could be included in the regular typewriting room.

Typewriting tables

Tables may range in height from 26 inches to 31 inches; three or four tables of minimum height, three or four of maximum height, and the remaining ones 27, 28, 29, and 30 inches high. A standard recommendation for the top is 18 inches by 36 inches.

The tables may be built with a shelf for a sliding drawer on the left underneath side. A separate drawer for each pupil who uses the desk during the day could be stored in built-in storage units in one wall of the room.

A teacher might prefer to have a desk-type table with a pedestal of drawers on the left, in which supplies may be kept by the pupils.

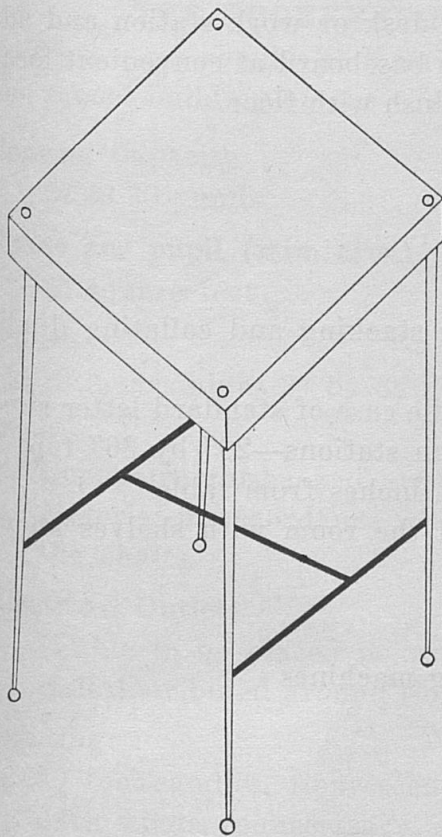
Typewriting chairs

Chairs with storage spaces underneath are convenient, especially, if there are no shelf spaces for holding these articles. Chair seats that are eleven inches below the top of the table are preferred. This means that they would range from 16 to 19 inches high. Very good adjustable chairs are available.

Teacher's equipment

A two-pedestal desk, a swivel chair, a demonstration stand, and a five-drawer filing cabinet are needed. Each typewriting room can use to advantage a paper cutter, a stapler, and a timer.

For a simple stand consisting of a box-type construction to be placed on a typewriting table see: "Build Your Own Typewriter Demonstration Stand" by L. J. Fedor, *UBEA Forum*, April 1951, 5:27.



1. Stand of pipe or wood
2. Top of oak 19 x 17
3. Tray of plywood 6 $\frac{3}{4}$ x 17

THE OFFICE MACHINES ROOM

Location

Located between the typewriting room and bookkeeping room with connecting doors.

Size of Room

Number of pupils per room — 20
Space per pupil — 34 square feet
Space per teacher — 120 square feet
Total area of room — 800 square feet

Physical Features

Lighting — Fluorescent lights with 50 foot candle power evenly distributed. The rows of lights should be controlled by separate circuits.

Doors entering the room from both the bookkeeping room and the typing room.

There should be a chalkboard on one wall.

A bulletin board approximately 4 feet by 8 feet accessible to the pupils as they enter and leave the room.

Ceiling and walls acoustically treated.

Electrical outlets — one for each desk or work station and additional outlets spaced around the baseboard at convenient locations. Outlets if in floor shall be flush with floor.

Equipment

Lavatory

Paper Towel and Soap Dispenser

Bookcase — Adjustable shelves

Lineoleum — top work table for stacking and collating duplicated materials

Minimum of one 4-drawer metal file case of standard letter size

Desks for typing and transcription stations—20" by 36" top

Chairs — Good, straight-back, 11 inches from table

Counter for machines all around the room with shelves above them

Suggested Machines

One to three units of transcribing machines

One long-carriage typewriter

Electric typewriter

Spirit duplicator

Illuminated drawing board

Stencil type duplicator

Calculators

Adding machines

Paper cutter

Filing units

Standard typewriters

It is recommended that an office be accessible to the other rooms and that it be a part of the office practice room. (see diagram) This office would be used for conferences, private dictation from records, and for the teacher's use. The office would include a teacher's desk, filing cabinets, and a bookcase or shelves for reference material.

If there is no office practice room, the following equipment should be put in the typewriting room:

Spirit duplicator

Stencil type duplicator

Electric typewriter

Adding machine

Long-carriage typewriter

THE BOOKKEEPING - SHORTHAND ROOM

This room should be located at the northern or eastern side of the school building on the first floor, near the general office.

Seating Capacity

27 to 30 pupils

Space per pupil (min. area)

25 square feet

Tables

29 inches high; 24 by 36 inch top (Steel base, solid plastic top)

Chairs

Good, straight-backed, swept-back legs, 18 inches from the floor. Material in accordance with the tables. Rack for books beneath the chairs

Electrical Outlets

(Cable to be placed in center of floor) 6 to 10 double outlets well distributed around the room

Lighting

50 foot-candles, fluorescent (Seek professional advice). Avoid dark spots, unnecessary shading, and poor choice of paint. Windows — northern exposure.

Exhibit Space

Chalkboards — Cover the front and one sidewall
Bulletin boards — One complete section

Walls, Ceiling, Floors

Choose a light shade of paint. Consider location, floor coloring and color of chalk and bulletin boards

Teacher's Area

120 square feet of floor space; a desk approximately 30 by 60 inches

Miscellaneous

Dark shades, permanent screen (Visual Aids), storage space (reference books and other instructional materials), one good pencil sharpener, and adequate wastepaper containers

If this room is to be used to teach typewriting, the following steps are suggested:

Tables

24 by 66 inches, this will accommodate two bookkeeping students and will provide adequate space for the working area of the shorthand student

Additional Furniture

File case, pedestal for projection machine, demonstration stand

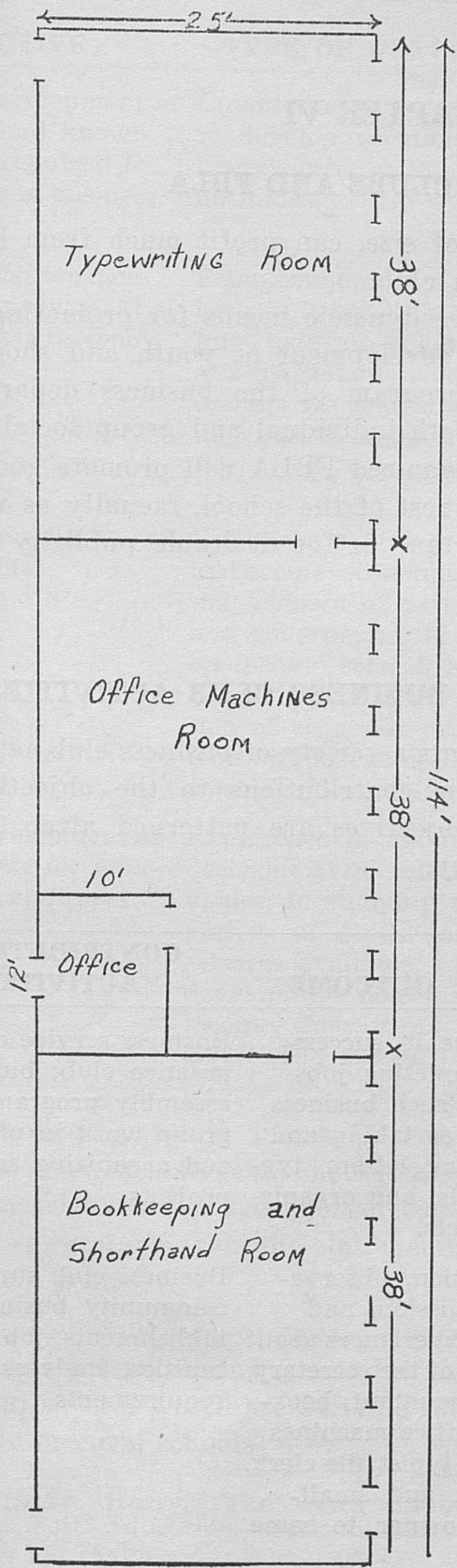
Additional Machines

Spirit duplicator
Stencil duplicator

Miscellaneous

Dictionaries, stapler, paper cutter, letter trays, an interval timer

Corridor



Business Department

CHAPTER VI

BUSINESS CLUBS AND FBLA

Every school, regardless of size, can profit much from having a student business education club.

Business club activities are dynamic means for promoting both the personal and the social development of youth and should be an important part of the program of the business department. Business clubs can develop both individual and group social qualities in the student. A well-organized FBLA will promote good will for the department with the rest of the school, faculty as well as students and provides opportunities for desirable publicity in the community.

CONTRIBUTIONS OF BUSINESS CLUB ACTIVITIES

The following chart presents a variety of business club activities, organized according to their contributions to the objectives of business education. These objectives are patterned after the objectives of economic efficiency.

OBJECTIVE	TYPE OF OUTCOME	CONTRIBUTING ACTIVITY
The satisfaction in good workmanship.	Experience in successfully completing jobs involving such business activities as taking and transcribing letters, typing reports, and organizing projects.	Business service or office practice club; business assembly programs; group work in planning and organizing school projects.
An understanding of the requirements and opportunities in various business occupations.	Participation, observation, discussion, and reading experiences about the work of the secretary, steno, accountant, book-keeper, office machines operator, typist, file clerk, salesman, and small-business owner, to name a few.	Business club surveys of community business establishments, job opportunities, analyses, and requirements.

OBJECTIVE	TYPE OF OUTCOME	CONTRIBUTING ACTIVITY
The development of skills and knowledges required for success in business.	Completion of a plan to develop vocational knowledges, skills, and aptitudes.	Group activities which provide opportunity to use job skills and to practice satisfactory human relationships.
The maintenance and improvement of business efficiency.	Establishment of a plan both to keep skills and knowledge up to date and at a marketable level and to improve and advance in business occupations.	Business club activities which bring in business leaders from the community to discuss both changing business and office conditions and lines of advancement in business.
The plan for individual economic life.	Establishment of a plan to become economically independent of parents and government, to live on income earned, and to participate in the solution of economic problems of our complex world.	Group activities (such as homeroom programs, school publications, assembly programs, and school parties) which provide opportunity for youth to work and have a good time together, and thus to be on their own.
The development of standards for guiding expenditures.	Experience in making decisions as to relative values, in studying the variety of goods and services available, in developing a plan to use income, <i>Consumer's Guide</i> , and others.	Activities involving group purchasing; planning school purchases of library books, periodicals, athletic equipment, and lab, shop, home ec., and business office supplies. ¹

This chart presents just a few of the activities from which a business club sponsor can choose in order to meet the objectives of business education. The sponsor can use his (or her) imagination or take suggestions from the club members in planning activities for the school year.

Business clubs are organized for various purposes. Principals and business teachers who examine the following list of purposes may find several which are suitable for their schools, whether they be urban or rural schools:

¹Huffman, Harry, "The Extra Class Activities Contribute to the Students' Total Education," *National Business Education Quarterly*, Winter, 1949, pp. 74-76.

1. to study job requirements
2. to survey the business community
3. to act as a clearing house for part-time work opportunities
4. to set up a business-service office for use of community and school organizations
5. to locate job opportunities
6. to provide an activity in which every business student may take part
7. to help one another improve personality by social contacts
8. to have a good time together with other business students
9. to meet other business students from all parts of the state and nation by means of conventions
10. to increase interest and ability in use of co-ordinating subjects with business subjects such as, spelling, English, speech, and mathematics

FBLA

A national youth organization which has become prominent in recent years is the Future Business Leaders of America. FBLA fills the gap in youth education similarly to the work of FFA, FHA, and FTA.

A high school business club will find it advantageous to become a chapter of FBLA, for it then becomes identified with hundreds of other such youth organizations. Youths desire the prestige of belonging to a national organization and FBLA has not only local chapters but a state chapter and a national chapter which sponsor, respectively, a state convention and a national convention. The United Business Education Association, which is a department of the NEA, is the sponsoring agency for FBLA. The national executive secretary for UBEA is Hollis P. Guy, 1201 Sixteenth Street, N. W., Washington 6, D. C. Mr. Guy will gladly supply any business teacher information concerning FBLA membership. Our state FBLA director is Mrs. Ethel Plock, Ahrens Trade School, 546 South First Street, Louisville, Kentucky. Mrs. Plock would be happy to answer any questions from business teachers pertaining to FBLA membership.

The FBLA Handbook, prepared in the national office is available for \$1.50 — it is invaluable to any club.

The following questions and answers are given to help teachers who are considering the advisability of organizing a student club:

THE FUTURE BUSINESS LEADERS OF AMERICA

I. What is The FBLA?

- A. It is the national organization for students of Business Education in high schools and colleges.

- B. It is sponsored by the United Business Education Association, which is a Department of the National Education Association.
 - C. The state sponsor for FBLA in Kentucky is Mrs. Ethel Plock, Theodore Ahrens Trade School, Louisville, Kentucky.
- II. What are its purposes?
- A. To develop competent, aggressive business leadership.
 - B. To strengthen the confidence of young men and women in themselves and their work.
 - C. To create more interest and understanding in the intelligent choice of business work.
 - D. To encourage members in the development of individual projects and in establishing themselves in business.
 - E. To encourage members to improve the home and community.
 - F. To participate in worthy undertakings for the improvement of business and community.
 - G. To develop character, train for useful citizenship, and foster patriotism.
 - H. To participate in cooperative effort.
 - I. To encourage and practice thrift.
 - J. To encourage improvement in scholarship and promote school loyalty.
 - K. To provide and encourage the development of organized recreational activities.
 - L. To improve and establish standards for entrance into store and office occupations.
- III. What is the first step necessary in organizing a FBLA club?
- A. To discuss the desirable features of the organization with your school principal and secure permission and support to present the plan to the students who are taking business subjects.
- IV. What are some worthwhile activities that FBLA members can carry on?
- A. Selling advertisements and keeping the financial records for the school yearbook.
 - B. Establishing a Speakers' bureau made up of business students who can talk before high school assemblies, luncheon clubs, and business groups.
 - C. Assisting local charity organizations in general office work.
 - D. Raising funds for securing additional and replacement equipment for business education department.
 - E. Preparing and publishing the school newspaper and programs for athletic events, school plays, music programs, and many others.
 - F. Conducting a follow-up study of former graduates.
 - G. Establishing a job placement bureau.

- H. Raising funds for outstanding business education student awards.
- I. Undertaking community studies to determine wherein the business education department can be improved to meet the needs of business.
- J. Making studies to determine job possibilities for business education graduates.
- K. Having meetings at which time businessmen discuss topics of interest to future business people.
- L. Taking field trips to local places of business.
- M. Have representatives of business schools talk with the students concerning future training in business.
- N. Taking students to visit business schools and colleges.
- O. Showing films that are related to business education.
- P. Raising funds that cannot be secured from other sources for the purchase of special equipment for the business department.
- Q. Supplying stenographic and clerical services to charity and other worthwhile organizations of the community.
- R. Developing special assembly programs that would be of interest to the school, and to serve to promote business education in the school.
- S. Preparing bulletin board displays of interest and value in the area of business education.
- T. Presenting prepared skits or plays in business education.
- U. Serving as host to the state convention of FBLA.
- V. Conducting sales of tickets for plays and other activities.

(Note: Detailed information may be obtained from FBLA Handbook, 1955)

The *FBLA Forum* is a bimonthly booklet published by UBEA, 1201 Sixteenth Street, N. W., Washington 6, D. C. This booklet is available to all members of FBLA. Twenty-five cents of the National dues of fifty cents is for one's subscription to this booklet.

V. What are some of the plans for FBLA Conventions?

The Kentucky State Convention is held during two days in April, with headquarters in a large city hotel. Chapter sponsors are responsible for chaperoning members of their chapters to the state convention, but each FBLA member registers and checks out of the hotel for himself. The first place winner in all contests, and the second and third place winners in the spelling contest, are eligible to represent Kentucky at the National Convention.

The National Convention is held in June in a large city, with headquarters in a large hotel. Some monetary assistance is given to the winners of the State Convention contests by the State chapters and in many instances local chapters also help with their representatives' expenses.

VI. What are some of the convention activities?

A. State convention activities consist of the following:

1. Registration
 2. Campaigning for state officers
 3. General Assemblies
 4. Contests
 - a. Mr. Executive
 - b. Miss Secretary
 - c. 7-minute Speech
 - d. Spelling Relay
 - e. Penmanship
 5. Exhibits Judged
 - a. Scrapbook
 - b. Annual Activities Reports
 - c. Chapter Exhibits
 - d. Projects
 6. Banquet and Dance
 7. Delegate to the National Convention is chosen
 8. Election of state officers by two delegates from each club
 9. Awards are given to contest winners and exhibit winners.
 10. New state officers are installed
- B. The National Convention is conducted along the same lines as the State conventions, with the winners of the state contests competing for the national prizes.

VII. How are the Miss Secretary and Mr. Executive contests conducted?

These contests are conducted just as if they were actual interviews. A businessman from a local concern actually interviews the contestants and then using certain criteria chooses the one to whom he would give the job.

VIII. What is the Chapter Activities Report?

This is a summary of the chapter activities and projects which is turned in to be exhibited at the convention.

IX. How is the Spelling relay conducted?

Each school may have three entrants at the convention contest. Two of the entrants stand behind the first. A word is given to the first person from each school. If the first person misses a word, he takes his seat and the second person becomes first. Words are given until there is a definite winner, a second place, and a third place winner.

X. Upon what one factor does the chief success of a FBLA depend?

The interest of the teacher and students in working as a group to become better Future Business Leaders of America.

XI. What are some outcomes of a FBLA Club?

- A. Students become more self-sufficient for that future job.
- B. They make new contacts that will be useful in looking for a job.
- C. Membership provides a good reference for a student.
- D. Students travel and meet other members from all over the state as a result of attending state and national conventions.
- E. Students become familiar with actual work experiences by doing the club work and participating in club programs and activities.

CHAPTER VII

COMMUNITY RESOURCES

Advisory Committees

Purpose

The purpose of advisory committees in business education is twofold: (1) to provide guidance and assistance to the school in the organization and formulation of the various business education programs for the education of the community's young people, and (2) to provide effective means of achieving cooperation between the business education program and businessmen in the community.

Organization

The advisory committee must be selected for a specific job. The committee should be organized in terms of the special areas to be served. For example, the advisory committee to assist in the study of office skills need not be the same as the committee to advise on the standards for initial employment in bookkeeping. In each instance, the committee should be composed of persons who have a direct interest in the type of school preparation given students before they assume work responsibilities in the particular field of business.

Appointment To Membership

The committee is consultative in nature and does not extend any authority over the school, administration, or the teacher.

Appointment to membership on an advisory committee may be made by the principal or the business teacher. These appointments should be made for a definite term, and should be in writing.

Considerations in Organizing

When organizing an advisory committee, the following considerations should be given:

1. Committees should be made up of representatives from the employee group as well as from the employer group.
2. Committees should be small workable units of not fewer than three or not more than five members.
3. A member should be a worker or supervisor of workers in the occupational field under consideration.
4. Members should be interested in the job at hand and be willing to devote the necessary time for study.

5. Members should have a high moral reputation and the confidence of the people in the community.

6. Members should be persons who will work together harmoniously and with the best interests of the school and community in mind.¹

When the advisory committee has been selected, the business teacher, who serves as chairman, must make careful preparation for the meeting; and the problems to be considered must be determined, clearly defined, and an agenda prepared.

Functions of Advisory Committee

Some suggested functions of an advisory committee are:

1. To determine the course content of business subjects
2. To determine standards of skill expected of beginning workers
3. To decide on new business programs that might be needed
4. To find ways of providing vocational information for students
5. To advise in setting up standards for and selection of training stations for co-operative part-time students
6. To assist in obtaining part-time employment for cooperative students
7. To assist the school in selection and obtaining the sources of department supervisors, junior executives, managers, and other outstanding office workers to conduct classes for adult workers
8. To advise and assist the school in making job analyses and follow-up studies of graduates
9. To help improve the school public relations
10. To organize work-experience programs
11. To determine types of business occupations for which training is needed
12. To help place able students
13. To advise and help in securing summertime employment for teachers
14. To study the types of office machines in use in the community

N.O.M.A.

The National Office Management Association has committed itself to seeking the cooperation of schools. Each chapter conducts one meeting every year where the program is devoted to education. Education committees are appointed in most chapters, and in the national office a full-time staff member services this effort. Use your local NOMA chapter and get the help of that organization to work with you on some of your problems in business education.

¹"Community Resources Handbook in Business Education," *Monograph No. 87, 1954, p 8.*

Community Surveys

There exists in every community a wealth of resources that can be used to supplement and vitalize the business education program. In most cases, where these resources are available, they may be had free for the asking. It will be necessary for the teacher and his students to investigate the community in order to uncover and determine the nature of the resources that are available.

The community survey, conducted by teachers and students, is the most effective means of discovering the community resources that are available for use in the business education program.

Resources of Community Survey

1. Advisory committees
2. Business forms and materials
3. Field trip possibilities
4. Resource people available
5. Work experience opportunities
6. Equipment being used

Through the survey, students gain valuable business experience, teachers and businessmen can develop a better understanding of one another's problems, and the resources available in the community can be discovered.

Suggestions to be Observed in a Survey

In order to make the survey valid and worthwhile, the following suggestions should be observed:

1. It must be carefully planned.
2. The form and scope of the survey must be planned.
3. The cooperation of local business firms must be obtained.
4. An expense budget should be prepared.
5. The forms used must be simple and the questions to be asked must be carefully selected and worded so that they will be easy to read and understand.
6. The method of handling the information obtained must be developed.
7. Standard occupational classifications should be used.
8. Ample forms should be provided.
9. If all businesses in the community are not to be included in the survey, care must be exercised to select those that are representative of all types of business in the community.
10. A card file of those to be interviewed should be set up.
11. A list of those to be sent questionnaires should be compiled.
12. The selection of interviewers should be done with care.

There is no standard type of community survey. The form, length and method used will vary according to the information

already available, the personnel involved, the type of locality, and the purpose for which the survey is conducted.

Types of information usually sought in a survey are:

1. Employment opportunities: number and kinds of business firms, number and types of positions
2. Titles of occupations
3. Types of work performed
4. Number and kinds of machines used
5. Requirements for initial employment: skills, general education, personality, age, sex, special requirements
6. Opportunities for advancement
7. General working conditions: hours and wages, in-service training opportunities, unions, social security, turnover
8. Consumer contacts with business

A great deal of the success of the survey depends upon the method used in securing data. There are two sources for obtaining information, the employer and the employee; the questionnaire and the questionnaire-interview method. The latter is usually to be preferred.

Though it is recommended that the survey be conducted by students, the teacher's role in planning the survey is an important one.

As soon as possible after the survey has been completed, the teacher should send each cooperating businessman a brief note of appreciation for his time and cooperation. This is an important courtesy that should not be overlooked.

B-I-E DAY

What is B-I-E Day?

B-I-E Day is an entire day devoted to a study of business and industrial firms by the teachers of the area, released from school for the day. Assigned in small groups, they spend the morning in seeing the establishment in action. Conferences with top executives are held during the afternoon.

The basic purpose of B-I-E Day is to increase teachers' understanding of America's economic system — how it functions and how they contribute to and depend upon its expanding productivity.

B-I-E Days appeal to the businessmen, too, as a means of showing teachers the risks, the costs, and the achievements of their businesses. It gives them a fuller comprehension of the training and character of the teaching profession.

Objectives

1. It will give teachers first-hand experience in the productive, distributive, and service agencies of their community.
2. It will help teachers and businessmen to understand each other's contributions to the community progress.
3. It will equip teachers to give students counsel and guidance based on actual needs and opportunities in their community.
4. It will enhance appreciation and expansion of our American economic system and our American system of education.
5. It will help teachers and administrators to be better prepared to plan a functional curriculum in business education subjects.

Suggested Steps in Organization

- I. Organize a steering committee
 - A. Call a meeting of leaders of business and education. Review with this group the value of and need for a B-I-E program in your community.
 - B. After the idea is endorsed, a special subcommittee may be appointed to "steer" the event (should include Chamber representatives of business and industry, school representatives of the administration and the teachers.)
- II. Develop a general plan for B-I-E Day
 - A. The committee's first job is to develop a tentative plan for the day. This plan should then be submitted to the Chamber Board of Directors and to the Board of Education. Their approval will endorse further Chamber action and the release of teachers for the day.
 - B. The committee should then inform the leading business firms of the community — retailers, wholesalers, industrialists — about the proposed plan, inviting each to be represented at an orientation meeting.
 - C. Major questions which the committee should consider in developing this general plan are:
 1. When is the best time of year to hold a B-I-E Day?
 2. What arrangements should be made by each host firm to provide for transportation? for Luncheon? Approximate costs?
 3. If a dinner is planned, shall there be a speaker? A panel discussion?
 4. Shall tentative plans also be made for a return trip of businessmen to the schools?
- III. Prepare both the participants and the public on "why" and "what" the day is.
 - A. Press and radio should carry the story of plans for the day as well as the results of it.
 - B. Pictures should be taken wherever possible. Teachers will appreciate a copy as a souvenir of the day.

- IV. Hold a final briefing session to confirm all plans and work out last-minute details a few days before the day.

WORK-EXPERIENCE PROGRAMS

A work experience program can be a vital part of any high school business program. However, its nature and the number of students engaged in it depend upon the size and type of community, the interest of the teacher, and the cooperation of the businessmen of the community. Complete success will depend upon how well the program is administered and supervised.

Basic principles that should be observed regarding work experience programs:

1. The teacher should work with the principal in setting up the program and in selecting the advisory committee.
2. A survey of the community must be made to determine desirable job opportunities available.
3. Jobs are selected or at least approved by the faculty coordinator.
4. There should be some selection by the employer — send him more than one person from whom he chooses.
5. The student work must be supervised by a member of the school staff.
6. There should be an advisory committee of businessmen to help guide the program.
7. It is an education program — employer must agree to provide a variety of experiences.
8. There must be reports by the employer.
9. Credit should be given for the work experience.
10. Students must be paid—minimum wages.
11. Other courses taken by the students should be related to their work experiences.

While the values to be gained from this type of program are great indeed, the establishing of such a program is not simple. If a teacher decides to undertake the initiating of work experience in his school, he will be faced with numerous problems. Problems, quite often, are more easily solved if they are expected.

A list of items compiled to help the teacher know what difficulties to expect when initiating a work-experience program.

1. Expense of the program
2. Faculty resistance
3. Parents' objections
4. Gaining interest of the students
5. Selecting the business firms to participate and selling them on plan
6. Finding firms that will accept student workers for just a semester for a quarter

7. Labor Unions' concern
8. Finding a competent co-ordinator for the program
9. Race and creed of the students
10. Selecting students to participate in the program
 - a. Requirements for age, scholarship, and personal qualities
 - b. Shall work experience be compulsory?
11. Keeping working students active in extra-curricular activities
12. Making sure that students will actually get work experience, not just "dirty work" jobs.
13. Making sure that students do actually render a service to business
14. On the job supervision
 - a. Deciding who should do this and how much should be done
15. Scheduling of classes for working students
 - a. Relating class work to work experience
16. Numbering of credits to give for work experience
 - a. Amount of time to be spent in working
17. Devising forms on which to record details of each student's work
18. Keeping the program running smoothly
 - a. Keeping faculty, parents, businessmen and students satisfied
19. Keeping the program elastic
 - a. Finding best way of making frequent evaluations of the program
 - b. Being able to change weak parts of the program

The Values and Disadvantages of Co-operative Work Experience

Work experience as an integral part of the pre-employment training program for business occupations is widely accepted as sound in principle. It has tremendous potential educational values when used properly in the situation to which it is applicable.

Values to be considered in evaluating a work experience plan:

1. Bridging the gap between school and the job
2. Gaining some experience through an actual job
3. Learning more effectively through integration of principles and practices or *learning by doing*
4. Rubbing elbows with other workers
5. Making contacts that may lead to permanent employment

Values of some factors for which there are alternatives:

1. Credit toward graduation
2. The initial development of the knowledge and skills required in the occupation in the pre-employment period rather than during the employment period
3. Integration of principles and practices during the learning period
4. Application of a vocational skill or knowledge to practical work situation

5. Only slight cognizance of the transfer of training is recognized in school situations

Work experience also has advantages to the school:

1. Co-operative training provides one of the mediums for carrying out public relations program.
2. The plan makes it less necessary for the school to invest a large sum of money in equipment.

The **disadvantages** of the co-operative plan are:

1. The chief difficulty encountered by the school is the scheduling of classes for trainees.
2. Co-operative plans require certain expenses for carrying out the program.
3. Often the employer fails to give the trainees the variety of work experience they should receive.
4. The greatest disadvantage to the student of the part-time co-operative plan is that it requires his absence from school.
5. Students often miss the extracurriculum activities of the school.
6. From the employer's point of view, breaking in a new employee is a costly process in any business.

FIELD TRIPS*

Among the most frequently used and often abused of school-sponsored activities is the field trip. The effectiveness of a field trip, which is any organized trip taken by students as a part of their school work, is dependent upon the carefulness with which the trip is planned.

Values of the Field Trip. A well-planned field trip is of considerable value for students. Some of the more important benefits that a field trip can provide are:

1. An opportunity for a direct experience to see business in operation.
2. Deeper insight into the functions of business.
3. An opportunity to meet business people and to see them in their business surroundings.
4. Wrong impressions about business can be corrected.
5. Deeper appreciation of efficient business practices.
6. Better understanding of the duties of workers in different business occupations.
7. Appreciation of the complexity of modern business.
8. Increased community pride in local businesses.

Planning the Field Trip. The educational values for the students in planning the trip are frequently as great as in the trip itself. The

*This material on field trips was taken from pages 12 to 14 of *Community Resources Handbook in Business Education* by John Henry Callan and published by the South-Western Publishing Company.

planning, therefore, should be a cooperative venture where the students work, under the guidance of the teacher, in organizing and arranging for the trip. Any trip taken should have a direct relationship to the subject matter being studied. Sightseeing and recreational trips have educational value but it is believed that they are beyond the scope of our interest as community resources for business education.

The entire class should work together to formulate plans for the field trip. They will be concerned with the following:

1. Selecting the business to be visited.
2. Deciding on the class preparation that is necessary.
3. Preparing the trip study guide.
4. Organizing work committees to make trip arrangements.

The business selected for the field trip should be chosen from those that have indicated a willingness to permit class visitations and where students will have an opportunity to observe a business operation that is related to their classroom work.

In preparing students for the field trip, the standard of conduct expected of each person, as a representative of his school, should be carefully explained. Dress, appropriate to the type of trip, should be decided upon by the members of the class so that embarrassment and inappropriate dress will be avoided.

A field trip study should be prepared and discussed prior to the trip. The use of a study guide will help to organize the thinking of the group so that they will be aware of the purpose of the trip, things to look for, and important questions to be answered. After the trip has been taken, the study guide will help to direct the students' attention to the names of persons they met on the trip and a consideration of what they saw and learned. These study guides should be used for class discussion prior to and after the trip has been taken to recall and evaluate the trip. They may be taken by the student on the trip to act as a check list so that important items will not be overlooked. The completed study guide should be submitted to the teacher for approval and then returned for inclusion in the student's notebook.

Among the committees that will be needed to make trip arrangements are: (1) correspondence committee, (2) itinerary committee, (3) transportation committee, (4) guide committee, and (5) general arrangements committee.

Arrangements for the Field Trip. The correspondence committee will be responsible for all correspondence relating to the field trip.

They will compose and type all letters for the trip from the arrangements with the business to be visited to the "Thank you" letter when the trip has been completed. The itinerary committee will plan the trip so that the time will be carefully budgeted. In planning the trip itinerary, the teacher must see that the time schedule is flexible enough to allow for last minute changes that might be necessary and for other emergencies. The transportation committee will be charged with the responsibility for arranging for transportation to and from the business to be visited. The guide committee will study the route to be taken to and from the business to call attention of the class to things of interest on the route. These should be noted under "Things to Look For" on the study guide. The general arrangements committee will be charged with the coordination of the work of the other committees and will appoint responsible students as assistant trip chairmen to see that periodic accounting is made during the trip of the whereabouts of each student. This will help to eliminate straying and keep the group on schedule.

An important responsibility of the teacher is to see that a consent slip, authorizing each student to take the field trip, is obtained and filed in the office of the school principal before the student is permitted to take the trip. The consent slip should be signed by the student's parents and properly dated. This is a legal precaution that should not be neglected.

If the trip has been carefully organized and planned, the stage will have been set for a very worth-while learning experience. The teacher's responsibilities will be lighter because of the preplanning and assistance from students. Each student will have a personal interest in the success of the trip because he has helped in one way or another in arranging for it.

Evaluation of the Field Trip. After the field trip has been taken, the next step is the evaluation of it. Through the use of the study guide, the teacher should help the students to evaluate what they did, what they saw, what they learned, and what they should have done that was not done. This evaluation should not only consider the trip itself but also the planning and organization of the trip.

The evaluation could be conducted by the use of such leading questions as the following:

1. Was the planning for the trip good? Did our plans work?
2. What suggestions do you have for planning future trips?
What improvements can we make?
3. Was the trip a valuable one? Why?

4. What did you learn that you did not know before the trip?
5. What are some of the things that the trip made clearer to you?
6. What are some of the interesting things that you saw? What is the relation of these things to what we are studying?
7. What are some of the interesting things that you learned?
8. What type of job opportunities does the business have?
9. What are some of the questions that you did not get answered by this trip?
10. In what way does this business help our community?
11. Who are some of the interesting and important people that you met?

The learning experiences of the student should be discussed so that the different experiences can be shared and the maximum value obtained from the trip.

Finally, a letter should be sent to the appropriate person or persons expressing the appreciation of the class for the opportunity to make the trip and for his cooperation. This letter should be composed and typed by the correspondence committee and signed by the committee chairman.

Check List. For the most satisfactory results in using field trips the teacher should be able to answer each of the following questions in the affirmative.

1. Will the planned field trip contribute to the student's understanding and appreciation of the problems being studied?
2. Is the planned field trip of sufficient value to warrant the expenditure of time and effort?
3. Has the class assisted in the planning and arranging for the trip?
4. Is the purpose of the trip clearly understood by the members of the class?
5. Have the students been sufficiently prepared to take the trip?
6. Have arrangements been made with the business for the trip at a specific time?
7. Is the trip itinerary carefully planned and flexible?
8. Has the study guide been prepared and used by the class in planning for the trip?
9. Have provisions been made for possible "stragglers"?
10. Has signed consent slips been obtained for each student and filed in the office of the school principal?
11. Have plans been made for an evaluation of the trip?

CHAPTER VIII

GUIDANCE FOR BUSINESS EDUCATION

Point of View

Business education presents many opportunities for teachers to accept leadership through specialized practical guidance. Since pupils may see only the present, guidance can assist them to see their potentialities as they are now and as they can be in the future.

Pupil-teacher-parent planning may further the goals of guidance through participation in all extra-curricular activities, committees, clubs, research, assemblies, exhibits, and guidance projects. If business education pupils are assigned to the business teacher for their homeroom, they have better opportunities to be guided into their preferences of work, studies, and job placement.

Information concerning pupils, occupational opportunities, and requirements are necessary for an effective guidance program. The procedure used in gaining this information must be simple and interesting. Guidance must be a continued, developed, and evaluated process that will enable pupils to understand their potentialities and develop them so that they can become matured, self-guided, and useful citizens.

Guidance is defined by Professor A. J. Jones in his *Principles of Guidance* as "The purpose of guidance is to assist the individual through information, habits, techniques, counsel, attitudes, ideals, and interests to make wise choices, adjustments, and interpretations in connection with critical situations in his life in such a way as to insure continued growth in ability for self-direction."

Need for Guidance

In order to do worthwhile guidance in addition to knowing something about the students' school history and record, home background, and special aptitudes, we need to know at least seven types of information. These are:

1. mental ability or academic aptitudes
2. achievement and growth in different fields of study
3. health
4. out-of-school experiences

5. educational and vocational interests
6. personality
7. plans for the future

The increasing popularity of school attendance and the complexity of our economic society have made guidance more important and more necessary than ever before.

Boys and girls come from many different types of homes and many different types of community environments. Changes in employment opportunities during the past fifty years have caused a continual shift of job opportunities. Population changes have also increased the need for guidance as has a lower marrying age.

Objectives for Guidance¹

1. to gain self-knowledge
2. to learn one's environment
3. to recognize and accept one's problems
4. to reach a state of mature self-guidance

Principles of Guidance

1. Scientific research should be used.
2. The goal of guidance is self-guidance.
3. An effective guidance program may center around the home-room teacher.
4. The counselor must have information about the counselee and he must obtain a permissive "climate."
5. The whole school must be included in a good guidance program.
6. The counselee must reach his own conclusions.

Areas of Guidance²

While no classification of the areas of guidance will be universally accepted, the following areas from which problems arise are widely recognized:

1. educational
2. vocational
3. advocational or leisure time
4. emotional and social
5. health and physical growth
6. financial

¹Musselman, Vernon A., "A Basic Philosophy of Guidance," Chapter I, GUIDANCE PROBLEMS AND PROCEDURES IN BUSINESS EDUCATION, American Business Education Yearbook, XI, 1954. pp. 4-6.

²Wells, Inez Ray, "Areas of Guidance," Chapter II, GUIDANCE PROBLEMS AND PROCEDURES IN BUSINESS EDUCATION, American Business Education Yearbook, XI, 1954, p. 18.

Techniques for Guidance

The following guidance techniques may be useful to the classroom teacher:

I. Intelligence Test

A. Definition

An intelligence test is a standardized instrument designed to measure an individual's ability or capacity to learn.

B. Intelligence tests are useful both in guidance and in instruction:

1. to improve instruction
2. to individualize the learning process and adapt to individual needs
3. to determine provisions for special plans for special pupils
4. to detect pupils who are too handicapped to profit by group learning activities
5. to aid in counseling
6. to aid in locating serious problems of maladjustment which should be referred to a specialist
7. to help students make educational and vocational choices consistent with his levels of ability
8. to detect causes of specific learning disabilities such as in reading
9. to help in talking with parents and other teachers on individual problems.

II. Achievement Test

A. Definition

An achievement test is a standardized instrument designed to measure what an individual has learned in a specific area.

B. The classroom teacher may use achievement test results:

1. to provide information for classification and placement of individuals in relatively homogeneous groups.
2. to determine the achievement of each pupil in relation to the norm group and to members of his own class
3. to indicate the future achievement of the individual
4. to determine whether the individual is working up to his capacity
5. to discover, encourage, and develop special abilities
6. to determine weaknesses of individuals in order to plan remedial instruction
7. to assist in the selection of a future course of education
8. to predict college and vocational success
9. to furnish students with scores that help him appraise the progress he is making toward the achievement of his goal
10. to evaluate curriculum against needs of pupils
11. to be able to confer with parents, other teachers or specialists on individual problems

III. Aptitude Test

A. Definition

An aptitude test is a standardized instrument designed to measure the present state of readiness or future learning.

B. The classroom teacher may use aptitude tests results:

1. to guide students in making educational, vocational, and avocational plans
2. to guide students into or away from taking certain courses
3. to discover, encourage, and develop special abilities of pupils
4. to develop leadership in students
5. to know individual pupils and their characteristics then individualize instruction to meet their needs
6. to encourage pupils to participate in co-curricular activities that would best meet their needs
7. to confer with parents, teachers, and specialists on individual problems

IV. The Interview

A. Definition

The interview is an interpersonal relationship between the counselor or teacher and the student.

B. The classroom teacher may use the interview:

1. to offer the student occupational, educational, and orientation information
2. to promote better relationships between (1) student and student, (2) student and faculty, and (3) student and family
3. to help the student gain better attitudes toward self-evaluation through such methods as interpretation of scores on psychological tests
4. to help the student in gaining better interpretations of relationships on topics which disturb him
5. to aid personality adjustment problems
6. to supplement information from the cumulative records
7. to assist the student in gaining a more accurate insight into his behavior by discussing his activities with the teacher
8. to help provide an opportunity for the student to express freely any emotional tension through such things as (1) early experiences, (2) parent-student relationships, and (3) fears and worries
9. to supplement interest inventories

V. Cumulative Record

A. Definition

A cumulative record is the accumulated, significant, and comprehensive information about an individual student from the time he enters school until graduation or withdrawal.

B. The classroom teacher may use the cumulative record:

1. to make a preliminary study before school
2. to plan for group activities with some assurance
3. to classify groups in ability
4. to determine individual differences in needs, interests, and readiness
5. to predict future behavior
6. to find reason for frequent absences

7. to become aware of environment factors that may contribute to learning difficulties or behavior of pupils
8. as a constant source of information
9. to know handicaps of students

VI. Case Study

A. Definition

The case study is a detailed account of an individual including pertinent facts obtained from the cumulative records plus an interpretation and diagnosis.

B. The case study has the following values for the classroom teacher:

1. serves as the starting point in later interviews with the same subject
2. provides a basis for group discussions between different teachers of each student
3. aids in a situation where one staff member supervises the counseling of other staff members
4. provides protection for the counselor in cases of misinterpretation and misquotes
5. permits research to be done on the frequency of student problems, the value of certain counseling techniques, and the effectiveness of the program
6. may be used by another counselor who may have to continue with an individual in counseling
7. case writing notes are a valuable step in the training of a counselor

Testing must have a purpose to have value. The guidance viewpoint is that the object of testing should be to aid in guidance toward individual pupil adjustment. Every additional bit of information whether it be from an interview, case study, or cumulative record can be utilized in measuring, predicting, and controlling behavior.

Guidance Activities in Business Education

Guidance must be a continuous process associated with virtually every activity in which a pupil participates. The teaching of business subjects is particularly adaptable to an activity process. Listed below are suggested activities for the business subjects:

- | | |
|-------------------------------------------|----------------------------------------------------------------------|
| 1. Follow-up studies of graduates | 9. Community studies to determine curriculum improvement |
| 2. Library committee | 10. Contests in the various skills |
| 3. Audio-visual committee | 11. "Career Day" |
| 4. Bulletin board committee | 12. Projects for making money to develop consumer and selling skills |
| 5. Dramatic skits | 13. Placement bureau |
| 6. Surveys to determine job opportunities | 14. In-school work experience |
| 7. Resource speakers | |
| 8. Field trips | |

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CHAPTER IX

AUDIO-VISUAL AIDS

Aims

The importance of audio-visual education is just beginning to reach the level of recognition that it merited years ago. Audio-visual procedures correspond with the natural learning activities of our students. They provide learners with realistic experiences that capture their attention and promote progress in every educational area. When administered properly, these techniques can make the business education department a stimulating environment for cooperative living and self-expression.

Teaching is an art, and we "artists" need both an understanding of human nature and a mastery of the artistic instruments which help in realizing the ideals of American education. Audio-visual procedures should make learning an active participating process, provide for the fullest communication between teachers and students, and inspire learners to exert the maximum efforts in achieving their goals.¹

Why should teachers use audio-visual aids?

1. Research shows that students learn up to 35 per cent more in a given time and retain the knowledge 55 per cent longer when audio-visual aids are used properly in teaching.
2. Teachers must keep up with this new trend in education toward more use of these aids.
3. Preparation may take a little extra time but in the long run less time is needed to explain over and over again material presented this way.
4. Equipment for these audio-visual aids are easily used when directions are followed and present no more a problem than a sewing machine or automatic washer.
5. Today's teachers must realize that any extra effort to prepare these "teaching tools" will be richly rewarded when they see the eagerness of all students to participate. Students learn while participating!

Principles to Follow in Using and Selecting Audio-Visual Aids

1. Know the educational purpose for which aid is designed.
2. The aid must be used effectively by or for the student for whom it is designed if it is to serve its purpose.

3. The aid must be interesting, comprehensible, concrete, clear, concise, and natural; it must be reliable and authentic; it must not overshadow the educational element through the dramatic or spectacular.
4. The aid must be both mechanically and economically practical.
5. Audio or visual materials should be prepared in advance to prevent waste of time and effort in class and to prevent the loss of effect of the materials.
6. After the aid is used, an evaluation should be made to determine if ends have been attained and to provide for the correction of misconceptions (which would be very rare if the material is presented properly).

It is not our purpose here to go into detail on every audio or visual aid that is available to the teacher today because that field is so vast it cannot be encompassed in this manual. Some of the more important aids will be discussed while others will be merely named, due to lack of available space.

There are three categories of teaching materials: the non-projected materials which require no special equipment to be presented effectively, the projected materials which do require equipment to be presented effectively, and the audio materials. All can be used in teaching business subjects if the teacher has interest and desire to learn the techniques required.

Nonprojected Teaching Materials Projected Materials and Equipment

1. Drawings
2. Chalkboards
3. Charts and Graphs
4. Bulletin Boards
5. Use of Still Pictures
6. Flannelboards
7. Globes and Maps
8. Demonstrations
9. Exhibits and Museums
10. Dramatic Expression
11. Excursions and Tours

1. Slides and Slide Projectors
2. Filmstrips and Filmstrips Projectors
3. Flat Pictures and Opaque Projectors
4. Motion Pictures and Motion Pictures Projectors
5. Camera and Blown Up Prints

Audio Materials

1. Records and Record Players
2. Tape Recordings and Tape Recorders
3. Radio Programs and Radio
4. Television Programs and Television Set
5. Central Sound Systems

Most nonprojected materials are either free or inexpensive and therefore are probably used by more teachers than the other two groups. This does not mean that they are more (or less) effective than projected or audio materials.

Audio-Visual Periodicals

The following periodicals are a few of the many that promote audio-visual education by publishing articles, research reports, and abstracts for the guidance of teachers, and stimulate the creative thinking of all business education teachers who read them.

1. AUDIO-VISUAL COMMUNICATIONS REVIEW, Department of Audio-Visual Instruction, NEA, 1201 16th St., N. W., Washington 6, D. C.
2. AUDIO-VISUAL GUIDE, 1630 Springfield Avenue, Maplewood, N. J.
3. SCHOOL FILMS, Ver Halen Publishing Co., 6327 Santa Monica Blvd., Los Angeles 38, California.
4. TEACHING TOOLS, Same as above.
5. AMERICAN BUSINESS EDUCATION, Box 962, Newark 1, N. J.
6. BUSINESS EDUCATION WORLD, 330 West 42nd Street, New York 36, N. Y.

Free and Inexpensive Audio-Visual Resources

Most teachers realize that free instructional materials are obtainable in the field of business education but they are often unfamiliar with the sources of these aids. The following are just a few of the standard sources for business teachers.

1. CATALOGUE OF FREE TEACHING AIDS, Salisbury and Sheridan, P. O. Box 943, Riverside, California.
2. EDUCATORS GUIDE TO FREE FILMS, Educators Progress Service, Randolph, Wisc.
3. EDUCATORS GUIDE TO FREE SLIDEFILMS, Educators Progress Service, Randolph, Misc.
4. EDUCATORS INDEX TO FREE MATERIALS, Educators Progress Service, Randolph, Misc.
5. Free materials directly from industry.
6. Free materials from business textbooks publishers.

Bulletin Board

The bulletin board is one of the best audio-visual aids available to the business teacher. It is an inexpensive motivation device that can arouse enthusiasm in class activities. Its success depends upon the attitude of the teacher and his willingness and ability to see it put to good use. The bulletin board must not be just good — it must be good for something.

Rules For Using Bulletin Board:

1. The bulletin-board should have a purpose
 - a. To introduce a new topic—arouse interest

- b. To illustrate a principle—to clarify relationships
 - c. To assist the student in remembering what is discussed in the classroom
 - d. To exhibit students work—to stimulate skills
2. The material should be changed frequently—it must be kept alive
 3. It should have good composition
 - a. Heading
 1. Should be short and simple
 2. Should unify the display
 3. Should be attention getting
 - b. Balance
 1. Should be balanced
 2. Should not be too scattered or too crowded
 - c. Neatness
 - d. Use color
 1. Color should be eye catching
 2. Should have harmony
 - e. Lettering
 1. Should be large enough to be easily read
 2. Should be uniform in size
 4. The bulletin-board exhibits should show originality. They should start with ideas rather than materials.
 5. The bulletin board should be placed in the flow of traffic and at eye level.
 6. Students should assume responsibility of the care of the bulletin board. This can be done by committees or individuals.

Charts

The use of charts makes the job of teaching and learning easier. They can be very valuable audio-visual aids to the teacher of any business subject. Charts can be bought, constructed by the teacher or obtained free from publishers of textbooks. Those available from textbook companies usually include progress charts, keyboard charts, correct posture charts, and names of machine parts charts. Many teachers find that charts they construct fit the needs of an individual group very satisfactorily.

Filmstrips

With the unique built-in learning aids and the vivid presentation of authentic facts, filmstrips impress students, stimulate thinking, inspire active classroom discussion, and enrich learning.

Filmstrips are economical in the long run. Most modern filmstrips average between 30 to 50 frames per strip and are easy to store. Filmstrips are teaching aids, not a substitute for the teacher. They may be used to introduce a unit, provide detailed teaching, or to review the unit or to do all three; refresh, recall and remind.

Correct use of filmstrips includes the following:

1. Careful selection of filmstrips.
2. Always preview the filmstrips because
 - a. Titles are often misleading.
 - b. Presentations are sometimes one-sided.
 - c. Proper use of the filmstrips requires introductory remarks by the teacher.
3. Coordination of the filmstrip with the subject matter being studied by the class. Booking must be made in advance in order to get the filmstrips for the day planned.
4. Avoid combination of classes for purpose of viewing filmstrips.
5. Use the filmstrip guides.
6. Project from the back of the room.
7. Thread and focus before class starts.
8. Proper introduction must be given prior to the showing of the filmstrip.
9. Provide for classroom discussion following the showing of the filmstrip.

Sources of Filmstrips

1. University of Kentucky, Lexington, Kentucky.
2. D. T. Davis Company, 178 Walnut Street, Lexington, Kentucky.
3. Textbook manufacturers provide a listing of filmstrips available.

Slides

Sets of slides may be purchased or they may be made with a 35mm camera. In this way slides may be secured for any particular unit. These are colored and, if used effectively, attract attention and enhance pupil interest.

Slides should be used in the same way as filmstrips but there are a few advantages to slides. These are:

1. They don't have to be used in any special sequence.
2. They have the local application if make on's own.
3. Series can be exchanged with someone else and reproduced.
4. Teacher can control number of pictures he wants to use and time spent on each.
5. Equipment is easy to operate.
6. The materials are teacher made and thus have current use and interest.

Moving Pictures

There are a great many films available for each subject in the business education field. Some films are free, some may be rented and many are for sale. If a film is to be used year after year, it may be wise to purchase it for the film library. However, most schools prefer to rent rather than to buy.

Sources of films for Kentucky teachers are: University of Kentucky, Audio-Visual Department; D. T. Davis Company of Lexington,

ton, and Louisville; and the Hadden Film Company of Louisville, Kentucky.

Your high school principal, and school librarian have catalogues of free educational films; ask them for assistance when you are in need of suggestions.

Each teacher should be alert to watch for advertisements in professional magazines, and in the catalogues and leaflets that are sent out by many publishing companies. New ideas for teaching helps can be found there.

Typewriter and office machine companies also have films that are available: contact the local dealers, or write to the companies.

Phonograph Records

There are dictation records of materials with different speeds which may be used to advantage in the shorthand classes. These are put out by the Gregg Publishing Division of the McGraw-Hill Book Company. If a room is available, these records can be used by a pupil or pupils for extra practice outside the regular class period.

Records are available on such subjects as telephone technique, and the use of the voice by the secretary or receptionist. Again, we suggest that the teacher be alert to the suggestions by publishers and industries.

Tape Recordings

Tape recordings are available for use in some subject areas, and teachers may make their own recordings if this will free them from repetition and enable them to use their time for more valuable purposes. Each individual teacher will want to secure such aids as will be of greatest service to her.

A listing of tape recordings may be ordered from National Tape Recording Catalog, Department of Audio-Visual Instruction, 1201 Sixteenth Street, N. W., Washington 6, D. C.

With the school's tape recorder, class recitations, programs, and speeches may be recorded and kept for future use.

CHAPTER X

EVALUATION AND GRADING IN BUSINESS EDUCATION

I. Basic Philosophy

There are several suggestions on which there appears to be agreement among leading business educators regarding evaluation and grading of students. Among these are the following:

A. There are several purposes of testing in addition to that of serving as a basis of grading. They are:

1. for individual pupil assessment
2. as a pre-test—to find out what the students know before new unit topics are presented
3. to determine strengths and weaknesses of students as a basis of review and reteaching
4. to give practice in mastering fundamentals
5. to give pupils opportunities to test themselves before the teacher tests them for grading purposes
6. for placement purposes.

B. Pupils should be informed at the beginning of the course the basis of grading and evaluation being used by the teacher. Many teachers today allow students to participate in determining the basis for grading and evaluation

C. Teachers should use more than one factor as the basis of student grades. In evaluating the students' work, it is recommended that several factors be weighed and given consideration. Below are listed several different schemes for grading in business subjects. They are offered as specimens only. It should be adopted in tact and used by all teachers. Each individual teacher should draw up his own grading scheme.

TYPEWRITING

1. Speed
2. Accuracy
3. Production
4. Personal Factors

OR

1. Accuracy
2. Manipulative Use of Machine
3. Production
4. Speed

BOOKKEEPING

- | | | |
|---------------------|----|---------------------|
| 1. Tests | | 1. Tests |
| 2. Assignments | OR | 2. Personal Factors |
| 3. Practice Sets | | 3. Workbooks |
| 4. Class Discussion | | 4. Practice Sets |

SHORTHAND

- | | | |
|-----------------------|----|---------------|
| 1. Tests | | 1. Tests |
| 2. Homework | OR | 2. Class Work |
| 3. Personal Qualities | | 3. Reading |
| 4. Workbook | | 4. Workbook |

OFFICE PRACTICE

- | | | |
|--------------------------|----|-----------------------------|
| 1. Production | | 1. Production |
| 2. Accuracy | OR | 2. Personal Qualities |
| 3. Tests | | 3. Tests |
| 4. Operation of Machines | | 4. Operation of
Machines |

GENERAL BUSINESS

- | | | |
|---------------------|----|---------------------|
| 1. Tests | | 1. Tests |
| 2. Workbooks | OR | 2. Personal Factors |
| 3. Projects | | 3. Reports |
| 4. Class Discussion | | 4. Projects |

BUSINESS LAW

- | | | |
|-----------------------|----|---------------------|
| 1. Case Histories | | 1. Case Histories |
| 2. Tests | OR | 2. Tests |
| 3. Assignments | | 3. Assignments |
| 4. Personal Qualities | | 4. Class Discussion |

D. Teachers should use several types of tests:

1. Objective Test
This type of test may be used in bookkeeping, general business, business law, typewriting, and office practice. This test should contain more than one type of item.
2. Subjective or Essay Test
This type of test may be used in business law, economics, general business, and consumer economics.
3. Problem Test
This type of test may be used in bookkeeping and business law and should consist of the actual type of problem with which the students are familiar. For example, if the worksheet is being discussed, an exercise of this kind should be given for a test.
4. Production Test
This type of test could be used in typewriting, short-

hand, and office practice. The grade should be based on the accuracy and completion of material in a given length of time.

5. Case Problems

This type of test may be used in business law and should consist of cases similar to the ones the students have been discussing.

6. Self-evaluation

This type of test may be used most effectively in type-writing, office practice, and shorthand.

II. Suggestions for Preparing Tests

A. Objective

True-False

1. Approximately one-half of the items should be true.
2. Avoid items which are partly true and partly false.
3. Each question should contain but one factor.
4. Use items that cannot easily be answered by a good guess.
5. Avoid the use of "clues" such as all, always, often, never, alone, only, entirely, usually, seldom, totally, nearly, etc.
6. In instructions warn against guessing. (If scored on R-W basis.)
7. A device to eliminate guessing is to have students make false items true.

Multiple Choice

1. Each item should have 4 choices.
2. There should be the same number of choices for each item.
3. All answers should be plausible, but only one correct.
4. When responses consist of several words, use a new line for each response.

Completion

1. Select definite facts.
2. The item (even with the omission) should be meaningful.
3. Avoid use of indicators such as "a" or "an" preceding the blank space.
4. Put blanks at or near end of statement.
5. The blanks should be of equal length.

Matching

1. One list of items should be longer than the other. (20% longer)
2. Use similar subject matter within each subdivision.
3. Arrange one list in alphabetical order.
4. The matching section of the test should be complete on one page.
5. Instructions should indicate that it is permissible to use an answer more than once.
6. The number of pairs to be matched should be between 10 and 20 pairs.

B. Subjective

1. State the question so that the student will apply his reasoning ability.
2. Use questions that will make the student apply his background of knowledge.
3. Use words that will make clear what you specifically want pupils to do such as: explain, describe, name the advantages of, give the weaknesses of, tell why, etc.
4. To facilitate grading, score one question on all papers. For example grade question one on all papers then grade question two on all papers.

CHAPTER XI

TEACHING BASIC ECONOMIC PRINCIPLES

An understanding of certain basic economic principles is indispensable to each citizen if he is to cope effectively with the economic life around him. An economy such as ours today carries with it its own demands of understanding, responsibility and intelligent action. Public education has the duty to make available to young people an economic education that will build an informed, alert, and loyal citizenry. Those responsible for the training of our youth must know the facts and must be skilled in the techniques of problem analysis. They must understand how our swift-changing economy operates, what it produces, and how its products are distributed.

Economics, as such, is rarely offered in high schools and, when offered, is largely a theoretical discussion of principles and laws with few, if any, practical applications. Teachers in all fields have many opportunities to further economic understanding without listing the point they are stressing under the strict heading of "Economics." Business teachers in particular have many opportunities to raise the level of "economic literacy" in their classrooms.

In Consumer Economics, for example, the pupil learns the wise use of credit and how it will enrich his everyday living. He learns that shelter is a necessity for which expenditure in some form is made by all people, and that to become an intelligent buyer he must learn how to get the most from his dollars.

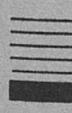
General Business informs the pupil of the number and variety of jobs available in our economy today and fosters his appreciation of the freedom to choose the work he desires. He is made aware of the role business and industry play in our everyday life. He understands more clearly the importance of the family unit in modern society and the necessity of saving for future needs. Through a better understanding of the wise use of credit he is able to invest his savings and manage his financial affairs more efficiently. Also, in General Business, the pupils learns about the various types of banks, the functions they perform and the helpful services they render to people and industry.

Bookkeeping papers and practice sets may be used to show the importance of wise consumer buying. By looking at the accounts it may be pointed out that overbuying ties up capital that would have earning power if invested in some other way. Explaining that the loss of earning power on this capital is a real money loss to the company will help the student understand the importance of choosing wisely when buying for his personal life.

Space in this handbook does not permit a discussion of all the economic principles that should be presented to high school pupils. However, a composite list of basic economic principles is given in a bulletin entitled "Key Understandings in Economics." A copy of the bulletin may be obtained from The Council For Advancement of Secondary Education, 1201 Sixteenth Street, Northwest, Washington 6, D. C.

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