

EVALUATION OF MONTANA'S BUSINESS EDUCATION GUIDELINES

by

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of

MASTER OF SCIENCE

in

Business Education

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Bozeman, Montana

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Dr. Harvey Larson, Chairman, Miss Leona Barnes, and Dr. J. B. Walden.

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The writer is grateful to Miss Janet Hughes, State Supervisor of Business Education, and Mr. Daniel Hertz, Director of the Curriculum Institute for encouraging the writer to do the evaluation.

Thanks is extended to the respondents who provided the data necessary for the completion of the evaluation.

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LETTERS OF NEED

STATE OF MONTANA

OFFICE OF THE STATE SUPERINTENDENT

HELENA 59601



DOLORES COLBURG
Superintendent of
Public Instruction

April 27, 1971

Ms. Karen Munson
School of Commerce
Montana State University
Bozeman, Montana 59715

Dear Karen:

Your evaluation of the Business Education Curriculum Guidelines is proving to be most worthwhile.

The team that developed the Guidelines did a good job. However, the Guidelines could not be considered really beneficial until they had been tested and revised. The evaluation will indicate what portions need revising and strengthening.

Your contribution to improving Montana business education is much appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Janet Hughes".

(Miss) JANET E. HUGHES, Supervisor
Business Education

JEH:cm

Montana State University

Bozeman, Montana 59715

Tel. 406-587-3121

School of Commerce
Dr. Harvey A. Larson, Director

August 10, 1970

Miss Karen Munson
School of Commerce
Montana State University
Bozeman, MT 59715

Dear Miss Munson:

I am very pleased to learn of your interest in pursuing a research project relative to the Curriculum Guidelines developed for Business Education during the Summer of 1970.

Dolores Colburg, State Superintendent of Public Instruction, and her Office considered it vitally important that curriculum guidelines be developed for the Business Education programs.

Business Education courses are an integral part of the comprehensive high school. Increased emphasis is being placed on effective business education programs which makes curriculum planning and subject area guidelines for the different sized schools in Montana very important.

A follow-up Curriculum Institute is being planned for the Summer of 1971 for the purpose of refining and finalizing the business education guidelines.

Any "action" research that can be carried out relative to the use of these guidelines would add considerably to the validity of their being an effective guideline for the State of Montana. Any recommendations for improvements gleaned from the research would be welcomed.

Sincerely yours,



Daniel G. Hertz, Director
Business Education Curriculum
Institute

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CHAPTER I

INTRODUCTION

A Curriculum Institute in Business Education, co-sponsored by the Department of Public Instruction and the School of Commerce, Montana State University, was held on the campus of MSU in June of 1970. Fifteen business education instructors from the state were chosen to participate in the formulation of Montana's Business Education Guidelines.

The purpose of the Institute was to investigate the participants' concept and approach to business education curricula--the philosophy, the objectives, and the minimum standards of performance. Participants became acquainted with the "State Plan for Vocational Education," and they were brought up to date on current practices, trends, and developments in the business curricula. Participants developed a curriculum guideline that will provide all Montana business educators with a model curriculum for business education subjects.

Guidelines were developed for the following courses: typing, general business, shorthand, bookkeeping, consumer economics, business mathematics, business law, business communications, clerical office practice, secretarial office practice and simulated office.

In the follow-up institute in June, 1971, the participants will further develop and edit the guidelines for final distribution.

Also during the 1971 institute, it will be determined if these guidelines were the basis on which changes by the business teachers who originally received them were made.

This idea of guidelines for business education is not a new one. Gwynn states

Educational experts and psychologists and sociologists are predicting that the next quarter of a century will be the era of greatest development of a curriculum to bring about the maximum growth and learning in each individual; in this learning, each child will become more aware of what he wants and needs to learn, and he will gradually acquire the ability to do more of his own planning and studying, under an expert teacher's guidance (8:iii).

Evaluation of the guidelines is a major concern of this writer. A true evaluation of the guidelines will involve students, teachers, administrators, and parents. This evaluation will have to take place after a period of time--perhaps a year or two years--after thorough use has been made of the guidelines and new curricula are formed and, in turn, evaluated.

Teachers, not only those in business education, but those from other disciplines should evaluate the guidelines and the new curricula that are developed.

Students can fairly evaluate a curriculum after they have graduated and gained employment. Only then will they realize what particular courses in the curriculum were most helpful to them in securing a job and in keeping that job.

Parents who have been students--many times in the same classroom as their children--can be valuable aids in evaluating the curricula.

Statement of Problem

Therefore, my purposes in conducting this survey were to find:

1. if the business teachers in the state of Montana felt the curriculum guidelines were worthwhile;
2. if the business teachers used the guidelines;
3. if certain parts of the guidelines were more useful than others;
4. if the business teachers had suggestions and recommendations for the improvement of the guidelines;
5. if certain recommendations occurred more often than others, and if so, what these recommendations were;
6. if the business teachers felt that the objectives for each business subject were too general, acceptable, or too specific;
7. if the business teachers felt that the topical outline was not detailed enough, acceptable, or too detailed for each business subject;
8. if the business teachers felt that the standards for each business subject were low, acceptable, or high;
9. if the business teachers felt the guidelines were usable in the present format;
10. if the business teachers agreed or disagreed with the core curriculums for small, medium, and large schools that were presented in the guidelines.

Procedure

The procedures involved in this study included

1. an introductory letter to those Montana business education teachers who received a copy of the guidelines from the State Department of Public Instruction.

This introductory letter made the teachers aware of the guidelines and informed them that the writer would be corresponding with them throughout the school year concerning the evaluation of the guidelines, (see appendix A).

2. a questionnaire to the same teachers at the end of the first semester. It was felt that this would give ample time for these teachers to evaluate the guidelines. Business law was inadvertently omitted from the list of courses to be evaluated, (see appendix B), and

3. a final questionnaire to those who did not return the first form.

Limitations

This study was limited to the fifty persons who received the guidelines from the State Department and who returned the completed questionnaire. Eight questionnaires were disqualified because the respondents were not high school business teachers in Montana.

CHAPTER II

REVIEW OF LITERATURE

Research on and actual studies of the effectiveness of state business curriculum guidelines are limited. Price and Hopkins (16:17) reported

A number of guides have been prepared for use by business teachers, supervisors, teacher educators, and curriculum directors for the improvement of the business curriculum. These bulletins are usually prepared by study groups representing the two main purposes of business education--education about business (economic understanding) and education for business (occupational preparation). Most of the curriculum guides are prepared under the sponsorship of and are financed by federal or state governments.

These guides serve a useful but limited purpose. If those who are responsible for the preparation of the guides are endowed with the wisdom and biases consistent with the needs of the students in the field, then worthy ends are served. However, the contribution of such members is usually limited at best. At any rate, studies should be made to evaluate these guides.

William Lineberry (11:118) asserted that our high-road, low-road educational system is offering courses that bore the students. In not motivating these students to study, we, as instructors, are helping to make them useless--to themselves, to the economy, and to society. Edward Chase (5:118) claimed, "The biggest failure of American education is the way it is turning millions of young people into unemployables."

Providing the student with a curriculum that is realistic requires exceptional teachers who can bend and work within the plan

and who are willing to try the new ideas that come from good evaluation.

Most curriculum changes are brought about by evaluation of a curriculum. The number of research studies on curriculum is high.

Planning and Organizing

Who should plan the curriculum? Hass (10:7) stated that everyone interested in the future of America should have a part in the planning. Everyone who is concerned about the quality of education our future leaders are receiving in today's classrooms should be involved.

Tener (19:243) said curriculum planning should be a project for school personnel interested in professional growth and general curriculum development. The teachers and department chairman should do the organizing and planning of details; the principal should coordinate the program for the system; and the superintendent should be concerned with general professional plans and policies.

The community's citizens are a determining factor in business education curriculum planning. Moore (14:59) conducted a survey to determine the views of residents in Wisconsin about high school business education programs. He selected at random 100 persons to be interviewed. He found: (a) 75 percent expressed an interest in sending their children to college; 69 percent felt the generally required subjects in high school should be primarily academic. (b) 79 percent were in favor of agriculture being offered in the high school; 95 percent, economics; 89 percent, industrial arts;

99 percent were in favor of business education being offered in the high school. (c) 98 percent thought that typewriting should be offered; 96 percent said that shorthand should be offered; 92 percent expressed an interest in bookkeeping; 84 percent, general business; 54 percent, retail selling. (d) More than 50 percent of the interviewees felt that typewriting and shorthand should be offered to the extent of vocational use, although several were in favor of both the personal use and vocational being offered in the high school. (e) 98 percent favored the idea of vocational business subjects being offered in the post high school situation; one percent felt that the subjects should be offered only in the post high school situation, whereas the other 97 percent favored the subjects being offered in this situation in addition to high school training.

Tener (19:243) agreed that there are many factors to consider in curriculum construction. For example, the community and surrounding territory have demands for specific types of skilled office workers. The alert school administrator will establish a program with these particular needs in mind. However, curriculum planners should be aware that labor is mobile, and the possibility of students going to different states is great; therefore, the curriculum must also be broader than local needs indicate.

Tener (19:243) continued to say there were two responsibilities of business educators in organizing a business curriculum. One responsibility is the provision of a general view of education--the development of a normal productive member of society and the training of people for certain business positions. The other

responsibility is the preparation of the student for an initial job with the ability to progress in it. In addition, it must be remembered that business education is not a separate entity; but rather an inter-related part of the total school program.

There cannot be a differentiation between teaching business classes for vocational use or general education use in the realistic business curriculum. Dotson (7:207) pointed out that an examination of the business curriculum in action shows that there is no difference between vocational and general education; preparation for making a living is also preparation for life.

But Grant Venn (21:34) gave two main reasons why vocational education today is not realistic in preparing students for the world of work. (1) Vocational education students too often are the drop-outs or castoffs of the academic curriculum. Its teachers . . . enjoy relatively low status within the teaching profession. (2) Too often vocational courses do not teach the skills that modern industry wants.

Evaluation

Evaluation is a very necessary part in the development of an effective business curriculum. It is a process that should involve all those concerned--students, teachers, administrators, parents, and businessmen--and should be a continuous process. Each community will demand certain expectations of a business curriculum; but because every curriculum must fit particular students in a particular community, a "best" curriculum for all schools is impossible to design. Business education guidelines can be helpful and can offer usable suggestions.

A very important part of this evaluation should be done by the businessmen who are hiring the schools' graduates. This evaluation should be in terms of what the initial employee is expected to do on the job and what pre-tests the student might have to take before employment. The expectations of these businessmen are essential criteria for curriculum changes and improvements. Slaten (18:163) related that when viewing a recommended curriculum the evaluator should ask himself: Will this recommended curriculum satisfy our students' needs? our community needs? Should the present curriculum be revised to include these recommendations? Should sequences be added to our present curriculum? Should present sequences offered be dropped?

Byrnside (2:8-11) contributed the following principles of evaluation for business and office education: (1) evaluation should be made in terms of the objectives of the programs. (2) evaluation should include economic factors as well as educational objectives. (3) evaluation should include an appraisal of student outcomes. (4) evaluation should be conducted on the basis of what should have been accomplished as well as what has been accomplished. (5) evaluation should be interrated and interpreted into an improved curriculum.

Valid evaluation of a business curriculum will help determine its status and its progress. This evaluation should be used to bring about future growth and change. Evaluation need not be merely directing authoritative opinion. It should be a way of guiding students, teachers, employers, and the community. The extent to which business curriculum recommendations are used will determine the usefulness of the evaluation.

Wanous (22:4) wrote that the chief purpose of evaluating school programs is to make meaningful data available on which improvements can be charted.

Byers (1:8) related that the education world is made up of 30, 40, 30--which means 30 percent who are trying new ideas, 40 percent who are watching with an open mind to see what's happening, and 30 percent who are resisting.

This fact is a significant improvement over 10 years ago, when less than 10 percent of the teachers and school administrators were willing to attempt some new ideas.

CHAPTER III

ANALYSIS OF DATA

Each of the 50 persons who received the guidelines from the State Department of Public Instruction received a copy of the questionnaire; eight were disqualified because the respondents were not high school business teachers in Montana.

Several of the teachers who received the original questionnaire duplicated copies and had the other business teachers in the respective schools complete it. Consequently, 44 respondents completed the questionnaire.

Some teachers answered all parts of the questionnaire, but others just answered those sections concerning the classes that they were currently teaching. Therefore, some parts of the questionnaire were answered more often than other sections.

The purpose of the guidelines is to present a model for the business teachers in Montana when making their own curricula changes.

The analysis revealed that most of the business teachers in Montana felt that the guidelines were worthwhile. Of 44 respondents, 17 indicated the guidelines were very worthwhile; 27 indicated worthwhile. See Table I, page 12.

An analysis of the use of the guidelines indicated that 89 percent of the teachers had used the guidelines, while 11 percent had not. Three did not answer this section.

TABLE I
BREAKDOWN OF RESPONSES

Response	Number	Percent
Very Worthwhile	17	39
Worthwhile	27	61
Not Worthwhile	0	00

Of 33 respondents, 27, or 82 percent, thought that the guidelines were usable in the present format; 6, or 18 percent, thought the guidelines were not usable in the present format.

The major complaint about the format was the bulkiness, making the guidelines too big and inconvenient to handle. It was suggested that if the guidelines are to be kept in the large booklet form, indexing tabs should be used.

Frequency of Choices

Respondents were asked to rank with a 1, a 2, or a 3 the three parts of the guidelines that they have or will have used the most. Choices were: objectives; topical outline; teaching methods; standards of evaluation, performance, testing and grading; textbook and resource material lists; or layout and facilities recommendations.

The rank of the six sections according to the total number of responses per section was: standards, 36; topical outline, 27; teaching methods, 22; objectives, 19; textbook and resource material lists, 12; and layout and facilities recommendations, 5.

The standards section was listed as the first choice most frequently. The teaching methods section was listed second choice most frequently, and the topical outline section was listed the third choice most often. See Table II, page 14.

Core Curriculum

Of 22 respondents, 16, or 73 percent, agreed with the suggested core curricula for the small, medium, and large schools; 6, or 27 percent, disagreed with the suggested curricula. Most of the disagreement centered around the small school's curricula. The following recommendations were given:

1. Business communication should not be included in the curriculum for a small school.
2. Secretarial and clerical practice should be combined with simulated office and cooperative programs in the small school. Also bookkeeping, data processing, and business law should be combined.
3. Small schools with only one instructor cannot offer what is suggested. Most of the courses have to be incorporated into an office practice class.
4. Bookkeeping should be added to the core curriculum of a small school.
5. Distributive education and marketing should be included in a large school.
6. Data processing, if included in the suggested core curriculum of a large school, should be included in the guideline.
7. Typing should be offered at the freshman level.
8. Basic business should be offered later than the freshman year for more student understanding of its value.
9. Simulated office is of more importance than consumer economics and mathematics.
10. Clerical practice should include the duplicating section rather than including it in business machines.
11. Not enough time to get in all suggested courses and still prepare for college.

TABLE II
FREQUENCY OF CHOICES

	Total Responses	First Choice		Second Choice		Third Choice	
		Number	Percent*	Number	Percent	Number	Percent
Standards of evaluation, performance, testing, and grading	36	21	58.33	6	16.67	9	25.00
Topical Outline	27	7	25.93	8	29.63	12	44.44
Teaching Methods	22	3	13.64	14	63.64	5	22.73
Objectives	19	7	36.84	7	36.84	5	26.32
Textbook and resource material lists	12	2	16.67	5	41.67	5	41.67
Layout and facilities recommendations	5	2	40.00	0	00.00	3	60.00

*Percents rounded to the nearest one-hundredth of one percent.

Objectives

The respondents were asked to check whether they felt the objectives for each business subject were either too general, acceptable, or too specific. Again, some teachers did not mark all sections but only those that they were teaching. Therefore, some subjects were not marked 44 times.

Table III, page 16 shows the number and the percentage that checked each business subject. The objectives were acceptable to over 50 percent of the teachers.

Topical Outline

The respondents indicated whether the topical outline for each business subject was not detailed enough, acceptable, or too detailed. See Table IV, page 17. From the information given in the table, the topical outline was acceptable to a majority of the teachers.

Standards

The respondents were to check whether the standards for each business subject were too low, acceptable, or too high. See Table V, page 18. A larger number of teachers felt the standards were acceptable than the number of teachers who felt the objectives and topical outline were.

Respondents recorded answers more frequently for the traditional business subjects of shorthand, typing, bookkeeping, clerical and secretarial practice. From Tables III, IV, and V it is evident that these traditional courses were the only courses to receive more than 30 responses. The reason for the few answers for cooperative office and simulated office is that few schools have initiated these programs.

TABLE III
OBJECTIVES

	Total Responses	Too low		Acceptable		Too high	
		Number	Percent*	Number	Percent	Number	Percent
Shorthand	35	2	5.71	31	88.57	2	5.71
Bookkeeping	33	2	6.06	27	81.82	4	12.12
Clerical and Secretarial Practice	32	5	15.63	27	84.38	0	00.00
Typing	31	2	6.45	27	87.10	2	6.45
Business Machines	29	3	10.34	21	72.41	5	17.24
Business Math	28	3	10.71	23	82.14	2	7.14
Cooperative Office	28	4	14.29	24	85.71	0	00.00
Simulated Office	26	3	11.54	23	88.46	0	00.00
Business Communications	24	0	00.00	24	100.00	0	00.00
Basic Business	23	3	13.04	19	82.61	1	4.35
Consumer Economics	22	9	40.91	13	59.09	0	00.00

*Percents rounded to the nearest one-hundredth of one percent.

TABLE IV
TOPICAL OUTLINE

	Total Responses	Too low		Acceptable		Too high	
		Number	Percent*	Number	Percent	Number	Percent
Typing	36	1	2.78	30	83.33	5	13.89
Bookkeeping	35	2	5.71	29	82.86	4	11.43
Clerical and Secretarial Practice	35	0	00.00	33	94.29	2	5.71
Shorthand	32	2	6.25	29	90.63	1	3.13
Cooperative Office	27	1	3.70	26	96.30	0	00.00
Business Machines	27	7	25.93	17	62.96	3	11.11
Simulated Office	25	2	8.00	23	92.00	0	00.00
Business Math	24	2	8.33	18	75.00	4	16.67
Business Communications	23	1	4.35	21	91.30	1	4.35
Basic Business	23	4	17.39	17	73.91	2	8.70
Consumer Economics	22	8	36.36	14	64.00	0	00.00

*Percents rounded to the nearest one-hundredth of one percent.

TABLE V
STANDARDS

	Total Responses	Too low		Acceptable		Too high	
		Number	Percent*	Number	Percent	Number	Percent
Shorthand	34	4	11.76	24	70.60	6	17.65
Typing	33	3	9.09	23	69.70	7	21.21
Bookkeeping	33	2	6.06	30	90.91	1	3.03
Clerical and Secretarial Practice	33	3	9.09	30	90.91	0	00.00
Business Machines	28	3	10.71	24	85.71	1	3.57
Cooperative Office	27	2	7.41	25	92.59	0	00.00
Business Math	25	3	12.00	22	88.00	0	00.00
Simulated Office	24	3	12.50	21	87.50	0	00.00
Basic Business	23	5	21.74	17	73.91	1	4.35
Consumer Economics	22	8	36.36	14	63.64	0	00.00
Business Communications	22	1	4.55	20	90.91	1	4.55

*Percents rounded to the nearest one-hundredth of one percent.

CONCLUSIONS AND RECOMMENDATIONS

From the analysis of the data, the writer concluded that the business teachers who received questionnaires think the guidelines are worthwhile.

The objectives of all the subjects were acceptable to over 50 percent of the respondents. The topical outline and the standards of all the subjects were also acceptable to over 50 percent. Many of the teachers felt that considerable editing needed to be done before a set of guidelines would be completed that would be useful to all business teachers in Montana.

The core curricula for a small, a medium, or a large school were acceptable to a majority of the teachers. The teachers at the small schools felt that the curriculum suggested included too many courses. Time and staff are not adequate to accomplish the recommended curriculum.

From the analysis of the data, Chapter III, the teachers in Montana who responded were more interested in standards for the different subject areas than any other part of the guidelines. Teaching methods were the second most important part, with the topical outline the third most important part. The majority of the respondents indicated that the guidelines were acceptable in the present format. The major criticism of the guidelines was that they needed to be edited and reworded for clarity.

A summary of the recommendations from the data given by the respondents follows:

1. Update the textbook and resource material lists giving publication dates, prices, and current addresses of publishers and distributors.
2. Write all objectives in behaviorial terms.
3. Edit the guidelines for more consistency of information from subject area to subject area.
4. Include material on recordkeeping because it is a suggested elective in the curriculum of a large school.
5. Revise the topical outlines so they are not a replica of the table of contents from textbooks.

For specific recommendations given by the teachers see Appendix C.

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APPENDIXES

APPENDIX A

INTRODUCTORY LETTER

— *Montana State University* —
Bozeman, Montana 59715 Tel. 406-587-3.

School of Commerce
Harvey A. Larson, Director

Dear Fellow Business Teacher:

You have recently received a copy of Montana's Curriculum Guidelines for Business Education from Miss Janet Hughes, State Supervisor for Business Education.

In partial fulfillment for a Master of Science Degree in Business Education at Montana State University, I am conducting a follow-up study on the use of these guidelines. From this study I hope to arrive at sound recommendations for the improvement of the business curricula in Montana.

After semester break I will be sending you a questionnaire to begin this evaluation. This first semester will give you time to use the guidelines. Another questionnaire will be sent to you during April, when definite curriculum changes in your school should be known.

Please indicate on these questionnaires any recommendations that you feel could be used next summer when the guidelines are to be revised. The source of my information will be held in strict confidence.

Respectfully yours,



(Miss) Karen Munson
Instructor

APPENDIX B

COVER LETTER

QUESTIONNAIRE

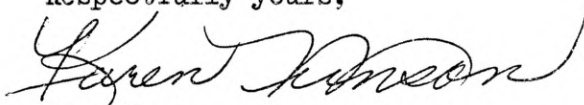
Subject: Questionnaire

Enclosed is the questionnaire on evaluation of Montana's Business Education Curriculum Guidelines I wrote about in my November letter.

If you feel you cannot answer questions about specific subjects, please have the staff members of your department who are teaching these subjects answer them. Please be sure all applicable questions are answered.

I would appreciate a reply by March 1 at the very latest.

Respectfully yours,



(Miss) Karen Munson
Instructor
School of Commerce

EVALUATION OF MONTANA'S BUSINESS EDUCATION CURRICULUM GUIDELINES

School enrollment _____

Do you feel the guidelines are: very worthwhile _____
 worthwhile _____
 not worthwhile _____

Have you used the guidelines: yes _____
 no _____

Do you feel you will use the guidelines: yes _____
 no _____

What three parts of the guidelines do you feel you have or will use the most: Rank first choice with a 1, second choice with a 2, and third choice with a 3.

Objectives	_____
Topical Outline	_____
Teaching Methods	_____
Standards of evaluation, performance, testing, grading	_____
Textbook and resource material lists	_____
Layout and facilities recommendations	_____

In the specific subject areas, do you feel the objectives are:

	<u>too general</u>	<u>acceptable</u>	<u>too specific</u>
Basic Business	_____	_____	_____
Consumer Economics	_____	_____	_____
Bookkeeping	_____	_____	_____
Business Math	_____	_____	_____
Business Machines	_____	_____	_____
Business Communications	_____	_____	_____
Typing	_____	_____	_____
Shorthand	_____	_____	_____
Clerical and Secretarial Practice	_____	_____	_____
Simulated Office Lab	_____	_____	_____
Cooperative Office	_____	_____	_____

In the specific subject areas do you feel the topical outline is:

	<u>not detailed enough</u>	<u>acceptable</u>	<u>too detailed</u>
Basic Business	_____	_____	_____
Consumer Economics	_____	_____	_____
Bookkeeping	_____	_____	_____
Business Math	_____	_____	_____
Business Machines	_____	_____	_____
Business Communications	_____	_____	_____
Typing	_____	_____	_____
Shorthand	_____	_____	_____
Clerical and Secretarial Practice	_____	_____	_____
Simulated Office Lab	_____	_____	_____
Cooperative Office	_____	_____	_____

Do you feel the standards for the specific subject areas are:

	<u>low</u>	<u>acceptable</u>	<u>high</u>
Basic Business	_____	_____	_____
Consumer Economics	_____	_____	_____
Bookkeeping	_____	_____	_____
Business Math	_____	_____	_____
Business Machines	_____	_____	_____
Business Communications	_____	_____	_____
Typing	_____	_____	_____
Shorthand	_____	_____	_____
Clerical and Secretarial Practice	_____	_____	_____
Simulated Office Lab	_____	_____	_____
Cooperative Office	_____	_____	_____

Are the guidelines usable in the present format?

If not, please give suggestions.

Do you agree with the suggested core curriculum for the small, medium, and large schools? Why or why not?

Recommendations:

Content:

Other:

APPENDIX C

RECOMMENDATIONS

RECOMMENDATIONS

1. Provide a list of films available from the State Library.
2. Recommend class size to be "not over 20" rather than "not over 30."
3. Move the suggested core curricula recommendations a grade lower because choice of electives is a problem in most schools.
4. Include a detailed unit on filing.
5. Recommend 45 wpm rather than 40 wpm for an "A" grade in first year typing.
6. Give equal credit in typing for accuracy and proofreading and efficient production rather than giving more credit for speed.
7. Suggest a rotation plan for calculating machines that does not put like machines together so students can help each other.
8. Be more selective in the list of communication types to be covered because it is impossible to do them all.
9. Write objectives in behavioral terms and make the objectives more specific.
10. Include more specific skills and knowledge recommendations for the completion of consumer economics.
11. In business math, suggesting the goal of "logical answer" checking is excellent as are all shortcut methods.
12. Recommend that homework in bookkeeping be checked; not necessarily graded but checked to see where students are making errors.
13. Include more grading outlines and suggestions for counting homework and daily work in bookkeeping.

14. Provide more detail on methods and a more specific outline of content in clerical and secretarial practice.
15. Given recommendations for third and fourth semesters in shorthand seem high on transcription for C and D grades.
16. Provide more information on the grading of mailable transcripts of 5 minute dictation in Shorthand II.
17. Re-evaluate the standards for Typing I, II, and Office Practice because they don't always agree.
18. Suggest more individual procedures and more innovative ideas.
19. Present more variety in teaching methods so the individual teacher can choose own methods.
20. Revise the textbook and resource material lists to include latest publication dates, current addresses of publishers, and prices.
21. Include, when possible, substitutes for recommended equipment for the small school.
22. Edit the guidelines for clearer understanding.

APPENDIX D

QUOTES

QUOTES

From the information received from the business teachers, these statements show that they are in favor of further developing the guidelines.

"For overall help to all sized schools it is an outstanding book."

"Represents a good start for refinement as a necessary part of the business curriculum for teachers in Montana."

"Are very satisfactory for any teacher--has been a great help."

"Are a real value to the new teacher or teacher new to a particular subject."

Includes a good list of resource material."

"Are a good project--has been a real help to me so far."

"Overall I feel that they are a good start for the State Guidelines."

"Typing III presents some good, complete material."