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MONTANA BUSINESS AND OFFICE EDUCATION TEACHERS' VIEW OF THE
ESTABLISHMENT OF A MULTI-MEDIA MATERIALS LABORATORY
IN THE STATE OF MONTANA

by

CAROL BRADFORD PERLINSKI

A professional paper submitted in partial fulfillment
of the requirements for the degree

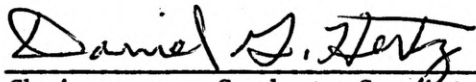
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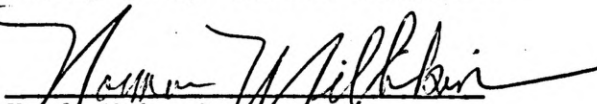
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ABSTRACT

The purpose of this study was to determine if Montana business and office education teachers were interested in the establishment of a state-funded multi-media materials laboratory.

The population, which was surveyed by questionnaire, consisted of 219 business and office education teachers in the State of Montana. These instructors teach at the secondary, post-secondary, and higher education institutions in Montana. The findings are listed in tabular form indicating the percentage of response to each question.

The conclusions were: 1. Teachers of business and office education subjects want a state-funded multi-media materials lab established in Montana. 2. Instructors would like movies, filmstrips, slide series and presentations, projects, reference books, sources of information, and simulations housed in such a lab. 3. Accounting, typewriting, shorthand, office procedures, data processing, general business, consumer education, word processing, simulation, and human relations are the subject-areas that should be covered in a business and office education multi-media materials lab, should one be established. 4. Career materials covering the areas of secretarial and clerical should be covered in such a lab. 5. A majority of the teachers surveyed (41 percent) would use the lab once a month. 6. If a business and office education multi-media materials lab is established, it should be located in Bozeman, Montana. 7. Those teachers surveyed felt that the State Film Library is not serving their needs and has obsolete materials. 8. A teacher who is certified to teach business and office education should be the coordinator of a multi-media materials lab for business and office education if one is established. 9. The instructors surveyed felt that the materials made available by such a lab should be free of charge. 10. Business and office education teachers would be willing to submit their ideas and other information to a multi-media materials lab.

CHAPTER 1

INTRODUCTION

The business and office education teacher must have up-to-date, relevant information to keep classes current and informed. To accomplish this goal, the researcher wanted to find if Montana business and office education teachers were in favor of the establishment of a multimedia materials laboratory in the State of Montana.

The business and office education teacher covers a wide variety of subject areas. These areas are evolving and changing year to year. Oftentimes a textbook does not sufficiently cover the information adequately and the teacher finds it necessary to supplement the textbook with outside materials and media.

Teachers, more frequently than not, have failed to use media as a part of the learning process because they have not been aware of the sources of media and materials available to them, have not established any criteria for selection and evaluation of the media and materials that did find their way to the school and classroom, and, finally, did not possess the effective techniques of utilization of the media and materials in achieving specific instructional objectives. (Klasek, 1972:32)

"Selecting instructional materials, always an important task, has become increasingly difficult as more and more materials have become available." (National Association of Secondary School Principals, 1973:v) Not only are there numerous media and materials available to the teacher to choose from, the selection of such items is time consuming.

STATEMENT OF THE PROBLEM

This research study was undertaken to determine if Montana business and office education teachers were interested in the establishment of a state-funded multi-media material laboratory. This was a follow-up study to an earlier research project. (Myers, 1978)

The study was designed to answer the following questions:

1. Do Montana business and office education teachers want a state-funded multi-media materials lab?
2. What types of media and materials would teachers find useful in such a lab?
3. What subject areas should media and materials cover in a multi-media materials lab?
4. What career education areas relating to vocational business and office education programs should have information housed in such a lab?
5. How often would a teacher anticipate using such a lab?
6. Should a multi-media materials lab be located in Bozeman, Montana, to coordinate with the State Distributive Education Multi-Media Materials Laboratory also located in Bozeman?
7. How do business and office education teachers in the State of Montana feel the State Film Library is serving their needs?
8. Should such a multi-media materials lab be coordinated by a certified business and office education teacher?
9. Should such a lab be operated free of charge to the schools of Montana?
10. Would business and office education teachers be willing to submit their original ideas to a multi-media materials lab?

NEED FOR THE STUDY

"The problem of media integration into classroom learning has been intensified by the changing organization and structure of the school systems, the changing and developing curricular programs, and by the types of change in contemporary educational media and materials."

(Klasek, 1972:30) To keep abreast of changing times and ways of life, the business and office education teacher must turn to media and materials to update textbooks that are outdated within a year of purchase. "The textbook is no longer the sole source of information, sometimes not even the primary one." (National Association of Secondary School Principals, 1973:3)

Studies have been made to show that outside media will help the teacher reach more students than the traditional lecture method will. ". . . learning from some unspecified film or other medium was compared with learning from some unspecified presentation by an instructor or other medium. . . . the results of these studies showed, almost without exception, decided advantages for films and other audiovisual materials over the usual kinds of classroom instruction." (Allen, 1976:80)

The use of media and materials is important in the classroom. The demands upon the time of the instructor sometimes cut short the time that should be spent on media selection. ". . . it is difficult for any one teacher-coordinator to find, preview, select, purchase, sort and

categorize the wealth of information available in this field." (Doe, 1977:vii) Not only is time a variable in the selection of materials, "The proliferation of materials has made selection of good materials difficult." (National Association of Secondary School Principals, 1973: 4)

At the time of this research, the business and office education teachers in the State of Montana must go to many sources to acquire media and materials for classroom presentations. Should a multi-media materials lab be implemented in Montana for business and office education teachers, the instructor will need to consult one catalog for up-to-date materials.

LIMITATIONS OF THE STUDY

The research of this study was limited in scope due to the lack of information on multi-media materials laboratories related to the business and office education curriculum.

1. The information was studied from resource materials located at the Montana State University Library, Bozeman, Montana; the Business Education Department curriculum library in the School of Business at Montana State University; and the libraries of Dr. Daniel Hertz and Dr. Norman Millikin.
2. Analyses were made from the questionnaires (Appendix B) received from 216 of 395 business and office education teachers in the State of Montana. These instructors teach at secondary, post-secondary, and higher education institutions in the State of Montana.

DEFINITION OF TERMS

The following definition of terms are presented to assist the reader. These definitions have been chosen from sources used by the researcher in the review of literature for this project and are generally accepted education references.

Audio-visual

All material presented in non-print form (transparencies, filmstrips, films, cassettes, tapes, and slides)

Business and Office Education Multi-Media Materials Laboratory

A type of library housing printed and audio-visual materials in business and office education

Distributive Education Multi-Media Materials Laboratory

A type of library housing printed and audio-visual materials in distributive education

Higher Education Institutions

Institutions which offer a four-year baccalaureate program

Materials

Supplemental aids, review materials, self-instructional, or remedial

Media

All printed and audio-visual material

Multi-Media Materials Laboratory

A learning resource center, learning materials center, educational media center, educational resource center, educational services center, educational communication center, instructional technology center, a library, an audiovisual center, or an educational materials center

Post-Secondary

Post high school education. Included for this project are the vocational technical centers and the community colleges.

Printed Material

All material presented in print form (texts, workbooks, pamphlets)

Resources

Faculty members, administrative members, staff members, members of the community, textbooks, computer programs, instructional television, periodicals, slides, kits, and so on.

Secondary

High school level of education, grades 9 - 12

SUMMARY

This chapter introduces the reader to the concept of a multi-media materials laboratory. The statement of the problem section sets down the specific questions that are to be answered through this project. The need for the study lies in the facts that multi-media materials are vital to effective teaching. The limitations of the study and the definition of terms are set down to make the total picture of this research study more clear.

ORGANIZATION OF THE STUDY

This research project is organized into chapters. Chapter one is the statement of the problem, the need for the study, the limitations of the study, and the definition of terms.

Chapter two has information for the review of literature. The following are presented in chapter two: definition, purpose, and objectives; changing times; increased teaching effectiveness; development of the multi-media materials laboratory; selection and use of a multi-media materials laboratory by teachers; and two multi-media centers now in operation.

Chapter three is a review of the procedures followed. This chapter will cover the sources of data, construction of the survey instrument, administration of the survey instrument, and compilation and analysis of the data.

Chapter four is the results of the study. Tables represent the findings of the questionnaire which was sent out. A description and an analysis follow each table explaining the findings.

Chapter five lists the conclusions, recommendations, and the summary of the findings for this research project.

CHAPTER II
REVIEW OF LITERATURE
INTRODUCTION

A review of literature was conducted to further the comprehension of a multi-media materials laboratory, the need for a laboratory, and the use of such a laboratory. This chapter will give the reader an understanding of the following:

1. Definition, Purpose, and Objectives
2. Changing Times
3. Increased Teaching Effectiveness
4. Development of the Multi-Media Materials Laboratory
5. Selection and Use of a Multi-Media Materials Lab by Teachers
6. Two Multi-Media Centers Now in Operation

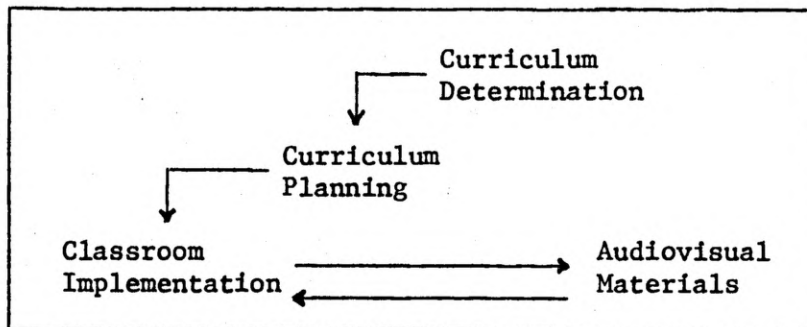
DEFINITION, PURPOSE, AND OBJECTIVES

A media center is many things. It is called a learning resource center, learning materials center, educational media center, educational resource center, educational services center, educational communication center, instructional technology center, a library, an audiovisual center, or an educational materials center. As Humpty Dumpty has said, 'Words can mean whatever we choose them to mean, neither more nor less.' (Gerletti, 1976:7)

The term to be utilized throughout this study will be Multi-Media Materials Laboratory.

Purposes and objectives must be established before the actual development of a lab. ". . . like the total educational program, (purposes and objectives) are dependent upon the support of personnel, materials, equipment, facilities, processes, and content." (Hug, 1975: 49) To be a successful project, all entities involved must function together. "School media programs do not simply sprout up like mushrooms, but rather represent an expenditure of funds for people and physical components assembled for the purpose of providing constructive alternatives for curricular activities." (Hug, 1975:49)

The following diagram illustrates how audio-visual materials fit into curriculum development:



(Gerletti, 1976:9)

Audio-visual materials play an important part in the schools. A center or laboratory that would readily provide these materials to teachers would be of great value. "Such a program (multi-media materials laboratory) would have as its primary objective the provision of a

maximum variety of instructional materials and strategies of use for the learners and learning managers it is designed to serve." (Lennox, 1976:299)

CHANGING TIMES

Times are changing in business, education, attitudes, and many other areas around us. "For centuries, the teacher's chief job has been that of presenting information and testing students to see whether they can remember it--on cue." (Brown, 1969:18) This is one idea that has been evolving through the years. "Today, the learner is the focal point in the classroom; the teacher's role is changing rapidly. One role of the teacher remains unchanged, however, that of applying principles of learning in all instructional activities." (Popham and others, 1975: 105)

In sum, technological advances in the last ten to fifteen years have been extensive in providing improved devices and techniques for bringing the best, the most relevant, and the widest range of experiences to students. It has been shown that the use of various media can improve student learning and at the same time significantly reduce instructional time and some personnel requirements. (Kemp, 1968:4)

As the world of business advances, education for business must also keep up with the pace. Educators must constantly update so that students have marketable competencies at the end of their educational experience. "The very nature of business education suggests that the business teacher should keep abreast of changing societal needs." (Calhoun, 1980: 12)

In order to keep instructors updated in resources, the media specialist or coordinator must stay abreast of new ideas and innovations. ". . . they must respond creatively and sensitively to the ever-changing curriculum. In order to increase their ability to respond, they must assimilate and utilize information from many sources."

(Hug, 1975:63-4) Fallon noted that multi-media material labs ". . . must be flexible enough to allow change with ease, as learning-teaching and curriculum needs constantly change." (Fallon, 1976:327)

Establishing a multi-media materials lab or acquiring funding to purchase audio-visual materials and resources is not accomplished with ease. "The failure of school boards to recognize that audio-visual and library personnel are not frills is causing hardships for classroom teachers trying to obtain, use, and maintain audio-visual hardware and software." (Katz, 1979:42) The hardship of acquiring audio-visual materials is also observed at the collegiate level. A survey taken in 1976 by Charles E. Treas recorded that "The greatest deterrents to the use of audiovisual methods in schools of business, according to the 123 deans, include insufficient funds for buying the equipment and materials, and the faculty's lack of knowledge concerning their use." (Treas, 1977: 19)

Changing roles, technologies, attitudes all have an effect upon the use of audio-visual materials in education. It is important that the

people involved with the use of media in education (the teachers) disseminate information of the importance of this resource to those who control funding.

INCREASED TEACHING EFFECTIVENESS

H. A. Tonne was quoted as saying,

The common sense of most educators has always indicated that we do not know enough about the learning process to be dogmatic. There are several if not many ways of learning that will be effective depending upon the teacher, the learners, and the environment; and the same methods can be failures under other circumstances.

(Robinson and others, 1979:32)

Audio-visual aids can offer varied learning experiences to students.

"Audiovisual materials have been among the resources for teaching and learning in educational programs for many years. Most often they have been secondary to verbal presentations by teachers, to textbooks, to the chalkboard, to library materials, and to other traditional and convenient methods of communication." (Kemp, 1968:3) Oftentimes audio-visual materials are thought of as a new invention when they have actually been in use over a long period of time. Even with their lengthy existence, they are often misused. ". . . for many teachers, the traditional audiovisual materials unfortunately, have been 'aids'--enrichments to be used 'if we have the time,' after the lecture and textbook are studied." (Kemp, 1968:4) According to Treas' study of school of business deans on several college campuses, ". . . 97 percent believed that

the skillful use of audiovisuals can increase the effectiveness of teaching!" (Treas, 1977: 19) Calhoun suggests that lecture and visual presentations and/or opportunities for discussion be utilized in teaching. This type of instruction he calls the 'illustrated lecture.' It gives the students more opportunities to react and become involved with the learning experience. (Calhoun, 1980:170) "In American primary and secondary schools, much success has been reported using audio-visual media to increase teaching effectiveness." (Treas, 1977:18)

One business course which utilizes learning materials outside the textbook is accounting. ". . . perhaps nowhere is the judicious selection of learning resources more vital than in beginning accounting courses." (Musselman and others, 1979:45) There are many opportunities to use a variety of audiovisual materials. The market for these materials is wide. ". . . particular care should be taken to ensure that the materials selected is appropriate to the situation and, more important, that it enhances and does not detract from student understanding." (Musselman and others, 1979:52) The following comments were made about a business learning center at the Milwaukee Area Technical College. These comments came from accounting students utilizing the center:

"The audiovisual lesson was right there to refer to as I did the assignment."

"Repetition and audiovisual teaching make learning easier."

(Polisky, 1976:29)

This business learning center assists students. They receive remedial, supportive, and course instruction in a variety of business subjects offered at this school.

Audio-visual materials should also be utilized in typing. ". . .it is likely that teacher-directed instruction in which carefully selected audiovisual media are used to individualize and support regular instruction would yield even better results." (Robinson and others, 1979:32)

When teachers offer a variety of teaching procedures, the learning process for the students is more interesting and valuable. (Calhoun, 1980:168) "Students learn in different ways. Some learn better by discussing and doing than by listening, and vice versa." (Popham and others, 1975:106) This is why the use of audio-visual materials is important to reach these individuals. "The teacher's role is to plan multiple learning experiences so that the teacher and student, working together, may identify those learning experiences most appropriate for each individual." (Popham and others, 1975:106)

DEVELOPMENT OF THE MULTI-MEDIA MATERIALS LABORATORY

The development of the multi-media materials laboratory will be broken into six parts. 1) functions, 2) development of the lab, 3) selection of materials, 4) storage and retrieval, 5) distribution of materials, and 6) feedback and evaluation.

Functions

Hug outlines the functions of a media program as follows:

The functions of a media program may be considered as management and administration, design, information, and consultation. Each of these functions relates to such operations as acquisition, production, reference, storage and retrieval, evaluation, research and development, maintenance, and distribution.

(Hug, 1975:58)

Development of the Lab

Polisky states that the development of a multi-media materials lab should be on a gradual basis. (Polisky, 1976:31) Kirkpatrick offers this advice: "Resist the temptation to offer a full range of media services right away; money and staff time may be minimal at first. . . . stretching thin can lead to dissappointments and dwindling support. Success will justify expanding your services." (Kirkpatrick, 1979:19)

Selection of Materials

The selection of materials to be housed in a lab is an important process. More than one person should be involved in this decision-making process.

Opinions of students, parents, and administrators should be added to those of teachers--several teachers, not just one. Such a selection committee ensures that all concerned points of view will be heard and that all concerned groups will be informed about the availability and purposes of materials. Such a group also provides the manpower needed for the work of searching, sifting, and evaluating. (National Association of Secondary School Principals, 1973:7)

The selection procedure must be swift so that interest is not lost when selecting materials. The acquisition of materials should be made as quickly and inexpensively as possible. (Hug, 1975:77)

In Treas' study of university deans in schools of business, the sources of information used to select audio-visual materials were as follows:

. . . consultation with the media center personnel; campus audiovisual catalog; personal files of instructors; commercial brochures and circulars; professional literature and periodicals; department files; educational and commercial exhibits; professional meetings; and the Educational Media Index.

(Treas, 1977:19)

Along with the selection of materials goes the selection of resources. "Resources can include faculty members, administrative members, staff members, members of the community, textbooks, computer programs, instructional television, periodicals, slides, kits, and so on." (Winant, 1976:318)

An important consideration in the selection of materials is to be sure the items are up-to-date and are what the users desire to utilize in the classrooms.

Storage and Retrieval

To facilitate the actual handling of the materials involved in a multi-media materials lab, there must be a system set up to index or categorize these materials. Hug found that most media centers have

classification systems used to make storage and retrieval of materials more accurate with easier access. These systems include ". . . subject headings, descriptive catalogs, card catalogs, computer book catalogs, and shelf lists." (Hug, 1975:81) Myers found that 97 percent of Montana secondary teachers surveyed felt that a multi-media materials lab should have a catalog with 82 percent wanting the catalog divided into subject areas. (Myers 1978:61)

Distribution of Materials

A materials lab must have an efficient distribution system to become an effective materials lab. ". . . schedules, equipment, and personnel . . . provide the services and machines and materials . . . to support the educational programs." (Hug, 1975:82-3) If materials that are ordered do not make their destination as scheduled, it disrupts the flow of education. This disruption will discourage the use of multi-media materials and will hinder teacher effectiveness.

Feedback and Evaluation

"As the media program grows. the media specialist must constantly gather feedback and effect changes to fit the program to the needs of the organization, the staff, and the patients (students)." (Kirkpatrick, 1979:18) With continuing feedback and evaluation the multi-media materials lab can attempt to meet the demands of its users, the teachers and instructors. Brown puts the evaluation process in a

nutshell, "Media, carefully evaluated and used in optimum fashion, are the tools of a truly professional teacher." (Brown, 1969:20)

Each segment of the development of such a lab must be carefully completed. The six parts listed are not the only parts of this development; however, they are some of the very basic parts. The proper development of a multi-media materials lab could be the success or the failure of a program.

SELECTION AND USE OF A MULTI-MEDIA MATERIALS LAB BY TEACHERS

When audiovisual aids are available for the teacher to use, the difficult task of selection begins. "It is the responsibility of the teacher to select the audio-visual aids best suited to meet the needs of the class." (South-Western Publishing Company, 1962:2) T. E. Langford suggests guides for the careful selection and use of materials and media:

1. The purposes and intended functions of materials and media should be clearly defined, and the activities should be realistic for learners and relatively easy for the teacher to understand and direct.
2. The materials should be suitable for entry-level behavior as well as for the range of capabilities of those learners for whom the presentation is directed.
3. Materials and media should be classroom tested to determine their real instructional capabilities.
4. The manner in which the content is organized and developed in terms of sequence, language, and graphic elements should be educationally sound.

5. The teacher's personal and professional judgments should be satisfied to the extent that the content and procedures for practice will stimulate and appropriately challenge the learners.

(Robinson and others, 1979:33)

Another suggestion calls for teachers to form a pattern when selecting audio-visual materials:

1. Decide whether the film, filmstrip, or slide/sound presentation selected contributes toward the goal sought.
2. As you preview the audio-visual, jot down specific guides to present to the viewer. Duplicate these guides and present to the students a few minutes before the viewing takes place.
3. If you decide the material does not serve the purpose for which it was rented, return it unused.
4. Evaluate the effectiveness of the audiovisual with students immediately to determine if they were able to absorb the points you identified.
5. Arrange for viewings out of class for students who need them.
6. Once an audio-visual is identified as valuable, prepare a documentation of it on a small card, complete with the topic, source, goal for which it is to be used, and a listing of points to be observed. A reference file of this type is indispensable.

(Popham and others, 1975:137)

Klasek describes the effective use of media: ". . . media are most effective when integrated into the learning process and directed toward the achievement of instructional objectives, the teacher can use one or a combination of media, capitalize on the unique qualities of that medium, establish alternatives, and support learning in her classroom."

(Klasek, 1972:46)

TWO MULTI-MEDIA CENTERS NOW IN OPERATION

The Vocational Education Resource Materials Library

The Vocational Education Resource Materials Library is located at the University of Wisconsin at Madison, Wisconsin. This materials library houses materials for vocational programs which follow: agriculture education, business education, career education/guidance, distributive education, environmental education, health occupations education, home economics education, trade and industrial education, and special and handicapped education. The program area of interest to this study is the business education program.

Business education materials are a part of this total vocational library. There are program supervisors for each program, business education has three program supervisors for their area.

The program is funded through the Wisconsin Department of Public Instruction, Bureau of Career and Manpower Development, and the Wisconsin Board of Vocational Technical and Adult Education.

Materials are available to vocational educators, students, and others throughout Wisconsin. They are eligible to borrow resource materials listed in the bibliographies (catalogs are available for each program) free of charge.

The Montana Distributive Education Materials Laboratory

The Montana Distributive Education Materials Laboratory is located in Bozeman, Montana, at the Bozeman Senior High School. The materials housed in this laboratory are supervised by the distributive education teacher, Mr. Ron Newville. The lab has been in operation since 1972.

The program is funded through the Office of Public Instruction located in the State capital, Helena, Montana. The funding covers the total costs of the operation of the materials lab; including the purchase of materials, postage, operational supplies, and supervisor salary.

The materials are available to distributive education teachers, business education teachers, and adult education teachers. There is no fee charged for the use of these materials by Montana teachers. A catalog listing the materials is available free of charge.

SUMMARY

This chapter has given the reader a further understanding of the concept of a multi-media materials laboratory, and the importance of the proper use of audio-visuals in the classroom. Emphasis was placed on the following areas:

1. Definition, Purpose, and Objectives
2. Changing Times
3. Increased Teaching Effectiveness
4. Development of the Multi-Media Materials Laboratory

5. Selection and Use of a Multi-Media Materials Lab by Teachers
6. Two Multi-Media Centers Now in Operation

CHAPTER III

PROCEDURES

INTRODUCTION

The purpose of this study was to determine if Montana business and office education teachers were in favor of the establishment of a multi-media materials laboratory in the State of Montana.

To clarify the procedures used in this study, it is necessary to examine the following areas:

1. Sources of Data
2. Construction of the Survey Instrument
3. Administration of the Survey Instrument
4. Compilation and Analysis of the Data

SOURCES OF DATA

The sources of data for this study were obtained by questionnaires sent to all secondary, post secondary, and higher education institutions that have business and office education teachers in Montana. The survey population was restricted to the State of Montana, the area to be served by a multi-media materials laboratory if one should be established.

Data for the review of related literature was obtained from the Montana State University Library, and from the private libraries of Dr. Daniel Hertz and Dr. Norman Millikin. Of the sources listed, the Master of Science in business education professional paper of Julia

Mary Myers contained information relating to the establishment of a business/office education instructional media center in the State of Montana. This paper was of value as a reference to the writer.

Conversations with Ms. Marion Reed; Business, Office, and Distributive Education State Consultant in Montana, were held discussing the possibilities of the establishment of such a media lab in the State of Montana.

CONSTRUCTION OF THE SURVEY INSTRUMENT

The survey instrument used for this study was a questionnaire (Appendix B). It was developed by the writer in April 1980 with the assistance of Dr. Daniel Hertz and Dr. Floyd Frost. After a series of revisions, the questionnaire was considered appropriate for the study.

The survey was confidential in nature with no code numbers used to identify questionnaires. There were twelve questions with the first eleven questions multiple choice or fill in the blank. The last question was an open-ended question.

The first question asked the respondents if they were in favor of having a state-funded multi-media materials laboratory for business and office education programs in the State of Montana.

Question two and three asked what materials and media should be available and what subject areas should be covered in such a lab. These

questions were fashioned after similar questions located in a questionnaire set up by Myers (Myers 1978).

The fourth question was career education oriented. It asked the person to check two of the four areas listed. The four areas were secretarial, clerical, accounting, and data processing. Question five asked how many times the respondent would anticipate using the lab if one were established. Question six asked if the location of such a lab should be in Bozeman, Montana, in order to coordinate materials and equipment with the State Distributive Education Materials Laboratory.

Question seven and eight dealt with coverage of business and office education subject materials by the State Film Library, located in Helena, Montana. Question seven asked for a rating, excellent to poor coverage, of the materials available, and question eight asked if the materials utilized through the Library are up to date.

The ninth question asked if a certified business and office education teacher should coordinate the operation of a multi-media materials library. The tenth question asked if the respondents thought the materials available through such a library should be free of charge.

Question eleven asked if the respondent would be willing to contribute original bulletin board ideas, games, and other teaching ideas to such a lab. If the person marked "yes", there was a place to fill in their name, address, and city. If the person did not want to reveal their identity, this blank did not need to be filled in.

Question twelve requested additional comments and suggestions from the respondents.

ADMINISTRATION OF THE SURVEY INSTRUMENT

The questionnaire was mailed to 395 instructors of business and office education at the secondary, post secondary, and higher education institutions in the State of Montana on May 2, 1980. Enclosed with the questionnaire were a cover letter (Appendix A) and a self-addressed, stamped envelope.

On May 23, 1980, 53 percent of the teachers had responded to the questionnaire. At this time it was decided not to conduct a follow-up survey, due to lack of time. The proposal to set up such a lab was due in one week, and the data derived from this study were essential to the proposal.

After May 23, 1980, more questionnaires were received. These questionnaires brought a 3 percent response bringing the total response to 56 percent.

COMPILATION AND ANALYSIS OF THE DATA

Once the survey had been terminated, responses were compiled and analyzed. These results were then set up in tables for clarity. A written description and an analysis of the data supplements the tables.

The data were reported in the tables by listing the number of replies to each question, the percent of the total responding to the question, and the totals of each of these sections. The total numbers vary due to some questions not answered by the respondents.

By analyzing the results of the study, conclusions and recommendations were made.

SUMMARY

This chapter described the procedure used by the researcher in conducting the survey. The following areas were examined:

1. Sources of Data
2. Construction of the Survey Instrument
3. Administration of the Survey Instrument
4. Compilation and Analysis of the Data.

CHAPTER IV

FINDINGS

INTRODUCTION

This chapter presents a tabulation and analysis of the data obtained from this survey of all business and office education teachers in the State of Montana. This includes secondary, post-secondary, and higher education programs.

The purpose of this study was to determine if Montana business and office education teachers were in favor of the establishment of a multimedia materials laboratory in the State of Montana.

The survey was confidential in nature and contained twelve questions with the first eleven questions multiple choice or fill in the blank. The last question was an open-ended question. Ample space was provided on the survey instrument for comments; thus, many direct quotes have been included.

Questionnaires (Appendix B) were received from 216 of 395 business and office education teachers in Montana. The information contained in the results of the survey were needed by a deadline and it was decided not to conduct a follow-up survey.

ESTABLISHMENT OF AUDIO-VISUAL MATERIALS LAB

Of the 216 respondents of the questionnaire, 177 (82 percent) were in favor of the establishment of an audio-visual materials lab in the

State of Montana, Thirty-two (15 percent) of the respondents were not in favor of the establishment of the lab. There were 7 (3 percent) of the respondents who did not respond to the questionnaire.

This information is presented in Table 1.

Table 1

ESTABLISHMENT OF AUDIO-VISUAL MATERIALS LAB

Question: Would you be in favor of having a state-funded multi-media materials lab for business and office education programs?

Response	No.	Percent
Yes	177	82%
No	32	15
No Response	7	3
TOTALS	216	100%

AUDIO-VISUAL MATERIALS

The next tables represent how respondents rated various audio-visual materials that would be housed in an audio-visual materials lab. These were to be rated 5 to 1 points with 5 as high priority and 1 as low priority.

The following items were rated: movies, filmstrips, slide series, transparencies, cassettes, sample texts, projects, reference books,

The question asked was: What media and materials would you like in such a lab? Please rate all the following items as to importance, 5 to 1, with 5 as high priority.

MOVIES

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XX					93
4	XXXXXXXX					17
3	XXXXXXX					16
2	X					3
1	XX					4
No Response	XXXXXXXXXXXX					29
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					54
TOTAL						216

Table 2a interprets the findings of the survey concerning movies. The items to be considered are the first five. They indicate that movies are a high-priority item. The "Wrong Response" category represents those questionnaires returned that were marked incorrectly. Forty-two percent (93) felt that movies are high priority. Eight percent (17) rated movies as number 4, 7 percent (16) rated them as number 3, one percent (3) rated them as number 2, and 2 percent (4)

Table 2b
FILMSTRIPS

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXXXXXXXXXX					39
4	XXXXXXXXXXXXXXXXXXXX					31
3	XXXXXXXXXXXX					22
2	XXXXXX					12
1	XXXX					8
No Response	XXXXXXXXXXXXXXXXXXXX					30
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX					54
TOTAL						216

Table 2c

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					62
4	XXXXXXXXXXXX					29
3	XXXXXXX					18
2	XXXXXXX					15
1	XXXX					8
No Response	XXXXXXXXXXXX					30
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					54
TOTAL						216

Table 2d

TRANSPARENCIES

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXX					22
4	XXXXXXXXXXXXXXXXXX					32
3	XXXXXXXXXXXXXXXXXXXX					37
2	XXXXXXXXXX					18
1	XXXXXXXXXXXX					23
No Response	XXXXXXXXXXXXXXXXXX					30
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					54
TOTAL						216

number five, or high priority rating. These figures are found on page 32.

Table 2d is found on page 33. It shows how transparencies were rated. The percentages on this item were grouped closely together. Ten percent (22) rated this as a 5, 15 percent (32) rated this as a 4, 17 percent (37) rated this as a 3, 8 percent (18) rated this as a 2, and 11 percent (23) rated this as a 1. This item could be labeled as a

Table 2e
CASSETTE TAPES

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXX					17
4	XXXXXXXXXXXXXXXXXX					34
3	XXXXXXXXXXXXXXXXXXXX					41
2	XXXXXXXXXXXX					23
1	XXXXXXXX					17
No Response	XXXXXXXXXXXXXXXXXX					30
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					54
TOTAL						216

medium or middle-priority item. The higher percentage rates fall in the four to three category.

Table 2e represents the findings on cassette tapes. This media could be considered as another middle-priority item. The number three response had the highest percentage return. Eight percent (17) rated it as a 5, 16 percent (34) rated it as a 4, 19 percent (41) rated it as a 3, 11 percent (23) rated it as a 2, and eight percent (17) rated it as a 1. This table is located on page 34.

Table 2f shows how the Montana business and office education teachers rated sample textbooks. The findings show that this item is a low-priority item. Ten percent (22) rated this item as a high-priority item (5), ten percent (21) rated it as a 4, 12 percent (26) rated it as a 3, 13 percent (28) rated it as a 2, and 17 percent (36) rated it as a 1 or low priority. Table 2f is found on page 36.

Table 2g represents the findings on how the teachers rated projects. This item is rated high- to middle-priority. Thirteen percent (33) rated it as a 5, 12 percent (30) rated it as a 4, 12 percent (30) rated it as a 3, 6 percent (14) rated it as a 2, and 8 percent (18) rated it as a 1. The higher rates fall in the five, four, and three response, which indicates that it is of some priority. Table 2g is found on page 37.

Table 2h indicates the responses to reference books. The ratings on this item were high- to middle-priority. Sixteen percent (34) rated

this item as a 5, 13 percent (27) rated it as a 4, 15 percent (33) rated it as a 3, eight percent (17) rated it as a 2, and nine percent (20) rated it as a 1. Table 2h is located on 38.

Table 21 shows the responses to bulletin board ideas being included in a business and office education multi-media materials lab. This table does not show a trend. The high response percentages were in located in responses for five, three, and one. The percentage responses

Table 2f

SAMPLE TEXTBOOKS

Response	Percent of 216 Responses																				Number
	10				20				30				40				50				
5	XXXXXXXXXX																				22
4	XXXXXXXXXX																				21
3	XXXXXXXXXXXXXX																				26
2	XXXXXXXXXXXXXXXX																				28
1	XXXXXXXXXXXXXXXXXXXXXX																				36
No Response	XXXXXXXXXXXXXX																				29
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX																				54
TOTAL																					216

are as follows: 14 percent (31) rated as a 5, nine percent (19) rated as a 4, 15 percent (33) rated as a 3, 10 percent (22) rated as a 2, and 13 percent (27) rated as a 1. This table is located on page 39.

Table 2j is representing the responses to games. The findings show that games are of middle- to low-priority. Ten percent (21) rated games as a 5, eight percent rated it as a 4, 17 percent (37)

Table 2g
PROJECTS

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXXXXXXXX					33
4	XXXXXXXXXXXXXXXXXX					30
3	XXXXXXXXXXXXXXXXXX					30
2	XXXXXX					14
1	XXXXXXX					18
No Response	XXXXXXXXXXXXXXXXXX					37
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					54
TOTAL						216

rated games as a 3, 11 percent (23) rated as a 2, and 14 percent (31) rated as a 1. The number three response was the highest percentage response with the number one response as the next highest. This would point out that this item is of middle- to low-priority. Table 2j is found on page 40.

Table 2k graphically shows the responses to sources of information. Sources of information were rated as follows: 19 percent (42) rated as

Table 2h

REFERENCE BOOKS

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXXXXXXXX					34
4	XXXXXXXXXXXXXXXXXX					27
3	XXXXXXXXXXXXXXXXXX					33
2	XXXXXXXXXX					17
1	XXXXXXXXXX					20
No Response	XXXXXXXXXXXXXXXXXX					31
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX					54
TOTAL						216

a 5, 11 percent (24) rated as a 4, 17 percent (36) rated as a 3, 7 percent (16) rated as a 2, and 6 percent (12) rated as a 1. These responses show that sources of information are a high- to middle-priority item. The highest percentage response was the number five response with the number three response second in percentage. This table is found on page 41.

Table 21 is representing the responses to video tapes. This

Table 2i

BULLETIN BOARD IDEAS

Response	Percent of 216 Responses																				Number
	10				20				30				40				50				
5	XXXXXXXXXXXXXXXXXX																				31
4	XXXXXXXXXX																				19
3	XXXXXXXXXXXXXXXXXX																				33
2	XXXXXXXXXX																				22
1	XXXXXXXXXXXXXXXXXX																				27
No Response	XXXXXXXXXXXXXXXXXX																				30
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX																				54
TOTAL																					216

media was rated as follows; eight percent (18) rated video tapes as a 5, 13 percent (28) rated as a 4, 14 percent (31) rated as a 3, 9 percent (19) rated as a 2, 14 percent (30) rated video tapes as a 1 or low priority. Overall video tapes rate middle- to low-priority. This table is located on page 42.

Table 2m represents the findings on simulations. Eighteen percent (38) rated simulations as a 5 or high priority, 15 percent (33) rated

Table 2j

GAMES

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXX					21
4	XXXXXXXXXX					18
3	XXXXXXXXXXXXXXXXXXXX					37
2	XXXXXXXXXXXX					23
1	XXXXXXXXXXXXXXXXXXXX					31
No Response	XXXXXXXXXXXXXXXXXXXX					32
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					54
TOTAL						216

Table 2k

Response	Percent of 216 Responses																				Number
	10	20	30	40	50																
5	XXXXXXXXXXXXXXXXXXXX					42															
4	XXXXXXXXXXXX					24															
3	XXXXXXXXXXXXXXXXXXXX					36															
2	XXXXXXX					16															
1	XXXXXX					12															
No Response	XXXXXXXXXXXXXXXXXXXX					32															
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					54															
TOTAL						216															

(Appendix B) asked for "Others." The following items were listed in this space: parliamentary procedure materials for OEA and DECA, equipment available to produce slide series and a way to find out what others have produced, speakers, possible equipment rentals, teaching ideas, micro computers, and depends on enrollment of the school.

According to the percentages of responses, this author would rate the following media items as high-priority items: movies, filmstrips,

Table 21

VIDEO TAPES

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXX					18
4	XXXXXXXXXXXXXXXX					28
3	XXXXXXXXXXXXXXXX					31
2	XXXXXXXXXX					19
1	XXXXXXXXXXXXXXXX					30
No Response	XXXXXXXXXXXXXXXXXXXX					36
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					54
TOTAL						216

Response	Percent of 216 Responses										Number
	10	20	30	40	50						
5	XXXXXXXXXXXXXXXXXXXX					38					
4	XXXXXXXXXXXXXXXXXXXX					33					
3	XXXXXXXXXXXXXXXXXXXX					34					
2	XXXXXXX					14					
1	XXXXXXX					12					
No Response	XXXXXXXXXXXXXXXXXXXX					31					
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX					54					
TOTAL						216					

SUBJECT-AREAS

The next group of tables represent how respondents rated various subjects that are taught by business teachers. These items were rated five to one points with five as high priority and one as low priority.

The following subjects were rated in the questionnaire: accounting, typewriting, shorthand, office procedures, office machines, data processing, business communications, reprographics, recordkeeping, economics, business law, general business, consumer economics, consumer education, word processing, records management, business math, business principles and management, simulation, coop O. E., and human relations. A section was left where the respondents could list other subjects they felt were taught by the business and office education teacher. A table has been made for each item listed in the question.

The question asked was: What subject areas should media and materials cover in a business and office education multi-media materials lab? Please rate all the following items as to importance, 5 to 1, with 5 as high priority.

Table 3a represents the responses to the subject of accounting. Forty-six percent (100) rated accounting as a 5, nine percent (19) rated it as a 4, eight percent (17) rated it as a 3, four percent (8) rated it as a 2, and three percent (7) rated it as a 1 or low priority.

The high percentage found in the response marked five showed the area accounting as a high-priority item. The responses in the other categories were significantly lower. Table 3a is found on page 44.

Table 3b represents the responses to typewriting. Thirty-six percent (78) rated typewriting as a 5, 11 percent (24) as a 4, 13 percent (29) as a 3, three percent (6) as a 2, and six percent as a 1 or low priority. This graph illustrates that typewriting would

Table 3a
ACCOUNTING

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XX					100
4	XXXXXXXXXX					19
3	XXXXXXXXXX					17
2	XXXX					8
1	XXX					7
No Response	XXXXXXXXXXXX					25
Wrong Response	XXXXXXXXXXXXXXXXXXXX					40
TOTAL						216

Table 3c represents the findings on shorthand. Shorthand is another high-priority item according to the results. Twenty-eight percent (61) rated shorthand as a 5, ten percent (26) rated it as a 4, 15 percent (33) rated it as a 3, six percent (12) rated it as a 2,

TYPEWRITING

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX					78
4	XXXXXXXXXXXX					24
3	XXXXXXXXXXXX					29
2	XXX					6
1	XXXXXX					13
No Response	XXXXXXXXXXXX					26
Wrong Response	XXXXXXXXXXXXXXXXXXXX					40
TOTAL						216

and seven percent (15) rated it as a 1. In selecting materials for a business and office education multi-media materials laboratory, shorthand would be one subject that materials should be purchased for. Table 3c is shown below.

Table 3d shows the findings on the subject of office procedures. The respondents rated this subject as follows: 43 percent (92) rated it as a 5 or high priority, 16 percent (35) rated it as a 4, five percent

Table 3c

SHORTHAND

Response	Percent of 216 Responses										Number
	10		20		30		40		50		
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX										61
4	XXXXXXXXXX										26
3	XXXXXXXXXXXXXXXXXX										33
2	XXXXXX										12
1	XXXXXX										15
No Response	XXXXXXXXXXXXX										29
Wrong Response	XXXXXXXXXXXXXXXXXXXXX										40
TOTAL											216

(11) rated it as a 3, one percent (3) rated it as a 2, and three percent (7) rated it as a 1. This is another subject that should be considered high priority in selecting materials for a laboratory. The percentage represented under response number five is much greater than the other responses. Table 3d is illustrated below.

Table 3e illustrates how the respondents rated the subject of office machines. Twenty-one percent (46) rated office machines as a 5,

Table 3d
OFFICE PROCEDURES

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XX					92
4	XXXXXXXXXXXXXXXXXXXX					35
3	XXXXXX					11
2	X					3
1	XXX					7
No Response	XXXXXXXXXXXX					28
Wrong Response	XXXXXXXXXXXXXXXXXXXX					40
TOTAL						216

15 percent (32) rated it as a 4, 19 percent (40) rated it as a 3, six percent (13) rated it as a 2, and eight percent (17) rated it as a 1. This subject should be put on the high- to middle-priority category. More respondents rated it as a number 5 than any other response but the number 3 response is quite strong as well. The Table 3e results are shown below.

Table 3f illustrates the results found on data processing. Twenty-

Table 3e

OFFICE MACHINES

Response	Percent of 216 Responses										Number
	10	20	30	40	50						
5	XXXXXXXXXXXXXXXXXXXXX					46					
4	XXXXXXXXXXXXXXXXXXXXX					32					
3	XXXXXXXXXXXXXXXXXXXXX					40					
2	XXXXXXX					13					
1	XXXXXXX					17					
No Response	XXXXXXXXXXXXXXX					28					
Wrong Response	XXXXXXXXXXXXXXXXXXXXX					40					
TOTAL						216					

eight percent (61) rated it as a 5, 16 percent (34) rated it as a 4, 13 percent (27) rated it as a 3, eight percent (17) rated it as a 2, and four percent (8) rated it as a 1 or low priority. These results show that data processing is a high-priority item to take into consideration when purchasing items to be housed in a laboratory. Table 3f is illustrated below.

Table 3g represents the findings about the subject area of business

Table 3f
DATA PROCESSING

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					61
4	XXXXXXXXXXXXXXXXXXXX					34
3	XXXXXXXXXXXXXX					27
2	XXXXXXXX					17
1	XXXX					8
No Response	XXXXXXXXXXXXXX					29
Wrong Response	XXXXXXXXXXXXXXXXXXXX					40
TOTAL						216

communications. Twenty-one percent (48) rated it as a 5, 20 percent (46) rated it as a 4, 17 percent (38) rated it as a 3, six percent (14) rated it as a 2, and one percent (3) rated it as a 1. The subject of business communications could be rated as a high- or a middle-priority subject. There is a decrease from the responses that rated this subject as a 5 to the respondents that rated it as a number 4 and 3. This information is found on the table below.

Table 3g
BUSINESS COMMUNICATIONS

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXXXXXXXXXXX					48
4	XXXXXXXXXXXXXXXXXXXXX					46
3	XXXXXXXXXXXXXXXXXXXXX					38
2	XXXXXX					14
1	X					3
No Response	XXXXXXXXXXXXX					27
Wrong Response	XXXXXXXXXXXXXXXXXXXXX					40
TOTAL						216

Table 3h shows how the respondents rated the subject of reprographics. Eighteen percent (38) rated it as a 5, 16 percent (35) rated it as a 4, 19 percent (41) rated it as a 3, six percent (12) rated it as a 2, and seven percent (15) rated it as a 1. This subject could be rated as a middle-priority item. The majority of the respondents felt that it was rated number 3 more than any other. The information is illustrated below.

Table 3h

REPROGRAPHICS

Response	Percent of 216 Responses																				Number
	10				20				30				40				50				
5	XXXXXXXXXXXXXXXXXXXX																				38
4	XXXXXXXXXXXXXXXXXXXX																				35
3	XXXXXXXXXXXXXXXXXXXX																				41
2	XXXXXXX																				12
1	XXXXXXX																				15
No Response	XXXXXXXXXXXXXXXXXXXX																				35
Wrong Response	XXXXXXXXXXXXXXXXXXXX																				40
TOTAL																					216

Table 3i represents the findings on the subject of recordkeeping. Twelve percent (26) rated it as a 5, 14 percent (31) rated it as a 4, 18 percent (38) rated it as a 3, 13 percent (29) rated it as a 2, and seven percent (16) rated it as a 1 or low priority. This subject area also fits the middle-priority item category. This would indicate that materials for this subject should be included in the lab but in small quantities and not until the end of the first year of operation or the

Table 3i
RECORDKEEPING

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXX					26
4	XXXXXXXXXXXX					31
3	XXXXXXXXXXXXXXXXXXXX					38
2	XXXXXXXXXXXX					29
1	XXXXXXX					16
No Response	XXXXXXXXXXXXXXXXXXXX					36
Wrong Response	XXXXXXXXXXXXXXXXXXXX					40
TOTAL						216

second year of operation. The information on Table 31 is shown on page 53.

Table 3j represents the information found on economics. Eighteen percent (39) rated it as a 5, 13 percent (29) rated it as a 4, 20 percent (43) rated it as a 3, eight percent (17) rated it as a 2, and seven percent (15) rated it as a 1. This subject could be categorized as middle priority but it also leans toward high priority. It should

Table 3j

ECONOMICS

[illegible]

be considered after the high-priority items in rank. This information is represented on Table 3j located on page 54.

Table 3k represents the responses to business law. Twenty percent (46) rated it as a 5, 15 percent (34) rated it as a 4, 18 percent (41) rated it as a 3, six percent (13) rated it as a 2, and six percent (14) rated it as a 1. This is a high- to middle-priority item rated closer to the high side of the scale. Table 3k is shown below.

Table 3k

BUSINESS LAW

Response	Percent of 216 Responses																				Number
	10				20				30				40				50				
5	XXXXXXXXXXXXXXXXXXXXX																				46
4	XXXXXXXXXXXXXXXXXXXXX																				34
3	XXXXXXXXXXXXXXXXXXXXX																				41
2	XXXXXXX																				13
1	XXXXXXX																				14
No Response	XXXXXXXXXXXXXXXXXXXXX																				28
Wrong Response	XXXXXXXXXXXXXXXXXXXXX																				40
TOTAL																					216

Table 31 shows the responses to the subject of general business. Twenty-four percent (52) rated it as a 5, 18 percent (38) rated it as a 4, 13 percent (30) rated it as a 3, eight percent (18) rated it as a 2, and seven percent (15) rated it as a 1. This subject would be categorized as a high-priority item. The results are shown below.

Table 3m represents the responses to the subject of consumer economics. Twenty percent (44) rated it as a 5, 18 percent (39)

Table 31
GENERAL BUSINESS

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXXXXXXXXXXX					52
4	XXXXXXXXXXXXXXXXXXXXX					38
3	XXXXXXXXXXXXXXXXXXXXX					30
2	XXXXXXXXXX					18
1	XXXXXXX					15
No Response	XXXXXXXXXXXXX					28
Wrong Response	XXXXXXXXXXXXXXXXXXXXX					40
TOTAL						216

Table 3m

CONSUMER ECONOMICS

Response	Percent of 216 Responses																				Number
	10				20				30				40				50				
5	XXXXXXXXXXXXXXXXXXXXX																				44
4	XXXXXXXXXXXXXXXXXXXXX																				39
3	XXXXXXXXXXXXXXXXXXXXX																				39
2	XXXXXX																				12
1	XXXXX																				11
No Response	XXXXXXXXXXXXXXXXXXXXX																				31
Wrong Response	XXXXXXXXXXXXXXXXXXXXX																				40
TOTAL																					216

Response	Percent of 216 Responses										Number
	10	20	30	40	50						
5	XXXXXXXXXXXXXXXXXXXXXXX					53					
4	XXXXXXXXXXXXXXXXXXXX					34					
3	XXXXXXXXXXXXXXXXXXXX					36					
2	XXXXXX					12					
1	XXXX					8					
No Response	XXXXXXXXXXXXXXXXXXXX					33					
Wrong Response	XXXXXXXXXXXXXXXXXXXX					40					
TOTAL						216					

Table 3o represents the findings on the subject of word processing. Twenty-three percent (50) rated it as a 5, 14 percent (31) rated it as a 4, 14 percent (31) rated it as a 3, seven percent (15) rated it as a 2, and six percent (14) rated it as a 1. The percentages shown here indicate that word processing is a subject that is of high priority. This is an area that is growing fast with much information out on the market. The results are shown below.

Table 3o

Response	Percent of 216 Responses																				Number					
	10					20					30					40						50				
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXX																				50					
4	XXXXXXXXXXXXXXXXXX																				31					
3	XXXXXXXXXXXXXXXXXX																				31					
2	XXXXXXX																				15					
1	XXXXXXX																				14					
No Response	XXXXXXXXXXXXXXXXXX																				35					
Wrong Response	XXXXXXXXXXXXXXXXXXXX																				40					
TOTAL																					216					

Table 3q shows the findings related with business math.

RECORDS MANAGEMENT

Response	Percent of 216 Responses										Number
	10		20		30		40		50		
5	XXXXXXXXXXXXX										25
4	XXXXXXXXXXXXXXXXX										31
3	XXXXXXXXXXXXXXXXXXXXX										43
2	XXXXXXXXXXXXX										26
1	XXXXXXX										16
No Response	XXXXXXXXXXXXXXXXX										35
Wrong Response	XXXXXXXXXXXXXXXXXXXXX										40
TOTAL											216

Thirteen percent (29) rated business math as a 5, 11 percent (23) rated it as a 4, 22 percent (47) rated it as a 3, 11 percent (24) rated it as a 2, and 11 percent (24) rated it as a 1 or low priority. Business math would be considered in the middle-priority item category. The information is shown below in Table 3q.

Table 3r illustrates the results received on the subject of business principles and management. Ten percent (21) rated business

Table 3q
BUSINESS MATH

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXX					29
4	XXXXXXXXXXXX					23
3	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					47
2	XXXXXXXXXXXX					24
1	XXXXXXXXXXXX					24
No Response	XXXXXXXXXXXX					29
Wrong Response	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					40
TOTAL						216

principles and management as a 5, 16 percent (34) rated it as a 4, 21 percent (45) rated it as a 3, 11 percent (24) rated it as a 2, and eight percent (17) rated it as a 1 or low priority. These figures indicate that business principles and management would be rated as a middle-priority item. The information on this subject is shown on Table 3r.

Table 3s illustrates the information found on the subject of

Table 3r

BUSINESS PRINCIPLES AND MANAGEMENT

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXX					21
4	XXXXXXXXXXXXXXXXXX					34
3	XXXXXXXXXXXXXXXXXXXXXX					45
2	XXXXXXXXXXXX					24
1	XXXXXXXX					17
No Response	XXXXXXXXXXXXXXXXXX					35
Wrong Response	XXXXXXXXXXXXXXXXXXXXXX					40
TOTAL						216

simulation. Twenty-seven percent (59) rated simulation as a 5, 12 percent (25) rated it as a 4, 15 percent (32) rated it as a 3, eight percent (17) rated it as a 2, and five percent (10) rated it as a 1. Simulation is a subject that is used in many high schools. There is not much information on the market to supplement the teaching of this subject. This is evident in the percentages shown below. Simulation could be categorized among the high-priority subjects.

Table 3s
SIMULATION

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					59
4	XXXXXXXXXXXX					25
3	XXXXXXXXXXXXXXXXXXXX					32
2	XXXXXXXX					17
1	XXXXXX					10
No Response	XXXXXXXXXXXXXXXXXXXX					33
Wrong Response	XXXXXXXXXXXXXXXXXXXX					\$)
TOTAL						216

Table 3t illustrates the results found about the subject of Cooperative Office Education. Twenty percent (44) rated this subject as a 5, nine percent (20) rated it as a 4, 15 percent (32) rated it as a 3, ten percent (22) rated it as a 2, and nine percent (19) rated it as a 1 or low priority. This subject could be considered a high- to middle-priority item. Much information can be supplemented into this subject, information that could be housed in a business and office

Table 3t
COOP O. E.

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXXXXXXXXXX					44
4	XXXXXXXXXX					20
3	XXXXXXXXXXXXXXXXXXXX					32
2	XXXXXXXXXXXX					22
1	XXXXXXXXXX					19
No Response	XXXXXXXXXXXXXXXXXXXX					39
Wrong Response	XXXXXXXXXXXXXXXXXXXX					40
TOTAL						216

education multi-media materials laboratory. The results on Coop O. E. are found on page 64.

Table 3u represents the responses to the subject of human relations. Twenty-seven percent (58) rated human relations as a 5, 13 percent (28) rated it as a 4, 13 percent (27) rated it as a 3, seven percent (16) rated it as a 2, and six percent (12) rated it as a 1. This subject would be included with the high-priority items.

Table 3u
HUMAN RELATIONS

Response	Percent of 216 Responses					Number
	10	20	30	40	50	
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					58
4	XXXXXXXXXXXX					28
3	XXXXXXXXXXXX					27
2	XXXXXXX					16
1	XXXXXX					12
No Response	XXXXXXXXXXXXXXXXXXXX					33
Wrong Response	XXXXXXXXXXXXXXXXXXXX					40
TOTAL						216

The last item listed in question three of the questionnaire (Appendix B) asked for "Others." The following items were listed in the space that the respondents filled in: parliamentary procedure materials (a unit lesson), telephone, job finding, equipment for a 2-hour block simulated office class, and some subjects did not apply to the particular schools because they were not offered.

According to the percentages of responses, this author would rate the following subject-areas as high-priority items: accounting, type-writing, shorthand, office procedures, data processing, general business, consumer education, word processing, simulation, and human relations. These subject-area percentages should be used by the coordinator of a business and office education multi-media materials laboratory in selecting materials to fit the subjects offered. The high-priority items should be filled before moving on to the lower-priority items.

CAREER AREAS OF INTEREST

The respondents were to check two career areas that they felt were most important of the four listed. Out of 216 respondents to the questionnaire, 120 (56 percent) felt the secretarial area was of high priority. The clerical area received 71 (33 percent) votes. The accounting area received 93 (43 percent) votes. The data processing area received 48 (22 percent) votes. There were 33 (15 percent) of the questionnaires with no response to the question. Seventeen (8 percent) of the questionnaires had the wrong response. Some examples of the wrong responses were checking all career areas, checking 3 career areas, checking one career area, and checking none at all.

These results are shown in Table 4.

ANTICIPATED LAB USAGE

Question number five was asked to see how much usage such a lab would receive if operated in the State of Montana. Sixty-one (28 percent) said they would use it more than once a month. Eighty-eight (41 percent) would use it once a month. There were 17 (8 percent) who would use it less than once a month. Eleven (5 percent) would use it once a semester. Nine (4 percent) were not interested in setting up an audio-visual materials lab. There were 30 (14 percent) with no response.

Table 4

CAREER AREAS OF INTEREST

Question: Please indicate the career education areas in which you would like to see materials relating to vocational business and office education programs. Please check two priority areas.

Career Area	Response	Percent
Secretarial	120	56%
Clerical	71	33
Accounting	93	43
Data Processing	48	22
No Response	33	15
Wrong Response	17	8

The not interested and no response categories were mainly the people who were not interested in setting up a lab and who said no to question number one of the questionnaire.

This information is shown on Table 5.

LAB LOCATION IN BOZEMAN

The distributive education audio-visual materials lab is located in Bozeman at the Bozeman Senior High School. If the lab could be located in this area, as well, coordination of materials could be

Table 5

ANTICIPATED LAB USAGE

Question: If a multi-media materials lab were established and it contained items appropriate to your programs, how often would you anticipate using it?

Amount	Response	Percent
More than Once a Month	61	28%
Once a Month	88	41
Less than Once a Month	17	8
Once a Semester	11	5
Not Interested	9	4
No Response	30	14
TOTALS	216	100%

accomplished to save money and duplication of equipment. In question number six, 147 (68 percent) responded yes. Twenty-nine (13 percent) of the respondents marked no. Forty (19 percent) of the questionnaires were not marked.

This information is shown on Table 6.

Table 6

LAB LOCATION IN BOZEMAN

Question: Do you think a business and office education multi-media materials lab should be located in Bozeman, Montana, so coordination could be established with the State Distributive Education Multi-Media Materials Lab, which is presently located in Bozeman?

Response	No.	Percent
Yes	147	68%
No	29	13
No Response	40	19
TOTALS	216	100%

COVERAGE OF BUSINESS & OFFICE EDUCATION

AT THE STATE FILM LIBRARY

This information summarizes how the business and office educators who returned their questionnaires felt about the coverage of business and office education subjects by the State Film Library. None (zero percent) showed the library having excellent coverage. Eight (4 percent) felt there was good coverage. Forty (19 percent) felt there was average coverage. Sixty (28 percent) of those responding felt

that the coverage was below average. There were 61 (28 percent) who felt that the coverage was poor. Sixteen (7 percent) marked the "other" square and wrote in comments. Thirty-one (14 percent) had no response.

Fifteen of the respondents added comments to this question. Some of the comments stated non-usage of the film library because of outdated materials and late or non-arriving materials. High postage costs and poor quality films were included in these comments. Some of the respondents were unaware that a state film library existed.

The information stated above is found on Table 7.

IS THE STATE FILM LIBRARY UP TO DATE

This question was used to find how business and office education teachers across Montana rate the materials in the State Film Library. One (zero percent) of the 216 respondents rated the State Film Library with up-to-date materials. There were 79 (37 percent) that rated the library as nearly up to date. Ninety-five (44 percent) rated the State Film Library materials as obsolete. Forty-one (19 percent) did not respond to the question.

Two comments were added to this question. One respondent stated that the materials were nearly obsolete. Another stated that human relations materials is nearly nonexistent.

This information is depicted in Table 8.

Table 7

COVERAGE OF BUSINESS AND OFFICE EDUCATION

AT THE STATE FILM LIBRARY

Question: Do you feel that materials available to you through the present State Film Library cover the subject areas of business and office education adequately?

Coverage	Response	Percent
Excellent	0	0%
Good	8	4
Average	40	19
Below Average	60	28
Poor	61	28
Other Responses	16	7
No Response	31	14
TOTALS	216	100%

LAB COORDINATION BY A CERTIFIED TEACHER

This question was asked to see if the coordinator of the audio-visual materials lab should be a certified teacher as opposed to a librarian. The responses showed 172 (80 percent) favoring this, 18

Table 8

IS THE STATE FILM LIBRARY UP TO DATE

Question: Do you feel the materials available to you through the present State Film Library are up to date?

Response	No.	Percent
Up to date	1	0%
Nearly up to date	79	37
Obsolete	95	44
No Response	41	19
TOTALS	216	100%

(8 percent) not favoring this option, and 26 (12 percent) with no response.

Table 9 lists this information.

NO FEE CHARGED FOR LAB USAGE

Because of tightened budgets, many schools have to cut into the area of audio-visual materials that they have on loan from media libraries. If an audio-visual multi-media materials lab were to be completely funded, including postage, many schools would be better able

Table 9

LAB COORDINATION BY A CERTIFIED TEACHER

Question: Do you feel that a business and office education multi-media materials lab should be operated by a teacher who is certified to teach business and office education and who is staying abreast of new concepts available in education?

Response	No.	Percent
Yes	172	80%
No	18	8
No Response	26	12
TOTALS	216	100%

to supplement their subjects with such materials. There were 165 (76 percent) of the 216 responding to the questionnaire who were in favor of no fee charged for the use of a lab. Twenty (9 percent) disagreed and felt a nominal fee should be charged. There were 31 (14 percent) who did not respond to this question.

This information is found in Table 10.

CONTRIBUTION OF IDEAS

The eleventh question asked the respondents if they would be interested in contributing bulletin board ideas, games, and other teaching

Table 10

NO FEE FOR LAB USAGE

Question: Would you prefer the materials available in a business and office education multi-media materials lab be made available free of charge to the schools in Montana?

Response	No.	Percent
Yes	165	76%
No	20	9
No Response	31	14
TOTALS	216	100%

ideas to a business and office education multi-media materials lab. There was a place for them to indicate "yes" or "no". If "yes" was marked, the respondent was asked to fill in his or her name, address, city, state, and ZIP Code. This information would facilitate the lab coordinator in acquiring information from those who wished to contribute. Of the 216 respondents, 160 (74 percent) indicated that they would be glad to contribute their ideas to such a media lab. The other respondents, 56 (26 percent), either indicated "no" or left the space blank.

This information is found in Table 11.

Table 11

CONTRIBUTION OF IDEAS

Question: Would you be willing to contribute your bulletin board ideas, games, and other teaching ideas to a business and office education multi-media materials lab?

_____ Yes.

_____ No.

If yes, please fill in the following information:

Name _____

Address _____

City _____ State _____ ZIP _____

Response	No.	Percent
Yes	160	74%
No or No Response	56	26
TOTALS	216	100%

ADDITIONAL COMMENTS

Question twelve asked respondents to make comments or suggestions concerning the operation of a business and office education multi-media materials lab. Among the comments were positive and negative comments.

The questionnaire was distributed at a time when school levies were being voted upon. There was quite a crunch felt toward budgets and many were being cut. Some comments reflected this feeling: "It is difficult now to budget for enough funds to keep operating our current programs and keep them up-dated without adding more programs which also require a piece of the pie." "Some of these centers/labs are more of a drain on the taxpaying public than they are worth!!"

Other respondents thought the idea of a business and office education multi-media materials lab was a good idea. "Let's hope that all business educators 'pitch in' so the idea becomes a reality," "This is just what small rural Montana schools need!"

Some of the comments were very useful suggestions to be considered should a lab such as this become a reality. These comments are: "Constant updating of materials," "Newsletter advertising materials available=constant feedback to encourage utilization of materials," "Efficient, rapid turnaround time for receipt of materials requested," "Supplied to reduce lead time necessary to request material," and there were other suggestions that were similar in nature.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

INTRODUCTION

This research study was undertaken to determine if Montana business and office education teachers were interested in the establishment of a state-funded multi-media materials laboratory. It was designed to answer the following questions:

1. Do Montana business and office education teachers want a state-funded multi-media materials lab?
2. What types of media and materials would teachers find useful in such a lab?
3. What subject areas should media and materials cover in a multi-media materials lab?
4. What career education areas relating to vocational business and office education programs should have information housed in such a lab?
5. How often would a teacher anticipate using such a lab?
6. Should a multi-media materials lab be located in Bozeman, Montana, to coordinate materials with the State Distributive Education Multi-Media Materials Laboratory also located in Bozeman?
7. How do business and office education teachers in the State of Montana feel the State Film Library is serving their needs?

8. Should such a multi-media materials lab be coordinated by a certified business and office education teacher?

9. Should such a lab be operated free of charge to the schools of Montana?

10. Would business and office education teachers be willing to submit their original ideas to a multi-media materials lab?

Questionnaires (Appendix B) were received from 216 of 395 business and office education teachers in Montana. This total represents a 56 percent return. The respondents included secondary, post-secondary, and higher education teachers of business and office education programs.

From the information received, the researcher was able to make the conclusions and recommendations that follow.

SUMMARY

The summary of the major findings of the study are listed on the following pages.

1. Eighty-two percent of business and office education teachers were in favor of having a state-funded multi-media materials laboratory for business and office education programs.

2. The following media items were rated as high-priority items: movies, filmstrips, slide series and presentations, projects, reference books, sources of information, and simulations.

3. The following subject-areas were rated high-priority: accounting,

typewriting, shorthand, office procedures, data processing, general business, consumer education, word processing, simulation, and human relations.

4. Fifty-six percent of the respondents indicated that the secretarial career area was high priority. The clerical career area was second with 33 percent.

5. If a business and office education multi-media materials lab were established 41 percent would anticipate using it once a month. Twenty-eight percent indicated they would use it more than once a month.

6. The majority of the respondents (68 percent) felt a lab should be located in Bozeman, Montana, to coordinate activities with the State D.E. Multi-Media Materials Lab.

7. The respondents to the questionnaire rated the coverage of business and office education area at the state film library as below average (28 percent) and poor (28 percent).

8. Forty-four percent of the business and office education teachers indicated that the state film library is obsolete in the area of business and office education subjects. Thirty-seven percent felt that the materials are nearly up to date.

9. Eighty percent of the respondents indicated that a business and office education multi-media materials lab should be coordinated by a teacher who is certified to teach business and office education and who is staying abreast of new concepts available in education.

10. Seventy-six percent of those responding to the questionnaire prefer the materials available in a business and office education multi-media materials lab be made available free of charge to the schools in Montana.

11. The majority of respondents (74 percent) indicated that they would be willing to contribute bulletin board ideas, games, and other teaching ideas to such a lab.

CONCLUSIONS

This research study was set up to answer ten questions which are listed on page two in the Statement of the Problem. These questions are also listed in the Introduction of Chapter V. The conclusions drawn from this study are as follows:

1. Teachers of business and office education subjects want a state-funded multi-media materials lab in Montana.
2. Instructors would like movies, filmstrips, slide series and presentations, projects, reference books, sources of information, and simulations housed in such a lab.
3. Accounting, typewriting, shorthand, office procedures, data processing, general business, consumer education, word processing, simulation, and human relations are the subject-areas that should be covered in a business and office education multi-media materials lab, should one be established.

4. Career materials covering the areas of secretarial and clerical should be covered in such a lab.

5. A majority of the teachers surveyed (69 percent) would use the lab once a month or more should one be established.

6. If a business and office education multi-media materials lab is established, it should be located in Bozeman, Montana.

7. Those teachers surveyed felt that the State Film Library is not serving their needs and has obsolete materials.

8. A teacher who is certified to teach business and office education should be the coordinator of a multi-media materials lab for business and office education if one is established.

9. The instructors surveyed felt that the materials made available by such a lab should be free of charge.

10. Business and office education teachers would be willing to submit their ideas and other information to a multi-media materials lab.

RECOMMENDATIONS

The researcher's goal was to gather up-to-date information to be included in a project proposal to establish a business and office education multi-media materials laboratory. The following recommendations are suggested:

1. A project proposal should be written to establish the laboratory and purchase of materials.

2. The lab should be located in Bozeman, Montana so that coordination with the Distributive Education Multi-Media Materials Laboratory could be established.

3. The first year's acquisition of materials should be limited to the high-priority subject-areas which are listed in the study. Later years' acquisitions could be expanded to other subject areas lower in priority.

4. When established, all business and office education teachers should be sent a letter asking them to submit any teaching ideas they may have.

5. A catalog listing the information available in the laboratory should be sent to all business and office education teachers in the State of Montana.

6. An addendum should be sent to teachers at the beginning of the school year and in the middle of the school year.

7. A newsletter should be sent to teachers along with the addendum to keep the teachers informed.

8. The coordinator of the lab should speak at business and office education teacher meetings, such as the Montana Business Education Association and American Vocational Association conventions.

9. The coordinator of the lab should speak to business and office education teachers during the workshop seminars that are conducted in the fall by the Office of the Superintendent of Public Instruction.

10. The charge or fee for use of the lab should be paid by the State or it should be a minimal charge that both small and large schools can afford in order to utilize the lab.

11. Workshops should be held at the laboratory to help the teachers better utilize its services.

12. Students in business education programs and student teachers should be aware of the services of the laboratory and have access to its materials.

13. The materials housed in a business and office education multimedia materials lab should be kept up to date and relevant.

14. The laboratory should be run orderly to reduce the lead time necessary to request materials.

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APPENDICES

APPENDIX A

School of Business
Montana State University
Bozeman, MT 59715
April 25, 1980

Dear Educator:

With department costs rising, one item that often gets cut from budgets are the multi-media items such as movies, slide presentations, and others. As a part-time member of the staffs at Bozeman Senior High School and Montana State University School of Business, I see these cuts being made.

This questionnaire is looking for information from the business teachers in Montana concerning the multi-media materials they would like to use if available. It also wants to know if a multi-media materials lab was established, would it be utilized.

The information from this questionnaire will be used for two purposes. First, it will be used in partial fulfillment of my MS degree in Business Education. Secondly, it will be used to find if Montana business teachers are interested in having and using a state-funded multi-media materials lab.

If you have any comments or suggestions, please write these after question number twelve of the questionnaire. Thank you for your help. Please return the questionnaire as soon as possible in the postage-paid envelope enclosed.

Sincerely,

A handwritten signature in cursive script that reads "Carol Perlinski".

Carol Perlinski

APPENDIX B

QUESTIONNAIRE

PURPOSE STATEMENT:

This questionnaire will be used to find if Montana business education teachers are interested in having a state-funded multi-media materials laboratory.

DEFINITION: Multi-Media Materials Laboratory

A Multi-Media Materials Laboratory would house information relating to general and vocational courses taught in the business education curriculum. This information would consist of instructional materials most desired by the teachers in the Montana area.

1. Would you be in favor of having a state-funded multi-media materials lab for business and office education programs?

_____ Yes.

_____ No.

2. What media and materials would you like in such a lab? Please rate all the following items as to importance, 5 to 1, with 5 as high priority.

_____ Movies

_____ Reference Books

_____ Filmstrips

_____ Bulletin Board Ideas

_____ Slide Series
and presentations

_____ Games

_____ Transparencies

_____ Sources of Information
(government publications,
resource people, etc.)

_____ Cassette Tapes

_____ Video Tapes

_____ Sample Textbooks

_____ Simulations

_____ Projects

_____ Others. (Please Specify) _____

3. What subject areas should media and materials cover in a business and office education multi-media materials lab? Please rate all the following items as to importance, 5 to 1, with 5 as high priority.

<u> </u> Accounting	<u> </u> Economics	<u> </u> Simulation
<u> </u> Typewriting	<u> </u> Business Law	<u> </u> Coop O. E.
<u> </u> Shorthand	<u> </u> General Business	<u> </u> Human Relations
<u> </u> Office Procedures	<u> </u> Consumer Economics	<u> </u> Others
<u> </u> Office Machines	<u> </u> Consumer Education	<u> </u>
<u> </u> Data Processing	<u> </u> Word Processing	<u> </u>
<u> </u> Business Communications	<u> </u> Records Management	<u> </u>
<u> </u> Reprographics	<u> </u> Business Math	<u> </u>
<u> </u> Recordkeeping	<u> </u> Business Principles and Management	

4. Please indicate the career education areas in which you would like to see materials relating to vocational business and office education programs. Please check two priority areas.

 Secretarial

 Clerical

 Accounting

 Data Processing

5. If a multi-media materials lab were established and it contained items appropriate to your programs, how often would you anticipate using it?

 More than once a month

 Once a month

 Less than once a month

(Continued on next page)

____ Once a semester

____ I am not in favor of a business and office education multi-media materials lab.

6. Do you think a business and office education multi-media materials lab should be located in Bozeman, Montana so coordination could be established with the State Distributive Education Multi-Media Materials Lab, which is presently located in Bozeman?

____ Yes

____ No

7. Do you feel the materials available to you through the present State Film Library cover the subject areas of business and office education adequately?

____ Excellent coverage

____ Good coverage

____ Average coverage

____ Below average coverage

____ Poor coverage

____ Other. (Please specify) _____

8. Do you feel the materials available to you through the present State Film Library are up to date?

____ Up to date

____ Nearly up to date

____ Obsolete

9. Do you feel that a business and office education multi-media materials lab should be operated by a teacher who is certified to teach business and office education and who is staying abreast of new concepts available in education?

_____ Yes

_____ No

10. Would you prefer the materials available in a business and office education multi-media materials lab be made available free of charge to the schools in Montana?

_____ Yes

_____ No

11. Would you be willing to contribute your bulletin board ideas, games, and other teaching ideas to a business and office education multi-media materials lab?

_____ Yes

_____ No

If yes, please fill in the following information:

Name _____

Address _____

City _____ State _____ ZIP _____

12. Do you have comments or suggestions concerning the operation of a business and office education multi-media materials lab? (Please use the back of this sheet if more room is needed)