MONTANA STATE UNIVERSITY

The needs of Montana Business teachers and implications for improvement of business teacher education

by Floyd Clement Frost

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION

Montana State University

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Abstract:

The purposes of this study were: (a) to determine what areas in business teacher preparation programs needed to be strengthened to more adequately meet the needs of Montana business teachers; (b) to determine how secondary school principals and post-secondary business department chairmen regarded the preparation and performance of Montana business teachers; (c) to determine what services usually provided business teachers needed to be strengthened or supplemented to more adequately meet their needs; and (d) to determine what business subjects and business education programs were being taught in Montana secondary and post-secondary schools during the 1973-74 school year.

To gather the data and information needed to complete the study, questionnaires were developed and mailed to all the business teachers, all the secondary school principals, and all the postsecondary department chairmen in Montana. The data collected were presented in tabular form so the opinions of the business teachers and administrators from the different sizes of schools and the graduates of individual teacher education programs could be compared and interpreted.

The conclusions of the study included: (a) the business teaching methods courses needed to be improved; (b) there was a need for more extensive training in human relations; (c) business teachers needed to be better prepared to teach in the smaller secondary schools of Montana; (d) related work experience and courses in data processing, vocational education, and cooperative education needed to be added to some Montana teacher-education programs; (e) services provided business teachers by teacher-education institutions, the Office of the Superintendent of Public Instruction, and the professional associations needed improvement in certain areas; and (f) Montana business teachers were generally well qualified and performed satisfactorily in the classrooms.

The recommendations which emanated from the study included: (a) most Montana business teachers with a major in business needed to be prepared with a teaching minor in an appropriate field; (b) more assistance and support should be provided for first-year business teachers; (c) suggestions offered by business teachers and school administrators should be the basis for improving services provided business teachers by teacher education institutions, the Office of the Superintendent of Public Instruction, and the professional associations; and (d) more attention should be given to providing help and assistance to business teachers in the smaller, more isolated schools in Montana.

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by

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A thesis submitted in partial fulfillment
of the requirements for the degree

of

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ABSTRACT

The purposes of this study were: (a) to determine what areas in business teacher preparation programs needed to be strengthened to more adequately meet the needs of Montana business teachers; (b) to determine how secondary school principals and post-secondary business department chairmen regarded the preparation and performance of Montana business teachers; (c) to determine what services usually provided business teachers needed to be strengthened or supplemented to more adequately meet their needs; and (d) to determine what business subjects and business education programs were being taught in Montana secondary and post-secondary schools during the 1973-74 school year.

To gather the data and information needed to complete the study, questionnaires were developed and mailed to all the business teachers, all the secondary school principals, and all the post-secondary department chairmen in Montana. The data collected were presented in tabular form so the opinions of the business teachers and administrators from the different sizes of schools and the graduates of individual teacher education programs could be compared and interpreted.

The conclusions of the study included: (a) the business teaching methods courses needed to be improved; (b) there was a need for more extensive training in human relations; (c) business teachers needed to be better prepared to teach in the smaller secondary schools of Montana; (d) related work experience and courses in data processing, vocational education, and cooperative education needed to be added to some Montana teacher-education programs; (e) services provided business teachers by teacher-education institutions, the Office of the Superintendent of Public Instruction, and the professional associations needed improvement in certain areas; and (f) Montana business teachers were generally well qualified and performed satisfactorily in the classrooms.

The recommendations which emanated from the study included: (a) most Montana business teachers with a major in business needed to be prepared with a teaching minor in an appropriate field; (b) more assistance and support should be provided for first-year business teachers; (c) suggestions offered by business teachers and school administrators should be the basis for improving services provided business teachers by teacher education institutions, the Office of the Superintendent of Public Instruction, and the professional associations; and (d) more attention should be given to providing help and assistance to business teachers in the smaller, more isolated schools in Montana.

Chapter 1

INTRODUCTION

This study was concerned with a survey of Montana teachers of business and office education programs in an attempt to discover means by which Montana teacher-education institutions, the Montana Office of the State Superintendent of Public Instruction, and the various professional organizations could contribute more effectively to the improvement of instruction in business education in Montana. The study also included a survey of secondary school principals and department chairmen of community-junior colleges and vocational-technical centers concerning their attitudes toward the business and office education programs in the schools under their supervision and the preparation and training of business teachers.

Professors of teacher-education institutions, authors, and so-called leaders in the field of business education have been accused of theorizing as to what should be included in teacher-education programs without knowing what is actually needed in the field. Furthermore, they have been accused of developing programs for implementation in the schools without soliciting feedback from the teachers who are actually performing the tasks. In addition, state departments of education, from which some of the regulations for teacher certification originate, have often added requirements which should be subjected to more careful scrutiny.

Progress in any area requires input from people who can visualize and predict future needs and essentials based on theoretical and long-range assumptions. However, to ensure that the transition from the present to the future will be smooth and cleared of as many obstacles as possible, future-oriented programs must be tempered with the present needs and requirements as well. One of the admonishments teachers hear frequently is that they must educate for change, and the question these teachers ask in return is "How do we educate for change?" The needs and requirements of the teachers in the schools must be taken into consideration by teacher-education institutions and other organizations in developing programs and providing services.

The term business education has different meanings for different people. To some people, business education means all those business subjects and programs taught at the secondary and post-secondary school level. Others consider business education only those subjects which contribute to general education as opposed to the vocational areas of "office education" and "distributive education." To other people, business education means the programs in business leading to a baccalaureate degree offered by institutions of higher education; and to still others, business education means business teacher education (Nolan, 1967:6-24).

Lomax (1964:1) uses the term business education simply to mean:

> . . . that part of education which deals with business experiences, both for specialized occupational uses and for

general uses. The consideration of business education is limited to secondary education (grades seven through twelve) and to junior college (grades thirteen and fourteen).

The purposes of business education should be considered in formulating a definition for the term. In its statement, "This We Believe About Business Education in the Secondary School," the Policies Commission for Business and Economic Education stated (1970:8-9):

> In an effort to satisfy the needs of all students, secondary schools should provide sound programs of business education for and about business.
>
> WE BELIEVE THAT
>
> Business education is an effective program of occupational instruction for secondary students desiring careers in business.
>
> Business education has an important contribution to make to the economic literacy of all secondary school students.
>
> Business education is desirable for students who plan programs requiring postsecondary and higher education in the field of business.

These three purposes are broadly accepted by business educators across the nation. "The Business Education Curriculum," a set of guidelines in business education for the Commonwealth of Pennsylvania (1966:1) contains a statement of the broad purposes of business education which includes specialized instruction for those who plan to become wage earners, a background of business understanding for all pupils, and basic and background information for those who plan to specialize in business in college.

A statement from the Connecticut Business Education Handbook (1966:1) briefly stated the goals of business education in Connecticut:

"Business education is essential to the preparation of youth for adult life--for college, for a job, for daily living."

Based on the National Business Education Yearbook, No. 10 (1972), business education is generally organized under the following pattern:

I. Basic Business-Economic Education
   A. Basic Business
   B. Consumer Economics
   C. Business Law
   D. Business Principles and Management
   E. Economics

II. Marketing and Distributive Education

III. Office Education
   Typewriting
   B. Shorthand
   C. Transcription
   D. Secretarial Procedures
   E. Clerical Procedures
   F. Accounting
   G. Data Processing
   H. Communications
   I. Business Mathematics

For the purpose of this study, business education was considered those business programs and courses taught at the secondary and post-secondary levels to provide students with the skills and knowledges needed for office employment, the business understandings and attitudes needed for everyday living, and the business background needed for further education.

STATEMENT OF THE PROBLEM

The problem of this study was to determine the adequacy of Montana business teacher education and the services usually provided business teachers in the field. An ancillary problem was to determine the status of business education in Montana secondary and post-secondary schools.

More specifically, the problem of this study was: (1) to determine what areas in business teacher preparation needed to be strengthened to more adequately meet the needs of Montana business teachers; (2) to determine how secondary school principals and post-secondary business department chairmen regarded the preparation and performance of Montana business teachers; (3) to determine what services usually provided business teachers needed to be strengthened or supplemented to more nearly meet their needs in the field (services provided by teacher education institutions, the Office of the Superintendent of Public Instruction, and the business education professional associations); and (4) to determine what business subjects and business education programs were being taught in Montana secondary and post-secondary schools during the 1973-74 school year.

NEED FOR THE STUDY

The professional journals in business education are filled with warnings that business education must change to meet the needs of

the future, with suggestions of how and where these changes need to be made, and with proddings urging business teachers to arm themselves with "A willingness to experiment with new ideas and the skill to evaluate their effectiveness . . . (Byrnside, 1972:iii)."

Wanous (1968:8) said:

> Business educators cannot afford to offer push cart programs in an era dominated by jet-powered airplanes, electronic computers, space travel, research, and experimentation. The content of business subjects and methods of teaching them must undergo genuine critical study and be brought up to date.

A study undertaken in Illinois to analyze the present and future status of office education and the present and future status of actual office practices and hardware used in businesses in Illinois was reported by Mahaffey (1970:60-63). The findings indicated that occupational skills and requirements were changing drastically due to technological developments in office equipment and office procedures, and therefore office education curricula and procedures had to be revised accordingly.

Included among the findings of a study by Driska (1968:80-81) were that office education teachers should have had a minimum of one year's work experience within the past five years for initial certification and that this work experience should be updated periodically; that business teacher educators should re-evaluate teacher preparation programs and make improvements where necessary in order to prepare more highly qualified office education teachers; and that teacher

education institutions and state departments of education should provide conferences and workshops for business teachers and participate in research and materials development to help improve office education at the secondary school level.

Hertz (1973) found that generally secondary public school business teachers were not utilizing what they believed to be ideal or desirable business curriculum practices. He recommended that efforts be made through teacher education colleges and universities, the Office of the State Superintendent of Public Instruction, and the appropriate professional organizations to encourage and implement more widespread utilization of ideal and desirable business education and curriculum standards.

In a survey of graduates of business teacher preparation programs of member institutions of the National Association of Business Teacher Educators, Wells (1971) found that business teachers felt their background and preparation to teach business administration topics such as management, data processing, statistics, finance, business law, and marketing was generally inadequate. Professional preparation to teach economics, communications, and accounting was found to be inadequate also, but to a lesser degree. He recommended further studies to determine the adequacy of general education, professional education requirements, and specifically office education, which are included in teacher preparation programs.

Robert M. Worthington (1973:10-12), former Associate U. S. Commissioner of Education, in an address to the business teachers and business teacher educators at the National Symposium for Business and Office Education Curriculum Guidelines which was held in Denver, Colorado, in September, 1973, charged the participants to consider carefully the future of teacher education programs in the colleges and universities throughout the country. He also asked the participants to consider what business teachers are doing and should be doing to improve the quality of teaching.

Included in a study reported by Young (1971) in which she surveyed the business teacher education graduates of the University of Missouri at St. Louis were these recommendations for improving the program: have students complete all course work prior to student teaching; more intensive concentration in the areas of individual differences, textbook evaluation, student guidance, grading, discipline, simulation, and learning packets; provide more contact with people from business and industry and with secondary school business teachers; provide more emphasis on how the classroom teacher can use completed research in teaching; have prospective teachers observe high school business classes and intern as teacher aides prior to student teaching; extend student teaching experience to one academic year; and hold annual workshops for business education alumni.

The results of a survey reported by Oeland and Maxwell (1970:

38-40) concerning the opinions high school principals have of business teachers included the following: Strengths--skill in subject areas, good human relations, experience and training, willingness to work, organizational ability, enthusiasm; Weaknesses--overspecialization, poor human relations, lack of training in a specific area, lack of breadth of interest, lack of business experience, and lack of understanding of total school program. According to this study, the ideal business teacher is a man or a woman with a teaching credential and a master's degree, two years of teaching experience, two years of business experience, specialized preparation in one of the business teaching areas, a minor in English, and skill but not overspecialization in his subject area.

Some of the considerations contained in these reports and studies are indictments against business teachers and teacher preparation programs, but they do point out the need for further and continuing study to ensure that the needs of teachers in the field are being accounted for. The reports and studies cited also point out the need for revising and revitalizing business education programs, but Byrnside (1972:iii) inserted a word of caution.

> While teachers should welcome the opportunity to discover something new and better, proven methods which hold up under evaluative scrutiny should not be discarded merely because new techniques have come along. The human element is also important, and what works for one teacher (or for one student) may not work for another.

The business education programs offered by the larger schools in Montana and by the schools in which the teachers take an active part in professional organizations, workshops, and conferences are generally well known. Also quite well known are the needs of these teachers for programs and services for professional improvement. This study was an attempt to discover what programs were being offered in business education by all the secondary and post-secondary schools in Montana and to discover how all the business teachers could be better served by the teacher education institutions, professional organizations, and state officials.

LIMITATIONS OF THE STUDY

This study was limited to the program of studies and programs in Montana secondary and post-secondary institutions defined as business and office education.

Because of a recent comprehensive study completed by Hlebichuk (1971), distributive education was not included as a part of this study.

The population surveyed included the business and office education teachers in Montana secondary schools, vocational-technical centers, and the community-junior colleges who were listed in the "Montana Business and Office Education Personnel, 1973-1974," compiled by the Supervisor of Business and Office Education and published by the Office of the Superintendent of Public Instruction. Business

teachers teaching in the private secondary schools located in Montana were also included in the survey.

In addition, the high school principals, the business department chairmen of the five vocational-technical centers, and the business department chairmen of the three community-junior colleges were included in the survey.

That part of the study dealing with teaching assignments was limited to the 1973-1974 school year.

DEFINITION OF TERMS

Some of the terms used in this study are subject to various interpretations. For the purpose of this study, the following terms are defined.

Business education. Those business programs and courses taught at the secondary and post-secondary level to provide students with the skills and knowledges needed for office employment, the business understandings and attitudes needed for everyday living, and the business background needed for further education.

Office education program. A sequence of courses which provides students with the skills and knowledges needed for office employment.

Adequacy of training. The subjective opinions of the respondents determined the adequacy of business teacher preparation programs

and services.

Secondary schools. Those schools including grades nine, ten, eleven, and twelve, or depending on the organizational structure of the school district, may include only grades ten, eleven, and twelve. For the purpose of this study, secondary schools will include both public and private schools.

Post-secondary schools. Those educational institutions which offer education and training beyond grade twelve including vocational-technical centers, community-junior colleges, and private business schools. For the purpose of this study, post-secondary schools will not include those institutions of higher education which offer a baccalaureate degree.

Professional organizations. The professional organizations which represent business teachers, primarily the National Business Education Association, the Western Business Education Association, the Montana Business Education Association, and the Business and Office Education Section of the Montana Vocational Association.

SUMMARY

This study was designed to discover what areas in business teacher education needed to be strengthened to more adequately meet the needs of Montana business teachers. Another purpose of the study

was to determine what programs and services most beneficial to business teachers could be offered by teacher-education institutions, the Office of the Superintendent of Public Instruction, and the various professional organizations. Secondary school principals and post-secondary business department chairmen were surveyed to determine their view of the preparation and performance of business teachers.

An ancillary problem of the study was to determine the current status of business education in Montana secondary and post-secondary schools.

Chapter 2

REVIEW OF LITERATURE

The purpose of this chapter was to establish the overall status of business education through a review of the literature in terms of: (1) tracing the development of business education and business teacher education from colonial America to modern times; (2) establishing the status of business education curricula at the secondary level, business teacher education, and business teacher certification in different areas of the country; and (3) comparing business education curricula, business teacher education, and business teacher certification in other parts of the country with the practices and procedures in Montana.

It was also the purpose of this chapter to review the important studies that have been made in Montana and elsewhere which may have significant implications for this study.

THE DEVELOPMENT OF BUSINESS EDUCATION

"Business education had its roots in the apprenticeship systems of ancient times" (Daughtrey, 1965:4). Boys became apprentices and were taught by their merchant masters penmanship, arithmetic, bookkeeping, and to "cast the accounts." Casting the accounts was "that process by which merchants compendiously find and deduct their allowance and commissions (Haynes, 1935:12)." Writing was an important subject in the early schools ". . . for handwriting was needed by bookkeepers and

scrivners, and for general clerical purposes (Haynes, 1935:10)." Arithmetic was another subject which was a necessity for those engaged in commercial pursuits (Butts, 1947:18). Bookkeeping, handwriting, and arithmetic were considered the practical skills of colonial America (Butts, 1947:372-378).

Elementary education in early colonial America was church oriented with the primary aim of teaching children to read so they could interpret the word of the Bible and become good Christians. The objective of Puritan secondary education, centered in the Latin grammar school, was to prepare boys for college and the ministry or the other professions (Tyack, 1967:1-27).

The English grammar school evolved in response to the need for preparing boys, who did not intend to enter college, to enter mercantile and other practical careers. Also, merchants found they no longer had the time to prepare apprentices in the clerical fields and therefore were looking for a more rapid and efficient means of training. The first of the English grammar schools appeared in Boston in 1709 (Haynes, 1935:8-9).

The English grammar schools were private schools, and in addition to offering general subjects, also prepared boys in arithmetic, handwriting, and bookkeeping. Evening schools, usually founded and taught by one person, also appeared about the end of the seventeenth and the beginning of the eighteeneth centuries to answer the need for

training young men in the practical subjects they needed (Haynes, 1935:9-10).

Academies evolved in response to a demand for yet more diverse educational programs than were being provided by the English grammar schools and the evening schools. Franklin's Academy, established in Philadelphia in 1751, is generally credited with being the first of these institutions (Butts, 1947:376-378). The academies were privately owned, and they proliferated very rapidly. In addition to a vast array of subjects offered in the academies, the curricula included bookkeeping and a variety of other subjects aimed at preparation for a career in commerce. However, over the years the academy curriculum narrowed until by the early nineteenth century they had become primarily college preparatory institutions (Butts, 1947:378).

The next important development in the evolution of business education came in the early nineteenth century in the form of the private business school. The private business college, as these schools became known, filled the need to provide commercial training which had been abdicated by the academies. The private business colleges, like the academies, proliferated rapidly reaching a peak in about 1909 when there were 574 such institutions reported in the United States (Haynes, 1935:36).

The first public high school was established in Boston in 1821, and bookkeeping was added to the curriculum in 1823 (Daughtrey,

1965:10-11). In 1827 Massachusetts passed a law which required that a public high school be established in every community of five hundred or more families, and bookkeeping and certain other specified subjects had to be included in the curriculum.

Although the chief aim of these early public high schools was to prepare students for a practical career and not for college, the tendency of school officials was to emphasize a college preparatory program. This brought about complaints from the public, who had to pay to send their children to the private business schools if they wished training in a practical career, and it paved the way for the development of the commercial high school (Haynes, 1935:62-66).

W. C. Stevenson, in an address before the National Education Association in 1899, alluded to this problem:

> The spontaneous sentiment in favor of the commercial high school which has found expression in all parts of our country within the past two years reveals the strengths and universality of the feeling that the schools are not meeting the demands of the times, and must be made to impart something of direct value to the ninety-and-nine who go into business pursuits, as well as to the one who goes into the profession of law, medicine, teaching, or the ministry (Stevenson, 1899:1025).

"The first public high school of commerce was established in 1890 in Washington, D. C. (Daughtrey, 1965:15)." The curriculum in these schools included general education courses in addition to the commercial subjects designed to prepare students for work in offices--bookkeeping, business arithmetic, stenography, and typewriting--courses which were considered the chief elements of commercial

education (Haynes, 1935:67).

These "high schools of commerce" served a purpose, especially in industrial metropolitan areas. But public high schools continued to flourish and continued to add commercial courses to the curriculum from time to time. Because of this and the disadvantages of the social stigma, coupled with the tendency toward overspecialization, the number of high schools of commerce remained rather small (Daughrey, 1965:15).

A committee appointed by the National Education Association met in Boston in July, 1903, for the purpose of preparing a curriculum for commercial education (Report of the Conference, 1903:750). The committee had been appointed at the 1902 National Education Association Conference, and it was composed of eight administrators of commercial high schools and the state inspector of business education from New York (Report of the Conference, 1903:750).

The Committee of Nine, as this body became known, developed a curriculum for commercial education in the public high school. Except for allowing a choice of foreign language, all the courses were prescribed and included English composition and literature, history, mathematics, sciences, penmanship, and a foreign language. Business courses included (Report of the Conference, 1903:751):

- Bookkeeping (3 semesters)
- Commercial Arithmetic
- Study of Commercial Products
- Typewriting
- Shorthand
- Commercial Law
- History of Commerce
- Advanced Commercial Arithmetic
- Advertising, Study of Trade Journals, and Commercial English
- Bookkeeping and Office Practice
- Accounting, Organization, and Auditing

The Committee of Nine expressed their philosophy of commercial education in the following paragraph (Report of the Conference, 1903: 752):

> The paramount factor in shaping commercial courses in public schools should be the welfare of the student who goes directly from the high school to his life-work. It is expected, however, that such courses will provide a training of such a character as will fit the student completing them to enter the schools of commerce and industry now being established by many colleges and universities as well as other modern courses in college and university.

The objective of commercial education were further revised by committees of the National Education Association (Haynes, 1935:55-56). The Committee of 1915 proposed the curriculum in commerce be revised into two curricula: an accounting curriculum and a stenographic curriculum. The Committee of 1919 added a third curriculum: retail selling and store services.

Business education curricula have thus developed from the small beginnings of apprenticeship type instruction in bookkeeping, arithmetic, and penmanship to the broad diversified programs found in today's comprehensive high schools.

BUSINESS EDUCATION IN THE UNITED STATES TODAY

The goals of business education in secondary schools were stated by the Policies Commission for Business and Economic Education (1970:8):

In an effort to satisfy the needs of all students, secondary schools should provide sound programs of business education that provide instruction for and about business.

We Believe That

Business education is an effective program of occupational instruction for secondary students desiring careers in business.

Business education has an important contribution to make to the economic literacy of all secondary school students.

Business education is desirable for students who plan programs requiring postsecondary and higher education in the field of business.

The Policies Commission for Business and Economic Education was organized in 1959 by the National Business Education Association and Delta Pi Epsilon, a national honorary graduate fraternity in business education (Policies Commission for Business and Economic Education, 1970:9). The Commission is composed of recognized national leaders in business education from all sections of the United States. Although the membership changes from time to time, the Commission still provides leadership for business education. The tripartite philosophy expressed by this group, including occupational education, general education, and background for further education, is generally accepted by business teachers, schools, and state departments of education throughout the country.

The objectives of business education for Illinois were concisely stated by Woolschlager in the following paragraph (1972:48):

Education for living in a rapidly changing, increasingly complex society is the purpose of a total educational program;

> and an effective business education program contributes to the attainment of this objective. The purposes of business education are to (1) provide general education in business that is appropriate for all students, and (2) provide career education needed by students pursuing a business career at any occupational level.

The dual purposes of business education--general education and vocational education--have been widely accepted for a long time. The Policies Commission for Business and Economic Education (1970) have recently added the third objective--background for higher education.

The aims of business education for the area vocational center will not vary greatly from those of the comprehensive secondary school. Both the area vocational center and the community college provide vocational training in business; usually more diverse and in more depth than at the secondary school level. The general business knowledges necessary for everyday living and the personal use objectives are generally provided for at both the area vocational centers and the community college. However, vocational centers do not provide background education for transfer to programs of higher education (Woolschlager, Ed., 1972:48-52).

Specific programs and curricula in business education will vary considerably from school to school depending upon the size of school, community needs, and available facilities. A comprehensive business education curriculum might include programs of instruction to meet the following specific objectives (Woolschlager, Ed., 1972:61-253):

Basic Business and Economic Education
Personal-Use Skills
Stenographic Career
Accounting (or Bookkeeping) Career
Data Processing Career
Clerical Career
Distributive Occupations Career

Specific business courses or subjects designed to carry out the objectives of the above programs are discussed in a study of business subjects taught in senior and four-year high schools throughout the United States by Roman (1960:23-41):

General Business
Business Arithmetic
Typewriting
Shorthand
Transcription
Machine Transcription
Office Practice
    Secretarial Practice
    Clerical Practice
Bookkeeping (or Accounting)
Clerical Record Keeping
Office Machines
Economic Geography
Business Law
Business English (or Business Communications)
Economics
Consumer Education
Distributive Education (the course)
Salesmanship
Retailing
Advertising

The courses obviously missing from Roman's study are those having to do with data processing.

The Illinois guidelines, being a somewhat more recent publication, would include these courses in the secondary school curriculum

(Woolschlager, Ed., 1972:177-200): Introduction to Data Processing, Data Processing Applications, Introduction to Computer Programming, Unit Record Equipment, and a course integrating accounting principles and automated data processing procedures in accounting called Automated Data Processing and Accounting.

Business Education in Montana Secondary Schools

Although it is organized somewhat differently, the business curriculum guidelines for Montana include essentially the same curricula and courses as are contained in the Illinois guidelines. The Montana guidelines recommend various business education programs for different size schools, and without delving into this breakdown, the recommended programs include (Superintendent of Public Instruction, 1971:3-10);

Stenographic and Secretarial
Clerk Typist
College Prep with a Business Background
Data Processing and Bookkeeping

The specific courses recommended for Montana schools are in alignment with what has been recommended in other schools throughout the country when compared with Roman's study (1960:14-41). The business courses recommended in the Montana guidelines include (Superintendent of Public Instruction, 1971:10-177):

Basic Business
Economics
Consumer Economics
Bookkeeping
Data Processing

Business Law
Business Machines
Business Mathematics
Business Communications
Typing
Shorthand and Transcription
Clerical Procedures
Stenographic Procedures

A separate set of guidelines have been developed for Distributive Education in Montana which consists of a suggested curriculum, task analyses for eighteen key occupations, and a career study of eighteen occupations (Office of the State Superintendent, 1976).

It can be concluded from the foregoing discussion that the business curricula and the specific business courses that are recommended for Montana secondary schools are very similar to those being recommended in secondary schools in other parts of the United States.

THE DEVELOPMENT OF BUSINESS TEACHER EDUCATION

Teachers of business subjects in colonial times received whatever training they might have had from the existing facilities of the times--apprenticeship, private institutions, elementary textbooks, and evening schools (Graham, 1933:30). Graham (1933:31) went on to point out that this training was not a systematic preparation for teaching, and that whatever training these teachers received was probably supplemented by actual business experience.

Herrick (1904:296), in writing about business teacher education, said:

> What would seem an ideal preparation for a teacher of commercial branches would be first, a broad training in English literature, history, modern languages, science, and economics, to which there should be added familiarity with business operations, practical experience, travel, and observation.

He went on to say that this standard may be too high, but in order to solve the business teacher shortage of the day, he cautioned against the mistaken belief that the mere acquisition of business experience qualified a man to teach even the technical business subjects (Herrick, 1904:297).

The years from 1860 to 1900 were a period of rapid expansion in private business colleges as well as the introduction of business subjects into the developing high schools (Haynes, 1935:127-128). However, in spite of the increased demand for business teachers, there was little progress made in developing programs to prepare them.

Haynes (1935:127-128) quoted G. Gardner Hill, an author of the early 1900's, who said that business teachers came in four categories: those who were thrust into the situation by circumstance with no particular training; those who were high school graduates with a few months of training in stenography and bookkeeping; those who were a product of the university school of business who had excellent preparation in business but who lacked training in teaching methods; and those who had graduated from a normal school and had also taken a course or two in business.

Drexel Institute, Philadelphia, was credited with being the

first collegiate institution to offer special preparation for commercial teachers in 1898 (Wanous, 1957:57). Herrick (1904:298) described this venture as a one-year program offered to people of "good general education" and which included instruction in: bookkeeping, commercial arithmetic, commercial geography, history of commerce, banking and finance, shorthand, typewriting, commercial law and mechanism of commerce (one term each), English language, civics, and penmanship. No mention was made of how-to-teach courses, but reference was made to the careful attention given to methods of presentation by the collegiate instructor (so prospective teachers could imitate them).

This early attempt at providing business teacher preparation was generally not too far removed from current practices in business teacher education in some respects. In the contemporary business teacher education program "we ask for a bachelor's degree (Tonne, 1971:26)"; the first program at Drexel Institute was for one year. In the contemporary business teacher program, a strong background in general education was required (Tonne, 1971:26); in the first program at Drexel the program was to be given to people of "good general education." The contemporary program of business teacher education required training in both general professional education and specialized methodology (Tonne, 1971:26); in the first program at Drexel methodology was not mentioned specifically, but the principle of "imitating" the collegiate instructor indicated an awareness of methodology. Finally,

the contemporary program required competency in the subject matter which the prospective teacher is likely to teach; the program at Drexel required a background in the business subjects of the day.

BUSINESS TEACHER EDUCATION TODAY

Price (1971:24-25) stated that business teacher education programs have been preparing teachers in the same mold of thirty years ago. He said that even though there was an increase in large high schools due to the school consolidation movement with a consequent decrease in the smaller schools, the teacher education institutions were still preparing business teachers for the small, one-teacher business department. Rowe (1968:20), Brower (1970:6), and Douglas (1968:37) were all in agreement with Price in this respect. They felt that teacher education programs should allow the prospective business teacher to specialize in a specific curricular area rather than attempt to prepare to teach all the business subjects in a comprehensive program.

Guthrie (1969:14) also recommended that the typical comprehensive business teacher education program must give way to a more specialized program. He stated that prospective business teachers must decide whether they want to teach bookkeeping and accounting or the secretarial subjects or the clerical subjects or the distributive subjects or the data processing subjects or the general business subjects.

Not all business teacher educators agree that business teacher education should turn toward specialization in one or two specific areas. Oliverio (1966:37) felt that the training of the prospective business teacher in the content area should be broadened. She prefaced her remarks concerning this idea with the question, "How can we do everything that we are supposed to do for the prospective teacher?" She felt that broadening the content area was necessary, not especially so the prospective teacher could teach all the subjects in a comprehensive program, but so the prospective teacher would have a broader and more "liberal" understanding of business and business education.

Tate (1963:16-17), in describing the business teacher education program at Arizona State University, stated that the prospective teachers at Arizona State are trained to teach in all areas of the high school business curriculum.

Price (1971:18-29) proposed a model for business teacher education. The rationale for the model included this statement:

> The main responsibility of most business teacher education departments is to prepare teachers for large secondary schools, junior and community colleges, and vocational-technical schools, rather than for the one-teacher secondary school business department.

Price's proposed model would include an area of general education consisting of approximately 40 per cent of the baccalaureate degree requirements. The content courses would include a business administration core of approximately 20 per cent of the graduation

requirements. The core would include such areas as accounting, economics, business law, data processing, finance, industrial relations, management, and marketing. In addition to the core program, the model would include approximately 10 per cent of the graduation requirements in one or two specified teaching areas including accounting and data processing, basic business and/or economics, clerical, distributive, or secretarial. The professional education element of the model would consist of approximately 15 per cent of the degree requirements. In addition to the humanities and behavioral studies in education, the model would include instructional practices appropriate to business subjects at both the secondary and post-secondary levels.

The model for business teacher education proposed by Price (1971:25-26) would utilize the services of an advisory committee to help "keep the program up to date, realistic, and meaningful." The members of the advisory committee would come from the ranks of present and former students and representatives from the business community and the community schools.

A comparison of the business teacher education program at Arizona State University (1973:30) with Price's (1971:25-26) is shown below:

Curricular Areas	Arizona State Approx Percent	Price's Model Percent of Total
General Education	33	40
Business Administration Core	26	20
Special Areas in Content	11	10
Professional Education	20	15
Totals	90	85

Price's model allows for more credits in general education, and at Arizona State they ask for more credits in the business administration core, the special areas content, and in professional education.

At Arizona State University, the prospective teacher may choose to include a teaching minor or an extended major in his teacher preparation program. Price's model makes no such designation.

The teaching minor at Arizona State University (1973:30) requires a minimum of twenty-four semester credits, or approximately 19 per cent of the total degree requirements. There is no designation concerning the number of credits required for an extended teaching major at Arizona State. However, there is a notation in the catalog which states that the business teacher education program may require more than the baccalaureate degree requirements of 126 credits.

Price's model (1971:25-26) would utilize the services of an advisory committee to make changes and revisions. Brower (1970:5) also recommended the use of an advisory committee to work closely with the business teacher education faculty to help keep the teacher education program up to date and relevant.

BUSINESS TEACHER EDUCATION IN MONTANA

A survey of the current catalogs of the five units of the Montana University System which prepare business teachers revealed that the business teacher education programs are similar in most fundamental

areas to programs in other parts of the United States. Programs requiring a teaching major in business education and a teaching minor in another area are available at Eastern Montana College (1973:23-24), Western Montana College (1973:65-67), and the University of Montana (1974:110-113). The requirements for these majors range from approximately 23 per cent of the degree requirements to a high of approximately 28 per cent as shown in the following figure.

Curricular Areas	EMC	NMC	MSU	UofM	WMC
General Education	45/23	36/19	48/25	48/25	45/23
Teaching Major	45/23			54/28	45/23
Broadfield Major		63/33	68/35	60/31	70/37
Teaching Minor	30/16	37/19	40/21	39/20	33/17
Professional Education	39/20	33/17	31/16	33/17	31/16

*These figures represent approximations because of flexibility in the programs.

Figure 1

Approximate Number of Credits/Per cent of Total Degree Requirements*

All of the five units offer a teaching minor in business education requiring from about 16 per cent of the degree requirements to about 21 per cent.

General education requirements at the five institutions range from 19 per cent of the degree requirements to about 25 per cent, and the professional education requirements, including student teaching, range from approximately 16 to 20 per cent of the degree requirements.

Broadfield teaching majors, which require no minor, are available at Montana State University, Northern Montana College, Western Montana College, and the University of Montana. These broadfield majors range from 31 to 37 per cent of the degree requirements.

The necessary course work in vocational education to satisfy the state of Montana vocational certification requirements is provided at Northern Montana College, Montana State University, and the University of Montana. These three units also provide opportunities for supervised occupational experience with college credit.

Because 58 per cent of Montana secondary business education departments are one-teacher departments and 25 per cent are two-teacher departments (Office of the Superintendent, 1973-1974), Montana business teacher education programs are more comprehensive than specialized to meet the needs of these small schools.

BUSINESS TEACHER CERTIFICATION

It may be difficult to determine how much influence business teacher education departments have on state teacher certification requirements, or the reverse, how much influence state teacher certification requirements have on business teacher education programs. It may be difficult also to determine how much influence business teacher certification requirements and business teacher education programs have on the development of business curricula at the secondary or post-

secondary levels. Crews (1969:52) believed that too often the starting point for determining both the business curricula at the secondary and post-secondary levels and certification requirements was the determination of an appropriate business teacher preparation curriculum. He said, "This makes no more sense than purchasing clothes for children and then altering the physical characteristics of the children so the clothes will fit properly." Logically and ideally, teacher certification requirements should result from a system which included the following (Crews, 1969:52):

Step 1: Research business activity and environment
Step 2: Develop business curriculum (for secondary and post-secondary levels)
Step 3: Identify characteristics needed of teachers to implement curriculum
Step 4: Design teacher preparation program
Step 5: Establish certification requirements for teachers

He went on to say that the "New Office and Business Education Learning Systems" (NOBELS) fits into steps one and two of his proposal. NOBELS (Lanham, 1970:1-8) is a research project which has developed behavioral objectives based on task analysis of office jobs to be used as guides in developing specific courses and curricula for preparing workers for office employment. Certification requirements should be developed only after the business curriculum had been established, the teacher qualifications necessary to implement the curriculum had been determined, and the teacher education program had been developed (Crews, 1969:53).

Speaking before the National Association of Business Teacher Education on the prevailing procedures in teacher certification, Culver (1968:25) stated that in most states there are two bodies that determine what the requirements shall be for initial business teacher certification. These two bodies are the state department of education and the collegiate institutions that prepare new teachers. He stated that forty-six states use the approved-program approach to certification. Under this plan, the state department of education first must approve the teacher preparation program, and then certification of graduates of that program becomes somewhat automatic. Culver reported that all states required that credits and degrees presented for certification must be from an institution approved by an accrediting agency, such as the North Central Association of Colleges and Secondary Schools or the National Council for Accreditation of Teacher Education.

Vocational Approval for Certified Business Teachers

In order to qualify to teach in a secondary vocational business curriculum for which the school is reimbursed with state and federal funds for all or part of the costs of the program, most states require that the teacher meet certain qualifications in addition to regular teacher certification (Culver, 1968:28). The reimbursement funding originates from federal funds allocated to the states under the Vocational Education Act of 1963. Under this Act, participating states

must submit to the United States Office of Education a state plan for vocational education in which the state specifies the requirements for vocational approval or certification. The requirements for vocational approval vary somewhat among states, but commonly a state will require, in addition to regular certification requirements, certain courses in vocational education, plus the applicant must have acquired a specified amount of related work experience outside of education. Culver (1968: 28) indicated that in Nebraska these requirements include six hours of course work in vocational education and two years of full- or part-time employment related to the area in which the teacher is expecting to teach.

No consistency could be found in the review of literature among the states concerning the requirements for work experience and for the specified vocational education courses. Bounds (1973) did a doctoral study in which she developed "a model of the certification requirements for vocational office education teachers." Using criteria she collected from state supervisors of business and office education throughout the United States, the model recommended that a teacher must possess a bachelor's degree plus nine additional semester hours of course work in vocational education including the philosophy of vocational education, coordination techniques, and methods of teaching vocational office education. In addition, the model stipulated that an office education teacher would be certified only after completing two years of successful

teaching experience and after having had one year of occupational experience outside education. She found that the occupational experience requirements ranged from no requirement up to four years of work experience.

There are some, including business teachers, who recommend that the occupational experience should be required of all business teachers, not specifically for vocational certification, but because this experience adds to a teacher's effectiveness in the classroom. Lacy (1973) reported that business teachers questioned during her doctoral study felt that the office work experience they had received enriched their teaching effectiveness. Ellis (1969:43) reported similar responses in his doctoral study.

Rowe (1968:21), Brower (1970:6), and Coleman (1968:30) recommended that all business teachers be required to secure office work experience. Coleman recommended that the office experience be supervised by the college and that college credit be granted for it.

At the time of this study, teacher certification regulations in Montana for the Class 2 (Standard) certificate required successful completion of a bachelor's degree in an approved, accredited teacher education program (Office of the Superintendent of Public Instruction, 1973:4). Certification regulations further required a teaching major of at least forty-five quarter-hour credits and a teaching minor of at least thirty quarter-hour credits, or a broadfield teaching major of

at least sixty quarter-hour credits in an area of specialization which is usually offered for credit in the high school curricula. In addition, twenty-four quarter-hour credits of professional preparation, including student teaching, was required. For the Class 1 (Professional) certificate, the regulations required at least one year's preparation beyond a bachelor's degree and three years of successful teaching experience. "The study beyond the degree must be planned in consultation with and approved by the appropriate officials of an accredited college or university (Office of the Superintendent of Public Instruction, 1973:3)." In addition, the study must supplement the academic preparation of the applicant in the teaching field and/or related professional training.

The regulations for vocational certification under the Montana State Plan for Vocational Education (Office of the Superintendent of Public Instruction, 1975:11) required that the business teacher must have had 2,000 hours of related work experience and 15 quarter credits of vocational education courses including philosophy of vocational education, administration and coordination of cooperative education, and methods of vocational education. The state plan also stated (Office of the Superintendent of Public Instruction, 1975:9) that business education and distributive education teachers could substitute one quarter of approved, supervised work experience or its equivalent for 1,000 hours of the 2,000 hour requirement.

At the time of this study, none of the business teacher education programs in Montana required related work experience as a prerequisite to preservice preparation. Neither had recency of work experience become an issue. Both of these issues had been discussed in depth among business teacher educators and state officials, but no definite regulations had been incorporated.

The review of literature would appear to indicate that business teacher certification in Montana was quite in line with certification requirements in other states.

MONTANA STUDIES RELATED TO THE PROBLEM

During the 1948-49 school year, the Montana United Business Education Association Research Committee conducted a survey of business teachers who were teaching in the small secondary schools of Montana (Barnes, 1950:15-16). The survey included only secondary schools with an enrollment of three hundred students or less. Questionnaires were mailed to 210 teachers; 108 were returned, of which 96 were usable. Among the findings of this survey included: One business teacher had an LLB degree, five (5.2 per cent) had an MA or MS degree, seventy-eight (81.25 per cent) had a BA or BS degree, eight (8.3 per cent) had three years of college, and four (4.2 per cent) had two years of college preparation. The high schools were classified as County High Schools with a median enrollment of 250 students, Second Class High Schools

with a median enrollment of 137 students, and Third Class High Schools with a median of 40 students. The median number of years of teaching experience for teachers in the County High Schools was seven years; for the Second Class Schools, six years; and for the Third Class Schools, two years. Of all the teachers included in the survey, 76 per cent had had business work experience.

A summary of a study completed by Aspevig (1959) for his master's degree was included in the Fall of 1960 issue of the National Business Education Quarterly. The purpose of Aspevig's study was to determine the existing conditions of business education and business education teachers in Montana high schools. His data were obtained through a questionnaire sent to 191 public and private high schools in Montana. He realized an 81 per cent return of the questionnaires. His findings included: 18 per cent of the Montana teachers had master's degrees, 81 per cent had bachelor's degrees, and 1 per cent had less than four years of college. Seventy per cent of the respondents were graduates of Montana and North Dakota colleges and universities. Specific subject matter courses and student teaching were ranked as the most beneficial in preparing to teach business subjects. A large majority of the business education teachers believed the primary goal of business education to be vocational.

Langenbach (1961) undertook a study which was concerned with evaluation of selected practices involving business education in Montana

public secondary schools. Most of Langenbach's study dealt with topics concerning specific business education courses and teaching or administrative practices. Among the more general conclusions and recommendations he made were that the State Department of Public Instruction should provide supervision of business education programs as well as distributive education programs in the public schools. He suggested that a state course of study be developed for business education. He recommended that the State Department of Public Instruction provide assistance in making the Montana Business Teachers Association a more effective and active group (Langenbach, 1961:289-316).

All three of these recommendations have been realized. The position of Supervisor of Business and Office Education was created by the Office of the Superintendent of Public Instruction and has been maintained by that office since 1967. The Office of the Superintendent of Public Instruction funded the development and published the Business Education Curriculum Guidelines in 1971, and the Montana Business Education Association has developed into an active and growing organization and is affiliated with the National Business Education Association and the American Vocational Association. It cannot be determined whether any of these developments came about because of Langenbach's recommendations.

Stagg (1968) conducted a study concerning the problems of student teachers. He surveyed the students from all eight of the

teacher training institutions in Montana who did their student teaching in both elementary and secondary schools during the 1966-67 school year. Included in this study also were all the cooperating teachers, all administrators of cooperating schools, and all college supervisors of student teachers for the academic year 1966-67. Some of Stagg's findings concerning student teacher opinions about their college pre-service preparation may have significance to this study (Stagg, 1968: 94-217).

The following table illustrates the student teacher attitude from Stagg's (1968:94) study concerning the college teacher education program.

Attitude	Academic Major	Academic Minor	Professional Sequences
Excellent	41.1%	22.0%	10.5%
Adequate	45.4%	50.5%	53.2%
Somewhat Insufficient	11.9%	20.0%	26.3%
Very Insufficient	1.6%	7.5%	10.0%

Figure 2

Comparison of Student Teacher Attitude Toward Preparation in Academic and Professional Sequences

Another of Stagg's (1968:104) findings included student teachers judging college courses to have had value or lack of value due to the nature of the instruction rather than the nature of the course content. In addition, Stagg (1968:210-217) found that the courses selected as

being of greatest value were pre-student teaching observation and educational methods.

Veraldi (1969) conducted a study in which he surveyed business administration graduates from Montana State University and Eastern Montana College. Among the responses he received when these graduates were asked to indicate the major weaknesses of their college preparation was that courses were poorly planned and taught (Veraldi, 1969: 180). This response parallels Stagg's finding concerning college courses having value or lack of value due to the nature of the instruction rather than the nature of the course content.

Hertz (1972) surveyed Montana secondary business teachers and Montana business department chairmen to get their opinions concerning ideal curriculum standards and actual curriculum practices and compared these opinions with the opinions he solicited from a selected group of national leaders in business education. He also compared the qualifications of business department chairmen of the large high schools in Montana with the qualifications of the business department chairmen in the small high schools. He determined that there were no significant differences between the opinions of Montana business teachers and the opinions of the national leaders in business education concerning ideal business education curriculum standards (Hertz, 1972:178-209). However, he discovered that even though Montana business teachers agreed with the leaders in terms of ideal business education curriculum standards,

they did not utilize these ideal practices in their schools. Hertz (1972:208-209) recommended that the resources of the Office of the State Superintendent of Public Instruction, the teacher education institutions, and the appropriate professional organizations be utilized to determine why teachers were not using more ideal and desirable practices and to do whatever was necessary to correct the situation.

Hertz (1972:203) compared the qualifications of business department chairmen from small high schools and from large high schools in Montana in terms of the number of college credits earned in business education, the number of classes taught in business education, the number of years taught, and the highest degree held. He found that the business department chairmen from small high schools in Montana were not as well qualified as the department chairmen from the large high schools (Hertz, 1972:207).

Patton (1973) conducted a study concerning the feasibility of removing the business teacher education programs from selected units of the Montana University System. He made his analysis on the basis of the student impact on other units when a program was hypothetically removed; costs in terms of faculty, space, equipment, and student fees; and in terms of business teacher supply in Montana. Patton (1973:86) concluded that removal of the business teacher education programs at Eastern Montana College, Western Montana College, and Northern Montana College would result in the least influence on teacher supply and

student mobility and would realize a significant cost savings to the state of Montana. Actually, greater cost savings to the state of Montana would result with removal of the program at either Montana State University or the University of Montana in addition to the other three programs, but Patton (1973:85) concluded that this alternative would result in Montana being unable to meet the demand for business education teachers in the state. He reached this conclusion through an analysis of (Patton, 1973:72-77):

1. The present capacity, in terms of facilities and faculty, at Eastern Montana College, Western Montana College, and Northern Montana College;
2. The number of business education students who would transfer to these three institutions if the business education departments were removed from Montana State University and the University of Montana; and
3. The number of business teachers needed annually by Montana public schools as replacements and to fill new positions.

A rather startling conclusion resulted from this study concerning student mobility. Student mobility had to do with the condition that if a program were removed from an institution, to which institution retaining a program would the students transfer. The results of Patton's (1973:84) study indicated that of the 341 business education majors questioned, 201 would have changed their majors to remain at the institutions in which they were currently enrolled. This would seem to suggest that these 201 business education majors were not at all dedicated to becoming business teachers.

OTHER RELATED STUDIES

McCullough (1967) reported a study she had made in California in which she surveyed beginning business teachers. The majority of the respondents felt it should not be necessary to earn a bachelor's degree in either economics or business administration and take an additional year to complete the professional courses required. The majority of the respondents favored having a minor in some area taught in secondary schools. The majority felt they should have been required to take more basic business courses. Concerning adequacy of preparation, 50 per cent felt they were adequately qualified, 35 per cent were well qualified, 9 per cent were not very well qualified, and 5 per cent were undecided. Fifty per cent were satisfied with the amount of business and economics courses they had to take and 25 per cent felt they should have had more work in economics, statistics, insurance, and human relations.

Ellis (1968) reported the results of his doctoral study which was an examination of the relationship of related work experience to teaching success according to the way the teachers' supervisors rated them. The major findings included: business teachers with related work experience were given significantly higher ratings of teaching success by their supervisors than were business teachers without related work experience; business teachers with more than one year of related work experience were not given significantly higher ratings of teaching

success than were business teachers with one year or less of related work experience; and 98 per cent of all the business teachers included in the study recommended related work experience for all business teachers. The findings indicate that there is no clear evidence to indicate how much work experience is necessary to enable a beginning business teacher to teach successfully. The most common benefit identified by approximately 90 per cent of the participants was that related work experience provided the beginning teacher with realistic examples that could be used to illustrate course material. These teachers felt that this provided the beginning teacher with the authoritative knowledge that is often lacking in formal course preparation.

Ellis recommended that every business teacher secure at least ten weeks of full-time work experience before he begins his teaching career and that additional and varied related work experience should be secured at reasonable intervals throughout the business teacher's career.

Wells (1971) did a doctoral study to determine the business skills and knowledges needed by the high school business teacher that would ordinarily be developed through the collegiate courses in the area of business administration, and to survey a sample of graduates of business teacher preparation programs to obtain their appraisals of the adequacy of their preparation in the established skills and knowledges. The sample was drawn from graduates of business teacher

education programs in which the institutions were members of the National Association for Business Teacher Education and was limited to teachers who had had one full year of teaching experience at the high school level (Wells, 1971:2).

Wells (1971:11-12) developed lists of skills and knowledges in the business administration area needed by high school business teachers. The lists were developed by determining whether or not the topics were included in the high school business textbooks used in the schools. The lists included topics in areas such as management, data processing, statistics, business finance, business law, communications, economics, and accounting. From these lists a questionnaire was developed to obtain the opinions of first-year high school business teachers concerning the adequacy of their preparation to teach the established topics.

The conclusions Wells (1971:230-231) arrived at included:

1. Preparation that should provide the skills and knowledges needed to teach the topics in (a) management, (b) data processing, (c) statistics, (d) finance, (e) business law, and (f) marketing that were established by this study as being necessary for a well prepared business teacher was totally inadequate for the population studied.
2. Preparation that should provide the skills and knowledges needed to teach the topics in economics that were established by this study as being necessary for a well prepared business teacher was also inadequate for the population studied, but not to the same degree as the fields of management, data processing, statistics, finance, business law, and marketing.
3. Preparation that should provide the skills and knowledges needed to teach the topics in communications and accounting that were established by this study as being necessary for a

well prepared business teacher was also inadequate for the population studied, but not to the same degree as the other 7 subject matter fields.

Wells (1971:232-234) recommended that business teacher educators give attention to the course content being provided to their business education majors in the areas in which he found deficiencies and if the deficiencies could not be corrected, find a substitute course that would correct the deficiencies. He recommended using his tables to determine the content topics in which business teachers should be knowledgeable. He further recommended that similar studies be made of office education, professional education, and general education courses.

SUMMARY

The literature reviewed tends to establish that business education programs at the secondary level, business teacher education programs, and business teacher certification in Montana are on about the same level with what is found in other sections of the United States.

Chapter 3

PROCEDURES

The purpose of this study was to determine what teacher-education institutions in Montana, the Office of the Superintendent of Public Instruction, and the various professional organizations could do to improve the preparation of Montana business teachers and the services provided them based on the opinions of Montana business teachers and their administrators. In addition, it was considered desirable to compile a profile of Montana business teachers concerning level of education, the number of years they had taught, whether they were eligible to teach in vocational programs, and whether they had had related work experience. The study was expanded to determine the current status of business education in Montana.

Questionnaires were designed and mailed to all secondary school business teachers in Montana and all business teachers in Montana community-junior colleges and vocational-technical centers. A second questionnaire was designed and mailed to all the secondary school principals and the business department chairmen of community-junior colleges and vocational-technical centers.

Lists of the business teachers and administrators from whom information was to be solicited were compiled from Montana Business and Office Education Personnel, 1973-74, which was published by the Supervisor of Business and Office Education in the Office of the State

Superintendent of Public Instruction. The list contained all of the business teachers who taught in Montana during the 1973-74 school year. The list also contained the names of the secondary school principals and business department chairmen of community-junior colleges and vocational-technical centers.

There were 184 secondary schools operating in Montana during the 1973-74 school year. These secondary schools employed 346 business teachers. There were three community-junior colleges which employed thirteen business teachers, and five vocational-technical centers with twenty-nine business teachers. There were a total of 388 business teachers employed in Montana secondary and post-secondary schools during 1973-74.

Of the secondary schools, ten were private parochial schools and two were operated by the state of Montana. Busby High School was tribally operated and is located on the Northern Cheyenne Indian Reservation.

CATEGORIZING THE SCHOOLS

For the purposes of this study, the secondary schools were categorized according to student population. The criteria for determining the size for each category were obtained from the Business Education Curriculum Guidelines which was developed and published by the Office of the Superintendent of Public Instruction of Montana

(1971). The four categories for secondary schools included schools with 500 students and over, schools with between 200 and 499 students, schools with 75 to 199 students, and schools with less than 75 student population.

The basis for determining the size of individual schools was the Montana Education Directory (1973-74). This directory is published annually by the Office of the Superintendent of Public Instruction. The 1973-74 edition listed the population of every school in Montana as of October 1, 1973.

Category	Student Population	Number of Schools
1	500 and Over	21
2	200 to 499	31
3	75 to 199	79
4	Under 75	53

Figure 3

Montana Secondary Schools According to Student Population

Community-junior colleges and vocational-technical centers were categorized as post-secondary institutions.

QUESTIONNAIRES

Two questionnaires were developed to carry out this study. One instrument was developed to solicit information from secondary school business teachers (Appendix A, pages 245-250), and essentially the same

instrument was used to solicit information from business teachers in the post-secondary institutions (Appendix B, pages 252-256). The difference between the two instruments was in the checklist of course offerings each teacher was assigned to teach.

The second questionnaire was developed to solicit information from secondary school principals and business department chairmen of post-secondary institutions (Appendix C, pages 257-260).

The questionnaire designed for business teachers (Appendix A) asked for information concerning four general areas: educational background and experience; adequacy of college preparation and suggestions for improvement; adequacy of services provided business teachers by colleges, state agencies, and professional organizations and suggestions for improvement; and specific courses taught during the 1973-74 school year.

The questionnaire designed for the principals and department chairmen (Appendix C) included information concerning most desirable considerations for hiring new staff members in the areas of level of college preparation, years of teaching experience, and degree major/minor combinations. The administrators were also asked to state their opinions concerning adequacy of college preparation of business teachers and the degree of competency and performance of business teachers. In addition they were asked whether the services provided business teachers appeared to be adequate and asked for suggestions for improvement.

Copies of the first draft of the questionnaires were submitted to members of the writer's doctoral committee and to the staff of the Business Education Department at Montana State University for suggestions for improvement. The suggestions which originated from these two groups were incorporated into the two questionnaires. Letters of transmittal to accompany the instruments were developed, and the material was duplicated and made ready for mailing (Appendix D, page 261).

ADMINISTRATION OF THE SURVEY

The first mailing of the questionnaire to business teachers was sent out on April 18, 1974. The first mailing included 388 questionnaires to all the business teachers who were teaching during the 1973-74 school year in Montana secondary and post-secondary schools. Two-hundred-eight of the questionnaires were returned after the first mailing. A new cover letter was developed (Appendix E, page 262) and on May 3, 1974, a second mailing was made to the 178 teachers who did not respond to the first mailing. The second mailing generated eighty-nine responses. A third cover letter was written (Appendix F, page 263) to accompany the questionnaire for the third and final mailing. On May 21, 1974, copies of the questionnaires were sent to the eighty-nine teachers who had not responded to the first two mailings. This third mailing elicited twenty-seven usable responses.

A total of 333 of the 388 business teachers returned the questionnaires after three mailings. This represented a return of 85.8 per cent.

The first questionnaires were mailed to the 192 secondary school principals and department chairmen of community colleges and vocational-technical centers on April 26, 1974. This first mailing to administrators generated 108 responses, and on May 16, 1974, revised cover letters (Appendix H, page 265) and copies of the questionnaire were mailed to the 84 administrators who had not responded to the first mailing. In all, 141 of the 192 administrators returned the questionnaires for a 73.4 per cent return.

ANALYSIS OF DATA

The data collected was classified and presented in tabular form wherever it was appropriate. The figures on most tables were shown as response totals and were converted to percentages for comparison and analysis. Since the response totals for individual items in most tables were of a magnitude less than one hundred, and consequently one response change would have an important effect upon the percentage figure, most tables show both the total responses and the percentage of responses for each item.

Table Analysis

The tables were analyzed through a series of questions developed from a list suggested by Parten (1950:522-523). The questions included:

> What is the most important point revealed in this table?
> What other points are brought out?
> What is the significance of the totals or percentages shown?
> How much variability is there among the figures, percentages, or averages?
> What is the largest figure shown? What is the smallest figure? Do they fall into a particular grouping?
> How do these figures compare with others?
> Are there any relationships suggested among the groups being studied?
> What conclusions can be drawn from the figures presented in the tables?

Null Hypotheses

Although not a major part of the study, in order to determine whether significant differences existed among the opinions of certain groups of business teachers and administrators concerning the quality of business-teacher education, the following null hypotheses were tested:

> There is no difference between the opinions of first-year business teachers and the opinions of business teachers who have taught two years or more concerning the quality of their college preparation.
> There is no difference between the opinions of first-year business teachers and the opinions of experienced business teachers concerning specific areas of their college preparation.
> There is no difference between the opinions of principals and department chairmen and the opinions of business teachers concerning the quality of business-teacher education.
> There is no difference between the opinions of principals and department chairmen and the opinions of business teachers concerning the quality of specific areas of business-teacher

education. . .

The chi-square statistic with appropriate degrees of freedom was utilized to test the null hypotheses at the .05 per cent level of confidence.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

The major purpose of this study was to determine what areas in business teacher education programs needed to be strengthened to more adequately meet the needs of Montana secondary and post-secondary teachers.

Secondary purposes of the study included:

1. To determine what services usually provided by teacher education institutions, the Office of the Superintendent of Public Instruction, and business education professional associations could be improved to more nearly meet the needs of business teachers.

2. To determine what additional services should be provided by these organizations to meet needs which are currently not being fulfilled.

3. To determine how secondary school principals and post-secondary department chairmen looked upon the preparation and performance of business teachers.

4. To determine the status of business education in Montana secondary and post-secondary schools.

The purpose of this chapter was to present and analyze the data collected through questionnaires mailed to all secondary and post-secondary business education teachers in Montana and to all secondary school principals and post-secondary department chairmen. The data was

presented in tabular form for clarity and ease in discussing each topic.

TREATMENT OF THE DATA

Questionnaires were mailed to 388 business teachers in 192 Montana secondary and post-secondary institutions. Three-hundred-thirty-three questionnaires were returned, 324 of which were usable. This represented a return of 85.8 per cent; 14.2 per cent of the questionnaires were not returned.

The secondary schools were classified into four groups according to the categories used in the Montana "Business Education Curriculum Guidelines" (Superintendent of Public Instruction, 1971:3-10):

Classification	Enrollment
Category 1	500 and over
Category 2	200 to 499
Category 3	75 to 199
Category 4	Under 75

The five vocational-technical centers and the three community colleges located in Montana were classified as "post-secondary institutions."

Four of the nine unusable questionnaires were not completed because the teachers were either leaving Montana, quitting teaching, or retiring and felt their returns were not needed for the study. On two of the questionnaires, the respondents had merely entered their name, the name of the school, and returned the questionnaires. The

Table 1

Number of Schools and Business Teachers in Each Category and the Number of Returns

Category (Enrollment)	Number of Schools	Number of Business Teachers	Questionnaires			
			Returned	Not Returned	Usable	Per cent Usable
Category 1 (500 & Over)	21	117	99	18	97	82.9
Category 2 (200 to 499)	31	60	52	8	50	83.3
Category 3 (75 to 199)	79	112	94	18	89	79.5
Category 4 (Under 75)	53	57	49	8	49	85.9
Post-Secondary	8	42	39	3	39	92.8
Totals	192	388	333	55	324	83.5

information contained on the other three questionnaires was so incomplete that they were useless to the study.

Table 1, page 59, shows the details concerning the number of questionnaires returned in each category, the number that were usable, and the number of nonrespondents.

Bias Caused by Nonrespondents

The question may be raised as to whether the questionnaires which were not returned may have biased the responses toward any one category of school. Table 2 compares the proportions between the total

Table 2

Chi-Square of the Difference Between the Number and Per Cent of Questionnaires Mailed and the Number and Per Cent of Usable Questionnaires Returned

Category (Enrollment)	Total Number of Questionnaires Mailed	Per cent of Total	Number of Usable Returns	Percent of Returns	Chi-square of Difference
Catetory 1 (500 & over)	117	30.1	97	29.9	3.69
Category 2 (200 to 499)	60	15.5	50	15.4	2.00
Category 3 (75 to 199)	112	28.9	89	27.5	3.71
Category 4 (Under 75)	57	14.7	49	15.1	1.70
Post-Secondary	42	10.8	39	12.0	1.86
Totals	388	100.0	324	99.9	

number of business teachers to whom questionnaires were mailed in each category and the corresponding proportion of questionnaires included in the study.

The percentage of usable questionnaires returned in each category remains very close to the percentage of questionnaires mailed in each category. The chi-square statistic calculated for the difference between the percentage of the number of questionnaires mailed and the number of usable questionnaires received in each category produced no significant differences.

Table 2 shows the chi-square statistic for the differences between the percentage of questionnaires mailed in each of the categories and the percentage of usable questionnaires returned. To be significant at the .05 per cent level, with one degree of freedom, chi-square would have to have been 3.84 or larger. Since chi-square did not reach this level in any of the categories, it was assumed that there was no bias because of the questionnaires which were not returned or which were found to be unusable.

QUESTIONNAIRES MAILED TO SECONDARY SCHOOL PRINCIPALS AND POST-SECONDARY DEPARTMENT CHAIRMEN

Questionnaires were mailed to 192 Montana secondary school principals and post-secondary department chairmen. One-hundred-forty-one of the questionnaires were returned, which represented a return of 73.4 per cent. All of the 141 questionnaires returned were usable.

Table 3 shows the number of questionnaires mailed to the principals and department chairmen and the number of questionnaires returned. The largest percentage of questionnaires were returned by Category 4 principals, and the smallest percentage of return was from post-secondary department chairmen.

Table 3

Number of Questionnaires Mailed to Principals and Department Chairmen and the Number Returned

Category (Enrollment)	Questionnaires		
	Number Mailed	Number Returned	Per cent Returned
Category 1 (500 & over)	21	15	71.4
Category 2 (200 to 499)	31	23	74.2
Category 3 (75 to 199)	79	53	67.1
Category 4 (Under 75)	53	45	84.9
Post-Secondary	8	5	62.5
Totals	192	141	73.4

CHARACTERISTICS OF BUSINESS TEACHER RESPONDENTS

All but four of the business teachers indicated on the questionnaire the institution from which they received their degree or degrees. Table 4, page 63, shows the number of business teachers who

received their degrees from the five Montana teacher education institutions and the number who received degrees from out-of-state institutions.

Table 4

College Degrees Held by 320 Montana Business Teachers and the Institutions From Which the Degrees Were Granted*

Degree-Granting Institution	Bachelor's Degree	Master's Degree	Totals	Per cent of Total Respondents
Eastern Montana College	52	4	56	17.5
Montana State University	51	17	68	21.3
Northern Montana College	11	0	11	3.4
University of Montana	36	21	57	17.8
Western Montana College	30	5	35	10.9
Out-of-state Institutions	70	23	93	29.1
Totals	250	70	320	100.0

*Two of the 324 respondents did not indicate the degree they held or the degree-granting institution, and two of the respondents were teaching with less than a bachelor's degree.

Table 4 shows that 29.1 per cent of the business teachers graduated from out-of-state institutions. The next largest group, 21.3 per cent, received their degrees from Montana State University. These were followed by 17.8 per cent from the University of Montana, 17.5 per cent from Eastern Montana College, 10.9 per cent from Western Montana College, and 3.4 per cent from Northern Montana College.

Seventy (21.9 per cent) of the respondents indicated that they had earned master's degrees, and two-hundred-fifty (78.1 per cent) had earned bachelor's degrees. Two of the respondents were teaching with less than a bachelor's degree.

Only 222 of the respondents answered the question, "If you do not have an advanced degree, do you plan to pursue one?" Eighty-two said they planned to pursue an advanced degree, forty said "No," and one-hundred were "Undecided."

Level of college preparation most desirable for business teacher candidates in Montana schools. The principals and department chairmen were asked to indicate the level of college preparation most desirable for business teacher candidates in their schools. One-hundred-thirty-nine (98.6 per cent) of the respondents replied to this question; two principals from Category 4 size schools did not respond.

Table 5, page 65, is a compilation of the responses to this question. One-hundred-twenty-five (89.9 per cent) of the respondents said that a bachelor's degree was most desirable for business teacher applicants to their schools, and fourteen (10.1 per cent) said that a master's degree was most desirable.

Five (33.3 per cent) of the principals in Category 1 size schools said that a master's degree was most desirable for business teacher candidates in their schools. Three (13.0 per cent) of the principals in Category 2 schools and two (3.8 per cent) in Category 3

schools said master's degrees were most desirable in their schools. None of the principals in Category 4 schools indicated that master's degrees were most desirable.

Table 5

Level of College Preparation Most Desirable for Business Teacher Candidates in Montana Secondary and Post-Secondary Schools

School Size	Bachelor's Degree		Master's Degree		Total Respondents
	Number	Per cent	Number	Per cent	
Category 1	10	66.7	5	33.3	15
Category 2	20	87.0	3	13.0	23
Category 3	51	96.2	3	3.8	53
Category 4	43	100.0	0	0.0	43
Post-secondary	1	20.0	4	80.0	5
Totals	125	89.9	14	10.1	139

One post-secondary department chairman said that a bachelor's degree was most desirable for his school, and four said that a master's degree was most desirable for business teacher candidates in their schools.

Summary. The question asked the principals and department chairmen to indicate the level of college preparation most desirable for business teacher candidates in their schools. As a comparison,

approximately 90 per cent of the administrators said a bachelor's degree was most desirable and 10 per cent said a master's degree was most desirable; whereas 78 per cent of the business teacher respondents had bachelor's degrees and 22 per cent had master's degrees. The teachers employed in these schools had a slightly higher level of college preparation than was considered desirable for new applicants.

Degree major and minor areas. The business teachers were asked to indicate the major and minor areas of their bachelor and master degrees. For the bachelor's degree, 245 indicated their major was either business education or business administration, as is shown in Table 6, page 67. After business as a degree major, physical education was listed most often with seventeen, followed by home economics with twelve; distributive education, eight; sociology, seven; English, four; and education with four responses. Other disciplines listed as a degree major with one response each included history, modern languages, mathematics, science, art, and industrial arts.

Forty-two of the respondents had received a bachelor's degree with a broadfield or extended major in business which required no minor. There were a number of bachelor's degrees with a variety of combinations of double majors. Business and English was the most common of these double majors with fifteen, business and physical education was next with six, followed by business and social studies or sociology with five responses. Other double majors consisted of business as one of

Table 6

Montana Business Teacher Degree Majors and Minors Including Area and Number of Each

Curricular Area	Bachelor's Degree		Master's Degree	
	Major	Minor	Major	Minor
Art	1	1		
Biology		1		
Business Education or Business Administration	245	47	11	8
Business Education Broadfield or Extended Major	42		21	
Computer Science		1		
Distributive Education	8	8	3	3
Economics		39		3
Education	4	3	21	9
English	4	32		
Geography		1		
Guidance and Counseling			6	3
History	1	15	1	2
Home Economics	12	11	1	
Industrial Arts	1	1		
Library Science		7		
Mathematics	1	5		
Modern Languages	1	8	2	
Music		2		
Physical Education	17	39	1	
Psychology		10	2	4
Science	1	2		
Sociology	7	39		
Speech		2		

the major areas and home economics, music, history, industrial arts, and psychology as the other major areas. One of the respondents had earned three degrees: a Bachelor of Science in engineering, a Bachelor of Arts in business administration, and a Bachelor of Arts in education. This teacher's first degree was granted in 1932.

Business was the area which was listed most often as a minor. There were forty-four minors in business education and three minors in business administration. Business as a degree minor was followed closely by economics, physical education, and sociology, each with thirty-nine responses. Next was English with thirty-two; history, fifteen; home economics, eleven; psychology, ten; and modern languages and distributive education with eight responses each. Library science was listed as a degree minor by seven of the respondents followed by mathematics, five; education, three; and with two responses each were music, science, and speech. Listed as a degree minor by only one teacher each were art, biology, computer science, geography, and industrial arts.

Seventy of the respondents indicated that they had earned a master's degree. Twenty-one of these respondents listed a broadfield major in business education as the degree major. Business education or business administration as a degree major with a minor in some other area was listed by eleven of the respondents. Following business as a major area for the master's degree was education with twenty-one;

guidance and counseling, six; distributive education, three; modern languages and psychology with two each; and with one response each was history, home economics, physical education, and science.

Education was listed as a minor area by nine of the respondents. Business education followed with eight; psychology, four; distributive education, economics and guidance and counseling, three each; and history had two responses.

Only 224 of the respondents indicated the year in which their bachelor's degree were granted. The years ranged from 1932 to 1973; however, only thirty of the teachers received their bachelor degrees prior to 1960. Seventy-four per cent (165) of the bachelor degrees had been granted between 1966 and 1973.

All seventy of those who had master's degrees listed the year in which the degrees had been granted. All of these degrees were granted between 1950 and 1973; thirty-nine (56 per cent) were granted in the eight years between 1966 and 1973. Three respondents indicated that they expected to finish work on a master's degree during the summer of 1974.

Principals and department chairmen concerning teaching minor best suited for their schools. The principals and department chairmen were asked if they felt a business teacher should be qualified in a minor teaching field in combination with a business education major, and if so, what minor field they considered best for their school. A

checklist consisting of twenty-one of the more common teaching minor areas was provided with space for listing minor areas which were not listed.

One-hundred-sixteen (82.3 per cent) of the respondents replied to this question. Three respondents wrote in "counseling" which was not listed on the checklist, and three wrote in "driver education." "Communications" and "economics" were written in by one respondent each. In addition, nine respondents wrote "varies from year to year" or "depends on vacancies."

Table 7, page 71, is a listing of the minor teaching fields arranged in order of the number of respondents for each field from highest to lowest. The table also shows the per cent of the responses in relation to the number of principals and department chairmen who replied to the question.

Thirty-nine (33.6 per cent) of the respondents felt that English was the teaching minor best suited to their school. The next highest number of responses was for social sciences with twenty-one (18.1 per cent). Library science was next with twenty responses (17.2 per cent) followed by physical education with eighteen (15.5 per cent), mathematics with seventeen (14.7 per cent), home economics with fifteen (12.9 per cent), speech with fourteen (12.1 per cent), and art education with thirteen (11.2 per cent).

The remainder of the minor teaching areas on the checklist

Table 7

Opinions of Principals and Department Chairmen Concerning Minor Teaching Fields Best Suited for Their Schools and Number of Business Teachers Currently with Teaching Minor in Fields

Minor Best Suited	Responses*		Number of Business Teachers Currently Holding Minor in Field
	Number	Per cent	
English	39	33.6	32
Social Sciences	21	18.1	39
Library Science	20	17.2	7
Physical Education	18	15.5	39
Mathematics	17	14.7	5
Home Economics	15	12.9	11
Speech	14	12.1	2
Art Education	13	11.2	1
Health Education	8	6.9	0
Modern Languages	8	6.9	8
History	7	6.0	17
Music	6	5.2	2
Industrial Arts	5	4.3	1
Psychology	5	4.3	14
Theatre Arts	4	3.4	0
Counseling	3	2.6	3
Driver Education	3	2.6	1
Communications	1	.9	0
Economics	1	.9	42
Life Sciences	1	.9	0

*116 responses

received less than ten responses each with the exception of chemistry, earth science, geography, and physics, all of which received no responses.

Communications, economics, and life sciences each received one response. Communications and economics were both written in by principals who felt these were minor teaching areas best suited to their schools.

Table 7 also compares the minor teaching areas which were designated by the administrators best suited for their schools and the teaching minor areas in which the business teachers who responded to the survey were certified to teach.

Thirty-nine administrators indicated that English was the teaching minor field best suited for their schools, and thirty-two business teachers said they had an English minor. Twenty-one of the administrators said social science was the minor area best suited for their school, and thirty-nine business teachers listed social science as their teaching minor. Library science was considered best suited as a minor area in twenty schools, and only seven business teachers were qualified in this area.

Minor areas in which pronounced differences existed between a larger numer of what administrators felt were best for their schools and a smaller number of business teachers holding minors in those areas included mathematics, speech, art education, and health education. The

areas in which the opposite situation existed, i.e., a larger number of teachers qualified for the minor area than the number of schools for which the minor was best suited included physical education, history, psychology, and economics.

There was only one school in which economics was considered best suited as a minor teaching area, and forty-two business teachers held minors in this area. However, four business teachers said that they were teaching a one-semester course in economics, and three other business teachers said they were teaching two-semesters of economics.

Modern languages was considered best suited as a minor area in eight schools, and eight business teachers had teaching minors in this field. No business teachers were qualified in health education, which was considered the most desirable teaching minor in eight schools.

Six administrators said that music was the most desirable minor in their schools, and five said that industrial arts was best suited. In these two areas, two business teachers had a teaching minor in music and one in industrial arts. Three principals said driver education was the minor best suited for their schools, and only one business teacher had a minor in this area. Four principals indicated that theatre arts would be the minor best suited for their schools, and there were no business teachers who had a teaching minor in this area.

There was no attempt to determine how many of the business

teachers were teaching in schools where their teaching minors matched the minors considered best suited for the school by the principals and department chairmen.

Number of years of teaching. One of the respondents had been teaching for thirty-eight years in Montana and twenty-six years in the same position. Another business teacher had been teaching thirty-three years in the same position.

Table 8, page 75, shows the number of years taught, the number of years taught in Montana, and the number of years in the present position for all the respondents.

The range in number of years teaching was from one to thirty-eight years. The number of years teaching in Montana ranged from one to thirty-eight, and the number of years teaching in the present position ranged from one to thirty-three.

The median number of years teaching for the business teachers who responded to the survey was six years. The median number of years teaching in Montana was five, and the median number of years teaching in the present position was four. There were thirty-seven first-year business teachers, and forty-two who had taught previously but were teaching their first year in Montana. Fifty-eight of the respondents were in the first year of their present position.

Approximately 64 per cent of the respondents had been teaching for eight years or less; approximately 80 per cent had taught eight

Table 8

Number of Years Teaching, Number of Years Teaching in Montana, and Number of Years in Present Position

Number of Years	Montana Business Teachers		
	Teaching	Teaching in Montana	In Present Position
1	37	42	58
2	26	29	41
3	29	33	33
4	23	30	30
5	29	31	31
6	21	19	24
7	27	24	21
8	12	15	15
9	16	15	8
10	9	6	5
11	6	5	7
12	5	6	9
13	12	10	2
14	10	11	4
15	10	7	5
16	4	1	3
17	6	3	1
18	5	5	4
19	6	4	3
20	5	3	2
21	4	2	2
22	2	2	0
23	2	2	2
24	4	4	2
25	1	1	0
26	2	3	1
27	1	0	0
28	0	0	1
29	0	0	0
30	2	1	1
31	0	0	0
32	0	1	0
33	0	0	1
34	2	1	0
35	1	1	0
36	0	0	0
37	0	0	0
38	1	1	0

years or less in Montana; and 80 per cent had taught eight years or less in their present position.

The average number of years teaching in Montana for the secondary school respondents and the average number of years teaching in the present position were compared by school size in Table 9. These figures show that the least experienced teachers were located in the smallest schools (Category 4), and the most experienced teachers were teaching in the next to largest schools (Category 2).

Table 9

Comparison of Average Number of Years Teaching in Present Position to Average Number of Years Teaching in Montana According to School Size

School Size	Average Number of Years		
	Teaching in Montana	In Present Position	Differences
Category 1 (500 & over)	8.3	7.1	1.2
Category 2 (200-499)	9.2	7.5	1.7
Category 3 (75-199)	6.7	5.3	1.4
Category 4 (Under 75)	4.6	3.5	1.1

The figures in Table 9 also seem to indicate that there had been some movement of the teachers from one school to another. This movement was indicated by the differences between the average number

of years teaching in Montana and the average number of years in the present position. Apparently the Category 2 schools received most of these teachers who moved, since the disparity was greatest in this size school.

Forty-two per cent of the secondary business teachers were non-tenured according to Montana school law. According to the Montana School Code, teachers are granted tenure in Montana upon being hired to teach for the fourth consecutive year in the same school district.

Table 10 compares the teachers who had taught three years or less to those who had taught in their present positions four years or

Table 10

The Number and Per Cent of Secondary Business Teachers Who Had Taught Three Years or Less and Four Years or More in the Present Position

School Size (Enrollment)	Taught in Present Position			
	3 Years or Less		4 Years or More	
	Number	Per cent	Number	Per cent
Category 1 (500 & over)	29	31.2	64	68.8
Category 2 (200-499)	18	37.5	30	62.5
Category 3 (75-199)	34	44.2	43	55.8
Category 4 (Under 75)	31	67.4	15	32.6
Totals	112	42.4	152	57.6

more according to school size. These figures point out that there were more than twice as many tenured teachers in the largest sized schools than there were in the smallest sized schools. Sixty-nine per cent of the respondents teaching in the Category 1 schools had taught four or more years in their present position, while only 33 per cent of the teachers in the Category 4 schools had taught in their present position four years or more.

Twenty-three per cent more of the teachers in the Category 3 schools were tenured than in the Category 4 schools. The differences in the per cent of tenured teachers among the other categories remained quite constant. There were 6 per cent more tenured teachers in the Category 2 schools than in the Category 3 schools, and 5 per cent more in the Category 1 schools than in the Category 2 schools.

The results of this survey did not indicate a reason for the large disparity between the per cent of tenured teachers in Category 3 and Category 4 schools compared to the differences among the other three categories. However, speculation would suggest that either the teachers leave the small schools voluntarily for a more desirable position in a larger community, or the teachers are forced to leave the smaller schools prior to being granted tenure.

Post-secondary business teachers. The average number of years the post-secondary business teachers had taught was eight point one years. The average number of years these teachers had taught in Montana

was six point five years, and they had been in their present positions for an average of four point four years.

Sixty-nine per cent of the post-secondary teachers had been teaching in their present positions for four years or more. This compared exactly with the per cent of secondary teachers in the largest schools (Category 1) who had been teaching in their present position four years or more.

Number of years teaching experience most desirable for business teacher candidates in Montana schools. The principals and department chairmen were asked to indicate the number of years teaching experience most desirable for business teacher candidates who applied for positions in their schools. One-hundred-twenty-four (87.9 per cent) of the respondents replied to this question. The results are compiled in Table 11, page 80.

Fifty of the respondents (40.3 per cent) said that two years teaching experience was most desirable; thirty (24.2 per cent) said three years; twenty-four (19.4 per cent) said no experience was most desirable. Thirteen (10.5 per cent) of the respondents felt that one year of experience was most desirable, and six (4.8 per cent) felt that five years teaching experience was most desirable. Only one (0.8 per cent) indicated that four years teaching experience was most desirable.

Table 11 also shows the responses according to school size. The only size school in which less than 40 per cent of the respondents

Table 11

Number of Years Teaching Experience Most Desirable for Business Teacher Candidates Applying to Montana Schools

School Size	Number of Years Teaching Experience												Total	Per cent of Total Respondents
	0		1		2		3		4		5			
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		
Category 1	1	8.3	1	8.3	5	41.7	4	33.3	1	8.3	0	0.0	12	80.0
Category 2	2	10.0	2	10.0	7	35.0	7	35.0	0	0.0	2	10.0	20	87.0
Category 3	10	20.0	3	6.0	21	42.0	13	26.0	0	0.0	3	6.0	50	94.3
Category 4	10	27.0	7	18.9	15	40.5	5	13.5	0	0.0	0	0.0	37	82.2
Post-Secondary	1	20.0	0	0.0	2	40.0	1	20.0	0	0.0	1	20.0	5	100.0
Totals	24	19.4	13	10.5	50	40.3	30	24.2	1	0.8	6	4.8	124	87.9

indicated that two years teaching experience was most desirable were the Category 3 schools. These schools split evenly (35 per cent each) between two and three years teaching experience. Of all the respondents, only one Category 1 principal felt that four years teaching experience was most desirable.

The Category 4 schools had the largest percentage (27.0 per cent) where no teaching experience was most desirable. Twenty per cent of the Category 3 administrators, 10 per cent of the Category 2 and 8.3 per cent of the Category 1 administrators also felt that no teaching experience was most desirable.

In the post-secondary schools, one department chairman said no experience was most desirable; two said two years; one said three years; and one said five years teaching experience was most desirable.

Five principals commented that "some" teaching experience was most desirable, and five others said "depends on the individual." One principal from a Category 4 school wrote, "Salary schedule forbids any teaching experience."

Teaching certificates. The business teachers were asked to indicate the type of Montana teaching certificate they had been issued. Two-hundred-ninety-two (90.1 per cent) of the respondents replied to this question, and Table 12, page 82, presents their responses by school size.

Table 12

Class of Teaching Certificates Held By Montana Business Teachers

Size of School	Number of Teaching Certificates					Totals
	Class 1 (Professional)	Class 2 (Standard)	Class 3 (Administrative)	Class 4 (Special)	Class 5 (Provisional)	
Category 1	18	66	2	0	0	86
Category 2	11	36	0	0	0	47
Category 3	11	73	0	0	0	84
Category 4	1	44	0	0	1	46
Post-Secondary	6	18	0	2	0	26
Totals	47	237	2	2	1	289
Percentages	16.3	82.0	.7	.7	.3	100

Three business teachers reported they had Life Certificates

Three respondents said that they were authorized to teach with a "Life Certificate." This class of certificate is no longer issued in Montana, and they will expire when the teachers holding them reach age seventy (Office of the Superintendent of Public Instruction, 1973: 11).

Of the remaining 289 respondents, 47 (16.3 per cent) had Class 1 (Professional) certificates and 237 (82.0 per cent) had Class 2 (Standard) certificates. Two of the business teachers had Class 3 (Administrative) certificates, two had Class 4 (Special) certificates, and one had a Class 5 (Provisional) certificate.

Vocational certification. The business teachers were asked whether or not they were vocationally certified according to the Montana State Plan for Vocational Education. Three-hundred-four (93.8 per cent) of the respondents replied to this question, and Table 13, page 84, shows the distribution of the responses.

Of the 304 respondents, 124 (40.8 per cent) said they were vocationally certified, 166 (54.6 per cent) said they were not vocationally certified, and 14 (4.6 per cent) said they did not know whether they were vocationally certified.

The group in which the largest percentage of teachers were vocationally certified was the post-secondary teachers. This group consisted of eleven community college teachers and twenty-five vocational-technical center teachers. Among the community college

Table 13

Montana Business Teachers Who Were Vocationally Certified or Who Were Eligible for Vocational Certification

	Vocationally Certified							Eligible for Vocational Certification						
	Yes	Per cent	No	Per cent	Do Not Know	Per cent	Total Responses	Yes	Per cent	No	Per cent	Do Not Know	Per cent	Total Responses
Category 1	45	49.5	46	50.5	0	0.0	91	14	35.9	9	23.1	16	41.0	39
Category 2	21	42.9	25	51.0	3	6.1	49	3	12.0	4	16.0	18	72.0	25
Category 3	22	25.0	63	71.6	3	3.4	88	10	16.4	17	27.9	34	55.7	61
Category 4	12	30.0	21	52.5	7	17.5	40	3	9.7	7	22.6	21	67.7	31
Post-Secondary	24	66.7	11	30.5	1	2.8	36	5	41.7	3	25.0	4	33.3	12
Totals	124	40.8	166	54.6	14	4.6	304	35	20.8	40	23.8	93	55.4	168

teachers, five (45.5 per cent) said they were vocationally certified, and five (45.5 per cent) said they were not; one did not know whether he was so certified.

Among the twenty-five respondents who taught in vocational-technical centers, nineteen (76.0 per cent) were vocationally certified and six (24.0 per cent) were not.

Another question asked, "If you are not vocationally certified, are you eligible for vocational certification?" One-hundred-sixty-eight of the respondents answered this question. The responses are listed in Table 13.

Thirty-five (20.8 per cent) of the business teachers said they were eligible for vocational certification, and forty (23.8 per cent) said they were not eligible. Ninety-three (55.4 per cent) said they did not know whether they were eligible for vocational certification.

Altogether, 159 of the respondents said they were either vocationally certified or that they were eligible for vocational certification. In addition, 107 said they did not know if they were vocationally certified or if they were eligible for vocational certification.

Work experience. The business teachers were asked whether they had had any "office or related work experience" or any "other business work experience" which may not be classified as office or related. The responses to these questions are shown in Table 14, page 86.

Table 14

Montana Business Teachers Who Had Either Office or Related Work Experience Or Other Business Work Experience

School Size	Office or Related Work Experience				Total Responses	Other Business Work Experience				Total Responses
	Yes	Per cent	No	Per cent		Yes	Per cent	No	Per cent	
Category 1	85	92.4	7	7.6	92	45	57.0	34	43.0	79
Category 2	38	76.0	12	24.0	50	28	62.2	17	37.8	45
Category 3	63	72.4	24	27.6	87	44	53.7	38	46.3	82
Category 4	37	80.4	9	19.6	46	23	56.1	18	43.9	41
Post-Secondary	35	97.2	1	2.8	36	21	70.0	9	30.0	30
Totals	258	83.0	53	17.0	311	161	58.1	116	41.9	277

Three-hundred-eleven teachers responded to the question concerning "office or related work experience," and 258 (83.0 per cent) of the respondents indicated that they had "office or related work experience"; fifty-three (17.0 per cent) said they had not had this type of work experience. Thirty-five (97.2 per cent), all but one, of the thirty-six post-secondary respondents said they had office or related work experience. Eighty-five (92.4 per cent) of the ninety-two Category 1 teachers said they had this type of experience.

Two-hundred-seventy-seven of the respondents replied to the question which asked whether they had had "other business work experience," and one-hundred-sixty-one (58.1 per cent) of the teachers said they had had this kind of work experience and one-hundred-sixteen (41.9 per cent) said they had not.

The teachers were also asked to list the number of years of work experience they had had. These results are shown in Table 15, page 88. Two-hundred-twenty-six teachers listed the number of years of "office or related work experience." Disregarding the experience of less than one year, the median number of years of "office or related work experience" was three years. The median for Category 1, Category 2, and Category 4 teachers was three years; for Category 3 teachers it was two years, and for post-secondary teachers it was five years.

One-hundred-forty-seven of the respondents listed the number of years of "other business work experience" they had had. The

Table 15

Number of Years of Work Experience Reported by Montana Business Teachers

Type of Work Experience and School Size	Less Than One Year			Years of Work Experience										Total Responses
	3 mo.	6 mo.	9 mo.	1	2	3	4	5	6	7	8	9	10	
Office or Related Work Experience														
Category 1	1	1	1	7	21	9	7	14	4	2	5	0	2	74
Category 2	1	1	0	7	7	6	5	3	2	1	1	0	0	34
Category 3	2	1	0	16	18	9	2	1	3	0	2	0	3	57
Category 4	1	1	1	8	7	6	5	0	4	0	0	0	1	34
Post-secondary	0	0	0	1	6	5	1	5	1	1	1	0	6	27
Totals	5	4	2	39	59	35	20	23	14	4	9	0	12	226
Other Business Work Experience														
Category 1	0	2	0	7	12	6	4	3	2	1	0	0	4	41
Category 2	0	1	0	6	10	4	1	1	1	0	1	0	1	26
Category 3	0	2	1	10	4	4	4	5	3	2	3	0	5	43
Category 4	1	0	1	5	6	0	2	1	1	0	0	1	3	21
Post-secondary	0	0	0	5	4	3	2	2	0	0	0	0	0	16
Totals	1	5	2	33	36	17	13	12	7	3	4	1	13	147

responses are shown in Table 15. The median number of years of experience was three years. The median number of years of experience for Category 1 teachers was three years; for Category 2, Category 4, and Post-secondary teachers it was two years; and for Category 3 teachers it was four years.

Twenty-nine of the business teachers reported that they had had no office or business work experience of any kind.

Principals and department chairmen concerning related work experience. When the administrators were asked whether their schools required related work experience of their business teachers, nineteen (13.9 per cent) said "Yes" and one-hundred-eighteen (86.1 per cent) said "No." Four of the principals wrote that they "preferred" work experience but did not require it.

Table 16, page 90, shows the distribution of the responses among the different size schools. The only administrators who said as a group they did not require related work experience were from Category 1 size schools. Three post-secondary department chairmen said their schools did require related work experience and one said they did not.

Among secondary school principals only, 117 (88.0 per cent) said their schools did not require work experience, and 16 (12.0 per cent) said their schools did require it.

As a follow-up to this question, the principals and department

chairmen were asked "How many years of business or office related experience is desirable for business teacher candidates?" One-hundred-

Table 16

Number of Montana Secondary and Post-Secondary Schools Which Require Business Teachers to Have Related Work Experience

School Size	Require Related Work Experience? "Yes" Number	"Yes" Per cent	"No" Number	"No" Per cent	Total Respondents	Per cent of Total Respondents
Category 1	0	0.0	15	100.0	15	100.0
Category 2	3	13.0	20	87.0	23	100.0
Category 3	6	11.3	47	88.7	53	100.0
Category 4	7	16.7	35	83.3	42	93.3
Post-Secondary	3	75.0	1	25.0	4	80.0
Totals	19	13.9	118	86.1	137	97.2
Totals: Secondary only	16	12.0	117	88.0	133	97.8

seventeen (83.0 per cent) of the administrators responded to this question, and Table 17, page 91, shows the distribution of the responses.

The median number of years of related work experience considered most desirable for business teacher candidates was two years. Zero years was checked by thirty (25.6 per cent) of the respondents,

Table 17

Number of Years of Business or Office Related Experience Most Desirable for Business Teacher Candidates Applying to Montana Schools

School Size	Number of Years Work Experience												Total	Per cent of Total Respondents
	0		1		2		3		4		5			
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		
Category 1	2	18.2	2	18.2	6	54.5	1	9.1	0	0.0	0	0.0	11	73.3
Category 2	3	13.0	6	26.1	12	52.2	1	4.3	0	0.0	1	4.3	23	100.0
Category 3	11	25.6	10	23.3	16	37.2	4	9.3	1	2.3	1	2.3	43	81.1
Category 4	14	38.9	7	19.4	10	27.8	3	8.3	1	2.8	1	2.8	36	80.0
Post-Secondary	0	0.0	0	0.0	2	50.0	1	25.0	0	0.0	1	25.0	4	80.0
Totals	30	25.6	25	21.4	46	40.2	10	8.5	2	1.7	4	3.4	117	83.0

and twenty-five (21.4 per cent) checked one year. Ten (8.5 per cent) indicated three year's work experience was most desirable, two said four years, and four said five years.

According to the principals and department chairmen, the median number of years of business or office related work experience most desirable for business teacher candidates in their schools was two years experience. Although they would not be classed as candidates, the business teacher respondents reported a median of three years of business and office work experience.

QUALITY OF BUSINESS TEACHER PREPARATION

Table 18, page 93, is a summary of the responses to the question, "In which of the following areas do you feel your college preparation was adequate, barely adequate, or inadequate?" Only one of the areas, "basic or general business education," received a response from all 324 of the business teachers who returned usable questionnaires. The area pertaining to business education teaching methods received an answer from 317 of the respondents, and each of the other areas received 310 responses.

It was quite evident that the business teachers felt confident of their general education preparation, since 85.5 per cent rated that area "adequate." It was also evident that the respondents did not have much confidence in their preparation in teaching methodology; only 57.1

Table 18

Opinions of Montana Business Teachers Concerning the Quality of Certain General Areas of Business Teacher Preparation

General Areas	Number and Per cent of Responses								
	Adequate		Barely Adequate		Inadequate		Not Applicable		Total Responses
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.
Office education and related skills	211	68.1	67	21.6	24	7.7	8	2.6	310
Basic or general business education	215	66.4	84	25.9	20	6.2	5	1.5	324
Business education teaching methods	181	57.1	88	27.8	44	13.9	4	1.2	317
Professional education	212	68.4	71	22.9	22	7.1	5	1.6	310
General education	265	85.5	33	10.7	6	1.9	6	1.9	310

per cent of the teachers felt that preparation in this area was adequate and 27.8 per cent marked preparation in the teaching methods "barely adequate." Forty-four (13.9 per cent) of the respondents were of the opinion that preparation in this area was "inadequate."

Although there would appear to be no direct relationship between the areas of "office education and related skills" and "professional education," the responses in these two areas were quite consistent with each other. Approximately two-thirds of the respondents felt their preparation in these two areas was adequate, while slightly more than one-fifth felt it was barely adequate. Between 7 and 8 per cent said their college preparation in these two areas was inadequate.

Business teachers in vocational-technical centers were responsible for four of the "not applicable" responses in the areas of "office education and related skills," "basic or general business education," and "business education teaching methods." Three of these respondents received their college preparation in areas other than business education, and one of the teachers was teaching with less than a college degree. The remainder of the "not applicable" responses were scattered throughout the remainder of the questionnaires with no explanation.

First-year teachers. Table 19, page 95, shows the responses of the thirty-seven first-year teachers concerning the quality of their college education. All of the first-year teachers responded to the

Table 19

Opinions of First-Year Business Teachers Concerning the Quality of Certain General Areas of Business Teacher Preparation

General Areas	Number and Per cent of Responses								
	Adequate		Barely Adequate		Inadequate		Not Applicable		Total Responses
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.
Office education and related skills	24	64.9	9	24.3	3	8.1	1	2.7	37
Basic or general business education	19	51.4	15	40.5	3	8.1	0	0.0	37
Business education teaching methods	17	45.9	12	32.4	8	21.6	0	0.0	37
Professional education	21	56.8	9	24.3	7	18.9	0	0.0	37
General education	30	81.1	6	16.2	1	2.7	0	0.0	37

questions, and there was only one response in the "not applicable" column. In comparing the responses of the first-year teachers to the responses of the business teachers who had taught two years or more (Table 20, page 97), it was evident that the first-year teachers had less confidence in their college preparation than did the experienced teachers. In every case, the percentage of responses for first-year teachers was smaller in the "adequate" column than for the experienced teachers. Conversely, the percentages of responses of first-year teachers who felt their college preparation was "barely adequate" or "inadequate" was greater than the percentage of responses for the experienced teachers.

The first-year teachers and experienced teachers were quite consistent in their opinions concerning the quality of college preparation for "office education and related skills" and "general education." However, in "basic or general business education" there was a wide difference of opinion in the "adequate" and "barely adequate" columns. The differences in opinion between the two groups for "business education teaching methods" was also quite large, although not as great as in "basic or general business education."

The differences in the opinions of first-year teachers and experienced teachers concerning the quality of preparation in "professional education" was very great in the "adequate" and "inadequate" columns.

Table 20

Comparison of the Opinions of Experienced Teachers and First-Year Teachers Concerning the Quality of Certain General Areas of Business Teacher Preparation

General Areas	Percentage of Responses						Chi Square
	Adequate		Barely Adequate		Inadequate		
	1st Year	Experienced Teachers	1st Year	Experienced Teachers	1st Year	Experienced Teachers	
Office education & related skills	64.9	68.5	24.3	21.2	8.1	7.7	.323
Basic or general business education	51.4	68.3	40.5	24.0	8.1	5.9	6.961
Business education teaching methods	45.9	58.6	32.4	27.1	21.6	12.9	4.269
Professional education	56.8	70.0	24.3	22.7	18.9	5.5	8.964
General education	81.1	86.1	16.2	9.9	2.7	2.2	1.754

Significance of the differences. The chi square statistic was used to determine whether there was a significant difference between the opinions of first-year teachers and experienced teachers or whether the differences of opinion were due to chance alone.

The percentages were set up in a three-by-two contingency table, and chi square was calculated for each general curriculum area. The null hypothesis tested was "There is no difference between the opinions of first-year business teachers and the opinions of business teachers who have taught two years or more concerning the quality of their college preparation." The null hypothesis was tested at the .05 level with two degrees of freedom. To be significant at the .05 level, chi square had to equal or exceed 5.991 (Downie, 1965:299).

Table 20 shows the chi square statistic calculated for each of the general areas of college preparation. Chi square was greater than 5.991 in the general areas of "basic or general business education" (6.961) and "professional education" (8.964). Therefore, the null hypothesis was rejected at the .05 per cent level for these two areas and retained for the areas of "office education and related skills," "business education teaching methods," and "general education."

To determine specifically where the disparities were in the two general areas in which there was a significant difference of opinion, each of the columns were tested with the chi square statistic at the .05 level. Each column was set up in a two-by-two contingency table and tested individually.

The null hypothesis tested was, "There is no difference between the opinions of first-year teachers and the experienced teachers concerning whether their college preparation was 'adequate.' 'barely adequate,' or 'inadequate' in the areas of 'basic or general business education' and 'professional education.'"

For the difference to be significant at the .05 level with one degree of freedom, chi square had to equal or be greater than 3.841 (Downie, 1965:299). Table 21 shows chi square for each of the columns in both of the general curriculum areas that were tested.

Table 21

Chi Square for the Differences of Opinion Between First-Year and Experienced Teachers

General Areas	Chi Square		
	Adequate	Barely Adequate	Inadequate
Basic or general business education	2.710	3.938	.313
Professional education	1.641	.030	7.220

Since the chi square statistic was less than the critical value required (3.841) for the response choices of "adequate" and "inadequate" in the area of "basic or general business education," the null hypothesis of no difference between the opinions of first-year teachers and experienced teachers was retained. However, chi square was 3.938 in the "barely adequate" column, which was larger than the

required critical value, and the null hypothesis was rejected for this response choice.

There was no significant difference found between the opinions of first-year teachers and experienced business teachers in the area of "basic or general business education" for the response choices of "adequate" and "inadequate." There was a significant difference at the .05 per cent level between the opinions of these two groups for the "barely adequate" responses.

To test the null hypothesis for the curriculum area of "professional education," each of the response choices were placed in a two-by-two contingency table individually and chi square was calculated for each to determine exactly where the differences of opinion were located. The values found for chi square are listed in Table 21.

Chi square for the differences of opinion between these two groups in the "adequate" and "barely adequate" columns was found to be less than the critical value required (3.841), and the null hypothesis of no significant difference of opinion was retained. Chi square of the difference of opinion between first-year and experienced business teachers in the "inadequate" column was 7.220 which was considerably larger than the critical value required to indicate a significant difference. The null hypothesis was rejected at better than the .01 level.

There was no significant difference found between the opinions

of first-year teachers and experienced business teachers in the area of "professional education" for the response choices of "adequate" and "barely adequate." There was a highly significant difference found at more than the 1 per cent level between the opinions of these two groups for the "inadequate" responses.

Summary of the comparison of opinions between first-year business teachers and experienced business teachers. The opinions of first-year teachers and business teachers who had taught two years or more were compared concerning the quality of their college preparation. The opinions of these two groups were quite consistent regarding their college preparation in "office education and related skills" and "general education." There was considerable differences of opinion between the two groups concerning the quality of their college preparation in the other three general curriculum areas however.

Slightly more than one-half of the first-year teachers (51.4 per cent) felt their preparation in "basic or general business education" was adequate compared to 68.3 per cent of the experienced teachers. A statistically significant difference was found between the opinions of first-year teachers and experienced teachers in the "barely adequate" response column of this area of preparation. However, the percentages of both groups who felt their preparation was "inadequate" in the area of basic or general business was quite low and fairly consistent--8.1 per cent for first-year teachers and 5.9 per cent for experienced

teachers.

Although no statistically significant differences were found between the opinions of the first-year teachers and experienced teachers in the area of "business education teaching methods," differences did exist. Only 45.9 per cent of the first-year teachers felt their preparation in this area was adequate compared to 58.6 per cent of the experienced teachers. Fifty-four per cent of the first-year teachers felt their preparation in this area of business teaching methodology was less than adequate compared to about 40 per cent of the experienced teachers who felt this way. Of all the general curriculum areas studied, both the first-year teachers and the experienced business teachers had less confidence in their college preparation in the area of "business education teaching methods" than in any other area.

Almost 19 per cent of the first-year teachers felt their college preparation in "professional education" was "inadequate" compared to 5.5 per cent of the experienced business teachers. This difference proved to be statistically significant with a high degree of confidence. There was a very slight difference between the opinions of the two groups for the "barely adequate" response, but a large difference occurred in the "adequate" column--56.8 per cent for the first-year teachers compared to 70.0 per cent for experienced teachers.

Opinions of principals and post-secondary department chairmen concerning the quality of business teacher preparation. As supervisors

of business teachers, the principals and post-secondary department chairmen were asked their opinions concerning the quality of college preparation for business teachers. The combined responses for these two groups were compiled and the results are shown in Table 22, page 104.

The principals and department chairmen apparently felt that Montana business teachers were best prepared in the area of "basic or general business education" and had the least confidence in business teacher preparation in the area of "business education teaching methods." In the area of "business education teaching methods," only 63.5 per cent of the principals and department chairmen felt the preparation was "adequate" and 36.5 per cent felt the preparation was less than adequate.

Table 23, page 105, compares the opinions of principals and post-secondary department chairmen with the opinions of the business teachers concerning the quality of business teacher preparation. In all of the curriculum areas except "general education," a larger percentage of the principals and department chairmen seemed to believe that business teacher preparation was "adequate" than did the business teachers. In the area of "general education," 6.5 per cent more of the business teachers believed their college preparation was "adequate" than did the principals and department chairmen. At the same time, 8.5 per cent more of the principals and department chairmen felt the

Table 22

Opinions of Principals and Post-Secondary Department Chairmen Concerning the Quality of Certain General Areas of Business Teacher Preparation

General Areas	Number and Per cent of Responses						Total Responses
	Adequate		Barely Adequate		Inadequate		
	No.	Per cent	No.	Per cent	No.	Per cent	
Office education and related skills	99	73.9	31	23.1	4	3.0	134
Basic or general business education	113	83.7	19	14.1	3	2.2	135
Business education teaching methods	87	63.5	41	29.9	9	6.6	137
Professional education	106	77.9	25	18.4	5	3.7	136
General education	109	80.7	26	19.3	0	0.0	135

Table 23

Comparison of the Opinions of Department Chairmen and Principals to Opinions of Business Teachers Concerning the Quality of Certain General Areas of Business Teacher Preparation

General Areas	Percentage of Responses						Chi Square
	Adequate		Barely Adequate		Inadequate		
	Chairmen and Principals	Business Teachers	Chairmen and Principals	Business Teachers	Chairmen and Principals	Business Teachers	
Office education & related skills	73.9	69.9	23.1	22.2	3.0	7.9	.396
Basic or general business education	83.7	67.3	14.1	26.3	2.2	6.3	7.192
Business education teaching methods	63.5	57.8	29.9	28.1	6.6	14.1	1.521
Professional education	77.9	69.5	18.4	23.3	3.7	7.2	1.820
General education	80.7	87.2	19.3	10.8	0.0	2.0	1.568

preparation in this area was "barely adequate" than was indicated by the business teachers. None of the principals and department chairmen believed the preparation received by business teachers in "general education" was "inadequate," while 2 per cent of the business teachers marked their preparation in this area "inadequate."

Significant differences in the opinions of principals and post-secondary department chairmen and the opinions of business teachers concerning the quality of college preparation. In further comparing the differences of opinion between secondary principals and post-secondary department chairmen and the opinion of business teachers concerning the quality of college preparation for business teachers, chi square was calculated for each curriculum area. To eliminate the danger of over-estimating chi square when the percentages were small (Downie, 1965: 170), the percentages in the "inadequate" columns were combined with the percentages in the "barely adequate" columns except in the area of "business education teaching methods." Since the percentages in the "inadequate" column for this curriculum area were larger, chi square was calculated differently.

The per cent of responses for each of the general areas of "office education and related skills," "basic or general business education," "professional education," and "general education" were placed individually in a two-by-two contingency table and chi square of the difference was calculated. The null hypotheses tested were

"There is no difference between the opinions of the principals and department chairmen and the opinions of the business teachers concerning the quality of college preparation for business teachers in each of these general curriculum areas." The null hypotheses were tested at the .05 level of confidence with one degree of freedom. To show a significant difference at this level, chi square had to equal or be greater than the critical value of 3.841 (Downie, 1965:299).

Table 23, page 105, shows chi square for each of the four areas tested in this manner. Chi square was less than the critical value in the areas of "office education and related skills," "professional education," and "general education." Therefore, the null hypotheses were retained at the 5 per cent level for each of these three areas.

Chi square for "basic or general business education" was found to be 7.192 which was greater than the critical value required and the null hypothesis was rejected for this curriculum area at better than the .01 level. To determine exactly where the differences of opinion were located, each of the response choices, "adequate" and the combined choices of "barely adequate" and "inadequate," were placed in a two-by-two contingency table and chi square was calculated. The null hypothesis tested was, "There is no difference between the opinions of the principals and post-secondary department chairmen and the opinions of business teachers concerning the quality of college preparation in

the area of 'basic or general business education'." The null hypothesis was tested at the 5 per cent level with one degree of freedom.

Chi square was calculated for the "adequate" column and found to be 1.758 which was less than the critical value required to reject the null. Therefore, the null hypothesis was retained for the "adequate" responses.

Chi square was calculated for the combined "barely adequate" and "inadequate" columns and found to be 5.434 which was greater than the critical value required (3.841), and the null hypothesis was rejected at the 5 per cent level for the less than adequate response choices.

There was, therefore, a real difference found between the opinions of the principals and post-secondary department chairmen and the opinions of business teachers concerning the adequacy of business teacher preparation in the area of "basic or general business education." Only 16.3 per cent of the department chairmen and principals believed that business teacher preparation in this area was less than adequate compared to 32.6 per cent of the business teachers.

Since the percentages in the "inadequate" column were larger for the curriculum area of "business education teaching methods," a three-by-two contingency table was used to calculate chi square for this area. Here the critical value of chi square required for the 5 per cent level of conficence with two degrees of freedom was 5.991 (Downie,

1965:299). Chi square for this area was found to be 1.521. Therefore, the null hypothesis of no significant difference between the opinions of the principals and department chairmen and the opinions of business teachers was retained.

In summary, there were differences between the opinions of the principals and post-secondary department chairmen and the opinions of business teachers concerning the quality of business teacher preparation. However, the only significant difference discovered was concerning less than adequate preparation in the area of "basic or general business education." The principals and department chairmen believed that the preparation in this area was somewhat more adequate than did the business teachers.

Opinions of graduates of individual schools regarding the quality of business teacher education. Tables 24 through 28 show the percentages of opinions of business teachers concerning the quality of business teacher preparation at the institutions from which they graduated. Among the respondents to the survey were graduates from all five of the Montana colleges and universities that maintain business teacher education programs, as well as graduates from some out-of-state schools. The business teachers were grouped according to the institution from which they had received their first degree. Each table compares the responses concerning the quality of college preparation for only one of the general curriculum areas studied. No attempt

was made to analyze the responses statistically.

Table 24, page 111, "office education and related skills." Apparently the graduates from Montana State University (MSU) were more satisfied with their college preparation in this area than were the graduates from all the other schools. Over 82 per cent of the graduates from MSU believed their preparation in office education was "adequate" and the average percentages for all the teachers in this areas was 68.1 per cent "adequate" and 29.3 per cent less than adequate.

Graduates from Northern Montana College (NMC) and Western Montana College (WMC) rated their preparation in office education the lowest with almost identical percentages; 54.5 per cent marked the "adequate" column and about 35.5 per cent marked it less than adequate. The teachers who graduated from Eastern Montana College (EMC), the University of Montana (UofM), and from the out-of-state schools rated their preparation in office education about the same.

A fairly large per cent (11.2) of the out-of-state graduates believed their preparation in office education was "inadequate," and 3.4 per cent marked this area "not applicable" as did 5.8 per cent of the EMC graduates.

Table 25, page 112, "basic or general business education." Business teachers who graduated from WMC and the out-of-state schools had the most confidence in their preparation in this area. Eighty per

Table 24

Per cent of Responses by Graduates of Individual Schools Concerning the Quality of Preparation in "Office Education and Related Skills"

School	Per cent of Responses				Total Number
	Adequate	Barely Adequate	Inadequate	Not Applicable	
Eastern Montana College	63.6	25.0	1.9	5.8	52
Montana State University	82.4	13.2	2.9	1.5	68
Northern Montana College	54.5	27.3	18.2	0.0	11
University of Montana	68.4	21.1	8.8	1.8	57
Western Montana College	54.5	33.3	12.1	0.0	33
Out-of-state Schools	64.0	21.3	11.2	3.4	89

Table 25

Per cent of Responses by Graduates of Individual Schools Concerning the Quality of Preparation in "Basic or General Business Education"

School	Per cent of Responses				Total Number
	Adequate	Barely Adequate	Inadequate	Not Applicable	
Eastern Montana College	66.7	25.9	5.6	1.9	54
Montana State University	61.8	26.5	10.3	1.5	68
Northern Montana College	63.6	36.4	0.0	0.0	11
University of Montana	64.9	22.8	10.5	1.8	57
Western Montana College	80.0	14.3	5.7	0.0	35
Out-of-state Schools	70.7	22.8	4.3	2.2	92

cent of the graduates from WMC and 70.7 per cent of the out-of-state graduates believed the basic business education they had received at their schools was "adequate." The "adequate" responses by graduates from the other schools ranged from a low of 61.8 per cent at MSU to a high of 66.7 per cent at EMC. Slightly more than 10 per cent of the graduates from both MSU and UofM believed their preparation in basic business was "inadequate," and these were the two highest percentages in this column. The per cent of graduates who believed their preparation in basic business was less than adequate ranged from a low of 20 per cent for WMC graduates to a high of 36.8 per cent for MSU graduates.

Table 26, page 114, "business education teaching methods." The graduates from NMC had the greatest confidence in their preparation in business teaching methods. In this area, 63.6 per cent of the NMC graduates believed their preparation was "adequate" and 36.4 per cent believed it was "barely adequate." The percentage of responses for all business teachers who felt their preparation in this area was "adeqaute" was 57.1 per cent (see Table 18, page 93).

Graduates from the UofM and from out-of-state schools had slightly more confidence in their preparation in this area than the average with "adequate" responses of 59.6 per cent and 58.2 per cent, respectively.

MSU graduates were split in their rating of preparation in this area. Fifty per cent believed their training was "adequate" and 50 per

Table 26

Per cent of Responses by Graduates of Individual Schools Concerning the Quality of Preparation in "Business Education Teaching Methods"

School	Per cent of Responses				Total Number
	Adequate	Barely Adequate	Inadequate	Not Applicable	
Eastern Montana College	45.5	32.7	21.8	0.0	55
Montana State University	50.0	27.9	22.1	0.0	68
Northern Montana College	63.6	36.4	0.0	0.0	11
University of Montana	59.6	24.6	14.0	1.8	57
Western Montana College	42.9	42.9	14.3	0.0	35
Out-of-state Schools	58.2	30.8	8.8	2.2	91

cent felt it was less than adequate. With 45.5 per cent and 42.9 per cent in the "adequate" column, business teachers from EMC and WMC had the least confidence in their college preparation in business teaching methods.

MSU graduates were the largest group in the "inadequate" column with 22.1 per cent, followed closely by EMC graduates with 21.8 per cent. About 14 per cent of the business teachers who graduated from UofM and WMC marked the "inadequate" column.

Table 27, page 116, "professional education." The average per cent of responses in the "adequate" column in this area for all teachers was 68.4 per cent. Seventy-five per cent of the business teachers who graduated from out-of-state schools rated their preparation in this area "adequate," which is considerably above the average for all business teachers. Only 3.4 per cent of these graduates marked the "inadequate" column. The next lowest percentage in the "inadequate" column was by EMC graduates with 7.4 per cent, followed closely by MSU graduates with 7.6 per cent. The largest percentage in the "inadequate" column was 10.7 per cent by UofM graduates.

Next to the graduates from out-of-state schools, the graduates from NMC had the most confidence in their preparation in "professional education" with 72.7 per cent in the "adequate" column. Business teachers who graduated from EMC had the least confidence in their preparation in this area. Only 64.8 per cent believed their preparation

Table 27

Per cent of Responses by Graduates of Individual Schools Concerning the Quality of Preparation in "Professional Education"

School	Per cent of Responses				Total Number
	Adequate	Barely Adequate	Inadequate	Not Applicable	
Eastern Montana College	64.8	27.8	7.4	0.0	54
Montana State University	65.2	25.8	7.6	1.5	66
Northern Montana College	72.7	18.2	9.1	0.0	11
University of Montana	66.1	19.6	10.7	3.6	56
Western Montana College	69.7	21.2	9.1	6.1	33
Out-of-state Schools	75.0	21.6	3.4	0.0	89

in "professional education" was "adequate."

Table 28, page 118, "general education." NMC graduates had the highest percentage of responses in the "adequate" column for "general education." In this area, 88.9 per cent of the business teachers who graduated from NMC believed their preparation was "adequate," and only 11.1 per cent believed it was less than adequate. The NMC graduates were followed closely by the graduates from WMC with 88.2 per cent in the "adequate" column. The smallest percentage of business teachers who believed their preparation in this area was "adequate" was the graduates from UofM with 82.5 per cent. The average percentage for all business teachers who believed their preparation in "general education" was "adequate" was 85.5 per cent.

The percentages in the "inadequate" column ranged from a low of 0.0 per cent for NMC graduates to a high of 2.9 per cent for WMC graduates. Seven per cent of the business teachers from UofM indicated that "general education" was "not applicable" to their preparation as business teachers.

In general, there was not a great deal of variation in the way the business teachers rated the college preparation they received among the colleges from which they graduated. One notable exception, however, was the high degree of confidence MSU graduates exhibited in their preparation in "office education and related skills." Another exception was the generally low degree of confidence the business teachers gave

Table 28

Per cent of Responses by Graduates of Individual Schools Concerning the Quality of Preparation in "General Education"

School	Per cent of Responses				Total Number
	Adequate	Barely Adequate	Inadequate	Not Applicable	
Eastern Montana College	85.5	10.9	1.8	1.8	55
Montana State University	84.8	12.1	1.5	1.5	66
Northern Montana College	88.9	11.1	0.0	0.0	9
University of Montana	82.5	8.8	1.8	7.0	57
Western Montana College	88.2	8.8	2.9	0.0	34
Out-of-state Schools	86.5	11.2	2.2	0.0	89

to their preparation in "business education teaching methods" and especially that demonstrated by the graduates from EMC and WMC.

Areas in which the business teachers felt they needed more extensive preparation. Question 7 was an open-ended question which asked the respondents to indicate the subjects or subject areas in which they believed they should have had more extensive preparation. This item received replies from 246 respondents, several of whom made more than one comment.

Table 29, page 120, is a list of the subjects or subject areas in which the respondents indicated they should have had more extensive preparation. Methods of teaching business was the item listed most often. Eighty-three (33.7 per cent) of the respondents listed this item, and the item listed second most often was office machines with twenty-seven responses (11 per cent). Apparently the respondents felt quite strongly about more extensive preparation in methods courses, which would be substantiated from the relatively low rating they gave this area in evaluating the quality of their college preparation.

Although it was listed by only five respondents, "typewriter care and maintenance" was a rather unique item to appear on this list. Teachers of typewriting have need for some expertise in this area and most have had to pick it up through trial and error.

In addition to listing subject areas in which more extensive preparation was needed, some respondents justified their needs with a

Table 29

Subjects or Subject Areas in Which Respondents Felt More Extensive Preparation was Needed

Subjects or Subject Areas	Number of Responses
Methods of teaching business	83
Office machines	27
Business law	19
Office education	19
General business	18
Data processing	17
Consumer education	12
Shorthand	12
Economics	11
Vocational education	9
Accounting	8
Business math	8
Office practice	8
Typing	7
Typewriter care and maintenance	5
Audio-visual	4
Student evaluation	4
English grammar	3
Skills courses	3
High school newspaper	2

more elaborate statement. Some of the more appropriate statements are included here.

> We were taught the necessary skills, but not "how to teach them" (graduate from an out-of-state school).
>
> My typing methods class was very good--my shorthand, bookkeeping, and basic business [methods classes] were not (UofM).
>
> One needs to understand he may be assigned to teach any of the business courses (EMC).
>
> My instructor for methods--except for shorthand--was most inadequate (no longer on staff) (MSU).
>
> My college had an excellent staff in business education (out-of-state).
>
> I had no preparation in [office] machines (NMC).
>
> Business methods courses were too much busy work that never applied to teaching--history of business education--making bulletin boards--writing term papers on curriculum study--could have been more effectively covered with lecture discussion. Time could have been spent on minor typewriter repair and service (MSU).
>
> Professional courses did not prepare me for what I would encounter (NMC).
>
> Creative ideas for an everyday, ordinary classroom in an ordinary school (MSU).
>
> Any lack of preparation would be due partly to my lack of interest and motivation (out-of-state).
>
> My extensive work experience helped (UofM).
>
> How to set up a program for on-the-job training (EMC).
>
> Should have taken office education rather than basic business (MSU).
>
> Longer period of student teaching (UofM).

Additional statements concerning the need for more extensive preparation are listed in Appendix I, pages 266 and 267.

The statements listed above appear to indicate that the respondents did not hold the schools or the instructors entirely responsible for whatever inadequacies they may have felt. The statements would seem to indicate that the respondents accepted at least some of the responsibility. Most of the statements dealt with items which could be corrected.

Correlation between the responses to Question 7 and how the respondents had originally rated the quality of preparation. To determine whether there was a correlation between the responses to Question 7 and how the respondents rated the quality of their college preparation, each respondent's rating of quality of preparation was tabulated.

Question 7 asked the business teachers to indicate subjects or subject areas in which they felt more extensive preparation was needed. The results were compiled in Table 30, page 123.

Of those who felt they needed more extensive preparation in "office education and related skills," eleven (25.6 per cent) had rated the quality of preparation in office education "adequate," and thirty-two (74.4 per cent) had rated the quality less than adequate. Twenty-eight of the respondents who believed they needed more extensive preparation in basic business had rated that area "adequate" and

Table 30

Quality of College Preparation as Rated by Business Teachers Who Responsed to Question 7

General Areas	Number and Per cent of Responses								Total Responses
	Adequate		Barely Adequate		Inadequate		Not Applicable		
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
Office education and related skills	11	25.6	18	41.8	14	32.6	0	0.0	43
Basic or general business education	28	42.4	31	47.0	7	10.6	0	0.0	66
Business education teaching methods	29	24.8	44	37.6	44	37.6	0	0.0	117
Professional education	35	51.5	20	29.4	13	19.1	0	0.0	68
General education	35	76.1	9	19.6	1	2.2	1	2.2	46

thirty-eight (57.6 per cent) had rated it less than adequate.

In the area of "business education teaching methods," twenty-nine (24.8 per cent) of the respondents had rated the quality of preparation "adequate" and eighty-eight (75.2 per cent) had rated it less than adequate. This was the area that received the most responses to Question 7, and it was the area which received the poorest rating in quality of preparation by the respondents.

Originally "professional education" had received an "adequate" rating from thirty-five (51.5 per cent) of the respondents to Question 7, and thirty-three (48.5 per cent) had said preparation in this area was less than adequate. Thirty-five (76.1 per cent) of the respondents had rated "general education" "adequate," and ten (21.8 per cent) of the respondents who made a response concerning this area in Question 7 had rated the quality of "general education" less than adequate.

Most of the subjects, subject areas, and remarks constituting the responses to Question 7 concerned the curriculum areas of "office education and related skills" and "business education teaching methods." The respondents to Question 7 had originally rated the quality of preparation in these two areas very low. Therefore, it would appear that there was a reasonable correlation between the responses to Question 7 and the rating given to the quality of preparation by the respondents, at least in these two areas.

A majority of the respondents in the area of basic business

education (57.6 per cent) had originally rated this area less than adequate. Less than a majority (48.5 per cent) had rated the area of "professional education" less than adequate, and a definite minority (21.8 per cent) of the respondents to Question 7 had originally rated the quality of preparation in this area less than adequate.

There may not be very much correlation between the responses received to Question 7 and how the respondents had originally rated the quality of preparation for the areas of basic business and professional education. There would appear to be almost a reverse correlation between the response to Question 7 concerning the area of "general education" and the way the respondents had originally rated that area.

Areas in which the principals and department chairmen felt improvements were needed in the teacher-education programs. The principals and department chairmen were asked to suggest specific areas in the business teacher-education programs which they believed needed strengthening. Only thirty-nine (27.7 per cent) of the one-hundred-forty-one respondents replied to this question. Twelve of the responses (30.8 per cent) indicated that the business teachers needed related work experience to be more effective in their teaching assignments. Five of the principals and department chairmen believed the business teachers needed more training in human relations. They felt that the teachers needed further training in both how to create better working relationships with their peers and how to handle students.

Four respondents indicated that the teaching methods classes needed to be improved, and another four said that the teacher-education programs should place more emphasis on improving verbal and written communication skills.

Two of the respondents believed that all business teachers should be trained to teach shorthand.

Other suggestions made by the principals and department chairmen included:

Relate classroom experience to work experience.

The teachers need more training in setting goals and writing lesson plans.

Teach them to get away from the lecture method.

Improvement in office machines instruction.

Impress on prospective teachers that teaching is more than classroom presentations, it also involves community interest and involvement.

There should be more emphasis on individualized and audio-visual instruction.

Create more enthusiasm and regard for general business subjects.

Teach them to keep abreast of what is new.

Typing teachers should know how to perform minor machine repairs.

Teach them to utilize creativity and innovation in their teaching methods.

Screen teacher candidates more carefully.

The principals and department chairmen placed a great deal more emphasis on the need for related work experience than did the business teachers. Twelve (30.8 per cent) of the administrators suggested related work experience as a means of improving the preparation of business teachers compared to only three (1.2 per cent) of the business teachers.

Required subjects or subject areas which the respondents felt were not useful. Question 8 asked the business teachers to list any required subjects or subject areas which they felt were not useful to them as an educated person or as a business teacher. One-hundred-forty-nine of the teachers responded to this question.

Table 31 is a compilation of the responses in which the teachers listed specific courses. Professional education was listed most often

Table 31

Required Subjects or Subject Areas Which Respondents Felt Were Not Useful

Subjects or Subject Areas	Number of Responses
Professional education	47
Science	11
Educational psychology	9
History	8
General education	7
Philosophy	4
Psychology	4

as an area which the respondents felt was not useful to them. Professional education was listed by forty-seven (31.5 per cent) of the respondents. This compares to science which received eleven responses (7.4 per cent) as the second most often listed area.

The other areas listed were educational psychology, history, general education, philosophy, and psychology with from nine to fourteen responses, respectively.

In addition to or in lieu of listing specific courses, some of the respondents wrote statements concerning subject areas which they felt were not useful explaining their position. These statements are listed below.

> I gained something from my [professional] education classes, but time could have been better spent in observation and specific methods (UofM graduate).
>
> Most methods courses were unrealistic (out-of-state).
>
> I am sure all courses added something to my education (WMC).
>
> I can't imagine taking any course that would have no use (MSU).
>
> Certification renewal results in teachers taking anything to comply (UofM).
>
> Guidance and ed psych were aimed at students majoring in those areas--not for the classroom teacher (out-of-state).
>
> Quality of instructors made some courses less worthy (MSU).
>
> Professional education courses taught by a professor who had never been in a high school classroom (out-of-state).
>
> Ed psych was basically for elementary teachers. Tests and measurement was over my head (MSU).

> Professional education courses too theoretical. Professor seldom has taught in high school classroom (out-of-state).
>
> Methods courses were not practical (NMC).
>
> My education preparation was not good at all. It was an easy credit but no help in reality. This was under education department not commerce (MSU).

The statements concerning the usefulness of subjects or subject areas concentrated heavily on professional education courses and specific methods courses. Some of the statements appeared to be legitimate, for example, those concerning professors who had no practical experience in the public schools. No attempt was made to match individual statements with the number of years the respondent had been teaching.

Overall rating of college preparation. Question 9 asked the respondents to rate the quality of their college preparation for the position they held as a business teacher. Three-hundred-fifteen of the teachers responded to this question, and seventy-five (23.8 per cent) rated their college preparation "excellent," two-hundred-ten (66.7 per cent) rated it "good," and thirty (9.5 per cent) rated it "fair." None of the respondents rated their college preparation for business teaching "poor." Table 32, page 130, shows the responses to this question categorized according to the school from which the respondents received their preparation.

Only eleven of the respondents graduated from Northern Montana

College, and none of these teachers rated their college preparation "excellent." However, 90.0 per cent of the teachers from NMC rated their college preparation "good," and 9.1 per cent rated it "fair."

Table 32

Respondents' Overall Rating of College Preparation

Schools	Number and Per Cent of Responses						
	Excellent		Good		Fair		Total Number
	No.	Per cent	No.	Per cent	No.	Per cent	
Eastern Montana College	8	14.5	40	72.7	7	12.7	55
Montana State University	18	26.5	41	60.3	9	13.2	68
Northern Montana College	0	0.0	10	90.9	1	9.1	11
University of Montana	16	28.6	36	64.3	4	7.1	56
Western Montana College	7	20.0	25	71.4	3	8.6	35
Out-of-state Schools	26	28.9	58	64.4	6	6.7	90
Totals	75	23.8	210	66.7	30	9.5	315

The teachers who graduated from out-of-state schools had the highest per cent (28.9) of "excellent" responses, followed by UofM with the next highest percentage (28.6 per cent), MSU (26.5 per cent), WMC (20.0 per cent), and EMC (14.5 per cent).

In the "good" column after NMC with 90.9 per cent, came the teachers who had received their preparation at EMC with 72.7 per cent. The lowest rating in the "good" column was given by MSU graduates with

60.3 per cent.

The largest per cent of teachers who rated their college preparation "fair" were MSU graduates with 13.2 per cent, and the lowest percentage in the "fair" column was out-of-state school graduates with 6.7 per cent.

Since 90.5 per cent of the respondents rated their college preparation for business teaching good or excellent, the teachers apparently were quite satisfied with their overall preparation. Only 9.5 per cent of the respondents rated their college preparation fair.

Suggestions for improving business teacher education programs. Question 10 asked the respondents to suggest means for improving business teacher education programs. Table 33, page 132, is a summary of the suggestions made by the 184 teachers who responded to this question. Eighty-four (45.7 per cent) of the respondents suggested there should be a general improvement in the business teaching methods courses, and twenty-two (12.0 per cent) of the respondents suggested that the teaching methods courses should be separated into specific teaching areas.

Twenty (10.9 per cent) of the teachers felt that the student teaching experience could be improved. Another seventeen (9.2 per cent) of the respondents indicated that "work experience" should be added to the business teacher education programs. The remainder of the suggestions included: improvement in college teaching, add "practical

Table 33

Suggestions Made by Respondents for Improving Business Teacher Education Programs

Suggestion	Responses	
	Number	Per cent
General improvement in methods of teaching business	84	45.7
Separate methods courses	22	12.0
Improvement in student teaching	20	10.9
Add or require work experience	17	9.2
Improvement in college teaching	9	4.9
"Practical experience" in methods courses	8	4.3
Add data processing to programs	5	2.7
Prepare to teach in all areas of business	5	2.7
Add courses in vocational education	5	2.7
Add courses in consumer education	3	1.6
Add courses in cooperative education	2	1.1
Add a course in minor machine repair and maintenance	2	1.1
More up-to-date workshops	2	1.1
Totals	184	100.0

experience" to the methods courses, add courses in vocational, consumer, and cooperative education, and add a course in minor machine repair and maintenance.

Some of the more specific suggestions that were made regarding improvement of business teacher preparation programs included:

More practical ideas for small schools and means for student evaluation (MSU).

Require work experience (EMC).

Include at least observation of office work (EMC).

Subjects related more to actual subject matter in high school (EMC).

Competent summer school programs (UofM).

More emphasis on methods--more realism (UofM).

Instruction in office machines (WMC).

Help with innovative planning (NMC).

Separation of those preparing to teach and those in other areas in business classes (out-of-state school).

Summer classes in shorthand (out-of-state school).

Student teach in more than one area (MSU).

Full year of student teaching (MSU).

Supervise student teachers from the business department (EMC).

More actual contact with high school students (UofM).

More observation in different teaching situations (NMC).

More classroom experience before student teaching (out-of-state school).

Better coordination between college and public schools (EMC).

Assign instructors to teacher education program with recent public schools background (EMC).

College teachers need to return to the public school classroom (EMC).

The preceding remarks were selected quite randomly from those made by the respondents. The remarks do illustrate that the business teachers felt that there was a need for improvement in the teacher preparation programs in a number of areas. The major concern was for improvement in the teaching methods courses, but there was concern also in the areas of student teaching, student teacher supervision, related work experience for prospective teachers, and the quality of college instruction.

Reasons for further college preparation. The business teachers were asked to indicate their major goal when they returned to college for further preparation. Three choices were given for checking their major goal: "an advanced degree," "certificate renewal," and "professional improvement." In addition, space was provided for the respondents to indicate "other reasons."

The responses to this question are summarized in Table 34, page 135. Three-hundred-two (93.2 per cent) of the respondents replied to the question. There was a total of 397 responses because many of the respondents checked more than one choice.

"Professional improvement" received a total of 166 responses,

"certificate renewal" received 122, and "an advanced degree" received 109 responses.

Table 34

Reasons for Further College Preparation

Reasons for Further Preparation	Number of Responses
An advanced degree	109
Certificate renewal	122
Professional improvement	166
Other reasons:	
Educational administrative certificate	19
Advance on the salary schedule	14
Enter a fifth-year program	6
Get a degree in Business Administration	4
Acquire a degree in Special Education	1
Complete a degree in Art	1
An advanced degree in Recreation	1

Forty-six of the teachers listed "other reasons" for returning to college for further preparation. These responses were also listed in Table 34.

Nineteen of the responses for "other reasons" indicated that the teacher would return to college to obtain a certificate in educational administration, and fourteen of the respondents said they would return for further preparation in order to advance on the salary schedule. Six of the respondents said they would enter a fifth-year

program, which in Montana would qualify the holder of a Class 2 teaching certificate for a Class 1 certificate.

Four of the respondents said that they would return to college to get a degree in business administration. The other three teachers said they would return to college to get degrees in special education, art, and an advanced degree in recreation.

A second part to this question asked the respondents to list the specific subjects or subject areas they needed to fulfill their needs for further college preparation. The responses are listed in Table 35, page 137.

Two-hundred-sixty (80.2 per cent) of the business teachers responded to this question. Because many of the respondents listed more than one subject or subject area, there were 319 responses to this question.

"Courses to improve teaching in business" received one-hundred-three responses, and the next highest number was forty for "vocational education." "Office education" received thirty-one responses, and "courses and workshops to update business education methods" was listed by twenty-three of the respondents. "Accounting" and "educational administration" each received nineteen responses, "data processing" received thirteen, and "distributive education" received eleven responses. The remaining subjects or subject areas were listed by less than ten respondents each.

Table 35

Subjects or Subject Areas to Fulfill Needs for Further College Preparation

Subjects or Subject Areas	Number of Responses
Courses to improve teaching in Business	103
Vocational Education	40
Office Education	31
Courses and Workshops to Update Business Education Methods	23
Accounting	19
Educational Administration	19
Data Processing	13
Distributive Education	11
Shorthand	9
Office Simulation	8
Business Administration	6
Guidance and Counseling	5
Courses required for Master's Degree in Business Education	5
Economics	3
Income Taxes and Business Law	3
Career Education	2
Driver Education	2
English	2
Home Economics	2
Machine Shorthand	2
Physical Education	2
Sociology	2
Biology	1
Business Education Curriculum	1
History	1
Library Education	1
Medical and Legal Secretarial	1
Special Education	1
Youth Groups	1

Two respondents said that they had advanced degrees and would take only courses which satisfied their interests at the time, and one other respondent said he was leaving the teaching field.

The responses to this question indicated that the business teachers expected to return to college primarily to enhance their teaching skills, and in addition, to broaden their educational background.

Responses of principals and department chairmen concerning professional improvement. The principals and department chairmen were asked whether or not the business teachers in their schools were encouraged to improve professionally through further college preparation. The question was answered by 139 (98.6 per cent) of the respondents. There were 131 (94.2 per cent) "Yes" responses and 8 (5.8 per cent) "No" responses.

As a follow-up to this question, the principals and department chairmen were asked under what conditions teachers in their district were permitted to advance on the salary schedule by accumulating college credits. The responses to this question are compiled in Table 36, page 139.

One-hundred-thirty-seven of the respondents (97.2 per cent) replied to this question. The four who did not respond were all principals from Category 4 (the smaller size) schools.

Twenty-two (16.1 per cent) of the respondents indicated there

was only one means by which the teachers could advance on the salary schedule in their district. Six of these respondents indicated that teachers in their district could advance on the salary schedule only by

Table 36

School District Policy Permitting Teachers to Advance on the Salary Schedule

School District Policy	Number of Responses	Per cent of Responses
An advanced degree program	113	31.2
A planned program of study consistent with teaching position	106	29.3
A fifth-year program	100	27.6
Merely accumulating college credits in any field	26	7.2
Related work experience	8	2.2
Upon earning an advanced degree only	7	1.9
Merit pay	1	.3
Professional growth points	1	.3
Totals	362	100.0

137 total respondents

enrolling in an advanced degree program; ten said only by enrolling in a planned program of study consistent with teaching position; and six said by merely accumulating college credits in any field.

The other 115 (83.9 per cent) principals and department chairmen indicated a combination of two or more means by which teachers in

their district could accumulate college credits to advance on the salary schedule. Of these combinations, sixty-eight included three choices: an advanced degree program, a planned program of study consistent with teaching position, or a fifth-year program. Eight of the respondents checked an advanced degree program or a planned program of study consistent with teaching position, and six checked an advanced degree program or a fifth-year program only.

The remaining thirty-three respondents checked two or more means by which teachers could advance on the salary schedule, but there was no discernable or consistent pattern in their responses.

Considering the total responses, in 113 schools teachers could advance on the salary schedule by accumulating college credit when they are enrolled in an advanced degree program, in 106 schools when they are enrolled in a planned program consistent with their teaching position, and in 100 schools when they are enrolled in a fifth-year program. Teachers are allowed to advance on the salary schedule by merely accumulating college credit in any field in only twenty-six schools.

Eight of the respondents, seven principals and one vocational-technical department chairman indicated that teachers in their schools were allowed to advance on the salary schedule by gaining related work experience. One principal commented, "We are on merit pay, and anything that improves a teacher's contribution toward implementing student learning hopefully will be appropriately rewarded." A department

chairman of a vocational-technical center indicated that teachers in his school were allowed to present "professional growth points" toward advancement on the salary schedule. He stated that professional growth points were gained through such activities as attending professional conferences and meetings. One principal commented, "No masters' degrees--they cost too much!"

QUALITY OF SERVICES USUALLY PROVIDED BY TEACHER-EDUCATION INSTITUTIONS

The business teachers were asked to indicate their opinions regarding the quality of certain services usually provided by Montana teacher-education institutions. The respondents were also asked to specify the particular Montana institution upon which their opinions were based.

Eight services were listed which included summer institutes and workshops, advanced degree programs, extension courses and workshops, consultation and advisory services, teaching materials, teacher certification, certificate renewal, and placement services. The respondents were offered two choices with which to evaluate the quality of these services: "appear adequate" and "needs improvement."

Table 37, page 142, shows the number and per cent of responses for each service. In addition, the table shows the percentage of responses to this question in relation to the 324 business teachers who returned usable questionnaires.

"Summer institutes and workshops" received 256 responses which represented 79.0 per cent of the total respondents. This was followed in second place by "extension courses and workshops" with 202 responses (62.3 per cent of the total), "teacher certification" with 168 (51.9 per cent of the total), "advanced degree programs" with 164 (50.6 per cent) of the total), and "placement services" with 160 (49.4 per cent of the total).

Table 37

Opinions of Montana Business Teachers Concerning Certain Services Usually Provided by Teacher-Education Institutions

Services	Appear Adequate		Needs Improvement		Total Number	Per cent of Total Respondents*
	No.	Per cent	No.	Per cent		
Summer institutes and workshops	184	71.9	72	28.1	256	79.0
Advanced degree programs	101	61.6	63	38.4	164	50.6
Extension courses and workshops	98	48.5	104	51.5	202	62.3
Consultation and advisory services	73	60.3	48	39.7	121	37.3
Teaching materials	87	65.4	46	34.6	133	41.0
Teacher certification	146	86.9	22	13.1	168	51.9
Certificate renewal	123	87.2	18	12.8	141	43.5
Placement services	126	78.8	34	21.2	160	49.4

*324 respondents

"Certificate renewal" received 141 responses (43.5 per cent of

the total), "teaching materials" 133 (41.0 per cent of the total), and "consultation and advisory services" received responses from only 121 (37.3 per cent of the total).

The services in which the respondents had the most confidence were "teacher certification" and "certificate renewal." These two services were marked adequate by 86.9 per cent and 87.2 per cent of the respondents, respectively. The service in which the respondents showed the least amount of confidence was "extension courses and workshops." In this area, 48.5 per cent of the teachers indicated it was adequate and 51.5 per cent said it needed improvement.

As the teachers rated the services provided by Montana teacher-education institutions, they were asked to indicate the state-operated institution to which they were referring. The responses were tabulated and are presented below.

Opinions concerning services provided by Eastern Montana College. Table 38, page 144, presents the teachers' opinions concerning the services provided teachers by Eastern Montana College. There was a high degree of dissatisfaction with the "advanced degree program" at Eastern Montana College. "Summer institutes and workshops," "extension courses and workshops," and "consultation and advisory services" all received a "needs improvement" vote from over half of the respondents. More than half of the respondents felt that the remaining services were adequate.

Table 38

Opinions of Montana Business Teachers Concerning Certain Services Provided by Eastern Montana College

Services	Appear Adequate		Needs Improvement		Total Responses
	No.	Per cent	No.	Per cent	
Summer institutes and workshops	13	39.4	20	60.6	33
Advanced degree programs	4	18.2	18	81.8	22
Extension courses and workshops	17	48.6	18	51.4	35
Consultation and advisory services	8	44.4	10	55.6	18
Teaching materials	13	59.1	9	40.9	22
Teacher certification	27	87.1	4	12.9	31
Certificate renewal	23	88.5	3	11.5	26
Placement services	21	67.7	10	32.3	31

Opinions concerning services provided by Montana State University. Table 39, page 145, shows how the business teachers rated the services offered by Montana State University. The teachers indicated a high degree of confidence in all the services. The area in which the least confidence was exhibited was "extension courses and workshops." In this area, 72.7 per cent of the respondents believed the services were adequate and 27.3 per cent felt they needed improvement.

Table 39

Opinions of Montana Business Teachers Concerning Certain Services Provided by Montana State University

Services	Appear Adequate		Needs Improvement		Total Responses
	No.	Per cent	No.	Per cent	
Summer institutes and workshops	83	90.2	9	9.8	92
Advanced degree programs	59	88.1	8	11.9	67
Extension courses and workshops	40	72.7	15	27.3	55
Consultation and advisory services	36	76.6	11	23.4	47
Teaching materials	38	77.6	11	22.4	49
Teacher certification	48	87.3	7	12.7	55
Certificate renewal	45	97.8	1	2.2	46
Placement services	45	84.9	8	15.1	53

Opinions concerning services provided business teachers at Northern Montana College. Table 40, page 146, shows that for Northern Montana College 75.0 per cent of the respondents believed that "placement services" were adequate, 72.7 per cent felt that "teacher certification" was adequate, and 55.6 per cent thought that "certificate renewal" was adequate. Two-thirds or more of the teachers indicated that the other five services needed improvement at Northern Montana College.

Since the second highest number of respondents for any one service was seventeen, the forty-seven teachers who rated "extension

courses and workshops" was obviously out of proportion. However, when the responses to this item were retabulated, the figure proved to be correct.

Table 40

Opinions of Montana Business Teachers Concerning Certain Services Provided by Northern Montana College

Services	Appear Adequate		Needs Improvement		Total Responses
	No.	Per cent	No.	Per cent	
Summer institutes and workshops	5	29.4	12	70.6	17
Advanced degree programs	1	11.1	8	88.9	9
Extension courses and workshops	7	14.9	40	85.1	47
Consultation and advisory services	2	33.3	4	66.7	6
Teaching materials	2	33.3	4	66.7	6
Teacher certification	8	72.7	3	27.3	11
Certificate renewal	5	55.6	4	44.4	9
Placement services	6	75.0	2	25.0	8

Opinions concerning services provided by the University of Montana. The ratings of the services provided by the University of Montana are shown in Table 41, page 147. According to the respondents, "extension courses and workshops" and "consultation and advisory services" were the two services in which they had the least confidence. Nearly 60 per cent or more of the teachers felt all the other services

were adequate.

Table 41

Opinions of Montana Business Teachers Concerning Certain Services Provided by the University of Montana

Services	Appear Adequate		Needs Improvement		Total Responses
	No.	Per cent	No.	Per cent	
Summer institutes and workshops	70	75.3	23	24.7	93
Advanced degree programs	30	58.8	21	41.2	51
Extension courses and workshops	29	54.7	24	45.3	53
Consultation and advisory services	21	55.3	17	44.7	38
Teaching materials	24	60.0	16	40.0	40
Teacher certification	44	88.0	6	12.0	50
Certificate renewal	42	85.7	7	14.3	49
Placement services	34	75.6	11	24.4	45

Opinions concerning the services provided by Western Montana College. The opinions of business teachers concerning the services provided by Western Montana College were compiled in Table 42, page 148. One-half or more of the respondents felt that "advanced degree programs," "extension courses and workshops," and "consultation and advisory services" all needed improvement. Over 60 per cent of the respondents felt that all the other services were adequate.

Table 42

Opinions of Montana Business Teachers Concerning Certain Services Provided by Western Montana College

Services	Appear Adequate		Needs Improvement		Total Responses
	No.	Per cent	No.	Per cent	
Summer institutes and workshops	13	61.9	8	38.1	21
Advanced degree programs	7	46.7	8	53.3	15
Extension courses and workshops	5	41.7	7	58.3	12
Consultation and advisory services	6	50.0	6	50.0	12
Teaching materials	10	62.5	6	37.5	16
Teacher certification	19	90.5	2	9.5	21
Certificate renewal	8	72.7	3	27.3	11
Placement services	20	87.0	3	13.0	23

Opinions of principals and department chairmen regarding quality of services provided teacher-education institutions. The principals and department chairmen were also asked to evaluate the services sually provided business teachers by teacher-education institutions. The results are compiled in Table 43, page 149. The table shows the number and per cent of responses to each service listed in the question. The table also shows the per cent of principals and department chairmen who answered each part of the question in relation to the 141 who returned usable questionnaires. These percentages ranged from a high of 56.7 per cent who responded to "summer institutes and workshops" to a low

of 44.7 per cent who responded to "consultation and advisory services."

Table 43

Opinions of Principals and Department Chairmen Concerning Certain Services Usually Provided by Teacher-Education Institutions

Services	Appear Adequate		Needs Improvement		Total Number	Per cent of Total Respondents*
	No.	Per cent	No.	Per cent		
Summer institutes and workshops	64	80.0	16	20.0	80	56.7
Advanced degree programs	66	88.0	9	12.0	75	53.2
Extension courses and workshops	40	51.9	37	48.1	77	54.6
Consultation and advisory services	32	50.8	31	49.2	63	44.7
Teaching materials	46	69.7	20	30.3	66	46.8
Teacher certification	65	89.0	8	11.0	73	51.8
Certificate renewal	67	97.1	2	2.9	69	48.9
Placement services	63	92.6	5	7.4	68	48.2

*141 respondents

"Placement services" received adequate responses from 92.6 per cent of the sixty-eight principals and department chairmen who offered an opinion to this service. "Teacher certification" received adequate ratings from 89.0 per cent of the respondents, and the companion service, "certificate renewal," received an adequate rating from 97.1 per cent of the respondents. "Advanced degree programs" and "summer institutes and workshops" received adequate ratings of 88.0 per cent

and 80.0 per cent, respectively, while "teaching materials" received an adequate rating from 69.7 per cent of the respondents.

Only 51.9 per cent of the principals and department chairmen felt that "extension courses and workshops" were adequate, and only 50.8 per cent felt that "consultation and advisory services" were adequate.

Table 44, page 151, compares the opinions of the principals and department chairmen to the opinions of the business teachers concerning the adequacy of these services. There was general agreement between these two groups as to the comparative degree of adequacy except in the "consultation and advisory services." In this area, 60.3 per cent of the teachers rated the services adequate compared to 50.8 per cent of the principals and department chairmen. In all the other areas, the principals and department chairmen showed more confidence in the services than did the business teachers.

PROFESSIONAL ASSOCIATIONS

In an attempt to determine how the business teachers felt about business education professional associations and what these associations could do to become more helpful to them, the teachers were first asked to indicate whether or not they were members of an association. They were then asked whether or not they had attended one or more annual conventions or conferences during the past three years, and if they had,

Table 44

Comparison of Opinions of Business Teachers and Principals/Department Chairmen Concerning Certain Services Provided by Montana Teacher-Education Institutions

Services	Appear Adequate		Need Improvement	
	Per cent of Business Teachers	Per cent of Principals and Chairmen	Per cent of Business Teachers	Per cent of Principals and Chairmen
Summer institutes and workshops	71.9	80.0	28.1	20.0
Advanced degree programs	61.6	88.0	38.4	12.0
Extension courses and workshops	48.5	51.9	51.5	48.1
Consultation and advisory services	60.3	50.8	39.7	49.2
Teaching materials	65.4	69.7	34.6	30.3
Teacher certification	86.9	89.0	13.1	11.0
Certificate renewal	87.2	97.1	12.8	2.9
Placement services	78.8	92.6	21.2	7.4

they were asked whether they had derived worthwhile benefits from the convention. Finally, the business teachers were asked to make recommendations for improving the annual conventions and the other services provided by the professional organizations.

The professional associations. The Montana Business Education Association is the state association for business teachers. The National Business Education Association is the national association for business teachers; and when Montana business teachers become members of this organization, they automatically become members of the regional affiliate, the Western Business Education Association. The American Vocational Association is the national organization for business teachers who are teaching in vocational business programs. The Montana Vocational Association is the state association and is affiliated with the American Vocational Association. There is a separate section within both the American Vocational Association and the Montana Vocational Association for business teachers.

To facilitate placing the names of these professional organizations on tables, the following initials were used:

MBEA - Montana Business Education Association

NBEA/WBEA - National Business Education Association/Western Business Education Association

MVA - Montana Vocational Association

AVA - American Vocational Association

Membership in professional associations. Table 45, page 154, shows the number of respondents who said they were members of the professional associations related to business education. Because a number of the business teachers were members of more than one professional organization, it was not possible to ascertain exactly the total number of teachers who were members of at least one organization.

The Montana Business Education Association was the professional organization to which the largest percentage of Montana business teachers belonged during the 1973-74 school year; 42.9 per cent of the 324 respondents said they had joined MBEA. NBEA/WBEA had the next highest membership among Montana business teachers with 22.8 per cent, followed by MVA with 9.6 per cent and AVA with 8.0 per cent.

The post-secondary teachers was the group with the highest percentage of members in all the professional associations. This group was followed in order by Category 1 teachers, Category 2 teachers, and Category 4 teachers. The Category 3 teachers was the group with the smallest percentage of members in the professional associations.

Attendance at national conventions. Table 46, page 155, shows the number of Montana business teachers who attended the annual conventions of the business education professional associations during the 1971-72, 1972-73, and 1973-74 school years. The annual conventions of the Montana Business Education Association were the meetings which attracted the highest percentage of Montana business teachers from all

Table 45

Number of Montana Business Teachers Who Were Members of Business Education Professional Associations During the 1973-74 School Year

Association	Number and Per cent of Total for Each School Size										Total Members	Per cent of Total Respondents
	Category 1		Category 2		Category 3		Category 4		Post-Secondary			
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		
MBEA	54	55.6	23	46.0	22	24.7	15	30.6	25	64.1	139	42.9
NBEA-WBEA	32	33.0	13	26.0	15	16.9	8	16.3	16	41.0	74	22.8
MVA	11	11.3	3	6.0	0	0.0	1	2.0	16	41.0	31	9.6
AVA	10	10.3	4	8.0	0	0.0	0	0.0	12	30.8	26	8.0

Table 46

Number of Montana Business Teachers Who Attended Professional Association Conventions During 1971-72, 1972-73, and 1973-74

Annual Conventions	Number and Per cent of Total for Each School Size										Total Members	Per cent of Total Respondents
	Category 1		Category 2		Category 3		Category 4		Post-Secondary			
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		
MBEA												
1971-72	35	36.1	13	26.0	17	19.1	6	12.2	15	38.5	86	26.5
1972-73	39	40.2	16	32.0	12	13.5	4	8.2	17	43.6	88	27.2
1973-74	40	41.2	13	26.0	15	16.9	6	12.2	14	35.9	88	27.2
NBEA-WBEA												
1971-72	10	10.3	0	0.0	1	1.1	0	0.0	6	15.4	17	5.2
1972-73	5	5.2	3	6.0	1	1.1	0	0.0	8	20.5	17	5.2
1973-74	2	2.1	0	0.0	0	0.0	0	0.0	7	17.9	9	2.8
MVA												
1971-72	3	3.1	4	8.0	1	1.1	2	4.1	11	28.2	21	6.5
1972-73	4	4.1	3	6.0	3	3.4	0	0.0	9	23.1	19	5.9
1973-74	7	7.2	3	6.0	0	0.0	0	0.0	7	17.9	17	5.2
AVA												
1971-72	0	0.0	3	6.0	0	0.0	0	0.0	5	12.8	8	2.5
1972-73	1	1.0	1	2.0	0	0.0	0	0.0	5	12.8	7	2.2
1973-74	1	1.0	1	2.0	0	0.0	0	0.0	2	5.1	4	1.2

the different size schools. Next highest were the annual conventions of the Montana Vocational Association followed by the NBEA/WBEA conventions. The American Vocation Association conventions attracted the smallest percentage of Montana business teachers during the 1971-72, 1972-73, and 1973-74 school years.

In every case except one, a larger proportion of the post-secondary teachers attended these conventions than did the secondary business teachers. The exception was at the 1973-74 MBEA convention, when Category 1 teachers represented the largest percentage.

Recommendations for improving convention programs. The business teachers were asked to make recommendations concerning how the professional association conventions could be improved and made more worthwhile. One-hundred-eight (33.3 per cent) of the respondents replied to this question. To facilitate reporting, the remarks were grouped into rather broad statements which retained the intent of the teachers who made them.

Four of the respondents specifically stated that the convention programs were excellent and that their needs and expectations had been fulfilled.

The following is a list of the general statements into which the remarks were grouped followed by the number and per cent of respondents who made each of the remarks.

	Number	Per cent
Too much theory and generalization--more emphasis on practical and relevant--more on how to teach	13	12.0
More small group discussions so ideas can be exchanged	11	10.2
More workshops with direct teacher involvement	9	8.3
More small regional meetings so teachers will not have to travel so far	9	8.3
Programs should not all be geared to large schools which are well equipped	8	7.4
Would like to learn what other teachers are doing and about other ongoing programs	8	7.4
More emphasis on new methods, new ideas, new materials	7	6.5
Fewer workshops and sectionals utilizing Montana classroom teachers as leaders	7	6.5
More speakers from out of state and from out of the region	5	4.6
Speakers who are prepared and have something to say	5	4.6
More of a variety of sectionals	3	2.8
Utilize speakers from business	3	2.8

Two teachers suggested that the conventions should receive better publicity so all business teachers would know when and where they were to be held. Another teacher stated that the business meetings take up too much convention time, and another said, "No more authors plugging their own books."

Four business teachers were concerned with travel distances to get to the conventions.

Due to travel distances, we do not attend these meetings.

> Because of remoteness of location, I do not join the professional associations nor do I participate.

> Bring the conventions east of Billings so we can attend.

> Make the state smaller so we could all get together easier. Tell me, isn't it hard to get action out of letters sent hundreds of miles into the "sticks" of Montana?

Two of the post-secondary respondents felt that the convention programs were aimed at secondary schools and suggested that there should be separate sectionals for secondary and post-secondary teachers.

On the completely negative side, these remarks were made.

> Conventions are all a waste of time.

> Too much Mickey Mouse

> I didn't get anything to help me as a teacher.

Two other highly significant remarks which were made by business teachers from smaller Category 4 schools included:

> Try to make meetings as interesting for new teachers as for old teachers.

> As a beginning teacher, I found it hard to be accepted and take part.

Finally, one business teacher remarked, "Remind organizers that Business Education is more than SUP and CUP."

Additional services which should be provided by the professional associations. The business teachers were asked to respond to the following question, "In addition to the journals and other publications, what services do you feel could be provided by the professional associations which would be helpful to you as a business teacher?"

Only twenty-nine (9.0 per cent) of the respondents replied to the question. Ten of the responses concerned teaching materials, ideas, and methods. Five of the teachers said the professional associations should keep them up to date on new ideas, materials, and teaching methods. Four teachers suggested the professional associations should provide a catalog of audio-visual and curriculum materials and resources. Another recommended that a materials center should be provided.

Six of the responses concerned consultation, visitation, and in-service training services. Three of these responses emanated from business teachers from Category 2 size schools, and one each by teachers from Category 3, Category 4, and post-secondary schools. The remarks included:

> More in-service training (Category 2 school).
>
> Visitation by experts for on-the-spot suggestions (Category 2 school).
>
> Visitations by teacher educators to outlying areas (Category 2 school).
>
> In-service training, observation, and evaluation (Category 3 school).
>
> Provide consultation services to small schools (Category 4 school).
>
> A professional who would make school visitations throughout the state (post-secondary school).

Two of the respondents said they would like to have the skill contests revived which were formerly sponsored by the Montana Business Education Association. Another respondent said it would be helpful to

have statewide tests in business subjects "to determine whether we are doing what we ought to do." Along this same line of thought, one teacher made these remarks:

> I would like to see a contest held for business students that would be divided into classes of schools and into districts. These could be possibly run similar to track meets where they compete at district level and the top ones compete at the state level.

The remaining recommendations and remarks regarding additional services which could be provided by the professional associations included:

> They are adequate at present.
>
> Copies of worthwhile talks by experts.
>
> We need results of studies so we can keep abreast of what is going on.
>
> Question and answer services.
>
> Bulletin board manual published yearly.
>
> Solutions to existing problems.
>
> Grants to business teachers for educational purposes such as the National Science Foundation grants.

Summary: Recommendations for improving professional association conventions and services. In general, the business teachers felt that the convention programs could be made more worthwhile by making the sectional meetings at the conventions more practical and less theoretical. They also indicated that they would like to hear better, more accomplished speakers whom they had not heard from before. They indicated also a desire to learn more about what other teachers from

around Montana were doing in the classroom, and they wanted more workshops with direct teacher involvement in place of the lecture-type programs. Finally, the respondents felt that there should be more regionally centered programs around Montana to cut down on the distances many of the teachers had to travel to reach a convention site.

Recommendations for additional services by the professional associations were made by only twenty-nine of the respondents. These included a catalog and materials center for audio-visual and curriculum materials, and consultation and visitation services by experts and teacher-educators. The teachers also suggested that in-service training programs should be made available. They also suggested that the statewide skill contests should be revived, and that state tests should be established in all the business subjects.

Other recommendations for additional services included: question and answer services, publish the results of studies, a yearly bulletin board manual, and help with receiving grants for further education.

Responses of principals and department chairmen regarding professional associations. The principals and department chairmen were asked whether or not the business teachers in their school were encouraged to join professional business education associations. A total of 135 (95.7 per cent of total respondents) responded to this question; 120 (88.9 per cent) said "yes", 14 (10.4 per cent) said "no,"

and 1 (.7 per cent) said the question was not applicable.

In relation to this question, the respondents were asked whether the business teachers were encouraged to participate in the activities provided by the professional associations. Again, 135 (95.7 per cent of the total respondents) replied to this question; 117 (86.7 per cent) said "yes," 17 (12.6 per cent) said "no," and 1 (.7 per cent) said "not applicable."

The respondents were then asked if the business teachers do in fact participate in the activities provided by the professional associations. Only one-hundred (70.9 per cent of the total) of the respondents replied to this question; sixty-seven (67.0 per cent) said "yes," thirty-two (32.0 per cent) said "no," and one (1.0 per cent) said "not applicable." Some statements accompanied the responses to this question including: "Some do--some don't," "do not really know," "to a small degree," "depends on availability of funds," and "not during school time--school policy."

The principals and department chairmen were asked what services should be provided business teachers by the professional associations in addition to the annual conventions, the professional journals, and other publications. Thirty-six (25.5 per cent of the total respondents) of the respondents replied to this question.

Eleven (30.6 per cent) of the respondents felt the professional organizations should provide business teachers with more workshops, and

three of these specifically said "workshops in the field." One other respondent said the professional organizations should provide workshops regionally located in northeastern Montana.

Four of the respondents felt that the professional organizations should provide consultant services in the field, and one specifically stated to "northeastern Montana." Two of the respondents said the business teachers should be kept better informed on new curriculum and modern trends. One principal suggested that the professional organizations provide teaching services in the field, and another suggested providing business teachers an opportunity to visit ongoing exemplary programs.

Six of the respondents indicated that the present programs were sufficient if the teachers would take advantage of them, and four said the present programs should be improved and made more relevant. Five of the respondents indicated they did not know what additional services should be provided by the professional organizations.

SERVICES RECEIVED FROM THE OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

The business teachers were asked about the services they received from the Office of the State Superintendent of Public Instruction. They were asked whether they had access to the "Business Education Curriculum Guidelines" which was published and distributed by the State Superintendent's office, and if they did have access to the

publication, they were asked whether or not they used it and how useful it was to them. The teachers were also asked if they received the newsletter "Business and Office Education," which was distributed by the Office of the State Superintendent, and they were asked to list the other services they received from the office. Finally, the teachers were asked to recommend services which the Office of the State Superintendent could provide which would be helpful to them as teachers.

Business Education Curriculum Guidelines. Table 47, page 165, shows the responses to the questions concerning the Business Education Curriculum Guidelines. Three-hundred-seven (94.8 per cent) of the respondents replied to the question which asked whether they had access to the Guidelines. Of the 307 respondents, 269 (87.6 per cent) said they did have access, and 38 (12.4 per cent) said they did not have access to the Guidelines.

Two-hundred-fifty-five (78.7 per cent) of the respondents replied to the question, "If you do have access to the Guidelines, do you use them?" Two-hundred-nine (82.0 per cent) said they did use the guidelines, and forty-six (18.0 per cent) said they did not use them.

Table 47 shows that 222 (68.5 per cent) of the respondents replied to the question asking how useful the Guidelines were to them. Fifty-two (23.4 per cent) of the responses were in the "useful" column, and one-hundred-sixty-three (73.4 per cent) of the respondents said the Guidelines were "somewhat useful." Only seven (3.2 per cent) said

Table 47

Number of Business Teachers Who Have Access to Montana Business Education Curriculum Guidelines, Teachers Who Use Them, and Degree of Usefulness

Size of School	Access to Guidelines?				Do you use them?				Are they useful?				
	Yes	No	Total	Pct. of Total Respondents	Yes	No	Total	Pct. of Total Respondents	Useful	Somewhat Useful	Not at all Useful	Total	Pct. of Total Respondents
Category 1	84	9	93	95.9	66	18	84	86.6	16	52	6	74	76.3
Category 2	44	5	49	98.0	31	8	39	78.0	10	24	0	34	68.0
Category 3	70	14	84	94.4	55	9	64	71.9	14	41	1	56	62.9
Category 4	40	7	47	95.9	32	6	38	77.6	7	26	0	33	67.3
Post-Secondary	31	3	34	87.2	25	5	30	76.9	5	20	0	25	64.1
Totals	269	38	307	94.8	209	46	255	78.7	52	163	7	222	68.5

the Guidelines were "not at all useful."

Business and Office Education Newsletter. Three-hundred (92.6 per cent) of the respondents replied to the question which asked whether or not they received the Business and Office Education Newsletter. Two-hundred-sixty-two (87.3 per cent) of the teachers who responded to this question said they had received the Newsletter, and thirty-eight (12.7 per cent) stated that they had not received it.

Services received from the Office of the Superintendent of Public Instruction. The business teachers were asked what other services they had received from the Office of the Superintendent of Public Instruction in addition to the Business Education Curriculum Guidelines and the Business and Office Education Newsletter. Only fifty-two (16.0 per cent) of the respondents replied to this question. The responses were analyzed and consolidated in generalized statements which best represented the intent of the remark. All references of a personal nature were deleted.

The responses to this question were quite well distributed among the different size schools according to the proportion each size represented in the total respondents to the survey. Eighteen (34.6 per cent) of the responses were from teachers in Category 1 size schools, six (11.5 per cent) were from Category 2 teachers, thirteen (25.0 per cent) from Category 3 teachers, ten (19.2 per cent) from

Category 4 teachers, and five (9.6 per cent) from post-secondary teachers.

The following includes the list of services which the business teachers said they had received from the Office of the State Superintendent and the number of teachers who listed the service.

	Number of Responses
Have received help from the Office of the State Superintendent whenever it was asked for	11
Have received help with Office Education and Distributive Education materials	5
Fall workshops sponsored by the Office of the State Superintendent have been helpful	5
Have been visited by the supervisor	4
Have received materials from Business and Office Education Supervisor	3
Have received materials from Distributive Education Supervisor	3
Always have telephone access to office if needed	2
Have received help in organizing an advisory committee for coop program	1
Receive the Guidance Newsletter	1

On the more negative side, when asked what services they had received from the Office of the State Superintendent in addition to the Business Education Curriculum Guidelines and the Business and Office Education Newsletter, fourteen of the respondents answered with statements which ranged from "none" to "not very many." One respondent

stated, "They are too preoccupied with youth groups," and another said, "We have had no visitations in the years I have been here."

Services teachers felt could be provided by the Office of the State Superintendent of Public Instruction. The business teachers were asked to list the services which they felt they needed and which could be provided by the Office of the State Superintendent of Public Instruction. There were eighty-three responses to this question which represented 25.6 per cent of the total respondents.

The responses were analyzed and consolidated under generalized statements which represented the intent of the response. All references to individuals were deleted from the statements. The following includes the list of services which the business teachers felt should be provided by the Office of the State Superintendent and the number of teachers who listed the services.

	Number of Responses
Make available information on new ideas, materials, and programs	19
Classroom visitations by the supervisor	15
Modern, up-to-date films in the business areas	6
Regional conferences and practical workshops	6
Information about what is available from the Office of the State Superintendent	4
More help in curriculum planning	4
More leadership	3

	Number of Responses
Specific information regarding certification and vocational certification in particular	3
In-service training	3
Information about the Office Education Association	2
How to participate in vocation programs	2
More and better communications from the Office of the State Superintendent	2

The following responses were each made by one teacher:

Need help with writing proposals.

Need help in educating administration in vocational needs.

More funding for Youth Groups.

More supervision of classroom teachers from the Office of the State Superintendent.

More help and assistance for first-year teachers.

Sponsor semi-annual meetings of all business teachers to discuss mutual problems.

Need help with consumer education materials.

Better newsletter--it used to be full of articles concerning new programs, equipment, sources for new ideas--we need this again.

We use the office a great deal--we are close to it.

Supervisor should visit small schools on a regular basis and help teachers with programs and teaching.

More direct contact with teachers--more interest in the small school.

Workshops suitable for the small schools.

Sponsor statewide or nationwide tests in all business subjects.

Set some standards to be met--determine quality of education being offered.

Provide standardized tests for each subject so students in my school can be evaluated with students in other schools across the state.

The representatives of the state office should meet with the teachers and not just the administrators.

More visits and suggestions to teachers rather than to administrators.

Summary: Services from the Office of the State Superintendent. When asked to enumerate the services they had received from the Office of the State Superintendent of Public Instruction, 16.0 per cent of the respondents replied. Most of the responses were of a positive nature which indicated that the teachers had received help and assistance whenever it had been requested. However, about 30 per cent of the respondents to this question felt that they had not received as many services from the Office as they should have received or as was needed.

When asked to list the services which they felt were needed and which could be provided by the Office of the State Superintendent, eighty-three of the respondents replied. The primary concern of the teachers who responded to this question was that they wanted to be informed on new, up-to-date ideas, methods, materials, and programs. They also recommended that personnel from the Superintendent's office should visit the schools and classrooms and provide more direct assistance to teachers in the field, especially in the smaller schools. The respondents also wanted some standardized criteria against which they could measure student achievement.

Principals and department chairmen concerning services available from the Office of the State Superintendent of Public Instruction. The

principals and department chairmen were asked, "What services do you feel should be made available to business teachers and/or business departments by the Office of the State Superintendent of Public Instruction?" This was an open-ended question, and fifty-eight (41.1 per cent of the total) of the respondents replied.

Nine of the respondents stated that the services emanating from the Office of the State Superintendent were satisfactory. Four of these responses were from Category 1 schools (500 and over enrollment), two from Category 2 schools (200 to 499 enrollment), one from a Category 3 school (75 to 199 enrollment), and two from Category 4 schools (under 75 enrollment). Specific comments included the following:

> The office is effective. They are always willing to give advice.
>
> We have had some excellent consultive help from DPI.
>
> Have done quite well with workshops, trends.

Twenty-two of the principals and department chairmen felt that the Office of the State Superintendent should provide more direct help and services in the field such as classroom visitations and in-service training. One of the comments in this area was from a department chairman at a post-secondary institution. Five of these comments were from Category 2 school principals, eight from Category 3 schools, and eight from Category 4 schools. One principal stated, "More visitations especially of younger teachers and those in smaller schools with only one business teacher." Other comments concerning visitations included:

More direct contact.

On-the-job visitations.

Get into school system and make suggestions for improvement and updating.

More supervision of teachers.

I would like to have a consultant come in and check student programs.

Have a "knowledgeable" supervisor or consultant and get this person out visiting schools.

Personal contact worth a dozen letters.

Ten of the respondents would ask the Office of the State Superintendent to provide more workshops on modern methods and curriculum development. One principal stated, "Workshops could be scheduled at a more convenient time of year." Another said, "There is a need for well-organized workshops that will be beneficial to the teacher when she returns to the classroom."

Four of the principals said that the curriculum guidelines should be updated, and ten said they would like to receive more information on new and innovative programs and materials. Four of the comments concerning new and innovative programs were from principals in Category 1 schools, one from a post-secondary business department chairman, one from a Category 3 principal, and two each from principals in Category 2 and Category 4 schools.

Other comments included, "Updated films," "more post-secondary materials," "more clarification on certification," "more information

on funds available for programs," and "how to work with an advisory committee."

SCHOOL CONNECTED ASSIGNMENTS

Youth clubs and other school-connected duties. The business teachers were asked whether they were an adviser to a youth club sponsored by the school. Table 48 lists the responses to the question arranged according to size of school.

Table 48

Montana Business Teachers Who Were Club Advisers and Number of Office Education Association Advisers

School Size	Club Adviser				Total	Per cent of Total Respondents	OEA Advisers
	Yes		No				
	No.	Per cent	No.	Per cent			
Category 1	37	41.6	52	58.4	89	91.8	12
Category 2	21	42.9	28	57.1	49	98.0	7
Category 3	33	41.8	46	58.2	79	88.8	3
Category 4	26	57.8	19	42.2	45	91.8	
Post-Secondary	9	28.1	23	71.9	32	82.1	7
Totals	126	42.9	168	57.1	294	90.7	29

Two-hundred-ninety-four (90.7 per cent) of the respondents replied to the question; 42.9 per cent said they were club advisers and

57.1 per cent said they were not. Category 4 size schools were the only group in which more teachers were club advisers (57.8 per cent) than were not club advisers (42.2 per cent). The post-secondary teachers were the group in which the smallest percentage (28.1 per cent) were advisers to school-sponsored clubs.

The teachers who indicated that they were club advisers were asked whether or not the club was affiliated with the Office Education Association or the Future Business Leaders of America. None of the clubs were affiliated with the Future Business Leaders of America. Table 48 shows that twenty-nine of the teachers were advisers of Office Education Association clubs. Twelve of the OEA club advisers were from Category 1 schools, seven were from Category 2 schools, and three were from Category 3 schools. There were no OEA club advisers in the Category 4 schools, and seven post-secondary teachers were OEA advisers.

Only fifty-five of the remaining club advisers listed the clubs which they advised. Thirty-six teachers were Pep Club advisers, seven were advisers of Distributive Education clubs, and four were Future Homemakers of America advisers. One teacher each listed: Lettermen's Club, Press Club, Usher's Club, Business Education Club, Girls' Club, Rodeo Club, Home Society, and Majorettes.

Other school-connected duties in addition to teaching. The respondents were asked to list the school-connected duties or responsibilities to which they had been assigned in addition to teaching and

acting as club advisers. Two-hundred-ninety-four (90.7 per cent) of the respondents replied to this question--the same teachers who had responded to the question concerning assignment as a club adviser. Therefore, the distribution of respondents among the different size schools was the same and is shown in Table 48, page 173.

Table 49, page 176, shows the duties that were listed and the number of teachers who were assigned to each duty. Listed most often was "class adviser or sponsor" with eighty responses. Listed in second place was "coaching" with seventy responses. The coaching duties ranged from head coach of a major sport to assistant coach and included both boys and girls sports.

Listed in third place according to number of responses was "newspaper and/or yearbook" adviser with sixty-seven responses. Next in order were "athletic tickets and/or concessions" and "cheerleaders" with twenty-nine and twenty-seven responses, respectively.

Table 49 lists twenty-six "other assignments" which were assigned duties listed by only one or two teachers each. The "other assignments" are listed below with the category of school in parentheses.

Accompanist for chorus (4)
Administrative Data Processing (P-S) (P-S)
Assistant Superintendent (4)
Athletic Director (2)
Building Representative (1)
Career Education Specialist (3)
Director of Drama (3)
Faculty Senate Chairman (P-S)
Graduation Sponsor (3)
Intramurals (1) (2)
Magazine Drive (3)
Publicity Director (2)
Refereeing (2)
Resource Center (P-S)
School Business Manager (3)(P-S)
Scorekeeper (Athletic events)(4)
Student Placement (P-S)
Teacher-Faculty Fund (1)
Vocational Proposals (3)

Table 49

School-Connected Duties Assigned to Montana Business Teachers in Addition to Teaching Assignment

School-Connected Duties	Size of School					Totals
	Category 1	Category 2	Category 3	Category 4	Post-Secondary	
	Number	Number	Number	Number	Number	
Class Adviser/Sponsor	17	11	29	23		80
Coaching	20	10	24	16		70
Newspaper and/or Yearbook	1	9	31	24	2	67
Athletic Tickets/Concessions	11	5	7	6		29
Cheerleaders	4	5	9	9		27
Chaperone	13	1	4	1		19
Hall Duty	9	1	2	1		13
Drill Team	1	4	1	6		12
Study Hall	6	2	4			12
Department Head	7				3	10
Coop Program	3	3			3	9
Student Council	1	1	5	1	1	9
Guidance and Counseling			4		4	8
Honor Society		1	6			7
Various Committees		1	1	1	4	7
Principal			4	1		5
Librarian		1	1	2		4
Student Activity Accounts	2		1	1		4
School Plays	1			2		3
Vice Principal	2	1				3
Student Bookstore		1			2	3
Other Assignments	4	4	7	4	7	26
Totals	102	61	140	98	26	427

Homecoming Floats (4)
Homeroom Duty (1)
Honor Guard (3)
Veterans' Affairs (P-S)

Teachers in Category 3 size schools listed 140 school-connected assignments in addition to teaching. This was also in addition to being assigned advisers to thirty-three school-sponsored clubs. The next highest number of school-connected assignments was for Category 1 teachers with one-hundred-two, and in addition thirty-seven were club advisers. Next was Category 4 teachers with ninety-eight assignments and twenty-six were club advisers followed by Category 2 teachers with sixty-one assignments and twenty-one were also club advisers. Post-secondary teachers listed twenty-six school-connected responsibilities and nine of these teachers were club advisers.

CLASS PERIODS AND REGULAR TEACHING ASSIGNMENTS

Number of class periods in regular school day. The business teachers were asked to indicate the number of class periods in the regular school day in their schools. Three-hundred-four (93.8 per cent) of the respondents replied to this question.

Table 50, page 178, shows the number of class periods in a regular school day for all the different size schools. For Category 1 size schools, the median number of class periods was six; and for Categories 2, 3, and 4 schools, the median number of class periods was seven. The median number of periods for the post-secondary schools

Table 50

Number of Class Periods in Regular School Day in Montana Secondary and Post-Secondary Schools

Size of School	Number of Class Periods in Regular School Day										Total	Per cent of Total Respondents
	5 Periods		6 Periods		7 Periods		8 Periods		9 Periods			
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		
Category 1	10	10.5	36	37.9	24	25.3	4	4.2	12	12.6	95*	97.9
Category 2	0		12	25.5	35	74.5	0		0		47	94.0
Category 3	2	2.4	15	18.3	54	65.9	10	12.2	1	1.2	82	92.1
Category 4	2	4.3	10	21.7	23	50.0	10	21.7	1	2.2	46	93.9
Post-Secondary	0		13	38.2	3	8.8	18	52.9	0		34	87.2
Totals	14	4.6	86	28.3	139	45.7	42	13.8	14	4.6	304	93.8

*Category 1 teachers also reported 2 (2.1 per cent) with ten class periods and 7 (7.4 per cent) with eleven class periods.

was eight. For all the schools, the median number of class periods in a regular school day was seven.

The range in number of class periods in a regular school day was from five to eleven; both extremes were listed by Category 1 teachers.

Length of class periods. The question which asked the teachers to list the length of class periods in their schools was answered by 283 (87.3 per cent) of the respondents. Table 51, page 180, shows the distribution of length of class periods arranged by size of schools.

With the exception of the odd-length rotating periods and the modular schedules, the length of class periods ranged from forty minutes to seventy minutes. The overall median length of class periods for all schools was fifty-four minutes. Seventy-six teachers reported class periods of fifty-five minutes. Second highest was fifty-minute class periods, followed by sixty, forty-five, fifty-four, forty, and fifty-seven.

The median length of class periods for Category 1 and Category 2 schools was fifty-five minutes. For Category 3 schools the median was fifty-four minutes, and for Category 4 schools the median was exactly between fifty and fifty-five minutes. The median for post-secondary schools was fifty minutes.

Four of the Category 1 teachers indicated that the class periods in their schools rotated among periods of sixty, seventy, and

Table 51

Number of Business Teachers Reporting Length of Class Periods in Montana Secondary and Post-Secondary Schools

Size of School	Length of Class Periods in Minutes																	Total	Per cent of Total Respondents
	40	42	45	48	49	50	51	52	53	54	55	56	57	58	60	65	70		
Category 1	8	0	12	1	1	15	3	1	0	4	25	0	2	2	18	0	0	92	94.8
Category 2	0	0	2	1	0	8	0	1	3	6	14	1	4	0	2	1	0	43	86.0
Category 3	2	1	10	0	0	15	0	2	2	8	19	0	2	0	7	2	1	71	79.8
Category 4	1	0	9	0	0	12	0	0	0	3	9	0	0	0	8	0	2	44	89.8
Post-Secondary	0	0	0	0	0	23	0	0	0	0	9	0	0	0	1	0	0	33	84.6
Totals	11	1	33	2	1	73	3	4	5	21	76	1	8	2	36	3	3	283	87.3

ninety minutes. One teacher from a Category 2 school indicated class periods rotated between sixty and sixty-eight minutes. Two Category 2 teachers said class periods in their schools consisted of 20 twenty-minute modules.

Category 3 teachers reported the largest number of rotating and modular class periods. Three teachers reported rotating class periods of forty-five and fifty-five minutes, and two teachers reported rotating periods of forty-five to sixty minutes. Reported by one teacher each were rotating class periods of forty-two and fifty-seven minutes, forty-five to sixty-eight, forty-six to fifty-four, fifty-five to sixty-eight, fifty-five to eighty, and sixty to ninety minutes. Two Category 3 teachers reported their school day consisted of 21 twenty-minute modules, and one each reported 16 twenty-minute modules and 29 fifteen-minute modules.

Two Category 4 teachers reported rotating class periods of forty-five to sixty minutes; one reported a rotating schedule of fifty-six to sixty-two minute periods. One teacher reported a modular schedule consisting of 18 twenty-minute modules. One Category 4 teacher reported a weekly class schedule which consisted of five class periods of 75 minutes each on Monday, Wednesday, and Friday, and three periods of 2 hours and 50 minutes each on Tuesday and Thursday.

Only one post-secondary teacher reported a rotating schedule of fifty to sixty minute classes.

Number of classes taught and number of class preparations. The teachers were asked to list the number of classes they were assigned to teach and the number of preparations they had to make each day. Table 52, page 183, shows the number and distribution of responses. Three-hundred-twelve respondents replied to these questions.

The median number of classes taught each school day for all respondents was five, and the median number of preparations was four. The median number of classes taught was five for all of the secondary school business teachers. The median number of preparations was three for Category 1 teachers, four for Category 2 teachers, and five each for Category 3 and Category 4 teachers. The median number of classes taught for post-secondary teachers was four, and the median number of preparations was three.

The range in both number of classes taught and number of preparations was from one to eight classes.

BUSINESS COURSES TAUGHT IN MONTANA SECONDARY AND POST-SECONDARY SCHOOLS

Business courses taught in Montana secondary schools. The business teachers were asked to indicate the courses they were teaching during the 1973-74 school year, the number of students enrolled in each of the courses, and the number of classes they taught in each course. Table 53, page 184, shows the number of respondents who replied to this question. Two-hundred-eighty (98.2 per cent) of the two-hundred-

Table 52

Number of Classes Taught and Number of Preparations by Montana Business Teachers in Secondary and Post-Secondary Schools

Size of School	Number of Classes Taught and Number of Preparations																Total	Pct. of Respondents
	1		2		3		4		5		6		7		8			
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.		
Category 1:																		
Classes Taught	0	0.0	4	4.2	1	1.0	17	17.7	64	66.7	8	8.3	2	2.1	0	0.0	96	99.0
Preparations	2	2.1	43	44.8	35	36.5	14	14.6	2	2.1	0	0.0	0	0.0	0	0.0	96	99.0
Category 2:																		
Classes Taught	0	0.0	1	2.0	1	2.0	4	8.2	23	46.9	18	36.7	0	0.0	2	4.1	49	98.0
Preparations	1	2.0	4	8.2	11	22.4	22	44.9	10	20.4	1	2.0	0	0.0	0	0.0	49	98.0
Category 3:																		
Classes Taught	1	1.2	2	2.4	3	3.5	4	4.7	32	37.6	36	42.4	6	7.1	1	1.2	85	95.5
Preparations	3	3.5	2	2.4	9	10.6	24	28.2	31	36.5	14	16.5	1	1.2	1	1.2	85	95.5
Category 4:																		
Classes Taught	0	0.0	0	0.0	2	4.1	3	6.1	21	42.9	17	34.7	5	10.2	1	2.0	49	100.0
Preparations	0	0.0	2	4.1	2	4.1	11	22.4	20	40.8	12	24.5	2	4.1	0	0.0	49	100.0
Post-Secondary:																		
Classes Taught	1	3.0	5	15.2	5	15.2	6	18.2	13	39.4	1	3.0	2	6.1	0	0.0	33	84.6
Preparations	4	12.1	6	18.2	13	39.4	7	21.2	3	9.1	0	0.0	0	0.0	0	0.0	33	84.6
Totals:																		
Classes Taught	2	0.6	12	3.8	12	3.8	34	10.9	153	49.0	80	25.6	15	4.8	4	1.3	312	96.3
Preparations	10	3.2	57	18.3	70	22.4	78	25.0	66	21.2	27	8.7	3	1.0	1	.3	312	96.3

eighty-five secondary school business teachers who responded to the survey replied to this question. Of the five who did not reply, one was from a Category 1 size school, three were from Category 3 schools, and one from a Category 4 school.

Table 53

Number of Montana Business Teachers Reporting Business Courses Taught

School Size (Enrollment)	Number of Teachers Reporting	Total Number of Respondents	Per cent of Total
Category 1 (500 and over)	96	97	99.0
Category 2 (200 to 499)	50	50	100.0
Category 3 (75 to 199)	86	89	96.6
Category 4 (Under 75)	48	49	98.0
Post-secondary	35	39	89.7
Totals	315	324	97.2

Table 54, page 185, is a compilation of the responses showing whether the classes were taught for one or two semesters or some other time period, the total number of students enrolled in each course, the total number of classes taught in each course, and the average number of students in each class. The courses were arranged in Table 54 in order from those with the largest number of students to those with the smallest number of students.

Table 54

Length of Business Courses, Total Number of Students, Total Number of Classes, and Average Students Per Class in Montana Secondary Schools

Business Courses	Length of Courses			Totals for All Schools		
	One Sem.	Two Sem.	Other	Total	Total	Average
	No. of Classes	No. of Classes	Median No. of Weeks	No. of Students	No. of Classes	Students per Class
Typewriting (First Year)	4	307		6,438	311	20.7
Bookkeeping I (First Year)	3	186		3,343	189	17.7
Shorthand (First Year)	0	130		1,714	130	13.2
Personal Typewriting	59	8		1,520	67	22.7
Typewriting (Second Year)	15	86		1,273	101	12.6
Basic Business (General Business)	20	47	9	1,225	68	18.0
Business Law	23	21	9	777	48	16.2
Business Machines	19	13	6	591	43	13.7
Business Mathematics	6	26	9	528	33	16.0
Record Keeping	13	9	9	510	28	18.2
Clerical Office Practice	7	29		426	36	11.8
Secretarial Office Practice	3	31	6	402	36	11.2
Cooperative Office Education	2	21		384	23	16.7
Adding and Calculating Machines	10	0	6	369	32	11.5
Consumer Economics	9	4	4	282	15	18.8
Office Practice	3	26		266	29	9.2
Duplicating Machines	4	0	2	224	21	10.7
Data Processing	8	1	6	220	14	15.7
Shorthand (Second Year)	5	25		213	30	7.1
Transcribing Machines	2	0	6	212	19	11.2
Bookkeeping II (Second Year)	2	19		209	21	9.9
Simulated Office Laboratory	5	5	9	158	13	12.2
Economics	6	2	3	151	10	15.1
Business English	3	4	3	108	8	13.5
Transcription	5	3		68	8	8.5
Model Office	2	0	4	40	4	10.0
Business Communications	1	1	3	36	4	9.0

First-year typewriting, first-year bookkeeping, and first-year shorthand had the highest student enrollments. In addition to these three courses, personal typewriting, second-year typewriting, and basic or general business each had enrollments of over one-thousand students.

Personal typewriting showed the largest average number of students per class with twenty-two point seven. First-year typewriting had the second highest number with twenty point seven students per class. The sizes of individual classes in these courses ranged from forty-five students in a Category 1 school to a low of three students in a Category 4 school.

Second-year shorthand showed the lowest average number of students per class with seven point one students. Two each of the Category 2, Category 3, and Category 4 schools listed a second-year shorthand class with only one student. The largest individual class in this course was made up of thirty students in a Category 1 size school.

The courses with the lowest total number of students were model office with forty students and business communications with thirty-six students. Both courses were taught by four teachers each.

The 280 secondary business teachers reported a total of 21,688 students in 1,341 classes for an overall average class size of 16.2 students.

Comparison of average class sizes. Table 55, page 187, compares the average class size for all schools with the average class

Table 55

Comparison of the Overall Average Class Size of Business Courses in Montana Secondary Schools with the Average Class Size in Each Category of School

Business Subjects	Average Class Size	Category 1 Total No.	Category 1 Avg. Size	Category 2 Total No.	Category 2 Avg. Size	Category 3 Total No.	Category 3 Avg. Size	Category 4 Total No.	Category 4 Avg. Size
Typewriting (First Year)	20.7	2,548	32.3	1,620	23.8	1,666	14.9	604	11.6
Bookkeeping I (First Year)	17.7	1,200	27.3	858	21.5	930	13.9	355	9.3
Shorthand (First Year)	13.2	972	22.6	290	12.6	311	7.8	141	5.9
Personal Typewriting	22.7	738	26.4	577	23.1	117	14.6	88	14.6
Typewriting (Second Year)	12.6	404	26.9	315	14.3	384	10.1	170	6.5
Basic Business (Gen. Business)	18.0	651	24.1	174	17.4	242	16.1	158	9.9
Business Law	16.2	360	27.7	103	14.7	203	13.5	111	8.5
Business Machines	13.7	268	19.1	130	16.3	115	10.5	78	7.8
Business Mathematics	16.0	39	19.5	172	21.5	225	16.1	92	10.2
Record Keeping	18.2	295	32.8	119	17.0	78	9.8	18	4.5
Clerical Office Practice	11.8	219	21.9	25	8.3	144	8.5	38	6.3
Secretarial Office Practice	11.2	195	19.5	67	9.6	82	9.1	58	5.8
Cooperative Office Education	16.7	268	22.3	108	12.0	8	4.0	0	0.0
Adding and Calc. Machines	11.5	133	14.8	75	9.4	129	12.9	32	6.4
Consumer Economics	18.8	134	26.8	74	18.5	59	19.7	15	5.0
Office Practice	9.2	7	7.0	86	10.8	145	10.4	28	4.7
Duplicating Machines	10.7	53	10.6	26	6.5	117	13.0	28	9.3
Data Processing	15.7	131	21.8	34	17.0	38	9.5	17	8.5
Shorthand (Second Year)	7.1	142	15.8	33	5.5	28	2.8	10	2.0
Transcribing Machines	11.2	29	9.7	61	10.2	108	13.5	14	7.0
Bookkeeping II (Second Year)	9.9	124	20.7	35	11.7	37	4.1	13	4.3
Simulated Office Laboratory	12.2	65	16.3	50	16.7	36	9.0	7	3.5
Economics	15.1	99	24.8	0	0.0	42	10.5	10	5.0
Business English	13.5	0	0.0	46	11.5	16	8.0	46	23.0
Transcription	8.5	35	17.5	19	4.8	0	0.0	14	7.0
Model Office	10.0	0	0.0	16	8.0	24	12.0	0	0.0
Business Communications	9.3	14	14.0	22	7.3	1	1.0	0	0.0
Average Class Sizes	16.2		25.3		17.5		12.6		8.0

size for each of the categories. The average class size for all schools was sixteen point two students. The average class size in all the business courses for Category 1 schools was twenty-five point three students, for Category 2 schools it was seventeen point five students, for Category 3 it was twelve point six, and the average class size for Category 4 schools was eight students.

The largest average class size was in record keeping for Category 1 schools with thirty-two point eight students per class. The next highest average class size was in first-year typewriting with thirty-two point three, followed by business law with twenty-seven point seven, first-year bookkeeping with twenty-seven point three, second-year typewriting with twenty-six point nine, consumer economics with twenty-six point eight, and personal typewriting with an average of twenty-six point four students in each class.

The largest average class size for Category 2 schools was in first-year typewriting with twenty-three point eight students followed by personal typewriting with twenty-three point one students. For Category 3 schools the largest average class size was in consumer economics with nineteen point seven students, followed by basic business and business mathematics each with sixteen point one students per class. First-year typewriting had fourteen point nine students and personal typewriting had fourteen point three students per class in Category 3 schools.

The largest average class size for Category 4 schools was in business English with twenty-three students. The next largest was personal typewriting with an average of fourteen point six students per class, followed by eleven point six students in first-year typewriting and ten point two in business mathematics.

The smallest average class size was for a Category 3 school in business communications with one student. The next smallest was in second-year shorthand for Category 4 schools with two students.

Other courses not on the checklist. The business teachers were asked to write in any courses they taught which were not included on the checklist. Category 1 teachers wrote in the following business courses:

Business Exploratory (5 one-semester classes, team taught)
Briefhand (two classes)
Brush-up Typing (10 weeks)
Computers in Today's World (one semester)
Notehand (two semesters)
Stenoscript (2 one-semester classes)

In addition, business teachers in Category 1 size schools said they taught classes in the following areas outside business:

Biology
Coaching
Counseling
Distributive Education (6 teachers)
English
French
Home Study
Spanish (two teachers)
Study Hall
Theology (private school)
U. S. History (two teachers)

Distributive education teachers were not included in this study. However, these teachers were assigned to teach business courses outside of distributive education in addition to their regular assignments in distributive education.

Business courses not included on the checklist which were written in by business teachers in Category 2 size schools included:

Shorthand I (Accelerated) (one semester)
Business Management:
- Family Financial Management
- Using Credit Wisely
- Insurance
- Money and Banking

Office Education:
- Data Processing
- Adding and Calculating Machines
- Duplicating Machines
- Transcribing Machines

Courses or areas outside of business which were taught by teachers in Category 2 size schools included:

Art
Distributive Education (three teachers)
Driver Education
English
Girls' Physical Education
Journalism (two teachers)
Speech
Yearbook

Business courses which were not included on the checklist for teachers in Category 3 size schools included:

Business Careers (Grades 7 and 8)
Employment Practices
Duplicating (taught as part of Journalism)
Personal Typewriting and Adding Machines (taught for special education students)

Courses or areas outside of business which were taught by teachers in Category 3 schools included:

Art
Driver Education (five teachers)
English (two teachers)
German
Guidance Counselor
Health
History (two teachers)
Home Economics
Journalism (four teachers)
Music (Band and Chorus)
Physical Education (six teachers)
Psychology (four teachers)
World Geography

None of the Category 4 teachers indicated that they taught business courses which were not included on the checklist. The following list includes the courses they taught outside of business:

Algebra
Arts and Crafts
Drama
Driver Education (two teachers)
English
English (Grade 8)
Grammar and Spelling (Grade 8)
Home Economics I and II (two teachers)
Home Economics (Grades 7 and 8)
Journalism (three teachers)
School Newspaper (2 teachers)
Physical Education (Advanced)
Physical Education (Grades 1 - 10)
Physical Education (Grades 7 - 10, two teachers)
Practical Cooking (mini course)
Psychology
Sociology
World Geography

Summary: Business courses taught in Montana secondary schools.

The business course with the largest enrollment in Montana secondary schools was first-year typewriting with 6,438 students. This was followed by first-year bookkeeping with 3,343 students; first-year shorthand, 1,714 students; personal typewriting, 1,520 students; second-year typewriting, 1,273 students; and basic or general business with 1,225 students enrolled.

Altogether there were 9,231 students enrolled in typewriting classes, 3,552 in bookkeeping classes, and 1,927 in shorthand classes. These three areas included 67.8 per cent of the total enrollment reported.

The overall average class size for all schools in all business courses was sixteen point two students per class. The average class size by size of school included for Category 1, twenty-five point three; Category 2, seventeen point five; Category 3, twelve point six; and Category 4, eight students.

Of the 280 secondary business teachers who responded to the question, 82 (29.3 per cent) reported that they were teaching courses outside of the business area. The percentages by size of school who were teaching outside of the business area, in addition to business courses, included: Category 1 schools, 18.8 per cent; Category 2, 22.0 per cent; Category 3, 33.7 per cent; and Category 4, 50 per cent.

Business courses taught in Montana post-secondary institutions. The business teachers in post-secondary institutions were asked to indicate the classes they taught and the number of quarters that they were taught. However, because some of the post-secondary schools were operating on a semester basis and others on a quarter basis, the responses concerning duration of the classes was confusing and could not be properly interpreted. Therefore, only the number of teachers who were teaching a particular course was tabulated. The post-secondary teachers were not asked to report the number of students enrolled in their business courses.

Thirty-five (89.7 per cent) of the thirty-nine post-secondary teachers who responded to the survey replied to this question (Table 53, page 184). Table 56, pages 194-196, shows the business courses and the number of teachers who taught each course for the post-secondary schools. All of the five vocational-technical centers and the three community colleges in Montana were represented in the responses.

There were seventy business courses and two-hundred-seven classes listed. Had the classes been distributed evenly among the thirty-five respondents, each teacher would have been assigned 5.9 classes. However, since the length of the classes ranged from one quarter to one school term, it was impossible to determine what the class load per teacher might have been.

Principles of accounting accounted for thirteen (6.3 per cent)

Table 56

Number of Teachers Reporting Business Courses Taught in Montana Post-Secondary Institutions

Business Courses	Number of Teachers Teaching Courses
Introduction to Business	3
Economics	2
Consumer Economics	2
Business Law	3
Record Keeping	6
Principles of Accounting	13
Special Accounting Courses:	
Advanced Accounting	1
Auditing	1
Computer Accounting	1
Income Tax	2
Vocational Accounting	1
Records Management	3
Filing	10
Business Machines:	
Adding and Calculating Machines	10
Duplicating Machines	9
Transcribing Machines	6
Other Machines:	
Automatic Typewriters	2
Electronic and Rotary Calculators	1
Mag Card Typewriter	1
Office Machines 1 and 2	1
Business Mathematics	10
Business Communications	6
Business English	5
Beginning Typewriting	10
Advanced Typewriting	10
Special Typewriting Courses:	
Individualized Typing I, II, and III	1
Intermediate Typewriting	5
Production Typing	1
Typing Office Practice	1
Beginning Shorthand	8

Table 56 (continued)

Business Courses	Number of Teachers Teaching Courses
Advanced Shorthand	9
Special Shorthand Courses:	
Advanced Speed Dictation	1
Legal Stenography	1
Transcription	3
Introduction to Data Processing	5
Automated Data Processing	3
Computer Programming:	
(Languages)	
Cobol	3
Fortran	2
Machine Language SPS	1
RPG	1
Simulated Office Laboratory	6
Model Office	1
Cooperative Work Experience	5
(Groups Served)	
Legal Secretaries	2
Medical Secretaries	2
Veterinary Office Workers	1
Other courses not included above:	
Advertising	1
Charm for the Business Girl	1
Clerical Office Practice	1
Digital Computer Applications	1
General Business	1
Insurance	1
Individual Problems	1
Key Punching	2
Legal Secretaryship	1
Legal Terminology and Transcription	1
Machine and Assembly Language Programs	1
Management	1
Marketing	1
Medical Terminology and Transcription	1
Office Management	1
Office Practice	1
Office Procedures	1

Table 56 (continued)

Business Courses	Number of Teachers Teaching Courses
Pegboard Accounting	1
Personnel Management	1
Real Estate	1
Retail Security	1
Retailing	1
Secretarial Procedures	1
Word Processing	1

of the two-hundred-seven classes. The next largest number of classes with ten each (4.8 per cent) included: adding and calculating machines, advanced typewriting, beginning typewriting, business mathematics, and filing. With nine classes (4.3 per cent) each were advanced shorthand and duplicating machines. These were followed by beginning shorthand with eight classes (3.9 per cent). There were six classes each (2.9 per cent) in business communications, record keeping, simulated office laboratory, and transcribing machines. The next highest number of classes with five each (2.4 per cent) were business English, cooperative work experience, intermediate typewriting, and introduction to data processing. All the other business courses showed three or fewer classes each (1.4 per cent or less).

Other courses listed for post-secondary teachers. One post-secondary business teacher said she taught grooming, reprographics, duplicating, and human relations "when they were needed." She also said that she taught the business-related classes needed in the agriculture, auto-repair, electronics, and nursing programs. Another post-secondary teacher said she taught business courses in the adult evening school.

First aid was the only course outside of business that was listed by a post-secondary business teacher.

PRINCIPALS AND DEPARTMENT CHAIRMEN OPINIONS CONCERNING CLASSROOM PERFORMANCE OF BUSINESS TEACHERS

The principals and department chairmen were asked to rate the general classroom performance of the business teachers in their schools. There were 126 (89.4 per cent of total) usable responses to this question distributed as follows: Excellent: 51/40.5%; Good: 66/52.4%; Fair: 8/6.3%; and Poor: 1/.8%.

A number of the respondents checked more than one response choice and made no explanation of whether they were rating two teachers or whether they meant the general overall rating was somewhere between "Excellent" and "Good," or between "Good" and "Fair." These responses were considered too ambiguous to be usable and were not tabulated.

In addition to rating the business teachers' performance, a few of the administrators made some reinforcing comments:

> Under trying conditions they do a wonderful job.
>
> Running an excellent simulation program, looks out for best interests of her students after graduation.
>
> She keeps up to date and has 12 years experience.
>
> Our present teacher is a graduate of Montana State University and she is doing an excellent job.
>
> First year in a second rate program. (Performance was rated "Good")
>
> There is a desire and need to develop better office techniques, but typing and bookkeeping are great.
>
> Teaching subject matter fine, but common sense lacking.

One works above and beyond--the other does what is necessary. Seems to lack desire to do a good job.

The one administrator who rated the business teachers' performance "Poor" commented, "We have only one business teacher, and he is one of a kind!"

Major strengths and weaknesses of business teachers according to principals and department chairmen. The principals and department chairmen were asked to select the major strengths and weaknesses of Montana business teachers from a checklist which listed nine strengths and nine weaknesses. One-hundred-thirty-three of the respondents replied to this question. There was a total of 406 responses in the strengths column and 272 responses in the weaknesses column.

Table 57, page 200, shows the number of responses for each strength and weakness as well as the percentage in relation to the 133 who responded to the question.

"Skill in subject areas" received by far the largest number of responses in strengths of business teachers; 103 (77.4 per cent) of the principals and department chairmen felt this was the strongest attribute. "Related work experience" was the strength which received the least number of responses with twenty-three (17.3 per cent).

None of the respondents wrote in the space provided for "other strengths."

"Lack of business experience" was the weakness checked most

Table 57

Opinions of Principals and Department Chairmen Concerning Major Strengths and Weaknesses of Business Teachers

Major Strengths	Responses		Major Weaknesses	Responses	
	No.	Per cent		No.	Per cent
Skill in subject areas	103	77.4	Lack of business experience	59	44.4
Enthusiasm for teaching	57	42.9	Poor human relations	42	31.6
Willingness to work	54	40.6	Reluctance to accept assignments other than teaching	39	29.3
Knowledgeable in business organization and management	43	32.3	Lack of training in a specific area	32	24.1
Good human relations	42	31.6	Unenthusiastic about teaching	28	21.1
Versatility	30	22.6	Lack of business knowledge	24	18.0
Initiative and creativeness	29	21.8	Overspecialization	23	17.3
Become active citizens in community	25	18.8	Poor attitude	18	13.5
Related work experience	23	17.3	Lack of skill and ability	7	5.3
Totals	406			272	

133 respondents

often with fifty-nine (44.4 per cent) of the responses. "Lack of skill and ability" received the least number of responses as a weakness with seven (5.3 per cent).

Nine of the respondents wrote in the space provided for "other weaknesses." Three of the respondents indicated that "lack of shorthand" was a weakness and two felt that "lack of initiative and creativeness" was a weakness. "Motivating students," "satisfied with low achievement of students," and "basic journalistic skills" were each written in by one of the respondents. Another respondent wrote "Should have skills in minor maintenance and repair work on equipment."

Of the eight administrators who did not respond to this question, four wrote an explanation:

> This is most difficult to answer--surely some teachers are better prepared than others--this is true in any field. We have some good teachers in business and some who are not so good.
>
> I don't know any [strengths and weaknesses] that would apply to the group. Individuals have strengths and weaknesses.
>
> With two staff members, I find that the strengths of one may be the weakness of the other.
>
> We have an excellent business teacher.

Summary. "Skill in subject areas," the strength with the highest number of responses, and "lack of skill and ability," the weakness with the lowest number of responses, complement each other. Likewise, "related work experience," the strength which received the

lowest number of responses, and "lack of business experience," the weakness with the largest number of responses, complement each other.

By coincidence, exactly the same number of respondents checked the strength "good human relations" as checked the weakness "poor human relations." The responses to these items were retabulated to determine whether an error had been made and to determine whether any of the respondents had checked both items. The tabulation was found to be correct and no administrator had checked both items.

PRINCIPALS AND DEPARTMENT CHAIRMEN SUGGESTIONS FOR IMPROVING BUSINESS-TEACHER EDUCATION AND SERVICES

The final question asked the principals and department chairmen to make any further suggestions they might have for the improvement of business-teacher education and the improvement of services available to business teachers. Thirty-five (24.8 per cent) of the respondents replied to this question.

Fourteen of the responses related to business teacher-education programs, eight related to improving the attitudes of teacher candidates, six related to work experience for teachers and vocational certification, and seven of the suggestions were miscellaneous statements difficult to classify.

Many of the suggestions were merely a reiteration of what had been suggested earlier. However, there were some, especially those relating to attitudes, which had not been proposed before.

The more pertinent of these suggestions, classified into generally related groups, are listed below.

Improvement in teacher-education programs:

More business courses offered during summer.

Better general education courses in college.

Greater emphasis on basic business subjects.

Emphasize preparation in shorthand.

Student teaching one semester or more.

The shorthand area could be improved.

More ways to develop interest in basic business area--consumer education, general business, and business law.

Teachers should be aware of new techniques used in offices as well as new machines and other types of new equipment that schools don't have.

More and better teaching methods.

Teach people to individualize instructions so that several courses can be proceeding at same time within same class period.

Don't train broadfield people, we need more versatility in the small schools.

I am not impressed with broadfield programs, we prefer major and minor.

Improvement of teacher candidate attitudes:

Tell teacher candidates that it is a profession and not just a job from 8 to 4 as I see so many teachers come out of college feeling.

Pride in work is really lacking today and the students in turn pick up the same attitude.

Stress pride in teaching.

I feel that education departments of most colleges and universities leave out the most important factor in education--human relations.

Humanize them.

They should expect to get involved in the community.

Work experience for teachers and vocational certification:

Work out a program so teachers could get credit for on-the-job experience.

Vocational experience is important for a functional program.

More practical, on-the-job experience.

More business teachers should be eligible for vocational certification.

Teachers should have business experience so they can relate to the "real world" of business in the classroom.

How do you suggest teachers pick up their work experience which is required for so many vocational programs? This is needed but is tough to require of a teacher when summer jobs, etc., can't be counted on. Could college activities prepare them to cover work experience requirements?

Other suggestions for improving business teacher education:

Establish more in-service programs.

Some business teachers find it difficult to deal with below average students and reluctant learners. They need to recognize the importance of individual differences in dealing with students.

Encourage higher quality students to enter program and do a better job of weeding out poorer students.

Most business teachers are better trained to perform in the office than to teach.

Instill in potential teachers that education involves much more than coverage of subject matter and materials.

Teachers are only concerned today with teacher rights, it seems, instead of teaching.

There should perhaps be an organization to establish curriculum guidelines and produce behavioral objectives for each class. This could be done in Helena or at the colleges and universities. This would reduce the duplication of 300 different teachers doing these things individually.

The suggestions quoted above for improving business teacher education in Montana were responses to the final question asked the principals and department chairmen. Some of the suggestions had been proposed in response to earlier questions, but a number of them are new ideas.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The major purpose of this study was to determine those areas in business teacher education which needed to be strengthened according to Montana business teachers, secondary school principals, and post-secondary department chairmen. Secondary purposes of the study were to determine what programs and services provided by teacher-education institutions, the Office of the Superintendent of Public Instruction, and the business education professional associations needed to be improved; and in addition, to determine whether additional services should be provided by these agencies.

Questionnaires were designed and mailed to all the business teachers in Montana secondary schools, vocational-technical centers, and community colleges. The questionnaires asked Montana business teachers to evaluate the adequacy of the teacher-education programs from which they had graduated, to evaluate the programs and services available to them as business teachers, and to recommend changes that were needed to improve business-teacher education.

A second questionnaire was developed and mailed to all the principals of Montana secondary schools and all the business department chairmen of Montana post-secondary schools. The major purpose of this second questionnaire was to determine the adequacy of preparation and performance of business teachers. Secondary purposes of the second

questionnaire were to determine the needs in relation to business teaching major-minor combinations, to determine the adequacy of services provided business teachers by teacher-education institutions, the Office of the Superintendent of Public Instruction, and professional associations. Another purpose was to determine what programs and services needed to be improved and/or augmented.

Questionnaires were mailed to all 388 business teachers in Montana secondary schools, vocational-technical centers, and community colleges. After two follow-up letters, 324 usable questionnaires were returned which represented a return of 83.5 per cent.

Copies of the second questionnaire were mailed to 184 secondary school principals and 8 business department chairmen of vocational-technical centers and community colleges. After one follow-up letter, 141 of the 192 questionnaires were returned. This represented a return of 73.4 per cent.

The secondary schools were classified into four groups according to the categories used in the Montana Business Education Curriculum Guidelines (Superintendent of Public Instruction, 1971:3-10):

Classification	Enrollment
Category 1	500 and over
Category 2	200 to 499
Category 3	75 to 199
Category 4	Under 75

The five vocational-technical centers and three community colleges in Montana were classified as "Post-Secondary" institutions.

Because the percentage of usable questionnaires received from business teachers in each of the categories of schools very closely represented the percentage of returns mailed to business teachers in each category, it was assumed that there would be no biases in the responses based on school size. To support this assumption, statistical analysis produced no significant differences in percentage of questionnaires mailed to business teachers in each school category and the percentage of usable questionnaires returned.

The following table shows the number of Montana secondary and post-secondary schools in each category, the number of business teachers in each size school, the number of usable returns received, and the per cent of returns for each category.

Table 58

Business Teachers, Usable Returns, and Per cent of Returns

School Size	Number of Schools	Number of Business Teachers	Usable Returns	Per cent of Returns
Category 1	21	117	97	82.9
Category 2	31	60	50	83.3
Category 3	79	112	89	79.5
Category 4	53	57	49	85.9
Post-secondary	8	42	39	92.8
Totals	192	388	324	83.5

Two of the three-hundred-twenty-four respondents did not indicate the degree they held or the degree-granting institution, and two of the respondents were teaching with less than a bachelor's degree. The following table shows the distribution of Montana state operated teacher-education institutions from which the respondents received their degrees and the number of business teachers who had been granted degrees from out-of-state institutions.

Table 59

Distribution of Business Teacher Graduates from Montana State Operated Teacher-Education Institutions

Degree-Granting Institution	Bachelor's Degree	Master's Degree	Totals	Per cent of Total
Eastern Montana College	52	4	56	17.5
Montana State University	51	17	68	21.3
Northern Montana College	11	0	11	3.4
University of Montana	36	21	57	17.8
Western Montana College	30	5	35	10.9
Out-of-State Institutions	70	23	93	29.1
Totals	250	70	320	100.0

Table 60, page 210, shows the number of questionnaires mailed to the secondary school principals and post-secondary department chairmen, the number of questionnaires returned, and the percentage of return.

Two of the three-hundred-twenty-four respondents did not indicate the degree they held or the degree-granting institution, and two of the respondents were teaching with less than a bachelor's degree. The following table shows the distribution of Montana state operated teacher-education institutions from which the respondents received their degrees and the number of business teachers who had been granted degrees from out-of-state institutions.

Table 59

Distribution of Montana State Operated Teacher-Education Institutions

Degree-Granting Institution	Bachelor's Degree	Master's Degree	Totals	Per cent of Total
Eastern Montana College	52	4	56	17.5
Montana State University	51	17	68	21.3
Northern Montana College	11	0	11	3.4
University of Montana	36	21	57	17.8
Western Montana College	30	5	35	10.9
Out-of-State Institutions	70	23	93	29.1
Totals	250	70	320	100.0

Table 60, page 210, shows the number of questionnaires mailed to the secondary school principals and post-secondary department chairmen, the number of questionnaires returned, and the percentage of return.

Table 60

Return of Questionnaires Mailed to Secondary School Principals and Post-Secondary Department Chairmen

Schools	Questionnaires		
	Number Mailed	Number Returned	Per cent Returned
Category 1	21	15	71.4
Category 2	31	23	74.2
Category 3	79	53	67.1
Category 4	53	45	84.9
Post-secondary	8	5	62.5
Totals	192	141	73.4

The data collected was placed in tabular form and analyzed. Most of the responses were listed in the tables both as numbers and as percentages. Answers to the open-ended questions were consolidated in broad general statements and placed in lists.

The purpose of this chapter was to summarize the findings, develop the conclusions, and present the recommendations.

SUMMARY OF FINDINGS

Characteristics of Business Teachers

College degrees. Two-hundred-fifty (77.2 per cent) of the business teachers had bachelor's degrees and seventy (21.6 per cent) had master's degrees. Two teachers were teaching in a vocational-technical

center with less than a bachelor's degree, and two of the respondents did not indicate what degree they had earned.

Comparing the level of college education of Montana business teachers to other studies, the Montana United Business Education Association (Barnes, 1950:15-16) found that during the 1948-49 school year 5.2 per cent of the business teachers in Montana had master's degrees and 81.3 per cent had bachelor's degrees. Twelve of the business teachers were teaching with less than a bachelor's degree.

In another study by Aspevig in 1959 (1960:24-25), it was found that 18 per cent of the business teachers had master's degrees and 81 per cent had bachelor's degrees. Eight of the business teachers in 1959 had less than a bachelor's degree.

From 1949 to 1959, the percentage of business teachers with master's degrees increased almost 13 per cent, and the number who had less than a bachelor's degree decreased by four teachers. From 1959 to the present study, the percentage of teachers with master's degrees increased by almost 4 per cent, from 18.0 per cent to 21.6 per cent, and the number who were teaching with less than a four-year degree had decreased from eight to two teachers.

Eighty-two (36.9 per cent) of the business teachers who did not have an advanced degree said they planned to pursue one, and forty said they would not. One-hundred (45.0 per cent) of the respondents were undecided whether they would pursue an advanced degree.

Principals and department chairmen concerning level of college preparation. Approximately 90 per cent of the principals and department chairmen indicated that the bachelor's degree was the most desirable level of college preparation for business-teacher candidates in their schools, and 10 per cent said the master's degree was most desirable. Four of the post-secondary department chairmen said the master's degree was most desirable for business-teacher candidates, and one said the bachelor's degree was most desirable.

Degree majors and minors. For their bachelor's degrees, forty-two Montana business teachers reported that they had a "broadfield" or "extended major" in business education which required no teaching minor; 245 reported a teaching major in business with a teaching minor in another area. Forty-seven of the teachers with bachelor's degrees reported they had a teaching minor in business with a teaching major in some other area. Thirty-one of the respondents said they had "double majors" for their bachelor's degrees.

Among the teachers who had earned master's degrees, thirty-one had either a "broadfield" or "extended major" in business education or a teaching major in business.

Forty-seven of the teachers reported business as their teaching minor for the bachelor's degree, and eight of those who had earned master's degrees reported business as their teaching minor.

The principals and department chairmen were asked to indicate

the teaching minor most desirable for business-teacher candidates for their schools. This question assumed the business teachers' degree majors were in business.

The teaching minor listed most often was English followed by social sciences; library science, physical education, and mathematics. The business teacher respondents, with the major-minor combinations they had listed, would have been able to fulfill most of the major-minor combinations listed most desirable by the administrators. The areas in which there would not have been enough minors to fulfill the needs were library science, mathematics, speech, art, health education, and music.

However, as was pointed out by some of the administrators, the teaching needs in specific areas change from year to year and vary with the mixture of teachers employed in the schools. The teaching minors considered most desirable one year may be completely different the next year.

Several administrators indicated that the "broadfield" or "extended major" in business was not best suited for their schools. They needed teachers with the competency and adaptability to teach in more than one area. This was especially true in the smaller schools.

Number of years of teaching. The median number of years teaching for the business teacher respondents was six, the median number of years teaching in Montana was five, and the median number

of years in the present position was four. There were thirty-seven first-year business teachers.

Approximately 64 per cent of the respondents had been teaching for eight years or less, and 80 per cent had been teaching in Montana eight years or less.

The most experienced teachers were in Category 2 schools with an average of nine point two years of experience (see Tables 4 through 8). This was followed by Category 1 schools with eight point three years experience, Category 3 schools with six point seven years, and Category 4 schools with four point six years.

The average number of years the post-secondary teachers had been teaching was eight point one years, the average number of years teaching in Montana was six point five years, and the average number of years in their present position was four point four years.

The principals and department chairmen were asked to indicate the number of years of teaching experience most desirable for business-teacher candidates for their schools. Slightly over 40 per cent said two years of teaching experience was most desirable.

Teaching certificates. Eighty-two per cent of the business teachers were authorized to teach in Montana with a Class 2 (Standard) teaching certificate. Forty-seven (16.3 per cent) of the respondents had a Class 1 (Professional) teaching certificate.

It would be expected that most of the business teachers would

be certified to teach with a Class 2 (Standard) certificate. However, seventy of the respondents reported they had a master's degree and only forty-seven reported they had a Class 1 (Professional) teaching certificate.

The requirements for the Class 1 certificate is one year of study (45 quarter-hour or 30 semester-hour credits) beyond the bachelor degree and a minimum of three years successful teaching experience (Office of the Superintendent of Public Instruction, 1973:3). The certificate is renewable every five years upon verification of one year of teaching experience. On the other hand, the Class 2 certificate requires a bachelor degree from an approved teacher-education program and is renewable every five years upon verification of one year of successful teaching experience plus six additional quarter-hour (four semester-hour) credits. Therefore, primarily because of the additional credit requirement, it would appear that the Class 1 certificate would be more desirable from the teacher's point of view than the Class 2 certificate.

It may be that the twenty-three teachers who reported they had master's degrees and teaching with a Class 2 certificate were awaiting their current certificate to expire before applying for a Class 1 certificate. Or some or all of them may not have met the three-year teaching experience requirement. Whatever the reason, it does appear there should have been more Class 1 teaching certificates among the business teachers.

Vocational certification. One-hundred-twenty-four (40.8 per cent) of the business teacher respondents said they were vocationally certified, and one-hundred-sixty-six (54.6 per cent) said they were not. Fourteen (4.6 per cent) said they did not know whether they were vocationally certified.

The teachers who were not vocationally certified were asked if they were eligible for vocational certification. Thirty-five (20.8 per cent) of this group said they were eligible for vocational certification, forty (23.8 per cent) said they were not eligible, and ninety-three (55.4 per cent) said they did not know whether they were eligible for vocational certification.

It would seem incredible that a business teacher would not know whether he was vocationally certified. In the first place, the teacher would have to be teaching in a state-approved vocational program, and secondly, he would have to have made application for vocational certification.

With the publicity vocational education has received since the Vocational Education Acts of 1963, especially in educational circles, it would seem that teachers in vocational areas, such as business education, should be aware of approximately what the requirements are for vocational certification. In addition, 72.8 per cent of the respondents received their degrees between 1966 and 1974 and should have had some instruction in college concerning vocational certification.

Yet fourteen of the respondents said they did not know whether they were vocationally certified and ninety-three said they did not know whether they were eligible for vocational certification. Apparently some of the teacher-education institutions do not provide instruction in vocational education in their teacher-preparation programs, or if they do, it is ineffective.

Work experience. Two-hundred-fifty-eight (79.6 per cent) of the respondents said they had had office or related work experience, and one-hundred-sixty-one (49.7 per cent) said they had had business work experience which may not be classified as office or related. The median number of years of business or office work experience reported by the business teachers was three years.

The principals and department chairmen were asked whether business teachers in their schools were required to have had related work experience. Nineteen (13.9 per cent) of the administrators said they did require related work experience, and one-hundred-eighteen (86.1 per cent) said they did not. When asked how many years of business or office related work experience was most desirable, 83 per cent of the administrators replied, and the median was two years work experience.

Quality of Business-Teacher Preparation

When asked to rate the quality of the general areas of their college preparation, two-thirds or more of the business teachers rated all of the areas "adequate," except the area of "business education teaching methods." In this area, 57.1 per cent of the teachers rated it "adequate," 27.8 per cent rated it "barely adequate," and 13.9 per cent rated it "inadequate."

The opinions of first-year business teachers concerning the quality of their college preparation were compared to the opinions of teachers who had taught two years or more. Although the opinions of first-year teachers were lower in all of the general areas, their opinions were reasonably close in the areas of "office education and related skills" and "general education." The first-year teachers rated their college preparation appreciably lower in the areas of "basic or general business education," "business education teaching methods," and "professional education."

Statistical analysis showed a significant difference between the opinions of first-year teachers and experienced teachers in the areas of "basic or general business education" and "professional education."

There may have been many reasons for the first-year teachers rating the quality of their college preparation lower than did the experienced teachers. However, one reason may have been that the

first-year teachers expected their college preparation to be more supportive than it proved to be, i.e., they did not envision having to prepare further when they started teaching. Another reason may have been that they did not receive follow-up help and assistance from the colleges from which they graduated.

The principals and department chairmen rated the general areas of business teacher preparation higher than the business teacher respondents in every area except "general education." The administrators rated this area slighly less adequate than the teachers did.

Statistical analysis of all the areas produced only one significant difference of opinion between these two groups. In the area of "basic or general business education," 16.3 per cent of the principals and department chairmen rated the college preparation "less than adequate" and 32.6 per cent of the business teachers rated this area "less than adequate." The administrators felt the teachers were considerably better prepared in this area than the teachers themselves did.

The adequacy of business teacher preparation rated by the graduates of each of the five Montana teacher education institutions was compared for similarities and differences.

In the area of "office education and related skills," Montana State University received by far the highest percentage rating. About 45 per cent of the graduates of Northern Montana College and Western Montana College felt this area was less than adequate at these two

schools.

For "basic or general business education," Western Montana College received the highest rating and Montana State University and the University of Montana received the lowest ratings.

In the area of "business education teaching methods," Northern Montana College received the highest rating and Eastern Montana College and Western Montana College received the poorest ratings. All of the Montana schools received quite poor scores from their graduates in this area; an average of 47.3 per cent felt their preparation in this area was less than adequate.

Northern Montana College received the highest adequacy rating in "professional education" with almost 73 per cent of the graduates rating this area "adequate." The other four Montana schools received ratings of 65 to 70 per cent adequate.

In the area of "general education," over 80 per cent of the business teachers felt the quality was "adequate" for all the Montana schools.

In comparing the adequacy of these five general curriculum areas rated by graduates of the individual Montana schools to the ratings granted by graduates of out-of-state institutions, the out-of-state ratings were very similar in all areas. The ratings for the out-of-state institutions were within, or extremely close to, the averages of the Montana schools.

In general, the majority of business teachers were quite satisfied with the adequacy of their business teacher preparation. The highest adequacy rating was in "general education" and the poorest rating was in "business education teaching methods."

Areas in which more extensive preparation was needed. Over one-third of the business teachers felt they needed more extensive preparation in methods of teaching business. Other areas which needed more extensive preparation included:

Office machines
Business law
Office education
General business
Data processing
Consumer education
Shorthand
Economics

The areas listed by the principals and department chairmen to improve business teacher education included:

Related work experience
More extensive training in human relations
Improvement in teaching methods classes
Improvement in verbal and written communications
More enthusiasm for general business subjects
Equipment repairs and maintenance

Overall rating of college preparation. The business teachers rated their college preparation as follows: 23.8 per cent "excellent," 66.7 per cent "good," and 9.5 per cent "fair."

None of the business teachers rated their college preparation "poor."

Suggestions for improving business teacher education. When the business teachers were asked for suggestions by which business teacher education could be improved in Montana, over 45 per cent of the respondents said the business teaching methods courses needed to be improved. Other suggestions for improvement included:

Separate methods courses
Improvement in student teaching
Add or require work experience
Improvement in college teaching

Specific courses or subject area which business teachers suggested should be added to business teacher education programs included:

Data processing
Vocational education
Consumer education
Cooperative education
Minor machine repair and maintenance

There was also concern expressed for providing instruction on how to teach under "less than ideal conditions, such as may be found in the smaller schools." Another suggestion was that college instructors assigned to the methods and professional courses should have had teaching experience at the secondary level.

Reasons for further college preparation. When asked to indicate their major goal when they returned to college for further preparation, the respondents listed these choices in order:

Professional improvement
Certificate renewal
Advanced degree

"Other reasons for returning to college" included:

Educational administrative certificate
To advance on the salary schedule
To enter a fifth-year program
To get a degree in business administration

When asked what subjects or subject areas would fulfill their needs for further college preparation, almost one-third of the respondents listed "courses to improve teaching in business." Other subjects or subject areas listed included:

Vocational education
Office education
Workshops to update business education methods
Accounting
Educational administration
Data processing
Distributive education

Principals and department chairmen concerning professional improvement. When they were asked whether the teachers in their schools were encouraged to improve professionally through further college preparation, about 94 per cent of the principals and department chairmen said "yes" and 6 per cent said "no." One principal qualified his "no" response by stating, "They are encouraged by the administration, but not by the salary schedule." This would most likely be the case with the other "no" responses.

When asked under what conditions the teachers could advance on the salary schedule by accumulating college credits, the administrators listed:

An advanced degree program
A planned program of study consistent with teaching position
A fifth-year program

Twenty-six administrators said teachers in their schools could advance on the salary schedule only by earning an advanced degree. Eight said teachers in their districts could advance on the salary schedule by gaining related work experience. One said his school was on merit pay, and one said teachers in his school could advance on the salary schedule by accumulating "professional growth points," which were granted for attending and participating in professional association conventions and similar activities.

Quality of Services Usually Provided by Teacher Education Institutions

The business teachers were asked to express their opinions concerning the quality of certain services provided by Montana teacher education institutions. The eight services and the responses are shown in Tables 37 through 44.

Sixty per cent or more of the respondents felt that the services listed were adequate, except "extension courses and workshops." In this area, more than half of the respondents said the service needed improvement.

As they rated the services, the respondents were asked to indicate the particular teacher education institution to which their remarks were directed. Listed below are the areas which needed

improvement at each institution.

Eastern Montana College. Fifty per cent or more of the respondents said that the following services needed improvement:

Advanced degree programs
Summer institutes and workshops
Extension courses and workshops
Consultation and advisory services

Montana State University. Over 70 per cent of the respondents felt that all of the services provided by Montana State University were adequate.

Northern Montana College. More than two-thirds of the respondents said that the following services needed improvement:

Summer institutes and workshops
Advanced degree programs
Extension courses and workshops
Consultation and advisory services
Teaching materials.

"Extension courses and workshops" received forty-seven responses which was thirty more responses than was received for any one of the other services. The probable reason for this was that for several years Northern Montana College had provided extension courses in vocational education for teachers in different localities throughout the state. Apparently quite a number of business teachers enrolled in these courses. About 15 per cent of the respondents felt that the "extension courses and workshops" provided by Northern Montana College were adequate and 85 per cent felt they needed improvement.

University of Montana. Between 40 and 50 per cent of the teachers felt that these services needed improvement:

Advanced degree programs
Extension courses and workshops
Consultation and advisory services
Teaching materials.

Western Montana College. Fifty per cent or more of the teachers felt that the following services needed improvement:

Advanced degree programs
Extension courses and workshops
Consultation and advisory services

Principals and department chairmen concerning services usually provided by teacher education institutions. The two services which received the poorest rating from the administrators were "extension courses and workshops" and "consultation and advisory services." With both services slightly less than 50 per cent of the administrators felt they needed improvement.

The opinions of the administrators and business teachers were compared and the only service that the administrators rated lower than the teachers was "consultation and advisory services."

Summary. The service which the teachers and administrators consistently said needed improvement was "extension courses and workshops." The services which needed improvement at all the teacher education institutions, except Montana State University, were:

Advanced degree programs
Extension courses and workshops
Consultation and advisory services

Services Provided by the Professional Associations

Only a small percentage of Montana business teachers join and participate in the professional activities available to them. Approximately 43 per cent of the respondents belonged to the Montana Business Education Association during the 1973-74 school year. Only about 23 per cent joined the National Business Education Association and the Western Business Education Association, about 10 per cent belonged to the Montana Vocational Association, and 8 per cent joined the American Vocational Association.

An average of about 27 per cent of the business teachers said they had attended the annual conventions of the Montana Business Education Association during each of the 1971-72, 1972-73, and 1973-74 school years. During these same three years, an average of approximately 6 per cent of the teachers said they had attended each of the annual conventions of the Montana Vocational Association.

In their evaluation of the professional association convention programs, over two-thirds (68.7 per cent) of the business teachers said that the programs had been helpful to them. Slightly over one-fourth (25.6 per cent) of the respondents indicated that the convention programs were "not very helpful," and 5.7 per cent said the programs were

"not at all helpful."

The annual conventions of these two state associations have traditionally been held at sites which are rotated to different locations in the state each year. This makes it possible for teachers to attend at least one of the conventions every three years without having to travel long distances. In addition, conventions of the Montana Business Education Association have been held every year during the two days in the autumn when public schools throughout the state are dismissed, specifically to allow teachers to meet with their professional associations. In recent years the Montana Vocational Association convention has been held at this time also.

The annual conventions of the Western Business Education Association are rotated among the western member states, and the conventions of the American Vocational Association are rotated every year to different locations throughout the United States.

Services provided by the professional associations. Among the suggestions for improving the services provided by professional associations were these:

> Sectional meetings at conventions should be more practical and less theoretical
> Better, more accomplished speakers
> Workshops with direct teacher involvement rather than lecture-type programs
> More regionally centered meetings so travel distances would not be so great.

Suggestions for additional services the teachers felt should be added by the professional associations included:

Materials center
Catalog of audio-visual and curriculum materials
Consultation and visitation by experts and teacher-educators
In-service training programs

The principals and department chairmen felt that the professional associations should provide regional workshops "in the field." Others felt that the programs were adequate if the teachers would take advantage of them.

In summary, because of the costs involved in travel and the problems of arranging to be absent from their teaching positions, it may be difficult for public school teachers to participate in the conventions of the Western Business Education Association and the American Vocational Association. However, it does appear that there should be more participation among business teachers in the conventions of the two state associations.

Many of the recommendations for improving the convention programs and services provided by the professional associations were paradoxical. However, one thing would seem quite evident; that the teachers from many of the schools in Montana, especially the smaller schools, seem to feel isolated and "left out." The criticism that the convention programs are too idealistic and theoretical may have some merit.

One-hundred-thirty-two (71.7 per cent) of the one-hundred-

eighty-four secondary schools in Montana have less then two hundred students, and many of these schools are isolated by location and distance. The idea of providing smaller regional meetings probably should be given some consideration.

In addition, the officers and convention program planners should consider the remarks made by "new" teachers, and provide special opportunities for them to get acquainted and to participate in the programs.

Services Provided by the Office of the Superintendent of Public Instruction

Two-hundred-sixty-nine (83 per cent) of the business teachers said that they had access to the Business Education Curriculum Guidelines which was published and distributed by the Office of the Superintendent of Public Instruction. Seventy-seven per cent of those who have access to the Guidelines said they used them, and 78 per cent of those who use them said they were "somewhat useful."

Two-hundred-sixty-two (80.8 per cent) of the business teachers said they receive the Business and Office Education Newsletter which is distributed by the Supervisor of Business and Office Education.

When asked what services they had received from the Office of the Superintendent of Public Instruction in addition to these two publications, only fifty-two respondents replied. Most of the responses were of a positive nature and indicated that the teachers had received

help and assistance from the office whenever it had been requested. About 30 per cent of the respondents, however, indicated that they had received no other services or help from the Office of the Superintendent of Public Instruction.

The primary concerns of teachers who listed services which they felt should be provided by the office included:

> Information on new ideas, materials, and programs
> Classroom visitations by the Supervisor of Business and Office Education
> Modern, up-to-date films in the business areas
> Regional conferences and practical workshops
> More leadership
> Information regarding certification and vocational certification in particular
> Standardized criteria with which to measure student achievement

The primary concerns of the secondary principals, especially those from the smaller schools, was that the Office of the Superintendent of Public Instruction should provide more direct help and service in the field in the form of classroom visitations and in-service training. Other administrators felt that informational services should be provided concerning new and innovative programs and materials, and that more regional workshops should be provided.

In summary, it would seem that the business teachers and the administrators alike have said to the people from the Office of the Superintendent of Public Instruction, as well as to the people from the teacher-education institutions and the leaders in the professional associations:

That they want and need help;
That they want to accept help and assistance in their own setting;
That they want to demonstrate what they have been doing;
That they want their performance evaluated.

Teaching Assignments and School-Connected Duties

One-hundred-twenty-six (38.9 per cent) business teachers said they had been assigned to advise a school-sponsored club. Twenty-nine of these were Office Education Association Clubs; there were no Future Business Leader of America clubs.

Other school-connected assignments outside of teaching which involved 20 per cent or more of the business teacher respondents included:

Class advisor or sponsor	80 teachers
Coaching	70 teachers
Newspaper and or yearbook	67 teachers

A list of other school-connected duties to which business teachers were assigned were included in Table 49, page 176, and on pages 175 and 177.

Regular teaching assignments. The median number of class periods in Montana secondary and post-secondary schools was seven. The median length of class periods was fifty-four minutes.

The median number of classes taught by the secondary business teachers during the regular school day was five, and the median number

of daily preparations was four. The median number of classes taught by post-secondary business teachers was four, and the median number of daily preparations was three.

The overall average class size for all business courses for the secondary schools was sixteen point two students. The average class size for different categories of schools was:

Category 1 (500 and over)	25.3 students
Category 2 (200 to 499)	17.5 students
Category 3 (75 to 199)	12.6 students
Category 4 (Under 75)	8.0 students

This information was not available for post-secondary schools.

The subject areas of typewriting, bookkeeping, and shorthand included 67.8 per cent of the enrollment in business courses in the secondary schools. This percentage compares favorably with figures which revealed that 68 per cent of the enrollment in business courses nationwide was in these three areas during 1960-61 (Nolan, 1967:42).

In addition to teaching courses in business, 29.3 per cent of the secondary business teachers reported that they had been assigned to teach courses outside of business. The per cent of business teachers in each school category who were assigned to teach courses outside of business was:

Category 1	18.8 per cent
Category 2	22.0 per cent
Category 3	33.7 per cent
Category 4	50.0 per cent

The information regarding student enrollment and class sizes was not available for post-secondary teachers. The post-secondary

teachers reported teaching seventy business courses and two-hundred-seven different classes. The courses taught which were listed most often were:

Accounting	Shorthand
Business machines	Business communications
Typewriting	Record keeping
Business mathematics	Simulation
Filing	Business English

Only one of the post-secondary business teachers reported teaching a class outside of the business area.

Business Teacher Preparation and Performance

Principals and department chairmen rating of business teacher performance. The principals and department chairmen were asked to rate the overall performance of the business teachers in their schools, and 93 per cent rated the performance in the "excellent" and "good" categories. Only about 7 per cent rated the teachers' performance "fair" or "poor." There was actually only one teacher rated "poor."

The high rating of the business teachers' performance, together with the predominately positive comments made by the respondents, would seem to indicate that the administrators were very well satisfied with the performance of business teachers in the field.

Major strengths and weaknesses of business teachers. The most important strength of the business teachers according to the principals and department chairmen was "skill in subject areas." The weakness

which was listed most often was "lack of business experience." Other strengths were "enthusiasm for teaching" and "willingness to work." Other weaknesses included "poor human relations" and "reluctance to accept assignments other than teaching."

Final suggestions for improving business teacher education. Among the final suggestions the principals and department chairmen had for improving business teacher education were the following:

Improvement in teaching methods courses
Teach the teachers how to individualize instruction so more than one class can be taught during a class period
Prepare business teachers with a minor in another field
More stress on human relations
Include related work experience in the teacher-education programs
Prepare teachers so they are eligible for vocational certification
Provide more in-service programs
Prepare teachers to deal with the below average student and the reluctant learners
Provide for follow-up of first-year teachers

CONCLUSIONS

The following conclusions were based upon the information and data collected through a survey of Montana business teachers, secondary school principals, and post-secondary business department chairmen.

The conclusions resulting from this study were:

1. The level of college preparation for business teacher candidates most desirable in 90 per cent of the secondary schools in Montana was the bachelor's degree; the master's degree was most

desirable in 10 per cent of the schools. At the post-secondary level, the master's degree was most desirable except in one school where the bachelor's degree was considered most desirable.

2. The "broadfield" or "extended major" in business education with no teaching minor is not the best suited type of teacher preparation for the smaller schools where more versatility is required. Although the demand changes from year to year, the greatest need for teaching minors was in the areas of English, social studies, library science, physical education, and mathematics.

3. The business teachers as a group were not well informed concerning the requirements for teacher certification and vocational certification in particular.

4. Business teachers should have at least two years of related work experience.

5. Two-thirds or more of the business teachers as a group felt their college preparation was adequate in all areas except "business education teaching methods."

6. Less than 60 per cent of the graduates of Northern Montana College and Western Montana College felt their preparation was adequate in "office education and related skills."

7. First-year business teachers need more help and support from the teacher education institutions than they have received.

8. First-year business teachers had much less confidence in

the adequacy of preparation in the areas of "basic or general business education" and "professional education" than did the business teachers who had taught for two years or more. A statistically significant difference was found between the opinions of these two groups concerning the quality of preparation in these areas, and consequently the null hypotheses of no differences of opinion were rejected.

9. The principals and department chairmen indicated much greater confidence in the adequacy of preparation in the area of "basic or general business education" than did the business teachers. A statistically significant difference was found between the opinions of these two groups in this area of preparation, and the null hypothesis of no difference of opinion was rejected.

10. To improve business teacher education in Montana, the business teachers and administrators felt the following suggestions needed to be implemented:

Improve the business teaching methods courses
Provide more extensive training in human relations
Improve verbal and written communication skills
Create enthusiasm for the general business subjects
Provide instruction and training on how to teach in the smaller schools

11. Inadequacies appear in some business teacher education programs in Montana because the following items have not been integrated into the programs:

Related work experience
Data processing
Courses in vocational education

Consumer education
Cooperative education
A unit on minor equipment repair and maintenance

12. The services provided by Montana teacher education institutions were adequate except for "extension courses and workshops."

13. Services which needed improvement at all teacher education institutions except Montana State University included:

Advanced degree programs
Extension courses and workshops
Consultation and advisory services

14. A relatively small percentage of the Montana business teachers joined the business education professional associations and participated in the activities provided by these organizations. Generally, those who did participate felt the activities were helpful.

15. Suggestions for the improvement of convention programs and services provided by the professional associations included:

Make the sectional meetings more relevant and practical
Acquire better speakers
Provide regionally centered meetings
Provide workshops with direct teacher involvement
Provide an audio-visual and curriculum materials center

16. Suggestions to improve the services provided business teachers by the Office of the Superintendent of Public Instruction included:

Provide strong leadership in business education
Provide classroom visitations by the Supervisor of Business and Office Education
Provide information about what is available through the office
Provide more regional conferences and workshops

Provide more specific information regarding vocational education programs

Initiate a program for evaluating classroom performance

17. The needs and problems of the teachers in the small, more isolated schools need to be recognized and provided for.

18. The teaching schedule, class load, student-teacher ratio, and assignments outside of teaching for Montana business teachers would appear to be quite normal. The student-teacher ratio was higher in the larger schools, but the extra duties and assignments were heavier in the smaller schools.

19. Administrators rated the performance of Montana business teachers generally very good.

20. The profile of a typical Montana business teacher would be as follows:

The typical Montana business teacher received his degree from a Montana teacher-education institution with a teaching major in business education or business administration and a teaching minor in one of either economics, physical education, or sociology. He had been teaching for six years, he had been teaching in Montana for five years, and he had been in his present position for four years. He was teaching in either a Category 1 school (enrollment of 500 or over) or a Category 3 school (enrollment 75 to 199). He had a Class 2 (Standard) teaching certificate, and he was not vocationally certified and did not know whether he was eligible for vocational certification. He had had three years of business and office related work experience.

He probably was not a member of any of the business education professional associations. He taught five classes during a six-period day consisting of 54-minute periods. He taught in one or all of the subject areas including typewriting, bookkeeping, shorthand, and/or basic business.

He was not a club advisor, but in addition to teaching he was assigned at least one other school-connected activity which probably consisted of class adviser, coaching, or newspaper and yearbook adviser.

The typical Montana business teacher's performance as a teacher in the classroom was considered "good" by his supervisor. His major strength as a teacher was "skill in subject area" and his major weakness was "lack of business experience."

And, in addition to all this, he was a woman.

21. Specifically related to the problem of the study, these conclusions are presented: (a) almost two-thirds of the business teachers felt that business teacher education in Montana teacher-education institutions was adequate in all areas except in "business education teaching methods"; 41.7 per cent of the teachers felt their preparation needed to be strengthened in this area; (b) more than 70 per cent of the principals and department chairmen felt teacher education in Montana was adequate except in the area of "business education teaching methods" where 36.5 per cent indicated the preparation was less than adequate and needed to be improved; (c) in the area

of services provided by teacher-education institutions, over one-half of the business teachers felt that "extension courses and workshops" needed improvement, and almost one-half of the administrators indicated that "extension courses and workshops" and "consultation and advisory services" needed to be improved; (d) both the business teachers and the administrators felt that the services provided the teachers by the Office of the Superintendent of Public Instruction and the professional associations could be improved by providing more classroom visitations, more regionally located workshops, and by providing more direct assistance to business teachers in the smaller schools; (e) the business subjects and programs which were being taught in Montana schools included those that have traditionally been taught throughout the nation such as typewriting, bookkeeping, and shorthand as well as the more recent innovations which have become popular such as the simulated office.

RECOMMENDATIONS

As a result of the findings of this study and the conclusions developed from them, the following recommendations are presented for consideration by business teacher educators, appropriate officials in the Office of the Superintendent of Public Instruction, and leaders in the business education professional associations for improving business teacher education and the services provided business teachers.

1. To accommodate the need for versatility found in the

majority of Montana secondary schools, most of the business teachers should be prepared with a teaching minor in an appropriate field.

2. To improve business teacher preparation programs in Montana, business teacher educators should search out the weaknesses existing in the business teaching methods courses and make every effort to rectify them immediately.

3. The area of "office education and related skills" should be strengthened in the business teacher preparation programs at Northern Montana College and Western Montana College.

4. Teacher educators and officials from the Office of the Superintendent of Public Instruction should cooperate to provide help and guidance for first-year business teachers.

5. To improve business teacher preparation programs, the following items should be strengthened or added to the programs:

Training in human relations
Verbal and written communications skills
Motivation for teaching the basic business subjects
How to teach in the small school
How to individualize instruction so more than one business class could be taught during a class period
How to deal with the below average student and the reluctant learner
Teachers should be prepared so they are eligible for vocational certification upon graduation
A unit on minor equipment repair and maintenance
Related work experience

6. The following subject areas should be included in all business teacher education programs:

Data processing
Consumer education

Cooperative education
Vocational education

7. To improve the services provided by teacher education institutions, the following services should be strengthened:

Advanced degree programs
Extension courses and workshops
Consultation and advisory services

8. To improve the conventions and the services provided by the business education professional associations, the following should be implemented:

Acquire better speakers
Provide regionally centered meetings
Provide workshops with direct teacher involvement
Provide an audio-visual and curriculum materials center
Make the sectional meetings more relevant and practical

9. The services provided business teachers by the Office of the Superintendent of Public Instruction should be improved by:

Providing strong leadership in business education
Providing classroom visitations by the Supervisor of Business and Office Education
Providing information about what is available from the Office of Superintendent
Providing more regional conferences and workshops
Providing more specific information regarding vocational education programs
Initiating a program for evaluating classroom performance of teachers.

10. A coalition of administrators and teachers from the smaller schools in Montana, teacher educators, officials from the Office of the Superintendent of Public Instruction, and leaders from the business education professional associations should be formed to: (1) determine

what services and programs could be provided to best serve the needs of business teachers in the smaller, more isolated schools in Montana, and (2) make provisions for implementing the services and programs decided upon.

APPENDICES

Appendix A

QUESTIONNAIRE SENT TO SECONDARY BUSINESS TEACHERS

Name _____ School _____ (Secondary Schools) _____

1. Please indicate the level of college preparation you have completed:
   Bachelor's degree ____ Bachelor's degree plus ___ credit hours. Degree completed, 19__
   Master's degree ____ Master's degree plus ___ credit hours. Degree completed, 19__

2. If you are vocationally certified with less than a bachelor's degree, approximately how many credit hours of college preparation have you completed? ____ credit hours

3. What is your degree major and minor:
   Bachelor's degree: Major _____ Minor _____
   Master's degree: Major _____ Minor _____

4. Where did you receive your college degree(s)?
   Bachelor's degree _____
   Master's degree _____

5. If you do not have an advanced degree, do you plan to pursue one?
   Yes _____ No _____ Undecided _____

6. In which of the following general areas do you feel your college preparation was adequate, barely adequate, or inadequate?

	Adequate	Barely Adequate	Inadequate	Not Applicable
Office education and related skills	____	____	____	____
Basic or general business education	____	____	____	____
Business education teaching methods	____	____	____	____
Professional education	____	____	____	____
General education	____	____	____	____

7. If you feel there has been some inadequacies in your preparation as a business teacher, in what specific subjects or subject areas do you feel you should have had more extensive preparation? _____
   _____
   _____

8. Were there any subjects or subject areas you were required to take during your college career which you feel have not been useful to you as an educated person or as a business teacher? _____

_____

9. In general, how would you rate your college preparation for the position you now hold as a business teacher? Excellent ____ Good ____ Fair ____ Poor ____

10. What suggestions do you have for improvement? _____

_____

11. When you return to a college for further preparation, which one of the following reasons will most likely be your goal?
An advanced degree____ Certificate renewal____ Professional improvement ____ Other reasons_____

What specific subjects or subject areas will most nearly fulfill your needs?_____

12. Which of the following services usually provided business teachers by teacher-education institutions you have attended in Montana appear to be adequate and which need improvement?

Service	Appear Adequate	Needs Improvement	At which institution? Uof M	MSU	EMC	NMC	WMC
Summer institutes & workshops	____	____	____	____	____	____	____
Advanced degree programs	____	____	____	____	____	____	____
Extension courses & workshops	____	____	____	____	____	____	____
Consultation & adv. services	____	____	____	____	____	____	____
Teaching materials	____	____	____	____	____	____	____
Teacher certification	____	____	____	____	____	____	____
Certificate renewal	____	____	____	____	____	____	____
Placement services	____	____	____	____	____	____	____

13. If you feel that any of the above services need improvement, what recommendations do you have for improving them? _____

_____

14. Are there additional services which you feel should be offered by the teacher-education institutions? _____

15. How many years have you been teaching? _____ years

16. How many years have you been teaching in your present position? _____ years

17. How many years have you been teaching in Montana? _____ years

18. What Montana teaching certificate do you currently hold? Class 1 (Professional) ____ Class 2 (Standard) ____ Class 3 (Administrative ____ Class 4 (Special) ____ Class 5 (Provisional) ____
Other _____

19. Are you vocationally certified according to the Montana State Plan for Vocational Education? Yes ____ No ____

20. If you are not vocationally certified, are you eligible for vocational certification? Yes ____ No ____ Do not know ____

21. Have you had office or related work experience? Yes ____ No ____
How many years? ____ years

22. Have you had other business work experience which may not be classified as office or related experience? Yes ____ No ____
How many years? ____years

23. Are you a member of the following professional associations?

	Member	Other professional associa.
Montana Business Education Association	_____	_____
National Business Education Association & Western Business Education Association	_____	_____
Montana Vocational Association	_____	_____
American Vocational Association	_____	_____

24. Which of the following annual business education association conventions or conferences have you attended during the last three years?

School Year	MBEA	WBEA	MVA	AVA	Other
1971-72	____	____	____	____	_____
1972-73	____	____	____	____	_____
1973-74	____	____	____	____	_____

25. If you have attended any of the above conventions or conferences, were the programs helpful to you as a business teacher?

	Very Helpful	Helpful	Not Very Helpful	Not at all Helpful
MBEA	____	____	____	____
WBEA	____	____	____	____
MVA	____	____	____	____
AVA	____	____	____	____
Others:				
_____	____	____	____	____

26. What recommendations do you have for improving the programs at the professional association conventions and conferences to more nearly meet your needs and expectations? _____
_____

27. In addition to the journals and other publications, what services do you feel could be provided by the professional associations which would be helpful to you as a business teacher? _____

_____

28. Do you have access to the "Business Education Curriculum Guidelines" published by the Office of the Superintendent of Public Instruction Yes ____ No ____

29. If you do have access to the guidelines, do you use them? Yes ____ No ____

30. If you use the guidelines, do you find them: Very Useful ____ Somewhat useful ____ Not at all useful ____

31. Do you receive the newsletter "Business and Office Education? published by the state Office of the Superintendent of Public Instruction? Yes ____ No ____

32. What other services do you receive from the Office of the Superintendent of Public Instruction? _____

33. What services do you feel could be provided by the Office of the Superintendent of Public Instruction which would be helpful to you as a business teacher? _____

34. Are you an adviser to a youth club sponsored by the school? Yes ____ No ____

35. If you are a club adviser, is the club affiliated with OEA ____ FBLA ____ Other affiliation _____

36. In addition to teaching, to what other school-connected duties are you assigned? _____

37. How many class periods are included in the regular school day in your school? _____

38. How long are the class periods? _____ minutes

39. How many classes do you teach each day? _____ classes.

40. How many <u>different</u> preparations do you make each day? _____

Place a check mark (✓) in the appropriate column to indicate which business courses you are teaching or have taught during the 1973-74 school year. If a course is taught for less than one semester, write in the approximate number of weeks it is offered.

Write in the first column the approximate number of students enrolled in each of the courses you are teaching or have taught during the current school year. If you teach more than one section of a course, place the number of sections in the second column.

1st Semester	2nd Semester	Other (No. of Weeks	Course Offerings	No. of Students	No. of Classes
___	___	___	Basic Business (Gen Business)	_____	_____
___	___	___	Economics	_____	_____
___	___	___	Consumer Economics	_____	_____
___	___	___	Business Law	_____	_____
___	___	___	Bookkeeping I (First Year)	_____	_____
___	___	___	Bookkeeping II (Second Year)	_____	_____
___	___	___	Record Keeping	_____	_____
___	___	___	Data Processing	_____	_____
			Business Machines:		
___	___	___	Adding & Calculating Machines	_____	_____
___	___	___	Duplicating Machines	_____	_____
___	___	___	Transcribing Machines	_____	_____
___	___	___	Other _____	_____	_____
___	___	___	Business Mathematics	_____	_____
___	___	___	Business Communications	_____	_____
___	___	___	Business English	_____	_____
___	___	___	Typewriting (First Year)	_____	_____
___	___	___	Typewriting (Second Year)	_____	_____
___	___	___	Personal Typewriting	_____	_____
___	___	___	Shorthand (First Year)	_____	_____
___	___	___	Shorthand (Second Year)	_____	_____
___	___	___	Transcription	_____	_____
___	___	___	Clerical Office Practice	_____	_____
___	___	___	Secretarial Office Practice	_____	_____
___	___	___	Office Practice	_____	_____
___	___	___	Simulated Office Laboratory	_____	_____
___	___	___	Model Office	_____	_____
___	___	___	Cooperative Office Education	_____	_____

Other courses you teach not
included in the above list:

___	___	___	_____	_____	_____
___	___	___	_____	_____	_____
___	___	___	_____	_____	_____
___	___	___	_____	_____	_____

Thank you for your time.

Appendix B

QUESTIONNAIRE SENT TO POST-SECONDARY BUSINESS TEACHERS

Name _____ School _____(Post-Secondary Schools)___

1. Please indicate the level of college preparation you have completed
   Bachelor's degree ___ Bachelor's degree plus___ credit hours. Degree completed, 19___
   Master's degree ___ Master's degree plus___ credit hours. Degree completed, 19___

2. If you are vocationally certified with less than a bachelor's degree, approximately how many credit hours of college preparation have you completed? _____ credit hours

3. What is your degree major and minor:
   Bachelor's degree: Major _____ Minor _____
   Master's degree: Major _____ Minor _____

4. Where did you receive your college degree(s)?
   Bachelor's degree _____
   Master's degree _____

5. If you do not have an advanced degree, do you plan to pursue one?
   Yes ____ No ____ Undecided ____

6. In which of the following general areas do you feel your college preparation was adequate, barely adequate, or inadequate?

	Adequate	Barely Adequate	Inadequate	Not Applicable
Office education & related skills	____	____	____	____
Basic or general business education	____	____	____	____
Business education teaching methods	____	____	____	____
Professional education	____	____	____	____
General education	____	____	____	____

7. If you feel there has been some inadequacies in your preparation as a business teacher, in what specific subjects or subject areas do you feel you should have had more extensive preparation? _____
   _____

8. Were there any subjects or subject areas you were required to take during your college career which you feel have not been useful to you as an educated person or as a business teacher?_____
   _____

9. In general, how would you rate your college preparation for the position you now hold as a business teacher? Excellent ___ Good ___ Fair ___ Poor ___

10. What suggestions do you have for improvement? _____

11. When you return to a college for further preparation, which one of the following reasons will most likely be your goal?
An advanced degree ____ Certificate renewal ____ Professional improvement ____ Other reasons _____

What specific subjects or subject areas will most nearly fulfill your needs? _____

12. Which of the following services usually provided business teachers by teacher-education institutions you have attended in Montana appear to be adequate and which need improvement?

Service	Appear Adequate	Needs Improvement	At which institution UofM	MSU	EMC	NMC	WMC
Summer institutes & workshops	____	____	____	____	____	____	____
Advanced degree programs	____	____	____	____	____	____	____
Extension courses & workshops	____	____	____	____	____	____	____
Consultation & advisory serv.	____	____	____	____	____	____	____
Teaching materials	____	____	____	____	____	____	____
Teacher certification	____	____	____	____	____	____	____
Certificate renewal	____	____	____	____	____	____	____
Placement services	____	____	____	____	____	____	____

13. If you feel that any of the above services need improvement, what recommendations do you have for improving them? _____

14. Are there additional services which you feel should be offered by the teacher-education institutions? _____

15. How many years have you been teaching? ____ years

16. How many years have you been in your present position? ____ years

17. How many years have you been teaching in Montana? ____ years

18. What Montana teaching certificate do you currently hold? Class 1 (Professional) ____ Class 2 (Standard)____ Class 3 (Administrative)____ Class 4 (Special)____ Class 5 (Provisional)____
Other _____

19. Are you vocationally certified according to the Montana State Plan for Vocational Education? Yes ____ No ____

20. If you are not vocationally certified, are you eligible for vocational certification? Yes____ No____ Do not know____

21. Have you had office or related work experience? Yes____ No____
How many years? _____years

22. Have you had other business work experience which may not be classified as office or related experience? Yes____ No____
How many years? ____years

23. Are you a member of the following professional associations?

	Member	Other Professional associations
Montana Business Education Association	____	_____
National Business Education Assoc. and Western Business Education Association	____	_____
Montana Vocational Association	____	_____
American Vocational Association	____	_____

24. Which of the following annual business education association conventions or conferences have you attended during the last three years?

School Year	MBEA	WBEA	MVA	AVA	Other
1971-72	____	____	____	____	_____
1972-73	____	____	____	____	_____
1973-74	____	____	____	____	_____

25. If you have attended any of the above conventions or conferences, were the programs helpful to you as a business teacher?

	Very Helpful	Helpful	Not Very Helpful	Not at all Helpful
MBEA	____	____	____	____
WBEA	____	____	____	____
MVA	____	____	____	____
AVA	____	____	____	____
Others:				
_____	____	____	____	____

26. What recommendations do you have for improving the programs at the professional association conventions and conferences to more nearly meet your needs and expectations? _____
_____

27. In addition to the journals and other publications, what services do you feel could be provided by the professional associations which would be helpful to you as a business teacher? _____
_____

28. Do you have access to the "Business Education Curriculum Guidelines" published by the Office of the Superintendent of Public Instruction? Yes____ No____

29. If you do have access to the guidelines, do you use them? Yes__No__

30. If you use the guidelines, do you find them: Very useful____
Somewhat useful____ Not at all useful____

31. Do you receive the newsletter "Business and Office Education" published by the state Office of the Superintendent of Public Instruction? Yes____ No____

32. What other services do you receive from the Office of the Superintendent of Public Instruction? _____

33. What services do you feel could be provided by the Office of the Superintendent of Public Instruction which would be helpful to you as a business teacher? _____

34. Are you an adviser to a youth club sponsored by the school? Yes____ No____

35. If you are a club adviser, is the club affiliated with OEA____ FBLA____ Other affiliation _____

36. In addition to teaching, to what other school-connected duties are you assigned? _____

37. How many class periods are included in the regular school day in your school? _____

38. How long are the class periods? _____minutes

39. How many classes do you teach each day? _____classes

40. How many <u>different</u> preparations do you make each day? _____preparations

Place a check mark (✓) in the appropriate column to indicate which business courses you are teaching or have taught during the 1973-74 school year. If a course is taught for less than one quarter, write in the approximate number of weeks it is offered in the fourth column. If you teach more than one section of a course during the school year, place the number of sections taught in the fifth column.

Course Offerings	1st Qtr.	2nd Qtr.	3rd Qtr.	No. of Weeks	No. of Sections
Introduction to Business	___	___	___	___	___
Economics	___	___	___	___	___
Consumer Economics	___	___	___	___	___
Business Law	___	___	___	___	___
Record Keeping	___	___	___	___	___
Principles of Accounting	___	___	___	___	___
Special Accounting Courses:					
_____	___	___	___	___	___
_____	___	___	___	___	___
Records Management	___	___	___	___	___
Filing	___	___	___	___	___

Course Offerings	1st Qtr.	2nd Qtr.	3rd Qtr.	No. of Weeks	No. of Sections
Business Machines:					
Adding and Calculating Machines	___	___	___	___	___
Duplicating Machines	___	___	___	___	___
Transcribing Machines	___	___	___	___	___
Other Machines: _____	___	___	___	___	___
Business Mathematics	___	___	___	___	___
Business Communications	___	___	___	___	___
Business English	___	___	___	___	___
Beginning Typewriting	___	___	___	___	___
Advanced Typewriting	___	___	___	___	___
Special Typewriting Courses:					
_____	___	___	___	___	___
_____	___	___	___	___	___
Beginning Shorthand	___	___	___	___	___
Advanced Shorthand	___	___	___	___	___
Special Shorthand Courses:					
_____	___	___	___	___	___
_____	___	___	___	___	___
Introduction to Data Processing	___	___	___	___	___
Automated Data Processing	___	___	___	___	___
Computer Programming:					
(Languages)_____	___	___	___	___	___
_____	___	___	___	___	___
Simulated Office Laboratory	___	___	___	___	___
Model Office	___	___	___	___	___
Cooperative Work Experience:					
(Groups Served) _____	___	___	___	___	___
_____	___	___	___	___	___
Other courses you teach not included above:					
_____	___	___	___	___	___
_____	___	___	___	___	___
_____	___	___	___	___	___

Thank you for your time

Appendix C

QUESTIONNAIRE SENT TO SECONDARY PRINCIPALS AND POST-SECONDARY DEPARTMENT CHAIRMEN

Name_____ School(Principals & Department Chairmen)

Please answer all questions with a check mark (✓) where appropriate, and fill in the information requested on others.

1. What level of college preparation is most desirable for business teacher candidates in your school?
   Bachelor's degree_____ Master's degree____
   Other preparation:_____

2. How many years teaching experience is most desirable for business teacher candidates who apply to your school for a position?
   Years experience: 0___ 1___ 2___ 3___ 4___ 5___ Other: ___years
   Comments:_____

3. Other than business teachers who teach in vocational, reimbursed programs which require vocational certification, does your school require business teachers to have had related work experience?
   Yes____ No____

4. How many years of business or office related work experience is desirable for business teacher candidates?
   Years experience: 0___ 1___ 2___ 3___ 4___ 5___ Other: ___years
   Comments:_____

5. In which of the following areas do you feel the college preparation and training of business teachers is adequate, barely adequate, or inadequate?

	Adequate	Barely Adequate	Inadequate
Office education & related skills	___	___	___
Basic or general business education	___	___	___
Methods of teaching	___	___	___
Professional education	___	___	___
General education	___	___	___
Human relations	___	___	___

6. If you feel that the college preparation and training of business teachers has been barely adequate or inadequate in any of the above areas, do you have suggestions for improving it? _____

_____

7. Which of the following teaching certificate combinations is most desirable for business teacher candidates applying for a position in your school?

   Broadfield teaching major in business and office education with no minor ____
   Teaching major in business and office education, teaching minor in another field ____
   Teaching major in another field, teaching minor in business and office education ____
   No preference ____

8. If you feel a business teacher should be qualified in a minor field what minor field do you consider best for your school?

Agricultural Education	___	Industrial Arts	___	Social Sciences	___
Art Education	___	Library Science	___	Speech	___
Chemistry	___	Life Sciences	___	Theatre Arts	___
Earth Science	___	Mathematics	___	Other fields:	
English	___	Modern Languages	___	_____	
Geography	___	Music	___	_____	
Health Education	___	Physical Education	___	_____	
History	___	Physics	___	_____	
Home Economics	___	Psychology	___	_____	

9. What would you consider to be the major strengths and weaknesses of most business teachers?

Strengths		Weaknesses	
Skill in subject areas	____	Overspecialization	____
Knowledgeable in business organization & management	____	Lack of training in specific area	____
Good human relations	____	Lack of business experience	____
Related work experience	____	Poor human relations	____
Willingness to work	____	Unenthusiastic about teaching	____
Enthusiasm for teaching	____	Lack of business knowledge	____
Initiative and creativeness	____	Poor attitude	____
Versatility	____	Lack of skill and ability	____
Become active citizens in community	____	Reluctance to accept assignments other than teaching	____
Other strengths: _____	____	Other weaknesses: _____	____
_____	____	_____	____
_____	____	_____	____

10. Are business teachers in your school encouraged to improve professionally through further college preparation? Yes____ No____

11. Does school district policy permit teachers in your school to advance on the salary schedule by accumulating college credits through:

	Yes
An advanced degree program	___
A planned program of study consistent with teaching position	___
A fifth-year program	___
Upon earning an advanced degree only	___
Merely accumulating college credits in any field	___
Related work experience	___
Other means: _____	___

12. To your knowledge, which of the following services usually provided business teachers by teacher-education institutions in Montana appear to be adequate and which need improvement? (If you have knowledge about the services offered by a particular institution, please indicate which institution.)

	Appear Adequate	Need Improve-ment	At which institution? UofM	MSU	EMC	NMC	WMC
Summer institutes and workshops	___	___	___	___	___	___	___
Advanced degree programs in business education	___	___	___	___	___	___	___
Extension courses and workshops	___	___	___	___	___	___	___
Consultation and advisory services	___	___	___	___	___	___	___
Teaching materials	___	___	___	___	___	___	___
Teacher certification	___	___	___	___	___	___	___
Certificate renewal	___	___	___	___	___	___	___
Placement services	___	___	___	___	___	___	___

13. If you feel that any of the above services need improvement, what recommendations do you have for improving them? _____

_____

14. Are there additional services which you feel should be offered by the teacher-education institutions? _____

_____

15. Are business teachers in your school encouraged to join professional business education associations? Yes____ No____

16. Are business teachers in your school encouraged to participate in the activities provided by the professional business education associations? Yes____ No____
Do they participate? Yes____ No____

17. In addition to the annual conventions, professional journals, and other publications, what additional services should be made available to business teachers by the professional associations?

_____

_____

18. What services do you feel should be made available to business teachers and/or business departments by the Office of the State Superintendent of Public Instructions? _____

_____

19. Generally, how would you rate the classroom performance of the business teachers in your school? Excellent____ Good____ Fair____ Poor____
Comments: _____

_____

20. If you have any suggestions to make concerning the improvement of business teacher education programs or the improvement of services available to business teachers, please do so: _____

_____

_____

_____

Thank you for your time

Appendix D

LETTER OF TRANSMITTAL SENT TO BUSINESS TEACHERS

April 18, 1974

Dear Business Educator:

The enclosed questionnaire is being circulated to all business teachers in Montana secondary and post-secondary schools. The study is being conducted under the direction of Dr. Robert Thibeault, College of Education, and Dr. Harvey A. Larson, School of Commerce, Montana State University.

The purpose of the study is to determine the areas in which teacher-education programs need to be strengthened to more adequately meet the needs of business teachers. The study will also attempt to determine what additional services needed by business teachers should be offered by teacher-education institutions, the Office of the State Superintendent of Public Instruction, and the professional organizations for business education. It is expected that the results of the study will contribute to the improvement of business-teacher education in Montana and to broadening the services available to business teachers.

All of the information collected for this study will be handled with strict confidence. There will be no association of individual names or individual schools with any of the information reported.

Will you please complete the questionnaire now while it is before you and send it out by return mail. Your response is essential to the success of this study. Thank you for your time.

Sincerely yours,

Floyd Frost, Instructor

Enclosures: Questionnaire
Return envelope

Appendix E

FOLLOW-UP LETTER SENT TO BUSINESS TEACHERS

May 3, 1974

Dear Business Educator:

Help! This letter is a direct personal appeal to you as a business educator to complete and return the enclosed questionnaire today! My records indicate that the questionnaire which was mailed you April 18 apparently has not been returned.

The purpose of this study is to determine the areas in which teacher-education programs need to be strengthened or revised to more nearly meet the needs of business teachers. In addition, an attempt will be made to determine what additional services business teachers need from teacher-education institutions, the Office of the Superintendent of Public Instruction, and professional business education associations. It is expected that the results of the study will contribute to the improvement of business-teacher education in Montana and to broadening the services available to business teachers.

Whether or not you received your college preparation in Montana, your contribution to this study is important. The information requested is based primarily on your experience as a teacher.

Please be assured that all of the information collected will be treated with the utmost confidence. Names of individuals and schools are important to the study only for follow-up purposes to ensure a complete return and for categorizing the returns according to school size.

Please! Won't you complete the questionnaire and place it in the return mail now. Thanks very much.

Sincerely yours,

Floyd Frost, Instructor

Enclosures: Questionnaire
Return envelope

If you have returned the first questionnaire, please accept my appreciation for doing so and ignore this appeal.

Appendix F

SECOND FOLLOW-UP LETTER SENT TO BUSINESS TEACHERS

May 21, 1974

Dear Business Educator:

"The third time is a charm!" You can help maintain my faith in this old cliche by completing and returning the enclosed questionnaire. My records indicate that you apparently have not returned the two questionnaires mailed you earlier.

This study is being undertaken as the basis for my doctoral dissertation. The purpose of the study, as you will recall, is to determine the areas in which business-teacher education programs need to be strengthened or revised. In addition, the study will attempt to determine what additional services business teachers need from teacher-education institutions, the Office of the Superintendent of Public Instruction, and professional business education associations. I anticipate that the results of the study will contribute to the improvement of business-teacher education in Montana and to broadening the services available to business teachers.

Please be assured that all of the information collected will be treated with the utmost confidence. Names of individuals and schools are important to the study only for follow-up purposes to ensure a complete return and for categorizing the returns according to school size.

The number of questionnaires returned so far has been extremely gratifying. However, to validate the study even further, I need the benefit of your experience, too! Won't you please take a few minutes now to complete the questionnaire and place it in the return mail! Thank you very much for your time.

Sincerely yours,

Floyd Frost, Instructor

Enclosures: Questionnaire
Return envelope

If you have returned one of the questionnaires, please accept my appreciation for doing so and ignore this letter.

Appendix G

LETTER OF TRANSMITTAL SENT TO PRINCIPALS AND DEPARTMENT CHAIRMEN

April 26, 1974

Dear Administrator:

The enclosed questionnaire is being mailed to all secondary-school principals and post-secondary business department chairmen in Montana. Earlier, a similar questionnaire was sent to all secondary and post-secondary business teachers in the state.

The purpose of this study is to determine the areas in which teacher-education programs need to be strengthened to more adequately meet the needs of business teachers and the schools. The study will also attempt to determine what additional services are needed and should be offered by teacher-education institutions, the Office of the State Superintendent of Public Instruction, and the professional business education associations. It is expected that the results of the study will contribute to the improvement of business-teacher education in Montana and to broadening the services available to business teachers.

The study is being conducted under the direction of Dr. Robert Thibeault, College of Education, and Dr. Harvey A. Larson, School of Commerce, Montana State University.

All of the information collected for this study will be handled with strict confidence. There will be no association of individual names or individual schools with any of the information reported.

Will you please complete the questionnaire now while it is before you and send it out by return mail. Your response is essential to the success of the study. Thank you for your time.

Sincerely yours,

Floyd Frost, Instructor

Enclosures: Questionnaire
Return envelope

Appendix H

FOLLOW-UP LETTER SENT TO PRINCIPALS AND DEPARTMENT CHAIRMEN

May 16, 1974

Dear Administrator:

This letter is a direct personal appeal to you as an administrator to complete and return the enclosed questionnaire today! My records indicate that the questionnaire which was mailed you April 26 apparently has not been returned.

As you may recall, copies of this questionnaire were mailed to all the secondary principals and post-secondary business department chairmen in the state, and a similar questionnaire was mailed to all secondary and post-secondary business teachers in Montana.

The purpose of the study is to determine the areas in which teacher-education programs in Montana need to be strengthened or revised to more nearly meet the needs of business teachers and the schools. In addition, an attempt will be made to determine what additional services are needed from teacher-education institutions, the Office of the Superintendent of Public Instruction, and professional business education associations. It is expected that the results of the study will contribute to the improvement of business-teacher education in Montana and to broadening the services available to business teachers.

Please be assured that all of the information collected will be treated with the utmost confidence. Names of individuals and schools are important to the study only for follow-up purposes to ensure a complete return and for categorizing the returns according to school size.

Please! Won't you complete the questionnaire and place it in the return mail now. Your contribution to this study is very important. Thanks very much.

Sincerely yours,

Floyd Frost, Instructor

Enclosures: Questionnaire
Return envelope

If you have returned the first questionnaire, please accept my appreciation for doing so and ignore this appeal.

Appendix I

FURTHER STATEMENTS CONCERNING INADEQUACIES IN PREPARATION

"I should have had more help in office machines and shorthand." (Out-of-state school)

"All business teachers should be prepared to teach all business subjects." (EMC)

"History professor taught the methods class for teaching basic business." (U of M)

"I feel it was too easy to just get by and get a degree." (EMC)

"Better teachers at college level." (EMC)

"Methods classes should have been broken down into specifics--shorthand--typing--bookkeeping." (EMC)

"Student teaching could have been more meaningful." (U of M)

"I need a lot of work experience." (Out-of-state)

"Help in writing project proposals." (Out-of-state)

"Not so much curriculum planning and more methods of teaching typing, business math." (MSU)

"I feel lack of teaching methods was of most concern." (NMC)

"In only having a minor in business I feel I have hindered myself more than the University did. I just need more preparation." (MSU)

"Practical work experience was at least as valuable as course work." (MSU)

"Exposure to classroom teaching situation earlier in college career." (EMC)

"Classes should be oriented toward world of work." (Out-of-state)

"The methods courses, but difficult to stress to a person who has not taught such as a college senior." (U of M)

"Business knowledge OK, how to teach very poor." (EMC)

"I don't believe the teaching methods courses were adequate. Very little useful information was derived." (MSU)

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