



An evaluation of business education in Montana secondary public schools
by Daniel Gothold Hertz

A thesis submitted to the Graduate Faculty 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 whether or not any significant differences resulted from comparing the opinions of chairmen of business education departments in Montana secondary public schools, both large and small, with those of business education leaders regarding ideal curriculum standards and regarding actual curriculum practices in business education and (b) to compare business education teacher qualifications of large school department chairmen with small school department chairmen regarding number of business education credits earned, number of business education courses taught, number of years taught, and highest degree held.

Populations included 48 business education leaders, 36 large school, and 133 small school department chairmen. The Chi-square test of significance was utilized to compare leaders opinions with high school department chairmen's opinions relative to ideal and actual curriculum standards and practices. The t-test for analysis of difference between means was used in comparing teacher qualifications.

The conclusions of the study were: (a) the opinions of leaders and both large and small schools do not differ significantly regarding ideal business education curriculum standards, (b) the opinions of large and small schools regarding ideal curriculum standards differ significantly from what they actually practice as business education curriculum standards, (c) the opinions of leaders regarding ideal standards differ significantly from what the large and small schools actually practice as business education curriculum standards, (d) the large schools and the small schools basically practiced the same curriculum standards, and (e) business education department chairmen in small schools are not as qualified as business education department chairmen in large Montana secondary public schools.

Recommendations of this study were: (a) efforts should be made through the teacher education colleges and universities in the State as well as through the State Department of Public Instruction, the Montana Business Education Association and the Montana Vocational Association to encourage more widespread practice of ideal or desirable business education curriculum standards, (b) further study should be done relative to Montana business education programs in the secondary public school in order to determine why business education departments are not carrying out curriculum standards they believe to be ideal or desirable, and (c) efforts should be made to improve the qualifications of business education department chairmen in the small Montana schools.

AN EVALUATION OF BUSINESS EDUCATION
IN MONTANA SECONDARY PUBLIC SCHOOLS

by

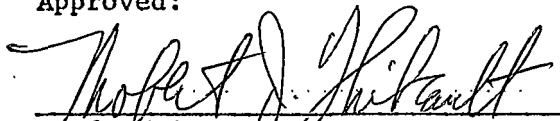
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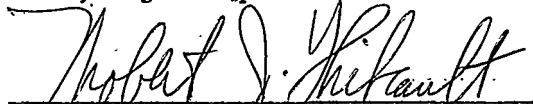
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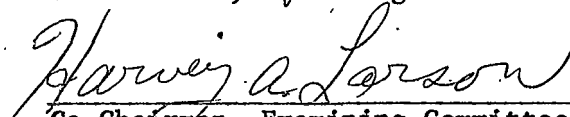
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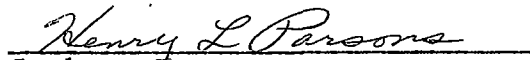
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ABSTRACT

The purposes of this study were: (a) to determine whether or not any significant differences resulted from comparing the opinions of chairmen of business education departments in Montana secondary public schools, both large and small, with those of business education leaders regarding ideal curriculum standards and regarding actual curriculum practices in business education and (b) to compare business education teacher qualifications of large school department chairmen with small school department chairmen regarding number of business education credits earned, number of business education courses taught, number of years taught, and highest degree held.

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The conclusions of the study were: (a) the opinions of leaders and both large and small schools do not differ significantly regarding ideal business education curriculum standards, (b) the opinions of large and small schools regarding ideal curriculum standards differ significantly from what they actually practice as business education curriculum standards, (c) the opinions of leaders regarding ideal standards differ significantly from what the large and small schools actually practice as business education curriculum standards, (d) the large schools and the small schools basically practiced the same curriculum standards, and (e) business education department chairmen in small schools are not as qualified as business education department chairmen in large Montana secondary public schools.

Recommendations of this study were: (a) efforts should be made through the teacher education colleges and universities in the State as well as through the State Department of Public Instruction, the Montana Business Education Association and the Montana Vocational Association to encourage more widespread practice of ideal or desirable business education curriculum standards, (b) further study should be done relative to Montana business education programs in the secondary public school in order to determine why business education departments are not carrying out curriculum standards they believe to be ideal or desirable, and (c) efforts should be made to improve the qualifications of business education department chairmen in the small Montana schools.

CHAPTER I

INTRODUCTION

This study was concerned with that area of the secondary curriculum identified as business education. The policies Commission for Business and Economic Education (1961:1), sponsored jointly by the National Business Education Association and Delta Pi Epsilon, states that business education is concerned with two major aspects of the education of youth:

1. The knowledge, attitudes, and nonvocational skills needed by all persons to be effective in their personal economics and in their understanding of our economic system.
2. The vocational knowledge and skills needed for initial employment and for advancement in a business career.

The questions this study asked were: (1) are the purposes of business education being met? (2) are the beliefs of the leaders of business in accord with the beliefs and practices of business education teachers in the secondary schools? (3) to what extent are accepted curriculum standards and practices of business education being carried out in Montana?

Business education programs should be evaluated continuously. Statements are made almost daily to the effect that there has been more change in the world and in the growth of knowledge in the last ten years than during the previous three hundred years. Rather convincing evidence in the form of reports relating to stepped-up speeds

of travel, new inventions, and the replacement of products that once led in their fields is presented to prove these assertions. There is little doubt that we are living in a world of rapid change. This fact must be recognized by planners of business education programs. S. J. Wanous (1964:27) states, "Business education programs should be under constant study. Changes should be made quickly when the need for these changes becomes evident."

One business education leader suggested that,

Just as you evaluate regularly the achievement of your students, so should you regularly evaluate the total business program. Just as student evaluation should give you an indication as to what steps need to be taken to improve instruction and learning outcomes in the individual course, so should total program evaluation give an indication as to what steps need to be taken to improve the quality and outcomes of business education in the school." (Wyllie, 1963:2)

Because of the rapid changes taking place in the business and economic world in which young men and women will live and work, a deliberate effort must be made to bring the standards and practices of the business education curriculum up to date.

Office and selling practices have changed; so have working conditions. Business houses are furnishing customer and community services never before provided. In addition, our system of economic values has undergone drastic alteration. (Wanous, 1968:3)

In order to take these new directions into account, evaluations of business education curriculum standards and practices must be carried out periodically. Wanous also states, "The chief purpose of evaluating school programs is to make meaningful data available on which

improvements can be charted." (1968:4)

Robert C. Langenbach (1961) conducted the most recent study for the purpose of evaluating business education standards and practices in Montana secondary public schools. The Langenbach study was concerned with practices pertaining to selected business education issues in Montana high schools and how they compared with practices in other states and with the judgments of business education leaders. A summary of the findings is presented in Chapter II.

Statement of the Problem

This study was an attempt to compare the opinions of chairmen of business education departments in Montana secondary schools, both small and large, with those of business education leaders regarding (a) ideal curriculum standards and practices in business education and (b) actual curriculum standards and practices in business education. Specifically this study was designed to answer the following questions:

1. Do the opinions of business education leaders differ from the opinions of business education department chairmen in large Montana secondary public schools regarding ideal curriculum standards and practices within the business education department?
2. Do the opinions of business education leaders differ from the opinions of business education department chairmen in small Montana secondary public schools regarding ideal curriculum standards and practices within the business education department?
3. Do the opinions of business education department

chairmen in small Montana secondary public schools differ from the opinions of business education department chairmen in large Montana secondary public schools regarding ideal curriculum standards and practices within the business education department?

4. Do the opinions of business education leaders differ from the opinions of business education department chairmen in small Montana secondary public schools regarding actual curriculum standards and practices within the business education department?
5. Do the opinions of business education leaders differ from the opinions of business education department chairmen in large Montana secondary public schools regarding actual curriculum standards and practices within the business education department?
6. Do the opinions of business education department chairmen in small Montana secondary public schools differ from the opinions of business education department chairmen in large Montana secondary public schools regarding actual curriculum standards and practices within the business education department?
7. Do the opinions of business education department chairmen in large Montana secondary public schools differ regarding their ideal curriculum standards and practices as compared to their actual curriculum standards and practices?
8. Do the opinions of business education department chairmen in small Montana secondary public schools differ regarding their ideal curriculum standards and practices as compared to their actual curriculum standards and practices?
9. An ancillary part of this study was to investigate the qualifications of business education department chairmen in Montana's 35 large secondary schools and in a random sample of 35 Montana small secondary schools. A comparison of the business education department chairmen in the large and small schools has been made regarding: The number of credits earned in business education, the number of classes taught in business

in business education, number of years taught, and highest degree held.

Need for the Study

This study is important because, business education, like other subject fields, is feeling the shock wave of the school reform movement that has been gaining momentum since World War II. The showdown between curriculum obsolescence and reform grows closer and closer. According to Wanous (1968:5), evaluation and research have already reached the stage in some fields where bold new programs on a meaningful scale are under way. In some fields serious reform has yet to get beyond the conference table. The Amendments of 1968 to the Vocational Act of 1963 have pointed the way for needed evaluation and research in vocational business education regarding curriculum standards and practices. (Rumpf, 1969:21)

By studying the opinions of business education department chairmen as compared to leaders in business education regarding their feelings about ideal and actual business education curriculum standards and practices, inferences may be drawn regarding practices in business education which may need to be changed in order to better equip students with the necessary skills, knowledges, attitudes, and understandings to make them effective workers and useful citizens.

The entire business education curriculum needs evaluation and

research in order to update and reform antiquated practices and standards. Therefore, a study comparing all of Montana high school business education department chairmen's opinions in small and large schools regarding ideal and actual curriculum standards and practices with those of the leaders in business education will provide a basis for suggested improvements in the business education departments.

These suggestions could be valuable to those business teachers already engaged in the instruction of high school students and to institutions preparing business teachers for the secondary schools by making them more aware of the current thinking of their colleagues and the need to re-evaluate their own curriculum offerings.

Limitations

This study has been specifically limited to the following items of curriculum evaluation:

1. Curriculum standards as related to the opinions of business education leaders.
2. Curriculum standards as related to the opinions of Montana business education department chairmen in the small and large schools.
3. Curriculum practices as related to the opinions of Montana business education department chairmen in the small and large schools.
4. Qualifications of the business education department chairmen in large and small secondary schools.

Therefore, with these limitations, a study of current

curriculum standards and practices pertaining to business education in Montana as compared to the leaders in business education has been carried out.

Definition of Terms

Various terms to be used in this study are subject to various interpretations. A definition of these terms is provided here for clarification. These definitions are drawn from educational dictionaries and recognized business education sources.

Business Education Curriculum in the secondary schools is a special area of instruction that deals directly with business skills and techniques, business knowledges and facts, business understandings, economic understandings, business attitudes, business appreciations, and business applications necessary to understand and adjust to that economic and social institution called business.

Business Education Leaders are Heads or Chairmen of Business Education Departments in institutions of higher education offering teacher education programs in business education. These institutions are members of the National Association for Business Teacher Education (NABTE) and will be from the following states: Arizona, Colorado, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, South Dakota, Utah, and Wyoming.

Montana Business Education Teachers. For the purpose of this study, a business education teacher is defined as one who instructs students in the public secondary schools in the area of education which develops skills, attitudes, and understandings essential for the successful direction of business relationships.

Business Education Department Chairmen are those business education teachers or administrators so designated by their school administration.

Small School is a secondary public school in Montana with a total school enrollment under 300.

Large School is a secondary public school in Montana with a total school enrollment of 300 and over.

Summary

This study was initiated with the intention of answering the following questions: What is the current status of the business education curriculum in the small and large secondary public schools in the State of Montana? What curriculum standards are considered ideal in the small and large schools? What ideal curriculum standards are actually adhered to in Montana? How do current practices in Montana compare to what is considered most ideal as indicated by the opinions

of leaders in the field of business education? What implications for curriculum revision can be drawn from a statistical analysis of the findings?

The purpose of this study was fivefold. It was necessary:

1. To determine if the opinions of large Montana secondary public school business education department chairmen differed from those of experts (leaders) in business education in what was considered an ideal business education curriculum,
2. To determine if the opinions of small Montana high school business education department chairmen differed from those of experts in business education in what was considered an ideal business education curriculum,
3. To determine if curricular practices in large and small Montana high schools differed from the suggested ideal curriculum,
4. To determine if actual curricular practices in business education differed when comparing large and small Montana secondary public schools, and
5. To compare qualifications of business education teachers in the large and small secondary public schools using several criteria i.e., business education credits earned, number of business education courses taught, number of years taught, and highest degree held.

Organization of the Study

Chapter I has presented the nature of the problem of this study which has dealt with business education curriculum standards and

practices in Montana as compared to leaders of business education.

Chapter II describes previous studies in business education curriculum evaluation that have been completed on a national level; on a state level in Utah, Arkansas, Pennsylvania, and California; and Montana studies.

Chapter III summarizes the procedures utilized in carrying out the study. Null hypotheses, determination of the populations, population sizes, collecting the data, and treatment of the data are discussed.

Chapter IV considers the areas of significant differences in business education curriculum standards and practices in the high schools of Montana during the 1971-72 school term.

Chapter V considers the areas of significant differences of business education teachers in Montana's large and small schools.

Chapter VI presents a summary of the findings, conclusions, and recommendations for business education curriculum standards and practices in Montana as evidenced by this study.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to review the literature considered most relevant to business education curriculum standards and practices. Those studies that were current and of a national scope were few. Four national studies that analyzed business education curriculum standards and practices are reviewed herein. These studies are: Perry and Wanous (1958), Wanous (1963), Hitzelberger and Hollinseed (1968), and MacMillan (1969).

Numerous studies have been completed on the state level. A cross section of relatively current and appropriate studies has been selected. The state studies to be reviewed are: California--Erickson (1955), Pennsylvania--Batiste (1961), Utah--Seal (1963), Arkansas--Wheless (1964), and Kansas--Slaten (1965).

The third area to be reviewed is Montana. Only one doctoral study on business education curriculum standards and practices has been conducted. This study is by Langenbach (1961). It is presented as the most recent representative study in Montana that is similar to this study.

National Studies

Perry and Wanous Study. As reported in the National Business Education Quarterly, Perry and Wanous (1959:91) conducted a business

education curriculum study of schools in 46 states and the District of Columbia. A 68.6 percent return resulted from 421 schools being sent questionnaire-survey forms. For purposes of comparison the schools were classified according to: large--1,000 and up; medium--300-999; and small--1-299. Those findings of major interest to this study were:

1. Of the 289 schools reporting, 68.2 percent offered majors in business education.
2. Though they did not offer majors, all 31.8 percent of the remaining schools offered business courses.
3. The size of the school had no apparent effect on whether majors were a part of the curriculum plan. Large schools were more prone to offer majors than were the small.
4. Four majors predominated in frequency. The majors offered and their percentage of being offered were: stenography, 84.7; general clerical, 75.2; bookkeeping, 63.1; and distributive education, 29.3.
5. Specific courses were not always required of business majors. If they were, however, typewriting was the most frequently named at 88.8 percent. Of that figure, 12.8 percent of the schools required two years. Bookkeeping was the second most frequent required course and was checked by 66.7 percent of the respondents. Other percentages for subjects required by business education departments were office practice, 51.3; shorthand, 48.8; general business, 41.6. For shorthand, 10.8 percent of the schools required two years. Social business subjects other than general business were a requisite of less than 25 percent of the reporting schools.
6. A very large percentage of the schools permitted enrollment in any business course by all students, regardless of their majors. Whatever the size, the tendency by 95 percent of the schools was to have open enrollments.
7. Almost two-thirds of the schools, 63.7 percent, offered a combination academic-business curriculum.

8. Follow-up studies of the business graduates were conducted every three years by 26.7 percent of the responding schools.
9. Business surveys were made at least once each five years by 32.5 percent of the schools to determine employment opportunities in the community.

Wanous Study. In 1963 Wanous carried out a second national study on business education curriculum standards and practices. (Wanous, 1964:21). A questionnaire and personal interview method was utilized in carrying out the survey. An 87.4 percent return or 402 of 460 instruments mailed to high schools in all 50 states were completed and returned. Also, 50 personal interviews were conducted. For purposes of classification the following enrollment groupings were used: large school--2,500 and over; medium school--200-2,499; and small school--1-199.

Comparisons of similar questions of the Perry and Wanous study in 1958 and the Wanous study of 1963 reveals the following pertinent facts:

1. The percentage of schools offering majors was reported as 55 percent; 45 percent had no major programs.
2. Stenography was the predominant major at 79.1 percent. In descending percentage order, general clerical was a major in 69.1 percent of the reporting schools; bookkeeping, in 48.6 percent; distributive education, in 11 percent.
3. In required courses, typewriting led with 86.8 percent; bookkeeping, 57.7; office practice, 50.4; general business, 44.1; and shorthand, 29.1. For small schools, 48 percent listed shorthand as a required course; only 7 percent of

the large schools did.

4. Of the schools that had shorthand, 75 percent said transcription was offered.
5. Schools permitting any student to take business courses regardless of major field amounted to 96.5 percent.
6. Combination majors, business in unison with some other area, averaged to a 21.6 percentage figure.
7. Those schools in 1963 that followed the progress of their students at least every three years amounted to 39.2 percent.
8. Business community surveys were undertaken by 26.1 percent of the schools within a maximum interval of five years.

Relevant questions in the 1963 study but not surveyed in the 1958 study are as follows:

1. Personal typewriting in some form was offered by 71 percent of the schools; personal shorthand, by 23.4 percent; personal bookkeeping, by 21.6 percent.
2. Accelerated courses in typewriting and shorthand were given in 10 percent of the reporting schools; work experience, in 34.8 percent; data processing information was integrated with other courses or offered as a separate course by only 4 percent of the schools in 1963.

Hitzelberger and Hollinseed Study (1968). The Hitzelberger and Hollinseed study was an attempt to compare the opinions of selected business classroom teachers in the secondary schools throughout the nation with those of business education leaders regarding current classroom objectives, practices, and requirements in bookkeeping, general business, office practice, shorthand, and typewriting and

desirable objectives, practices, and requirements in these five subjects.

To determine the extent of difference between the opinions of selected business classroom teachers in the secondary schools across the nation with those of business education leaders regarding classroom objectives, practices, and requirements in bookkeeping, general business, office practice, shorthand, and typewriting, a questionnaire was developed to elicit responses from classroom teachers in each of the five subject areas. The questionnaire was designed to secure teacher responses concerning what they felt would be desirable objectives, practices, and requirements in their schools. A total return from all subject areas of 91.4 percent was secured. The Chi-square (χ^2) test of significance was used to determine the significance of difference between leaders' opinions, teachers' opinions and actual practices in the schools.

Significant differences that occurred in these three comparisons are as follows:

1. Leaders' opinions versus teachers' opinions regarding desirable practices
2. Leaders' opinions versus actual teachers' practices
3. Teachers' opinions versus actual teachers' practices

Of the bookkeeping statements in which these three comparisons were made, opinions regarding the following statements were signifi-

cantly different:

1. The offering of recordkeeping in the high school
2. Grade level on which the one-year bookkeeping course should be offered
3. Initial year for the two-year bookkeeping course
4. The offering of business mathematics in the secondary school
5. The amount of mathematics required of business students
6. The necessity of a cooperative work-experience program

Of the general business statements in which the above mentioned three comparisons were made, opinions regarding the following statements were significantly different:

1. The method by which information in general business courses would best be taught
2. The teacher's right to select general business students
3. The disposition of exploratory courses

Of the office practice statements in which the above mentioned three comparisons were made, opinions regarding the following statements were significantly different:

1. The teacher's right to select office practice students
2. The amount of office practice needed for initial job competency
3. The necessity of a work-experience program

Of the shorthand statements in which the above mentioned three comparisons were made, opinions regarding the following statements were

significantly different:

1. The primary objective of symbol shorthand
2. The determination of which students should take symbol shorthand
3. The necessity of providing symbol shorthand for a small number of students
4. The amount of symbol shorthand needed for initial job competency
5. The teacher's right to select students for symbol shorthand
6. The necessity of a work-experience program

Of the typewriting statements in which the above mentioned three comparisons were made, opinions regarding the following statements were significantly different:

1. The amounts of typewriting needed for initial job competency
2. Beginning typewriting taught on manual or electric typewriters
3. The teaching of typewriting in the elementary schools.

As a result of their study, Hitzelberger and Hollinseed concluded that the opinions of teachers and leaders differ concerning desirable objectives, practices, and requirements in the subject matter areas of bookkeeping, general business, office practice, shorthand, and typewriting. They also concluded that the actual objectives, practices, and requirements in these subject matter areas in the secondary schools throughout the nation do not reflect the opinions of

either teachers or leaders.

MacMillan Study (1968). Three relevant purposes of this study were (1) to ascertain selected business education curriculum practices in public secondary schools of the United States during 1967-1968; (2) to compare implemented practices with theoretically ideal criteria established through the judgements of 32 leaders in the field; and (3) to continue a longitudinal study begun in 1958 and carried forward to 1963, with comparisons made according to small, medium, and large high school enrollments.

A mail response of 559 questionnaires, 73.4 percent, was received from business education personnel with departmental responsibilities in public secondary schools of the United States, who were selected randomly from a computer printout of a publishing company's mailing list.

Criteria established through a consensus of business education authorities were compared with actual implementation of business education curriculum practices, Spearman's rank correlation coefficient resulted in a correlation of .49. Schools in general, based on the sample were in substantial agreement in the structuring of business programs relative to the recommendations of experts.

Basically, theoreticians and practitioners differed in implementation but not in philosophy of business curriculum practices.

Experts' ideal major programs tended to be those with a broad general background. In high schools, stenography was the most popular business offering, followed by general clerical and bookkeeping.

In the longitudinal study, percentages were used to find relationships among the selected business education curriculum practices. Comparisons were made among findings of 1958 and 1963; 1963 and 1968; and 1958 and 1968.

Results of the longitudinal study showed course work was added more frequently to the curriculum than dropped. Large schools set the pace in adoptions and withdrawals. From 1958 through 1968, schools offering majors decreased slightly; stenography remained the most frequently popular major; personal-use courses increased; typewriting was the most required skill subject; bookkeeping decreased as a requirement; socio-business courses evidenced the greatest fluctuation; data processing availability increased almost 50 percent from 1963 through 1968.

State Studies

Erickson Study. Erickson (1955) studied the practices in business education in the California public senior high schools that offered two or more business courses. The purposes of the study were to ascertain and compare the practices of secondary senior high schools with judgements of business education leaders as they related

to 61 major business education issues.

All of the public high schools in California which offered two or more courses in business education were surveyed. Classification of schools was: large schools--1,000 or more students; medium sized--300-999; and small--300 or less. An 87.6 percent return from 333 high schools was achieved.

Those curriculum practices relevant to this study that Erickson reported are:

1. In more than three-fourths of the schools investigated, the primary function of business education was to provide vocational business training for business students and to furnish general education courses for all students.
2. Training in business education was open to all students desiring it.
3. The aims of vocational business training in nearly two-thirds of the public senior high schools were to provide initial job skills and to make provision for a broad general business background.
4. The content of the first and second semester courses in personal use typewriting was not considered different enough to justify the separation of classes.
5. Less than one out of ten public high schools offered supervised outside-the-school work experience as part of a vocational business training program.
6. The majority of public high schools were attempting to meet the needs of low achievers.
7. The majority of the large senior high schools offered more than one year of bookkeeping; the smaller schools, one year.
8. Nearly all the public high schools--97.3 percent--

permitted nonbusiness students to enroll in bookkeeping.

9. Most of the public high schools--93.9 percent--permitted all students to take shorthand for personal use value.
10. Two years of shorthand were offered by 56.2 percent of the schools.
11. Approximately two-thirds of the public high schools offered beginning typewriting primarily to tenth grade students.
12. Beyond the offering of the traditional typewriting course for vocational use, personal use typewriting was offered by 10.8 percent of the schools.

Batiste Study. The purposes of the Batiste (1961) evaluative study of business education in Pennsylvania were to determine the strengths and weaknesses of business education in the State, to assess the degree of relationship between the schools' self-evaluation and the final reports made by visiting evaluation committees from the Middle States Association of Colleges and Secondary Schools, and to determine whether or not corrective measures had been taken to overcome weaknesses.

Batiste's study covered 156 public high schools. These high schools had previously been evaluated for accreditation by the association.

The following findings on curriculum practices are presented as pertinent to this study:

1. Approximately 80 percent of the schools provided excellent opportunities for students to prepare for stenographic

positions.

2. A majority of schools--54.5 percent--provided adequate preparation for occupational training in bookkeeping.
3. A majority of schools--59.6 percent--provided adequate preparation for occupational training in general clerical work.
4. More than two-thirds of the schools provided for both personal typewriting--68 percent--and vocational typewriting--66.7 percent.
5. Forty-six percent of the schools provided very limited provisions for related work experience.
6. Distributive education was not provided for in 46 percent of the high schools.
7. High schools did not base their vocational business offerings on vocational surveys in 34 percent of the high schools.
8. Thirteen percent of the schools utilized advisory committees of businessmen to help determine training needs.
9. The offerings of the small schools were significantly less extensive than the offerings of medium size and large schools.

Seal Study. (1963) Glenn T. Seal conducted a study of business education curriculum standards and practices in Utah. The purpose of the study was to analyze the procedures and practices in the business education programs of the secondary schools of Utah in light of nationally accepted procedures and practices and to make recommendations for improvement of the business education programs of Utah.

Through a careful survey of periodicals, books, and readings

in the field of business education, published from 1945 to 1961, national patterns of procedures and practices were established. A check sheet was developed which structured a list of selected practices into three categories--very important, important, and unimportant. Twenty-five nationally recognized leaders in the field of business education indicated their judgments on the practices. A revised questionnaire was submitted to the 80 public secondary schools in Utah. Sixty-five or 81.5 percent of the State's 80 secondary schools completed the questionnaire. Relevant curriculum practices are as follows:

1. Provision was not made for teaching elementary bookkeeping in eight secondary schools in Utah.
2. The practice of requiring all business education teachers to take a course in elementary bookkeeping was not followed in any of the secondary schools of Utah responding to the check sheet.
3. One year of advanced bookkeeping was offered in 23.1 percent of the schools responding.
4. The failure to provide practical experience for bookkeeping students was indicated by 37 of the responding schools.
5. Of the 65 schools responding, only 14 indicated that courses in distributive education were offered at their schools.
6. Only eight of 57.2 percent of the Utah secondary schools offering distributive education considered the preparation of students for initial employment on specific jobs as a primary function of the instruction.
7. Of the schools offering distributive education, 57.2

percent indicated the lack of a follow-up program of graduates.

8. Only 29 of the 65 schools responding offered courses in general business education.
9. According to 34.6 percent of the schools offering general business, the objective of the course was to provide general education for all students.
10. In 36 of the secondary schools responding, no provision was made in the curriculum for an advanced course in general business or economics.
11. No provisions were made for teaching business arithmetic in 13 of the schools.
12. The procedure used in the office and clerical training program of 21, or 53.9 percent, of the schools providing the course was to use work experience in the training program.
13. Courses in shorthand and transcription were offered by 59 of the 65 schools responding.
14. Over 72.3 percent of the responding indicated that shorthand was offered for two years.
15. Transcription was incorporated with shorthand as a two-period subject for one year in 61.5 percent of the schools offering shorthand.
16. Elementary typewriting was offered by all schools included in the study.
17. Composing at the typewriter was considered as an important part of typewriting instruction in 37 percent of the schools.
18. Second-year typewriting was offered by 56 of the schools either as a separate course or as a part of office practice.

Wheelless Study (1964). Lovena Wheelless completed a study in

1964 of Northwest Arkansas public secondary schools. The purposes of the study were to evaluate and interpret the practices and procedures incorporated in business education programs, and to formulate recommendations for improving the programs.

Constituting the basis for the evaluation was the Evaluative Criteria developed by Wyllie (1961) in a doctoral study at Indiana University. Quantitative data were taken from the Annual Reports filed with the Arkansas State Department of Education. Data were analyzed according to size of school. Classification of schools were: Large--500 or more students; medium--200-499; and small--199 or less. Findings pertinent to curriculum practices are as follows:

1. The most popular course offered was Typewriting I. This was followed by: Bookkeeping I, Typewriting II, Shorthand I, Economics, Business Arithmetic, Shorthand II, Office Practice, and Business Law.
2. Second year bookkeeping was not offered by any school.
3. No business subject was required for graduation.
4. Business enrollment as compared to total enrollment in mean percentage was 57.3 percent.
5. Business programs were not providing for the vocational and general business education objectives of business education.
6. Business education departments were not evaluating their programs through follow-up studies of students, community surveys, and employment trends.
7. Formal guidance procedures in relation to vocational business students were lacking.
8. All three sizes of schools were failing to provide

extra-class activities in the business program.

9. Work experience programs in distributive and office education were lacking, and distributive education was available to an insufficient number of students in Northwest Arkansas.

Slaten Study. The Kansas study by Lennell Slaten (1965) was a study to analyze certain circumstances surrounding business education in Kansas and to appraise them in terms of authoritative criteria. The study was designed to ascertain the extent to which business education practices and procedures in Kansas public secondary schools correspond with the relevant recommendations of the Policies Commission for Business and Economic Education. Six pronouncements of the Policies Commission for Business and Economic Education were utilized as sources of criteria for appraising the adequacy of business education.

Slaten compiled data from 591 public secondary schools in Kansas. Most of the data were taken from the reports to the Kansas State Department of Public Instruction made by junior and senior high principals. Additional sources for data were publications of the Kansas State Department of Public Instruction, interviews with officials of the State Department, and correspondence with business education teachers and school administrators.

Slaten developed four areas of business education in presenting the data. These areas were foundational, preoccupational, occupational,

and miscellaneous. The foundational business subjects are ordinarily designed to provide students with opportunities to develop essential understandings important to all citizens. Those fundamental understandings specifically are related to our business system and its operation within the American enterprise system, and those activities concerned with the successful management of personal earnings and with other practical personal economic problems.

The prevocational business subjects develop special knowledges and business skills. These skills may be used in either an avocation or an occupation apart from business, or in preparation for more specialized office employment.

The occupational business subjects provide students with opportunities to develop specialized business skills and knowledges. These business skills and knowledges are peculiar to initial employment in specific kinds of business and office occupations.

The miscellaneous business education subjects are those that do not fit into the categories of foundational business, preoccupational business or occupational business. These courses included personal typewriting, penmanship, notehand, and recordkeeping.

Slaten made the following generalizations as a result of appraising the business education practices and procedures in Kansas in terms of criteria established from relevant recommendations of the Policies Commission for Business and Economic Education:

1. A common practice of Kansas public high schools was to provide an extensive offering of preoccupational and occupational business and virtually to exclude foundational subjects pertaining to knowledges needed by all youth. The practice in Kansas is not in accord with relevant criteria that indicated that foundational business should be available to all youth.
2. Another common practice was to provide extensive offerings in the typewriting--bookkeeping--shorthand aspects of preoccupational business education. The great emphasis placed on these three subjects precluded the possibility of providing a balanced business education program in proper sequence.
3. The business education programs in the smaller high schools in Kansas were substantially the same as those in the larger schools. This practice is not in keeping with the criteria of appraisal that indicate that the larger schools should have broader business programs than the small schools.
4. In those Kansas public high schools that had relatively comprehensive business education programs, the occupational business offerings leading to selling and office service occupations were inadequate. The variety and the extent of the offerings in foundational business information were also inadequate. The criteria indicated that distributive education and office education should be provided for occupational business students. The criteria also indicated that offerings in one or more fundamental business subjects should be provided for all youth.
5. The criteria applicable to grade placement were, in general, met relatively well. Foundational subjects were offered on the eleventh and/or twelfth grade levels, except for general business which was usually offered in ninth and/or tenth grade. The preoccupational business subjects of typewriting and bookkeeping were most frequently placed on the tenth and/or eleventh grade levels and the eleventh and/or twelfth grade levels, respectively. Nearly all the occupational business subjects were available on the eleventh and/or twelfth grade levels.

Montana Studies

Langenbach Study (1961). The problem in this study concerned the valid and reliable evaluation of selected business education practices in the public high schools in Montana. Four specific purposes of the study were:

1. A list of important business education issues in Montana public high schools was formulated.
2. Business-teacher preferences and actual school practices relative to the selected issues of business education in Montana public high schools were ascertained.
3. Practices pertaining to the selected business education issues in Montana public high schools were compared with practices in other states and with the judgments of business education leaders.
4. The presented data were interpreted, and recommendations were made for the improvement of business education practices in Montana public high schools.

The research approach used consisted of forming a list of business education issues which selected Montana business teachers believed to be of importance to business education in Montana, ascertaining school practices relative to the selected basic issues, ascertaining preferences of Montana business teachers relative to the selected basic issues, comparing existing and desirable practices to judgments of business education leaders and to preferences of Montana business teachers, and interpreting the presented data.

All data were obtained by questionnaires sent to selected

business teachers in Montana public high schools. Tabulated data were grouped as follows: Group I, over 500 students; Group II, 300 to 500 students; Group III, 100 to 300 students, and Group IV, under 100 students. The questionnaire was distributed to 161 Montana business education department chairmen of which 143, or 88.8 percent, responded.

The following relevant conclusions were reported:

1. Montana public high schools appear to be offering adequate programs in the subject areas of typewriting, bookkeeping, and shorthand; however, deficiencies were noted in the areas of general business, distributive education, clerical or office practice, business arithmetic, and shorthand transcription.
2. There was considerable less agreement between business-teacher preferences and actual school practices on issues pertaining to practices and procedures in specific business subjects.
3. With the exception of course offerings in distributive education and second-year bookkeeping, no predominant differences in course offerings were noted among the designated school groups.
4. The dual function of providing vocational education for business education for all secondary school students was not being realized in most Montana public high schools.
5. When specialized skill training was included in business programs, students were permitted to develop skill proficiencies in more than one occupational area.
6. Most Montana public high schools offered vocational training programs that provided for the lower levels of office and selling positions, such as stenographic, clerical, or sales. Montana business teachers, however, preferred to offer training in the more advanced positions as well as in the lower-level positions.
7. Montana public high schools were only partially meeting the

occupational needs of high school students. Placement of graduates and provisions for adjustment and adult education programs were rarely included in business programs.

8. Montana business teachers almost unanimously rejected the present practice by the Federal Government of providing direct subsidies for distributive education only. Most Montana business teachers believed that grants to states should not be earmarked for any specific purpose and that funds should be made available for the office training phase as well as the distributive education phase of business education.
9. Most Montana public high schools permitted any interested student to enroll in vocational business courses.
10. Gifted students enrolled in business courses in Montana public high schools were not receiving special attention or appropriate instruction needed for a challenging and beneficial business program.
11. Effective work-experience programs were found in the large Montana public high school only. Within-the-school-work-experience programs were more frequently found in Montana schools than outside-the-school work-experience programs. Training in office occupations was more often a part of the work-experience programs than training in distributive occupations.
12. No distinction was made in Montana public high schools between "vocational" or "personal-use" typewriting courses. Most Montana schools required students to take two semesters of typewriting to attain a usable typewriting skill.
13. Almost all Montana public high schools offered bookkeeping as a one-year course. A majority of schools presented the course for the first time in the eleventh grade.
14. Only one-fourth of the Montana public high schools restricted shorthand instruction for vocational purposes only. Most Montana business teachers believed that shorthand should be included in the business program even though only one year of instruction could be offered.
15. Transcription was rarely a separate course in the business

program in Montana public high schools.

16. General business subjects were not included in business programs of more than one-half of the Montana public high schools.
17. Typewriting was not generally a required course for either business or non-business students.
18. About two-thirds of the schools did not provide a course in clerical or office practice.
19. Distributive education programs were subsidized in only 4 of the 173 public high schools.
20. No predominant practice was followed in the presentation of business arithmetic fundamentals to business students in Montana public high schools.

Summary

The review of literature revealed several significant studies concerning business education curriculum standards and practices in the public high schools on a national and state basis. Comparisons were made relative to the opinions of national leaders and their views on business education curriculum standards and practices.

No consistent pattern emerged in the research concerning curriculum standards and practices. For purposes of evaluation, classification of schools has been done almost entirely by the size of school enrollment. There appears to be no agreement as to what is the size of a large, medium, or small school. Some of the recognized objectives of business education have been indicated by the studies. Also

indicated were the types of business education curriculums in large and small schools, and areas of agreement and disagreement on business education curriculum standards and practices between national leaders and high school teachers.

The studies reviewed in this chapter gave a sense of direction to curriculum happenings in business education on a national and state basis. They provided background information for purposes of evaluating public secondary high schools' business education curriculums in Montana. Throughout the reporting of these studies, attention was given to the procedures used, the findings, conclusions, and the recommendations.

A summation of the findings, conclusions, and recommendations of these studies indicate these generalizations:

1. High schools are becoming less insistent on a major field of interest, open enrollment was on the increase, and specific subject requirements were becoming less frequent.
2. Foundational or otherwise called general business subjects were not adequately offered in a majority of the secondary schools.
3. Typewriting, bookkeeping, and shorthand continued to dominate the business education curriculum.
4. Many business education teachers indicate that the vocational aim is not the primary aim--it is the only aim of business education.
5. Distributive education was the area usually slighted.
6. With the exception of Kansas, the studies reviewed indicated the medium and large schools had a more extensive

business education curriculum offering than the small secondary schools.

7. Most of the studies indicated that work-experience programs in vocational distributive and office education were very inadequate.
8. Although the literature indicated the importance of maintaining a vocational guidance and placement office, very little progress has been attained in this area.
9. Community surveys, follow-up studies, and employment trends were practiced by a minority of business education departments.

CHAPTER III

PROCEDURES

This study attempted to compare the opinions of chairmen of business education departments in Montana secondary schools, both small and large, with those of business education leaders regarding (a) ideal curriculum standards and practices in business education and (b) actual curriculum standards and practices in business education. In addition, the business education department chairmen in Montana's large and small secondary high schools were compared regarding (a) number of credits earned in business education, (b) number of classes taught in business education, (c) number of years taught, and (d) highest degree held.

The purposes of this chapter were to (a) develop the null hypotheses, (b) describe the sources of data, (c) determine population sizes, (d) explain the construction of the survey instruments, (e) describe the administration of the survey instruments, and (f) describe the methods of analyzing the data.

Null Hypotheses

In order to determine differences among business education teachers and leaders of business education regarding business education teachers and leaders of business education regarding business education curriculum standards and practices the following null

hypotheses were tested:

1. The opinions of the business leaders do not differ from the opinions of business education department chairmen in large Montana secondary public schools regarding ideal curriculum standards and practices within the business education department.
2. The opinions of business education leaders do not differ from the opinions of business education department chairmen in small Montana secondary public schools regarding ideal curriculum standards and practices within the business education department.
3. The opinions of business education department chairmen in small Montana secondary public schools do not differ from the opinions of business education department chairmen in large Montana secondary public schools regarding ideal curriculum standards and practices within the business education department.
4. The opinions of business education department chairmen in large Montana secondary public schools do not differ regarding their ideal curriculum standards and practices as compared to their actual curriculum standards and practices.
5. The opinions of business education department chairmen in small Montana secondary public schools do not differ regarding their ideal curriculum standards and practices as compared to their actual curriculum standards and practices.
6. The opinions of business education department chairmen in small Montana secondary public schools do not differ from the opinions of business education department chairmen in large Montana secondary public schools regarding actual curriculum standards and practices within the business education department.
7. The opinions of business education leaders do not differ from the opinions of business education department chairmen in large Montana secondary public schools regarding actual curriculum standards and practices within the business education department.

8. The opinions of business education leaders do not differ from the opinions of business department chairmen in small Montana secondary public schools regarding actual curriculum standards and practices within the business education department.
9. The qualifications of business education department chairmen in Montana's large secondary public schools do not differ from business education department chairmen in Montana's small secondary public schools regarding the number of credits earned in business education, the number of classes taught in business education, number of years taught, and highest degree held.

Sources of Data

The statistical data were obtained entirely from the following two sources:

1. All of the business education department chairmen (169) from Montana's secondary public schools.
2. Business education leaders who are chairmen of Business Education Departments in institutions of higher learning offering teacher education programs in business education and members of the National Association for Business Teacher Education (NABTE) from the states of Arizona, Colorado, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, South Dakota, Utah, and Wyoming.

Determining Population Sizes

Leaders. In order to give a meaningful comparison between business education leaders and Montana teachers of business education, regarding curriculum standards and practices, it was decided to include Business Education Department Chairmen in institutions of

higher learning offering teacher education programs in business education and members of the National Association for Business Teacher Education (NABTE) from states inherently similar to Montana. Therefore, 48 Business Education Department Chairmen from NABTE Institutions from the following states were chosen as leaders: Arizona, Colorado, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, South Dakota, Utah, and Wyoming.

Large Schools. The assumption is frequently advanced that schools with graduating classes of less than 100 students do not offer an adequate curriculum. Therefore, on the basis of 100 students in each of the three grade levels in a senior high school, it was decided that 300 would represent the lower limit of enrollment for a large school. According to Montana Educational Directory (1971), it was found that there were 36 Montana secondary public schools with an enrollment of over 300.

Small Schools. After setting the lower enrollment limit of large schools at 300, all remaining Montana secondary public schools with less than 300 students were grouped as small schools. According to the Montana Educational Directory (1971), there were 133 small schools.

Teacher Qualifications. As a result of obtaining a return of 35 of the 36 questionnaires sent to large school business education department chairmen, it was decided to take a random sample of 35 of

the 133 small school business education department chairmen. Thus a comparison of teacher qualifications regarding number of credits earned in business education, number of classes taught in business education, number of years taught, and highest degree held was made on the basis of 35 large and 35 small school business education department chairmen.

Survey Instruments

Three survey instruments were utilized in conducting this study. The review of literature indicated appropriate types of evaluative forms regarding curriculum standards and practices.

The construction of the survey instruments mailed to the business education leaders and to business education department chairmen of Montana's secondary public schools was the result of several factors. The survey instruments evolved from a set of "High School Curriculum Standards for Business Education" developed by Dr. S. J. Wanous (1968:6). Permission was obtained from Dr. Wanous in order to utilize his set of "High School Curriculum Standards for Business Education" as a basis for developing a survey instrument appropriate for business education leaders and Montana business education department chairmen and is available in the writer's files. The Business Education Staff at Montana State University provided valuable suggestions for refinement of the instrument. Also, suggestions for improvement

were provided by the investigator's doctoral committee at Montana State University. The survey instrument developed for the leaders of business education (Appendix D, page 219) asks for their opinion of whether the curriculum standard is desirable or not desirable.

The survey instrument developed for Montana's business education department chairmen (Appendix H, page 227) asks for the same opinions relative to curriculum standards. In addition, a column is provided to indicate whether or not the particular high school actually practices the curriculum standard.

Additional information was needed to evaluate teacher qualifications regarding number of credits earned in business education and number of business education courses taught. As a result, a survey instrument was constructed (Appendix J, page 235) to obtain this information. After various changes, refinements, improvement, and review by the investigator's doctoral committee, the survey instruments were considered valid and reliable and the final form was adopted.

Administration of Survey Instruments

On June 21, 1971 the first mailing was sent to 48 business education leaders of whom 30 responded. (Appendix A and D, pages 216 and 219). A second mailing was sent on July 21, 1971 to 18 business education leaders (Appendix B and D, pages 217 and 219): twelve responded.

On October 26, 1971 a third mailing was made to six business education leaders (Appendix C and D, pages 218 and 219): two responded, one of which was unusable. As a result of three mailings, 44 of the 48 business education leaders responded. This represented a return of 91.7 percent. One questionnaire was returned unanswered and thus unusable. The final result of surveying business education leaders yielded a return of 43 usable questionnaires out of 48 or 89.6 percent.

The first mailing to large and small school business education department chairmen (Appendix E and H, pages 224 and 227) was on October 4, 1971. One hundred and one of 169 responded to this mailing. On October 28, 1971 a second mailing was sent to 68 business education department chairmen resulting in a return of 42 questionnaires (Appendix F and H, pages 225 and 227). A third mailing on November 12, 1971 brought in 11 completed questionnaires (Appendix G and H, pages 226 and 227). The final result of surveying large and small business education department chairmen yielded a return of 154 questionnaires out of 169 or 91.1 percent.

After separating and compiling large and small school returns, it was found that 35 out of 36 or 97.2 percent large school questionnaires were returned. Small school returns yielded 119 out of 133 or 89.5 percent.

Thirty five large school and 35 small school business education department chairmen were surveyed regarding teacher qualifications.

On January 3, 1972 the first mailing was made to these 70 business education department chairmen of whom 52 responded. (Appendix I, page 234). A follow-up letter was sent on January 17, 1972 which yielded a return of 18. (Appendix I, page 234). The final result was a return of 35 out of 35 large school and 35 out of 35 small school questionnaires regarding teacher qualifications or 100 percent.

Table 1 shows a breakdown of the number of questionnaires sent to: business education leaders, high school business education department chairmen--large school and small school-- and qualification of teachers--large school and small school. Also indicated are the number of returns and percentages by category and number of usable returns and percentages by category.

Table 1

Number and Percentage of Returns
of the Survey Instruments

	Curriculum Standards and Practices			Teacher Qualifications	
	Leaders	Large School	Small School	Large School	Small School
Questionnaires Sent	48	36	133	35	35
Returns/Percent	44/91.7	35/97.2	119/89.5	35/100.0	35/100.0
Usable Returns/ Percent	43/89.6	35/97.2	119/89.5	35/100.0	35/100.0

The percentage of returns from the various populations were determined to be adequate to justify their use in this study.

Analysis of Data

The primary problem of this study was to determine areas of significant difference between business education leaders and Montana secondary school business education department chairmen regarding ideal and actual business education curriculum standards and practices. Additional comparisons were made between large Montana secondary schools and small Montana secondary schools regarding ideal and actual business education curriculum standards and practices.

An ancillary part of this study was to investigate the qualifications of business education department chairmen comparing large school department chairmen to small school department chairmen in the areas of: the number of credits earned in business education, the number of classes taught in business education, number of years taught, and highest degree held.

The Chi-square (X^2) test of significance was utilized to test areas of significant differences regarding business education curriculum standards and practices. A Chi-square (X^2) test of significance was computed to determine whether or not a significant difference existed in the response received to each questionnaire statement. A Chi-square was computed for each of the 50 statements for each of the

eight null hypotheses. A total of 400 Chi-square tests of significance was computed. The Chi-square formula

$$X^2 = \sum \frac{(O-E)^2}{E}$$

was used where O= an observed frequency and E= an expected frequency (Guilford, 1965: 231).

In each case the formula

$$(R-1)(C-1)=df$$

where R equals rows and C equals columns, was used to determine the appropriate degrees of freedom for each comparison (Guilford, 1965:235). The degrees of freedom tended to be different for some of the 400 comparisons when a "no response" occurred to a particular statement.

The significance of the computed Chi-square (at the .05 level of confidence) was determined from the table of X^2 in Fundamental Statistics in Psychology and Education (Guilford, 1965: 582). The X^2 Table was read by entering the row with the correct number of degrees of freedom and the column for the .05 percent level of confidence. The observed value for X^2 had to be equal to or greater than the tabled value in order to reject the null hypothesis. If the calculated value X^2 was less than the tabled value, the null hypothesis was accepted.

A table was constructed for each of the 50 curriculum standards that represented the 50 statements on the questionnaire as shown throughout Chapter IV. The statement has been included with the

response choice listed below the statement. The first column indicates the type of response: Yes, No, and No response. The next three columns show opinions concerning Ideal curriculum standards by (1) Leaders, (2) Large Schools, and (3) Small Schools including percentages for each item. The last two columns show the results of Actual Practice by Large Schools and Small Schools regarding the particular curriculum standard including percentages. The totals in each table agree with the actual number of questionnaires returned relative to each population surveyed.

Below each table is listed an abbreviated statement representing each of the eight null hypotheses developed for the curriculum standard. The appropriate degrees of freedom and computed Chi-square is listed beside each abbreviated null hypothesis. An asterisk after the computed Chi-square indicates a significant difference.

The above description for analyzing the data relates to Chapter IV in which the investigator presents, analyzes, and interprets the data concerning curriculum standards and practices in business education.

Below is the description of analyzing the data as it relates to Chapter V, "Business Education Teacher Qualifications." Data analyzed were collected via questionnaires (Appendix H and I, pages 227 and 234). The data gathered represented the business education department chairmen's number of credits earned in business education, number of

courses taught in business education, number of years taught, and highest degree held in 35 large and 35 small Montana secondary public schools.

To test whether or not a significant difference existed between large school department chairmen and small school department chairmen regarding credits earned, courses taught, and years taught the t-test for analysis of difference between means was used. Guilford (1965: 184) suggests that when two samples are of equal size, the following formula for analysis of difference between means be used:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{N_1 (N_1 - 1)}}$$

Where M_1 and M_2 = means of the two samples, where $\sum x_1^2$ and $\sum x_2^2$ = sums of squares in the two samples, and where N_1 = number of cases in the two samples.

The significance of the computed t-ratio (at the .05 level of confidence) was determined from the Table t in Fundamental Statistics in Psychology and Education (Guilford, 1965: 580). The Chi-square (X^2) test of significance was utilized to test the significant difference of the highest degree held by the 35 large school business education department chairmen as compared with the 35 small school department chairmen.

Tables 52 and 53 on pages 169 and 170 constructed for Chapter V show the number of business education credits earned, number of business education courses taught, number of years taught, and highest degree held for the 35 large school and the 35 small school business education department chairmen. Table 54 on page 172 shows the mean of the large schools, mean of the small schools, computed "t" values, and significant differences relative to business education credits earned, number of business education courses taught, and number of years taught. Also shown on Table 54 is the comparison of highest degree held by large and small school business education department chairmen, number, percent, Chi-square, and significant difference.

The data were tabulated, coded, and key punched by the investigator. The programming and statistical computations relating to the analysis were done by the Montana State University Computer Center.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA CONCERNING CURRICULUM STANDARDS AND PRACTICES IN BUSINESS EDUCATION

The purpose of this chapter was to present, analyze and interpret the findings of this study. Tables 2 through 51 appear in this chapter. Each of the 50 curriculum standards is represented by a table indicating the statistical information gathered by the investigator. Each statement or curriculum standard and the statistical information from the respective table is analyzed and interpreted.

Statement 1: The business department offers courses and programs that meet the educational needs of all students in the school.

Table 2 on page 49 shows that business education leaders and both large and small school business education department chairmen were in agreement that this is an ideal or desirable business education curriculum standard. The leaders indicated a favorable opinion 40 out of 43 or 93 percent, large schools--28 out of 35, or 80 percent, and small schools--107 out of 119 or 89.9 percent. In actual practice only 12 of the 35 large schools or 34.3 percent and 38 of the 119 small schools or 31.9 percent carried out the standard in their schools.

Table 2 further indicates a significant difference (.05 level of confidence) when comparing the large school ideal to the large school actual, the small school ideal to the small school actual, the

Table 2

Curriculum Standard and Practice Number 1

The business department offers courses and programs that meet the educational needs of all students in the school.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	40/ 93.0	28/ 80.0	107/ 89.9	12/ 34.3	38/ 31.9
No/%	3/ 7.0	7/ 20.0	10/ 8.4	23/ 65.7	79/ 66.4
No Response/%	0/ 0.0	0/ 0.0	2/ 1.7	0/ 0.0	2/ 1.7
Total/ %	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	1.88
1-3--Leaders Ideal versus Small School Ideal	2	.84
2-3--Large School Ideal versus Small School Ideal	2	4.19
2-4--Large School Ideal versus Large School Actual	1	13.12*
3-5--Small School Ideal versus Large School Actual	2	86.33*
4-5--Large School Actual versus Small School Actual	2	.64
1-4--Leaders Ideal versus Large School Actual	1	27.23*
1-5--Leaders Ideal versus Small School Actual	2	47.23*

* Significant at the .05 level of confidence

leaders ideal to the large school actual, and the leaders ideal to the small school actual. There was not a significant difference when comparing large school actual with small school actual.

Statement 2: The business department offers a program of courses leading to general business-economic understandings.

Table 3 on page 51 states that business education leaders, large school department chairmen, and small school department chairmen are in agreement that Statement 2 is an ideal curriculum standard. The leaders were favorably disposed toward this standard by 42 out of 43 or 97.6 percent. Large school department chairmen indicated 34 favorable reactions out of 35 or 97.1 percent. Small school department chairmen also were favorable by 112 out of 119 or 94.1 percent.

A minority of both large and small schools actually practiced the curriculum standard. Large schools indicated that 40 percent of their schools practiced this standard. Small schools showed that 44.6 percent were practicing the standard.

A significant difference at the .05 level of confidence was found when comparing the large school ideal to the large school actual, the small school ideal to the small school actual, the leaders ideal to the large school actual, and the leaders ideal to the small school actual relative to Statement 2. No significant difference was found by comparing large school actual with small school actual.

Table 3

Curriculum Standard and Practice Number 2

The business department offers a program of courses leading to general business-economic understandings.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	42/ 97.7	34/ 97.1	112/ 94.1	14/ 40.0	53/ 44.6
No/%	1/ 2.3	1/ 2.9	6/ 5.0	21/ 60.0	65/ 54.6
No Response/%	0/ 0.0	0/ 0.0	1/ .9	0/ 0.0	1/ .8
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	.33
1-3--Leaders Ideal versus Small School Ideal	2	.94
2-3--Large School Ideal versus Small School Ideal	2	.60
2-4--Large School Ideal versus Large School Actual	1	23.92*
3-5--Small School Ideal versus Large School Actual	2	51.08*
4-5--Large School Actual versus Small School Actual	2	.56
1-4--Leaders Ideal versus Large School Actual	1	28.91*
1-5--Leaders Ideal versus Small School Actual	2	36.77*

* Significant at the .05 level of confidence

Statement 3: The business department offers one or more programs that prepare graduates for entry-level jobs.

Nearly all business education leaders, large school department chairmen, and small school department chairmen indicated this statement to be an ideal business education curriculum standard. Forty-two out of 43 or 97.7 percent of the leaders agreed, 34 out of 35 or 97.1 percent of the large school chairmen agreed, and 113 out of 114 or 94.9 percent small school chairmen agreed this to be an ideal standard as shown on Table 4 on page 53.

In actual practice 32 out of 35 or 91.4 percent of the large schools and 87 out of 119 or 73.1 percent of the small schools carried out this standard in their schools. No significant difference occurred in comparing the large school ideal with the large school actual, large school actual with small school actual, or leaders ideal with large school actual.

A significant difference did appear when comparing small school ideal, 94.9 percent, with small school actual, 73.1 percent. Also there existed a significant difference when comparing leaders ideal, 97.7 percent with small school actual, 73.1 percent.

Statement 4: The business department offers a course (or courses) that enable students to acquire business skills for their personal use.

No significant differences resulted in any of the eight

Table 4

Curriculum Standard and Practice Number 3

The business department offers one or more programs that prepare graduates for entry-level jobs.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	42/ 97.7	34/ 97.1	113/ 94.9	32/ 91.4	87/ 73.1
No/%	1/ 2.3	1/ 2.9	4/ 3.4	3/ 8.6	28/ 23.5
No Response/%	0/ 0.0	0/ 0.0	2/ 1.7	0/ 0.0	4/ 3.4
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	.33
1-3--Leaders Ideal versus Small School Ideal	2	.86
2-3--Large School Ideal versus Small School Ideal	2	.62
2-4--Large School Ideal versus Large School Actual	1	.27
3-5--Small School Ideal versus Large School Actual	2	22.47*
4-5--Large School Actual versus Small School Actual	2	5.38
1-4--Leaders Ideal versus Large School Actual	1	.53
1-5--Leaders Ideal versus Small School Actual	2	11.77*

* Significant at the .05 level of confidence

comparisons for Statement 4. Both leaders and large schools indicated by 100 percent this to be an ideal standard. For small schools, 118 out of 119 or 99.1 percent indicated this to be an ideal standard.

Large schools indicated that 100 percent of them actually provided for this standard in their curriculum. For small schools, 114 out of 119 or 95.8 percent indicated they actually practiced this curriculum standard as shown on Table 5 page 55.

Statement 5: The business department offers a course (or courses) leading to the prudent management of one's financial activities.

Universal agreement resulted among leaders, large schools, and small schools in considering this statement to be an ideal curriculum standard. Forty-one out of 43 or 95.3 percent of the leaders agreed, 33 out of 35 or 94.3 percent of the large schools agreed, and 111 out of 119 or 93.2 percent of the small schools agreed.

Table 6 on page 56 further reveals that a majority of large schools, 65.7 percent, and a majority of small schools, 60.5 percent, actually practiced this standard. Even though a majority of both large schools and small schools practiced this standard, a significant difference resulted when comparing large school ideal, 94.3 percent, to large school actual, 65.7 percent, and when comparing small school ideal, 93.2 percent, with small school actual, 60.5 percent.

Also, a significant difference resulted when comparing leaders

Table 5

Curriculum Standard and Practice Number 4

The business department offers a course (or courses) that enable students to acquire business skills for their personal use.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	43/100.0	35/100.0	118/ 99.1	35/100.0	114/ 95.8
No/%	0/ 0.0	0/ 0.0	0/ 0.0	0/ 0.0	3/ 2.5
No Response/%	0/ 0.0	0/ 0.0	1/ .9	0/ 0.0	2/ 1.7
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

Comparison

	df	Chi-Square
1-2--Leaders Ideal versus Large School Ideal	1	.72
1-3--Leaders Ideal versus Small School Ideal	2	.36
2-3--Large School Ideal versus Small School Ideal	2	.30
2-4--Large School Ideal versus Large School Actual	1	.72
3-5--Small School Ideal versus Large School Actual	2	3.40
4-5--Large School Actual versus Small School Actual	2	1.51
1-4--Leaders Ideal versus Large School Actual	1	.72
1-5--Leaders Ideal versus Small School Actual	2	1.86

* Significant at the .05 level of confidence

Table 6

Curriculum Standard and Practice Number 5

The business department offers a course (or courses) leading to the prudent management of one's financial activities.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	41/ 95.3	33/ 94.3	111/ 93.2	23/ 65.7	72/ 60.5
No/%	2/ 4.7	2/ 5.7	4/ 3.4	12/ 34.3	44/ 37.0
No Response/%	0/ 0.0	0/ 0.0	4/ 3.4	0/ 0.0	3/ 2.5
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	.09
1-3--Leaders Ideal versus Small School Ideal	2	1.60
2-3--Large School Ideal versus Small School Ideal	2	1.56
2-4--Large School Ideal versus Large School Actual	1	7.23*
3-5--Small School Ideal versus Large School Actual	2	41.79*
4-5--Large School Actual versus Small School Actual	2	1.06
1-4--Leaders Ideal versus Large School Actual	1	9.58*
1-5--Leaders Ideal versus Small School Actual	2	18.20*

* Significant at the .05 level of confidence

ideal, 95.3 percent, to large school actual, 65.7 percent, and in comparing leaders ideal, 95.3 percent, with small school actual, 60.5 percent. No significant difference resulted in comparing large school actual with small school actual.

Statement 6: An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.

Statement 6 is considered an ideal curriculum standard by 38 out of 43 or 88.4 percent of the leaders, 31 out of 35 or 88.6 percent of the large schools, and 89 out of 119 or 74.8 percent of the small schools.

Table 7 on page 58 also shows that a majority of large schools, 60 percent, and a vast majority of small schools, 89.1 percent, do not practice this standard thus resulting in a significant difference when comparing ideal to actual practice. There are also significant differences when comparing large school actual, 40 percent, with small school actual, 9.2 percent, when comparing leaders ideal, 88.4 percent, with large school actual, 40 percent, and when comparing leaders ideal, 88.4 percent, with small school actual, 9.2 percent.

Statement 7: The responsibility of organizing and/or revising the business curriculum is handled by the business department chairman, all business teachers, the administration, and student representatives.

Table 7

Curriculum Standard and Practice Number 6

An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	38/ 88.4	31/ 88.6	89/ 74.8	14/ 40.0	11/ 9.2
No/%	5/ 11.6	4/ 11.4	24/ 20.2	21/ 60.0	106/ 89.1
No Response/%	0/ 0.0	0/ 0.0	6/ 5.0	0/ 0.0	2/ 1.7
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	.11
1-3--Leaders Ideal versus Small School Ideal	2	4.20
2-3--Large School Ideal versus Small School Ideal	2	3.56
2-4--Large School Ideal versus Large School Actual	1	15.93*
3-5--Small School Ideal versus Large School Actual	2	114.56*
4-5--Large School Actual versus Small School Actual	2	19.12*
1-4--Leaders Ideal versus Large School Actual	1	18.20*
1-5--Leaders Ideal versus Small School Actual	2	93.76*

* Significant at the .05 level of confidence

Table 8 on page 60 shows that leaders, large schools, and small schools are in agreement that Statement 7 is an ideal standard. Thirty-eight of 43 or 88.4 percent of the leaders, 28 of 35 or 80 percent of the large schools, and 102 of 119 or 85.7 percent of the small schools responded positively to this standard. In actual practice, though, only 5 of 35 or 14.3 percent of large schools and 26 of 119 or 21.8 percent of the small schools indicated they followed this standard.

Significant differences occurred when large school ideal, 80 percent, is compared with large school actual, 14.3 percent, when small school ideal, 85.7 percent is compared with small school actual, 21.8 percent, when leaders ideal, 88.4 percent, is compared with large school actual, 14.3 percent, and when leaders ideal, 88.4 percent, is compared with small school actual, 21.8 percent. No significance resulted when comparing large school actual, 14.3 percent, with small school actual, 21.8 percent.

Statement 8: Special vocational sequences, covering fewer courses for longer periods, are offered for students of low achievement.

Leaders indicated they were 79.1 percent, 34 of 43, in favor of this curriculum standard as ideal. Large schools favored it by 85.7 percent, 30 of 35, and small schools favored it by 84.9 percent, 101 of 119. No significant differences resulted in comparing the three groups

Table 8

Curriculum Standard and Practice Number 7

The responsibility of organizing and/or revising the business curriculum is handled by: The business department chairman, all business teachers, the administration, and student representatives.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	38/ 88.4	28/ 80.0	102/ 85.7	5/ 14.3	26/ 21.8
No/%	4/ 9.3	7/ 20.0	13/ 10.9	30/ 85.7	91/ 76.5
No Response/%	1/ 2.3	0/ 0.0	4/ 3.4	0/ 0.0	2/ 1.7
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	2.54
1-3--Leaders Ideal versus Small School Ideal	2	.21
2-3--Large School Ideal versus Small School Ideal	2	3.00
2-4--Large School Ideal versus Large School Actual	1	27.75*
3-5--Small School Ideal versus Large School Actual	2	104.29*
4-5--Large School Actual versus Small School Actual	2	1.65
1-4--Leaders Ideal versus Large School Actual	2	45.87*
1-5--Leaders Ideal versus Small School Actual	2	59.75*

* Significant at the .05 level of confidence

on this statement as an ideal curriculum standard.

Significant differences did result in actual practice. Large schools practiced this standard by 7 of 28 or 20 percent, small schools 3 of 114 or 2.5 percent. Other significant differences occurred when comparing large school actual, 20 percent, and when comparing leaders ideal, 79.1 percent, to small school actual, 2.5 percent as shown on Table 9, page 62.

Statement 9: Special vocational business sequences of an accelerated nature are offered for students of high achievement.

Table 10 on page 63 reveals a change in the pattern that has occurred relative to ideal curriculum standards in the first eight statements. Leaders consider this an ideal standard by 79.1 percent, 34 of 43, and large schools favor it by 85.7 percent, 30 of 35. No significant differences exist here. Nor is there a significant difference in comparing large school ideal, 85.7 percent with small school ideal 93.2 percent, 111 of 119. But a significance does appear when comparing leaders ideal, 79.1 percent, with small school ideal, 93.2 percent. A greater percentage of small schools are in favor of this statement as an ideal business education curriculum standard than are the business education leaders.

In actual practice large schools indicate they do by 17.1 percent, 6 of 35, and small schools indicate they do by 10.1 percent,

Table 9

Curriculum Standard and Practice Number 8

Special vocational business sequences, covering fewer courses for longer periods, are offered for students of low achievement.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	34/ 79.1	30/ 85.7	101/ 84.9	7/ 20.0	3/ 2.5
No/%	8/ 18.6	4/ 11.4	14/ 11.7	28/ 80.0	114/ 95.8
No Response/%	1/ 2.3	1/ 2.9	4/ 3.4	0. 0.0	2/ 1.7
Total/%	43/100.0	35/100.0	110/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	.77
1-3--Leaders Ideal versus Small School Ideal	2	1.33
2-3--Large School Ideal versus Small School Ideal	2	.26
2-4--Large School Ideal versus Large School Actual	2	32.35*
3-5--Small School Ideal versus Large School Actual	2	171.14*
4-5--Large School Actual versus Small School Actual	2	14.05*
1-4--Leaders Ideal versus Large School Actual	2	29.38*
1-5--Leaders Ideal versus Small School Actual	2	106.10*

* Significant at the .05 level of confidence

Table 10

Curriculum Standard and Practice Number 9

Special vocational business sequences of an accelerated nature are offered for students of high achievement.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	34/ 79.1	30/ 85.7	111/ 93.2	6/ 17.1	12/ 10.1
No/%	8/ 18.6	4/ 11.4	4/ 3.4	29/ 82.9	104/ 87.4
No Response/%	1/ 2.3	1/ 2.9	4/ 3.4	0/ 0.0	3/ 2.5
Total /%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

Comparisondf Chi-Square

1-2--Leaders Ideal versus Large School Ideal	2	.77
1-3--Leaders Ideal versus Small School Ideal	2	10.73*
2-3--Large School Ideal versus Small School Ideal	2	3.58
2-4--Large School Ideal versus Large School Actual	2	35.94*
3-5--Small School Ideal versus Large School Actual	2	172.42*
4-5--Large School Actual versus Small School Actual	2	3.00
1-4--Leaders Ideal versus Large School Actual	2	32.04*
1-5--Leaders Ideal versus Small School Actual	2	74.56*

* Significant at the .05 level of confidence

12 of 119. Significant differences result when comparing the large and small school ideal with large and small school actual.

Also indicated as significant are the differences between leaders ideal, 79.1 percent and large school actual, 17.1 percent and between leaders ideal, 79.1 percent and small school actual, 10.1 percent. No significant difference results from comparing large school actual 17.1 percent with small school actual, 10.1 percent.

Statement 10: A special one-year business sequence is offered to those senior students of high achievement who decide at this time in their high school careers to prepare themselves for employment.

Statement 6 is considered an ideal curriculum standard by the leaders--32 of 43 or 74.4 percent, by large schools--26 of 35 or 74.3 percent, and by small schools--95 of 119 or 79.8 percent. No significant differences result in these comparisons. In actual practice there are significant differences as only 5 of 35 large schools or 14.3 percent and 22 of 119 small schools or 18.5 percent carry out this standard.

Other significant differences occur when comparing leaders ideal, 74.4 percent to large school actual, 14.3 percent, and when comparing leaders ideal, 74.4 percent to small school actual, 18.5 percent. No significant difference results in comparing large school actual, 14.3 percent to small school actual, 18.5 percent as shown on

Table 11

Curriculum Standard and Practice Number 10

A special one-year business sequence is offered to those senior students of high achievement who decide at this time in their high school careers to prepare themselves for employment.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	32/ 74.4	26/ 74.3	95/ 79.8	5/ 14.3	22/ 18.5
No/%	10/ 23.3	9/ 25.7	20/ 16.8	29/ 82.8	94/ 79.0
No Response/%	1/ 2.3	0/ 0.0	4/ 3.4	1/ 2.9	3/ 2.5
Total /%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	.86
1-3--Leaders Ideal versus Small School Ideal	2	.94
2-3--Large School Ideal versus Small School Ideal	2	2.42
2-4--Large School Ideal versus Large School Actual	2	25.75*
3-5--Small School Ideal versus Large School Actual	2	93.72*
4-5--Large School Actual versus Small School Actual	2	.33
1-4--Leaders Ideal versus Large School Actual	2	28.44*
1-5--Leaders Ideal versus Small School Actual	2	44.93*

* Significant at the .05 level of confidence

Table 11, page 65.

Statement 11: The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet requirements of entry-level jobs.

Table 12 on page 67 reveals that leaders, large schools, and small schools responded positively toward Statement 11. Leaders indicated in favor by 37 of 43 or 86.1 percent, large schools favored the statement by 31 of 35 or 88.6 percent. Small schools favored the statement by 113 of 119 or 94.9 percent. A significant difference did occur when comparing leaders ideal, 86.1 percent with small school ideal, 94.9 percent, and when comparing large school ideal, 88.6 percent with small school ideal, 94.9 percent.

A majority of both large and small schools did practice the standard. Large schools showed 23 of 35 or 65.7 percent, and small schools showed 82 of 119 or 68.9 percent.

A significant difference resulted when comparing large school ideal, 88.6 percent, with large school actual, 65.7 percent, when comparing small school ideal, 94.9 percent with small school actual, 68.9 percent, and when comparing leaders ideal, 86.1 percent with large school actual, 65.7 percent. No significant differences resulted when comparing large school actual, 65.7 percent with small school actual, 68.9 percent or when comparing leaders ideal, 86.1 percent with small

Table 12

Curriculum Standard and Practice Number 11

The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet the requirements of entry-level jobs.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	37/ 86.1	31/ 88.6	113/ 94.9	23/ 65.7	82/ 68.9
No/%	5/ 11.6	4/ 11.4	2/ 1.7	12/ 34.3	35/ 29.4
No Response/%	1/ 2.3	0/ 0.0	4/ 3.4	0/ 0.0	2/ 1.7
Total /%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	.83
1-3--Leaders Ideal versus Small School Ideal	2	7.61*
2-3--Large School Ideal versus Small School Ideal	2	7.89*
2-4--Large School Ideal versus Large School Actual	1	3.97*
3-5--Small School Ideal versus Large School Actual	2	35.03*
4-5--Large School Actual versus Small School Actual	2	.84
1-4--Leaders Ideal versus Large School Actual	2	6.40*
1-5--Leaders Ideal versus Small School Actual	2	5.38

* Significant at the .05 level of confidence

school actual, 68.9 percent.

Statement 12: The high school organizes and offers programs in business for interested students after regular school hours.

Table 13 on page 69 shows that a small majority of leaders, large schools, and small schools favored Statement 12 as indicated on Table 13. Leaders indicated in approval of the statement by 29 of 43 or 67.4 percent, large schools approved by 19 of 35 or 54.3 percent, small schools approved by 71 of 119 or 59.6 percent. No significant differences resulted in comparing leaders ideal with large or small school ideal or in comparing large school ideal with small school ideal.

A small number of both large and small schools actually practiced the curriculum standard. Large schools practicing this standard showed 6 of 35 or 17.1 percent. Small schools practicing this standard showed 5 of 119 or 4.2 percent.

As a result a significant difference resulted when comparing large school ideal with large school actual and when comparing small school ideal with small school actual. Other significant differences were revealed when comparing large school actual, 17.1 percent with small school actual, 4.2 percent, when comparing leaders ideal 67.4 percent with large school actual, 17.1 percent, and when comparing leaders ideal, 67.4 percent with small school actual, 4.2 percent.

Table 13

Curriculum Standard and Practice Number 12

The high school organizes and offers programs in business for interested students after regular school hours.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	29/ 67.4	19/ 54.3	71/ 59.6	6/ 17.1	5/ 4.2
No/%	14/ 32.6	16/ 45.7	44/ 37.0	29/ 82.9	111/ 93.3
No Response/%	0/ 0.0	0/ 0.0	4/ 3.4	0/ 0.0	3/ 2.5
Total /%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	.93
1-3--Leaders Ideal versus Small School Ideal	2	1.93
2-3--Large School Ideal versus Small School Ideal	2	1.84
2-4--Large School Ideal versus Large School Actual	1	8.96*
3-5--Small School Ideal versus Large School Actual	2	86.42*
4-5--Large School Actual versus Small School Actual	2	7.55*
1-4--Leaders Ideal versus Large School Actual	1	17.75*
1-5--Leaders Ideal versus Small School Actual	2	76.37*

* Significant at the .05 level of confidence

Statement 13: Students are permitted to advance through their business studies on the basis of achievement, not on the basis of a rigid time-table.

Table 14 on page 71 indicates that leaders, 38 of 43 or 88.4 percent, large school--33 of 35 or 94.3 percent, and small schools--105 of 119 or 88.2 percent responded approvingly to Statement 13. No significant differences occur when comparisons are made among these three groups.

Less than half of the large schools--46 of 119 or 38.7 percent actually practiced this curriculum standard. Significant differences result when comparing large and small ideal with large and small school actual.

Significant differences did result when comparing the leaders ideal, 88.4 percent with the large school actual, 25.7 percent and when comparing leaders ideal, 88.4 percent with the small school actual, 38.7 percent. No significant difference occurred when comparing large school actual, 25.7 percent with small school actual, 38.7 percent.

Statement 14: A single business major, consisting of an established sequence of core courses that cover basic competencies, supplemented by a number of elective options that lead to vocational competency, is offered.

Leaders, large schools, and small schools consider Statement 14 to be an ideal curriculum standard. Twenty five of 43 or 58.1 percent

Table 14

Curriculum Standard and Practice Number 13

Students are permitted to advance through their business studies on the basis of achievement; not on the basis of a rigid time-table.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	38/ 88.4	33/ 94.3	105/ 88.2	9/ 25.7	46/ 38.7
No/%	4/ 9.3	2/ 5.7	9/ 7.6	24/ 68.6	70/ 58.8
No Response/%	1/ 2.3	0/ 0.0	5/ 4.2	2/ 5.7	3/ 2.5
Total /%	43/100.0	35/100.0	110/100.0	35/100.0	110/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	1.21
1-3--Leaders Ideal versus Small School Ideal	2	.42
2-3--Large School Ideal versus Small School Ideal	2	1.71
2-4--Large School Ideal versus Large School Actual	2	34.33*
3-5--Small School Ideal versus Large School Actual	2	70.65*
4-5--Large School Actual versus Small School Actual	2	2.54
1-4--Leaders Ideal versus Large School Actual	2	32.03*
1-5--Leaders Ideal versus Small School Actual	2	32.02*

* Significant at the .05 level of confidence

of the leaders favored this statement. Large schools favored the statement by 26 of 35 or 74.3 percent. Small schools also indicated a favorable reaction to statement 14 by 89 of 119 or 74.8 percent. No significant difference results from comparing the leaders, large schools, and small schools opinions as to whether or not this statement is an ideal curriculum standard as shown on Table 15 on page 73.

In actual practice only 12 of 35 or 34.3 percent of the large schools and only 13 of 119 or 10.9 percent of the small schools carried out this standard in their schools. Thus significant difference resulted in comparing large and small school ideal to large and small school actual.

Other significant differences from Table 15 resulted when comparing large school actual, 34.3 percent, with small school actual, 10.9 percent, when comparing leaders ideal, 58.1 percent, with large school actual, 34.3 percent, and when comparing leaders ideal, 58.1 percent to small school actual, 10.9 percent.

Statement 15: Business courses are organized around various major occupational areas requiring business students to complete one of the established major sequences.

Table 16 on page 74 indicates that a minority of the leaders-- 18 of 43 or 41.9 percent responded favorably to Statement 15. A majority of both large schools--22 of 35 or 62.8 percent and small

Table 15

Curriculum Standard and Practice Number 14

A single business major, consisting of an established sequence of core courses that cover basic competencies, supplemented by a number of elective options that lead to vocational competency, is offered.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	25/ 58.1	26/ 74.3	89/ 74.8	12/ 34.3	13/ 10.9
No/%	16/ 37.2	8/ 22.8	23/ 19.3	23/ 65.7	103/ 86.6
No Response/%	2/ 4.7	1/ 2.9	7/ 5.9	0/ 0.0	3/ 2.5
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	2.22
1-3--Leaders Ideal versus Small School Ideal	2	5.53
2-3--Large School Ideal versus Small School Ideal	2	.64
2-4--Large School Ideal versus Large School Actual	2	13.42*
3-5--Small School Ideal versus Large School Actual	2	109.02*
4-5--Large School Actual versus Small School Actual	2	11.41*
1-4--Leaders Ideal versus Large School Actual	2	7.08*
1-5--Leaders Ideal versus Small School Actual	2	40.95*

* Significant at the .05 level of confidence

Table 16

Curriculum Standard and Practice Number 15

Business courses are organized around various major occupational areas requiring business students to complete one of the established major sequences.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	18/ 41.9	22/ 62.8	70/ 58.8	7/ 20.0	10/ 8.4
No/%	24/ 55.8	12/ 34.3	43/ 36.1	28/ 80.0	107/ 89.9
No Response/%	1/ 2.3	1/ 2.9	6/ 5.1	0/ 0.0	2/ 1.7
Total/%	43/100.0	35/100.0	110/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	3.62
1-3--Leaders Ideal versus Small School Ideal	2	5.17
2-3--Large School Ideal versus Small School Ideal	2	.38
2-4--Large School Ideal versus Large School Actual	2	15.16*
3-5--Small School Ideal versus Large School Actual	2	74.31*
4-5--Large School Actual versus Small School Actual	2	4.19
1-4--Leaders Ideal versus Large School Actual	2	5.38
1-5--Leaders Ideal versus Small School Actual	2	25.07*

* Significant at the .05 level of confidence

schools--70 of 119 or 58.8 percent responded in favor of Statement 15 as an ideal curriculum standard. No significant differences resulted in the comparisons of leaders, large schools, and small schools concerning Statement 15 as being an ideal curriculum standard. Also, no significant differences resulted when comparing large school actual to small school actual and when comparing leaders ideal to large school actual.

A small percentage of large schools--20 percent, 7 of 35, and small schools--8.4 percent, 10 of 119 actually practiced this statement as a curriculum standard. A significant difference resulted when comparing the ideal to the actual practice. Also a significant difference resulted when comparing leaders ideal, 41.9 percent with small school actual, 8.4 percent. No significant differences occurred when comparing large school actual, 20 percent to small school actual, 8.4 percent and when comparing leaders ideal, 41.9 percent with large school actual, 20 percent.

Statement 16: Business courses are offered on an elective basis to all students, thus eliminating the concepts of major sequences for business students.

A minority of leaders--46.5 percent, 20 of 43, considered Statement 16 to be an ideal curriculum standard. A scant majority of large schools--51.4 percent, 18 of 35 and a majority of small schools--63 percent, 75 of 119 considered this to be an ideal curriculum

standard. No significant differences occurred in making "Ideal" comparisons.

Table 17 on page 77 also shows that a majority of both large schools, 74.3 percent, 26 of 35 and a majority of small schools--85.7 percent, 102 of 119 actually practiced Statement 16 as a curriculum standard. A significant difference resulted when comparing small school ideal to small school actual, leaders ideal with large school actual, and leaders ideal with small school actual. No significant differences resulted when comparing large school ideal, 51.4 percent, with large school actual, 74.3 percent, and when comparing large school actual, 74.3 percent, with small school actual, 85.7 percent.

Statement 17: A program offered to students who wish to qualify for marketing and distribution should consist of major sequences for business students.

Both leaders and small schools indicated a majority opinion favorable to Statement 17 as an ideal curriculum standard. Large school responded unfavorably to this statement. As a result a significant difference occurred when comparing the large school ideal with the small school ideal.

In actual practice, only 17.1 percent of the large schools and only 7.5 percent of the small schools carried out the Statement 17 as a curriculum standard. A significant difference resulted when comparing small school ideal with small school actual, but did not occur

Table 17

Curriculum Standard and Practice Number 16

Business courses are offered on an elective basis to all students, thus eliminating the concept of major sequences for business students.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	20/ 46.5	18/ 51.4	75/ 63.0	26/ 74.3	102/ 85.7
No/%	21/ 48.8	16/ 45.7	37/ 31.1	8/ 22.8	14/ 11.8
No Response/%	2/ 4.7	1/ 2.9	7/ 5.9	1/ 2.9	3/ 2.5
Total /%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	.30
1-3--Leaders Ideal versus Small School Ideal	2	4.33
2-3--Large School Ideal versus Small School Ideal	2	2.76
2-4--Large School Ideal versus Large School Actual	2	4.12
3-5--Small School Ideal versus Large School Actual	2	16.09*
4-5--Large School Actual versus Small School Actual	2	2.77
1-4--Leaders Ideal versus Large School Actual	2	6.19*
1-5--Leaders Ideal versus Small School Actual	2	27.00*

* Significant at the .05 level of confidence

when comparing large school ideal with large school actual. Table 18 on page 79 also shows additional significant differences when comparing large school actual with small school actual, when comparing leaders ideal with large school actual and when comparing leaders ideal with small school actual.

Statement 18: A program offered to students who wish to qualify for marketing and distribution should offer specialized courses in marketing and distribution.

Table 19 on page 80 shows that a majority of leaders--72.1 percent, 31 of 43, a majority of large schools--88.5, 31 of 35, and a majority of small schools--79.8, 95 of 119, considered Statement 18 to be an ideal curriculum standard. No significant differences resulted in comparisons between leaders, large schools, and small schools relative to Statement 18 as being an ideal curriculum standard.

Twelve of 35 or 34.3 percent of the large schools and 5 of 119 or 4.2 percent of the small schools actually practices this statement as a curriculum standard. Thus significant differences occurred when comparing large school ideal to large school actual, small school ideal to small school actual, and leaders ideal to small school actual.

Statement 19: The objectives for each business course are made available in printed form to all students, teachers, counselors, and the public.

Table 18

Curriculum Standard and Practice Number 17

A program offered to students who wish to qualify for marketing and distribution should consist of major sequences for business students.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	23/ 53.5	16/ 45.7	79/ 66.4	6/ 17.1	9/ 7.6
No/%	19/ 44.2	17/ 48.6	31/ 26.0	27/ 77.2	104/ 87.4
No Response/%	1/ 2.3	2/ 5.7	9/ 7.6	2/ 5.7	6/ 5.0
Total /%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	.88
1-3--Leaders Ideal versus Small School Ideal	2	5.60
2-3--Large School Ideal versus Small School Ideal	2	74.17*
2-4--Large School Ideal versus Large School Actual	2	6.82
3-5--Small School Ideal versus Large School Actual	2	95.76*
4-5--Large School Actual versus Small School Actual	2	12.93*
1-4--Leaders Ideal versus Large School Actual	2	10.99*
1-5--Leaders Ideal versus Small School Actual	2	42.03*

* Significant at the .05 level of confidence

Table 19

Curriculum Standard and Practice Number 18

A program offered to students who wish to qualify for marketing and distribution should offer specialized courses in marketing and distribution.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	31/ 72.1	31/ 88.5	95/ 79.8	12/ 34.3	5/ 4.2
No/%	11/ 25.6	3/ 8.6	18/ 15.1	21/ 60.0	109/ 91.6
No Response/%	1/ 2.3	1/ 2.9	6/ 5.1	2/ 5.7	5/ 4.2
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	3.79
1-3--Leaders Ideal versus Small School Ideal	2	2.71
2-3--Large School Ideal versus Small School Ideal	2	1.39
2-4--Large School Ideal versus Large School Actual	2	22.23*
3-5--Small School Ideal versus Large School Actual	2	146/30*
4-5--Large School Actual versus Small School Actual	2	25.51*
1-4--Leaders Ideal versus Large School Actual	2	11.15*
1-5--Leaders Ideal versus Small School Actual	2	84.40*

* Significant at the .05 level of confidence

A strong majority of leaders--93 percent, 40 of 43, large schools--82.9 percent, 29 of 35, and small schools--84 percent, 100 of 119 indicated they favored Statement 19 as an ideal curriculum standard. No significant differences resulted in making "ideal" comparisons between leaders and large schools, leaders and small schools, and large schools and small schools.

In actual practice, though, large schools indicated they carried out the curriculum standard by 31.4 percent, 11 of 35, and small schools--16 percent or 19 of 119. Thus a significant difference resulted when comparing large school ideal to large school actual and when comparing small school ideal to small school actual. Significant differences also occurred when comparing leaders ideal, 93 percent to large school actual, 31.4 percent and when comparing leaders ideal, 93 percent to small school actual, 16 percent as shown on Table 20, page 82. No significant difference occurred when comparing large school actual, 11 of 35 or 31.4 percent to small school actual, 19 of 119 or 16 percent.

Statement 20: A program of vocational education is required of all students.

Only 7 percent, 3 of 43, of the leaders, 8.6 percent, 3 of 35, of the large schools, and 13.4 percent, 16 of 119, of the small schools responded favorably to this Statement 20 as an ideal curriculum standard.

Table 20

Curriculum Standard and Practice Number 19

The objectives for each business course are made available in printed form to all students, teachers, counselors and the public.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	40/ 93.0	29/ 82.9	100/ 84.0	11/ 31.4	19/ 16.0
No/%	3/ 7.0	6/ 17.1	15/ 12.6	23/ 65.7	97/ 81.5
No Response/%	0/ 0.0	0/ 0.0	4/ 3.4	1/ 2.9	3/ 2.5
Total/%	43/ 100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	1.08
1-3--Leaders Ideal versus Small School Ideal	2	2.64
2-3--Large School Ideal versus Small School Ideal	2	1.58
2-4--Large School Ideal versus Large School Actual	2	19.07*
3-5--Small School Ideal versus Large School Actual	2	115.31*
4-5--Large School Actual versus Small School Actual	2	4.20
1-4--Leaders Ideal versus Large School Actual	2	32.40*
1-5--Leaders Ideal versus Small School Actual	2	81.01*

* Significant at the .05 level of confidence

There were no significant differences when making "ideal" comparisons.

Zero large schools and seven small schools actually practice Statement 20 as a curriculum standard. No significant differences occurred when making "actual practice" comparisons as shown on Table 21, page 84.

Statement 21: For at least the large majority of students, i.e., those who probably will not go to college, programs of both general education and vocational education should be required.

Table 22 on page 85 shows that a majority of leaders--60.5 percent, 26 of 43, a majority of large schools--60 percent, 21 of 35, and a majority of large schools--60 percent, 21 of 35, and a majority of small schools--64.7 percent, 77 of 119, consider Statement 21 to be an ideal curriculum standard. No significant differences result when making these comparisons: leaders ideal versus large school ideal, leaders ideal versus small school ideal, and large school ideal versus small school ideal.

In actual practice, though, large schools indicated that 20 percent, 7 of 35, practices the standard, and small schools indicated that 24.3 percent, 29 of 119 practiced the standard. Thus a significant difference resulted when comparing large school ideal to large school actual and when comparing small school ideal to small school actual. Other significant difference resulted in comparing leaders ideal, 60.5

Table 21

Curriculum Standard and Practice Number 20

A program of vocational education is required of all students.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	3/ 7.0	3/ 8.6	16/ 13.4	0/ 0.0	7/ 5.9
No/%	39/ 90.7	32/ 91.4	98/ 82.4	35/100.0	110/ 92.4
No Response/%	1/ 2.3	0/ 0.0	5/ 4.2	0. 0.0	2/ 1.7
Total /%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

Comparison

df Chi-Square

1-2--Leaders Ideal versus Large School Ideal	2	.87
1-3--Leaders Ideal versus Small School Ideal	2	1.69
2-3--Large School Ideal versus Small School Ideal	2	2.26
2-4--Large School Ideal versus Large School Actual	1	1.39
3-5--Small School Ideal versus Large School Actual	2	5.50
4-5--Large School Actual versus Small School Actual	2	2.81
1-4--Leaders Ideal versus Large School Actual	2	3.43
1-5--Leaders Ideal versus Small School Actual	2	.14

* Significant at the .05 level of confidence

Table 22

Curriculum Standard and Practice Number 21

For at least the large majority of students, i.e., those who probably will not go on to college, programs of both general education and vocational education should be required.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	26/ 60.5	21/ 60.0	77/ 64.7	7/ 20.0	29/ 24.3
No/%	17/ 39.5	14/ 40.0	38/ 31.9	28/ 80.0	86/ 72.3
No Response/%	0/ 0.0	0/ 0.0	4/ 3.4	0/ 0.0	4/ 3.4
Total /%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	3.64
1-3--Leaders Ideal versus Small School Ideal	2	2.07
2-3--Large School Ideal versus Small School Ideal	2	1.79
2-4--Large School Ideal versus Large School Actual	1	10.06*
3-5--Small School Ideal versus Large School Actual	2	40.32*
4-5--Large School Actual versus Small School Actual	2	1.62
1-4--Leaders Ideal versus Large School Actual	1	11.34*
1-5--Leaders Ideal versus Small School Actual	2	18.89*

* Significant at the .05 level of confidence

percent, with small school actual, 24.3 percent. No significant difference appeared when comparing large school actual, 20 percent, with small school actual, 24.3 percent.

Statement 22: Vocational education is offered on an elective basis.

No significant differences resulted from any of eight comparisons made relative to Statement 22 as shown on Table 23, page 87. A majority of leaders--88.4 percent or 38 of 43, a majority of large schools--88.5 percent or 31 of 35, and a majority of small schools--79.8 percent or 95 of 119 responded in favor of Statement 22 as being an ideal curriculum standard.

Statement 23: As a basis for grading, school-wide standards of achievement are established for such business courses as shorthand, typewriting, transcription and office machines.

A majority of leaders--65.1 percent, 28 of 43, a majority of small schools--53.8 percent, 64 of 119, and a minority of large schools--48.6 percent, 17 of 35 considered Statement 23 to be an ideal curriculum standard. No significant differences resulted in comparing leaders ideal with large school ideal, leaders ideal with small school ideal, or large school ideal with small school ideal.

Eleven of 35 or 31.4 percent of the large schools and 49 of 119 or 41.2 percent of the small schools indicated they actually

Table 23

Curriculum Standard and Practice Number 22

Vocational education is offered on an elective basis.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	38/ 88.4	31/ 88.5	95/ 79.8	29/ 82.8	91/ 76.5
No/%	4/ 9.3	3/ 8.6	17/ 14.3	5/ 14.3	23/ 19.3
No Response/%	1/ 2.3	1/ 2.9	7/ 5.9	1/ 2.9	5/ 4.2
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	.03
1-3--Leaders Ideal versus Small School Ideal	2	1.69
2-3--Large School Ideal versus Small School Ideal	2	1.41
2-4--Large School Ideal versus Large School Actual	2	.57
3-5--Small School Ideal versus Large School Actual	2	1.32
4-5--Large School Actual versus Small School Actual	2	.65
1-4--Leaders Ideal versus Large School Actual	2	.50
1-5--Leaders Ideal versus Small School Actual	2	2.77

* Significant at the .05 level of confidence

practiced Statement 23 as a curriculum standard. No significant differences resulted when comparing large school ideal to large school actual, when comparing small school ideal to small school actual, or when comparing large school actual to small school actual as shown on Table 24, page 89. Interestingly a significant difference did occur when comparing leaders ideal, 65.1 percent to large school actual, 31.4 percent, and when comparing leaders ideal, 65.1 percent to small school actual, 41.2 percent.

Statement 24: As a basis for grading, school-wide standards of achievement are established for such business courses as bookkeeping, general business, economics, business law, and salesmanship.

Table 25 on page 90 shows that a minority--46.5 percent or 20 of 43 leaders, a minority--37.1 percent or 13 of 35 large schools, and a majority of small schools--54.6 percent or 65 of 119 consider Statement 24 to be an ideal curriculum standard. Even though a majority of the small schools favored Statement 24, no significant differences occurred when comparing leaders ideal to large school ideal, leaders ideal to small school ideal, or large school ideal to small school ideal.

Large schools indicated that 14.3 percent or 5 of 35 practices this standard. Small schools indicated that 42.8 percent or 51 of 119 practices this standard. Again no significant difference resulted in

Table 24

Curriculum Standard and Practice Number 23

As a basis for grading, school-wide standards of achievement are established for such business courses as shorthand, typewriting, transcription and office machines.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	28/ 65.1	17/ 48.6	64/ 53.8	11/ 31.4	49/ 41.2
No/%	15/ 34.9	17/ 48.6	51/ 42.8	24/ 68.6	67/ 56.3
No Response/%	0/ 0.0	1/ 2.8	4/ 3.4	0/ 0.0	3/ 2.5
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	3.03
1-3--Leaders Ideal versus Small School Ideal	2	2.65
2-3--Large School Ideal versus Small School Ideal	2	.36
2-4--Large School Ideal versus Large School Actual	2	3.48
3-5--Small School Ideal versus Large School Actual	2	4.30
4-5--Large School Actual versus Small School Actual	2	2.23
1-4--Leaders Ideal versus Large School Actual	1	7.46*
1-5--Leaders Ideal versus Small School Actual	2	7.76*

* Significant at the .05 level of confidence.

Table 25

Curriculum Standard and Practice Number 24

As a basis for grading, school-wide standards of achievement are established for such business courses as bookkeeping, general business, economics, business law, and salesmanship.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	20/ 46.5	13/ 37.1	65/ 54.6	5/ 14.3	51/ 42.8
No/%	23/ 53.5	20/ 57.2	51/ 42.9	27/ 77.1	66/ 55.5
No Response/%	0/ 0.0	2/ 5.7	3/ 2.5	3/ 8.6	2/ 1.7
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	2.90
1-3--Leaders Ideal versus Small School Ideal	2	2.26
2-3--Large School Ideal versus Small School Ideal	2	3.68
2-4--Large School Ideal versus Large School Actual	2	4.80
3-5--Small School Ideal versus Large School Actual	2	3.81
4-5--Large School Actual versus Small School Actual	2	12.13*
1-4--Leaders Ideal versus Large School Actual	2	11.62*
1-5--Leaders Ideal versus Small School Actual	2	.84

* Significant at the .05 level of confidence

comparing large school ideal with large school actual and in comparing small school ideal with small school actual.

A significant difference did result when comparing large school actual--5 of 35 or 14.5 percent with small school actual--51 of 119 or 42.8 percent and when comparing leaders ideal--20 of 43 or 46.5 percent with large school actual--5 of 35 or 14.3 percent. No significant difference occurred when comparing leaders ideal--20 of 43 or 46.5 percent with small school actual--51 of 119 or 42.8 percent.

Statement 25: Work experience courses are required
of all students preparing for an entry-
level job in business.

A divergence of opinion existed relative to Statement 25 in in considering it as an ideal curriculum standard. Leaders indicated unfavorable--30.2 percent or 13 of 43, large schools indicated somewhat unfavorably--45.7 percent or 16 of 35, small schools indicated favorably --64.7 percent or 77 of 119. Thus a significant difference resulted when comparing leaders ideal to small school ideal and when comparing large school ideal to small school ideal, but not when leaders ideal is compared to large school ideal as shown on Table 26, page 92.

Three of 35 or 8.6 percent of the large schools actually practiced Statement 25 as a curriculum standard. Six of 119 or 5 percent of the small schools indicated they practiced this as a curriculum standard. Thus a significant difference resulted when comparing large

Table 26

Curriculum Standard and Practice Number 25

Work experience courses are required of all students preparing for an entry-level job in business.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	13/ 30.2	16/ 45.7	77/ 64.7	3/ 8.6	6/ 5.0
No/%	29/ 67.5	19/ 54.3	38/ 31.9	31/ 88.5	111/ 93.3
No Response/%	1/ 2.3	0/ 0.0	4/ 3.4	1/ 2.9	2/ 1.7
Total /%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	2.60
1-3--Leaders Ideal versus Small School Ideal	2	16.50*
2-3--Large School Ideal versus Small School Ideal	2	6.44*
2-4--Large School Ideal versus Large School Actual	2	12.77*
3-5--Small School Ideal versus Large School Actual	2	97.17*
4-5--Large School Actual versus Small School Actual	2	.83
1-4--Leaders Ideal versus Large School Actual	2	5.55
1-5--Leaders Ideal versus Small School Actual	2	19.60*

* Significant at the .05 level of confidence

school ideal with large school actual, when comparing small school ideal with small school actual, and when comparing leaders ideal--30.2 percent or 13 of 43 with small school actual--5 percent or 6 of 119. No significant difference resulted when comparing large school actual --8.6 percent or 3 of 35 with

Statement 26: Work experience courses should be offered on an elective basis.

Leaders indicated a 76.7 percent or 33 of 43 favorable response, large schools indicated a 91.4 percent or 32 of 35 favorable response, and small schools indicated a 76.5 percent or 91 of 119 favorable response to Statement 26 as being an ideal curriculum standard. Due to the much higher favorable response by large schools, a significant difference resulted in comparing leaders ideal to large school ideal. No significant difference resulted when comparing leaders ideal to small school ideal or when comparing large school ideal to small school ideal as shown on Table 27, page 94.

In actual practice large schools indicated they practiced this standard by 62.9 percent or 22 of 35. Small schools indicated they practiced this standard by 15.1 percent or 18 of 119. A significant difference resulted when comparing large school ideal to large school actual and when comparing small school ideal to small school actual.

Other significant differences resulted in comparing large

Table 27

Curriculum Standard and Practice Number 26

Work experience courses should be offered on an elective basis.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	33/ 76.7	32/ 91.4	91/ 76.5	22/ 62.9	18/ 15.1
No/%	10/ 23.3	1/ 2.9	23/ 19.3	11/ 31.4	97/ 81.5
No Response/%	0/ 0.0	2/ 5.7	5/ 4.2	2/ 5.7	4/ 3.4
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	8.65*
1-3--Leaders Ideal versus Small School Ideal	2	2.05
2-3--Large School Ideal versus Small School Ideal	2	5.60
2-4--Large School Ideal versus Large School Actual	2	10.19*
3-5--Small School Ideal versus Large School Actual	2	94.63*
4-5--Large School Actual versus Small School Actual	2	33.78*
1-4--Leaders Ideal versus Large School Actual	2	3.46
1-5--Leaders Ideal versus Small School Actual	2	55.77*

* Significant at the .05 level of confidence

school actual--62.9 percent or 22 of 35 with small school actual--15.1 percent or 18 of 119 and in comparing leaders ideal--76.7 percent or 33 of 43 with small school actual--15.1 percent or 18 of 119. No significant difference resulted in comparing leaders ideal--76.7 percent or 33 of 43 with large school actual--62.9 percent or 22 of 35.

Statement 27: All business courses should contain instructional units on economics and personal financial management whenever this practice is feasible.

Table 28 on page 96 shows that leaders--74.4 percent or 32 of 43, large schools--88.6 percent or 31 of 35, and small schools--82.3 percent or 98 of 119 all responded favorably to Statement 27 as being an ideal curriculum standard. No significant differences resulted in comparing leaders ideal with large school ideal, leaders ideal with small school ideal or large school ideal with small school ideal.

Thirteen of 35 or 37.1 percent of the large schools and 51 of 119 or 42.9 percent of the small schools indicated they actually practiced Statement 27 as a curriculum standard. Thus a significant difference resulted in comparing large school ideal with large school actual and in comparing small school ideal with small school actual. No significant difference occurred in comparing large school actual with small school actual.

Other significant differences that occurred relative to

Table 28

Curriculum Standard and Practice Number 27

All business courses should contain instructional units on economics and personal financial management whenever this practice is feasible.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	32/ 74.4	31/ 88.6	98/ 82.3	13/ 37.1	51/ 42.9
No/%	11/ 25.6	4/ 11.4	17/ 14.3	20/ 57.2	62/ 52.1
No Response/%	0/ 0.0	0/ 0.0	4/ 3.4	2/ 5.7	6/ 5.0
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	1.66
1-3--Leaders Ideal versus Small School Ideal	2	4.02
2-3--Large School Ideal versus Small School Ideal	2	1.46
2-4--Large School Ideal versus Large School Actual	2	20.03*
3-5--Small School Ideal versus Large School Actual	2	40.86*
4-5--Large School Actual versus Small School Actual	2	.36
1-4--Leaders Ideal versus Large School Actual	2	11.94*
1-5--Leaders Ideal versus Small School Actual	2	13.24*

* Significant at the .05 level of confidence

Statement 27 were when leaders ideal--32 of 43 or 74.4 percent was compared to large school actual--13 of 35 or 37.1 percent and when leaders ideal--32 of 43 or 74.4 percent was compared to small school actual--51 of 119 or 42.9 percent.

Statement 28: A course in business law is offered on an elective basis to all students.

A majority of leaders--88.4 percent or 38 of 43, a majority of large schools--82.9 percent or 29 of 35, and a majority of small schools--90.8 or 108 of 119 responded favorably to Statement 28 as being an ideal curriculum standard. No significant differences resulted in "ideal" comparisons as shown on Table 29, page 98.

In actual practice, though, a minority of large schools--42.9 percent or 15 of 35 and a minority of small schools--32.8 percent or 39 of 119 indicated they carried out this standard. Thus a significant difference resulted when comparing large school ideal to large school actual and when comparing small school ideal to small school actual.

Other significant differences resulted in comparing leaders ideal--88.4 percent or 38 of 43 with large school actual--42.9 percent or 15 of 35 and in comparing leaders ideal--88.4 percent or 38 of 43 with small school actual--32.8 percent or 39 of 119. No significant difference resulted in comparing large school actual--42.9 percent or 15 of 35 with small school actual--32.8 percent or 39 of 119.

Table 29

Curriculum Standard and Practice Number 28

A course in business law is offered on an elective basis to all students.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	38/ 88.4	29/ 82.9	108/ 90.8	15/ 42.9	39/ 32.8
No/%	5/ 11.6	6/ 17.1	8/ 6.7	20/ 57.1	78/ 65.5
No Response/%	0/ 0.0	0/ 0.0	3/ 2.5	0/ 0.0	2/ 1.7
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	.13
1-3--Leaders Ideal versus Small School Ideal	2	2.05
2-3--Large School Ideal versus Small School Ideal	2	4.30
2-4--Large School Ideal versus Large School Actual	1	10.34*
3-5--Small School Ideal versus Large School Actual	2	89.56*
4-5--Large School Actual versus Small School Actual	2	1.67
1-4--Leaders Ideal versus Large School Actual	1	16.32*
1-5--Leaders Ideal versus Small School Actual	2	39.19*

* Significant at the .05 level of confidence

Statement 29: A course in personal shorthand, or an abbreviated longhand system, is offered on an elective basis to college-bound students.

Twenty six of 43 or 60.5 percent of the leaders responded favorably to Statement 29 as an ideal curriculum standard. Twenty of 35 or 57.1 percent of the large schools and 92 of 119 or 77.3 percent of the small schools favored this statement. Due to a larger percentage of small schools favoring this statement, a significant difference resulted when comparing leaders ideal to small school ideal. No significant differences occurred when comparing leaders ideal to large school ideal and when comparing large school ideal to small school ideal.

Only 8 of 35 or 22.8 percent of the large schools and 43 of 119 or 36.1 percent of the small schools actually practiced Statement 29 as a curriculum standard. Thus a significant difference resulted when comparing large school ideal to large school actual and when comparing small school ideal to small school actual. No difference occurs in comparing large school actual--8 of 35 or 22.8 percent with small school actual--43 of 119 or 36.1 percent.

Other significant differences occur when comparing leaders ideal--26 of 43 or 60.5 percent with large school actual--8 of 35 or 22.8 percent and when comparing leaders ideal--26 of 43 or 60.5 percent with small school actual--43 of 119 or 36.1 percent as shown on Table 30, page 100.

Table 30

Curriculum Standard and Practice Number 29

A course in personal shorthand, or an abbreviated longhand system, is offered on an elective basis to college-bound students.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	26/ 60.5	20/ 57.1	92/ 77.3	8/ 22.8	43/ 36.1
No/%	17/ 39.5	14/ 40.0	25/ 21.0	26/ 74.3	75/ 63.1
No Response/%	0/ 0.0	1/ 2.9	2/ 1.7	1/ 2.9	1/ .8
Total /%	43/100.0	35/100.0	110/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	1.27
1-3--Leaders Ideal versus Small School Ideal	2	6.13*
2-3--Large School Ideal versus Small School Ideal	2	5.56
2-4--Large School Ideal versus Large School Actual	2	8.74*
3-5--Small School Ideal versus Large School Actual	2	43.12*
4-5--Large School Actual versus Small School Actual	2	2.81
1-4--Leaders Ideal versus Large School Actual	2	11.72*
1-5--Leaders Ideal versus Small School Actual	2	7.82*

* Significant at the .05 level of confidence

Statement 30: The offerings of the business department are based, in part, on periodic follow-up studies of graduates and drop-outs, or surveys of local businessmen.

Table 31 on page 102 shows that leaders--39 of 43 or 90.7 percent, large schools--33 of 35 or 94.3 percent, and small schools--94 of 119 or 79 percent all favor Statement 30 as an ideal or desirable curriculum standard. No significant differences result in those comparisons.

In actual practice 45.7 percent or 16 of 35 large schools and 18.5 percent or 22 of 119 small schools carried out this standard in their schools. Thus a significant difference occurs when comparing large school ideal to large school actual, when comparing small school ideal to small school actual, and when comparing large school actual to small school actual.

Additional significant differences are revealed when comparing leaders ideal--90.7 percent or 39 of 43 to large school actual--45.7 percent or 16 of 35 and when comparing leaders ideal--90.7 percent or 39 of 43 to small school actual--18.5 percent or 22 of 119.

Statement 31: The general business course is a job-exploratory course that provides instruction for short periods in typewriting, shorthand, bookkeeping, salesmanship, etc.

Only 9.3 percent or 4 of 43 of the leaders considered Statement

Table 31

Curriculum Standard and Practice Number 30

The offerings of the business department are based, in part, on periodic follow-up studies of graduates and dropouts, or surveys of local businessmen.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	39/ 90.7	33/ 94.3	94/ 79.0	16/ 45.7	22/ 18.5
No/%	4/ 9.3	2/ 5.7	20/ 16.8	18/ 51.4	93/ 78.1
No Response/%	0/ 0.0	0/ 0.0	5/ 4.2	1/ 2.9	4/ 3.4
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	.03
1-3--Leaders Ideal versus Small School Ideal	2	3.53
2-3--Large School Ideal versus Small School Ideal	2	4.57
2-4--Large School Ideal versus Large School Actual	2	19.70*
3-5--Small School Ideal versus Large School Actual	2	91.96*
4-5--Large School Actual versus Small School Actual	2	10.83*
1-4--Leaders Ideal versus Large School Actual	2	18.91*
1-5--Leaders Ideal versus Small School Actual	2	70.19*

* Significant at the .05 level of confidence

31 an ideal curriculum standard. Significantly more of the large schools--11 of 35 or 31.4 percent and significantly more of the small schools--53 of 119 or 44.5 percent considered this to be an ideal curriculum standard. No significance occurred where comparing large school ideal with small school ideal as shown on Table 32, page 104.

Large schools--1 of 35 of 2.9 percent and small schools-- 15 of 119 or 12.6 percent actually practiced this as a standard which was significantly less than they expressed as an ideal curriculum standard. No significant difference resulted when comparing large school actual with small school actual, when comparing leaders ideal with large school actual, and when comparing leaders ideal with small school actual.

Statement 32: The general business course is concerned primarily with instruction in basic business concepts, guidance, occupational information, and the proper use of business services.

Leaders indicated an 88.4 percent or 38 of 43 favorable responses to Statement 32. Large schools indicated an 80 percent or 28 of 35 favorable response and small schools indicated an 82.4 percent or 98 of 119 favorable response to Statement 32 as an ideal curriculum practice. No significance was found in these comparisons as shown on Table 33, page 105.

Seventeen of 35 large schools or 48.5 percent and 34 of 119

Table 32

Curriculum Standard and Practice Number 31

The general business course is a job-exploratory course that provides instruction for short periods in typewriting, shorthand, bookkeeping, salesmanship, etc.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	4/ 9.3	11/ 31.4	53/ 44.5	1/ 2.9	15/ 12.6
No/%	39/ 90.7	21/ 60.0	62/ 52.1	33/ 94.2	101/ 84.9
No Response/%	0/ 0.0	3/ 8.6	4/ 3.4	1/ 2.9	3/ 2.5
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	10.96*
1-3--Leaders Ideal versus Small School Ideal	2	20.14*
2-3--Large School Ideal versus Small School Ideal	2	3.05
2-4--Large School Ideal versus Large School Actual	2	12.00*
3-5--Small School Ideal versus Large School Actual	2	30.71*
4-5--Large School Actual versus Small School Actual	2	2.76
1-4--Leaders Ideal versus Large School Actual	2	2.51
1-5--Leaders Ideal versus Small School Actual	2	1.50

* Significant at the .05 level of confidence

Table 33

Curriculum Standard and Practice Number 32

The general business course is concerned primarily with instruction in basic economic concepts, guidance, occupational information, and the proper use of business services.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	38/ 88.4	28/ 80.0	98/ 82.4	17/ 48.6	34/ 28.5
No/%	4/ 9.3	6/ 17.1	18/ 15.1	15/ 42.8	81/ 68.1
No Response/%	1/ 2.3	1/ 2.9	3/ 2.5	3/ 8.6	4/ 3.4
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	1.11
1-3--Leaders Ideal versus Small School Ideal	2	.93
2-3--Large School Ideal versus Small School Ideal	2	.10
2-4--Large School Ideal versus Large School Actual	2	7.55*
3-5--Small School Ideal versus Large School Actual	2	71.26*
4-5--Large School Actual versus Small School Actual	2	7.64*
1-4--Leaders Ideal versus Large School Actual	2	14.72*
1-5--Leaders Ideal versus Small School Actual	2	46.31*

* Significant at the .05 level of confidence

small schools or 28.5 percent actually practiced this statement as a curriculum standard. Thus a significant difference resulted when comparing large school ideal with large school actual and when comparing small school ideal with small school actual.

Additional significant differences occurred when comparing large school actual--48.6 percent with small school actual--28.5 percent, when comparing leaders ideal 88.4 percent with large school actual--48.6 percent, and when comparing leaders ideal--88.4 percent with small school actual--28.5 percent.

Statement 33: The general business course is recommended as an elective for all students.

Table 34 on page 107 shows that leaders, large schools, and small schools unanimously favor Statement 33 as an ideal curriculum standard. Leaders indicate a favorable response of 86.1 percent or 37 of 43, large schools--80 percent or 28 of 35, and small schools--79.8 percent or 95 of 119. No significant difference occurred in these comparisons.

In actual practice, though, only 13 of 35 or 37.1 percent of the large schools and only 32 of 119 or 26.9 of the small schools carried out this statement as a curriculum standard. A significant difference resulted in comparing the large school ideal with the large school actual and in comparing the small school ideal with the small

Table 34

Curriculum Standard and Practice Number 33

The general business course is recommended as an elective for all students.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	37/ 86.1	28/ 80.0	95/ 79.8	13/ 37.1	32/ 26.9
No/%	5/ 11.6	7/ 20.0	21/ 17.7	22/ 62.9	83/ 69.7
No Response/%	1/ 2.3	0/ 0.0	3/ 2.5	0/ 0.0	4/ 3.4
Total /%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	1.78
1-3--Leaders Ideal versus Small School Ideal	2	.86
2-3--Large School Ideal versus Small School Ideal	2	.96
2-4--Large School Ideal versus Large School Actual	1	11.54*
3-5--Small School Ideal versus Large School Actual	2	68.36*
4-5--Large School Actual versus Small School Actual	2	2.34
1-4--Leaders Ideal versus Large School Actual	2	22.64*
1-5--Leaders Ideal versus Small School Actual	2	45.70*

* Significant at the .05 level of confidence

school actual. Additional significant differences occurred when comparing leaders ideal--37 of 43 or 86.1 percent with large school actual 13 of 35 or 37.1 percent and when comparing leaders ideal--37 of 43 or 86.1 percent with small school actual--32 of 119 or 26.9 percent.

No significant difference resulted in comparing large school actual--13 of 35 or 37.1 percent with small school actual--32 of 119 or 26.9 percent.

Statement 34: The general business course is required of all students.

A minority of leaders--20.9 percent or 9 of 43, a minority of large schools--20 percent or 7 of 35, and a minority of small schools--28.6 or 34 of 119 considered Statement 34 to be an ideal curriculum standard as shown by Table 35. No significant differences resulted from the comparisons as shown on Table 35, page 109.

In actual practice there was not significant difference when comparing large school ideal--7 of 35 or 20 percent with large school actual--2 of 35 or 5.7 percent. There was a significant difference in actual practice of this curriculum standard in comparing small school ideal--34 of 119 or 28.6 percent with small school actual--6 of 119 or 5 percent. No significant difference existed when comparing large school actual--2 of 35 or 5.7 percent with small school actual--6 of 119 or 5 percent or when comparing leaders ideal--9 of 43 or 20.9 percent

Table 35

Curriculum Standard and Practice Number 34

The general business course is required of all students.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	9/ 20.9	7/ 20.0	34/ 28.6	2/ 5.7	6/ 5.0
No/%	34/ 79.1	28/ 80.0	84/ 70.6	33/ 94.3	110/ 92.5
No Response/%	0/ 0.0	0/ 0.0	1/ .8	0/ 0.0	3/ 2.5
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	.03
1-3--Leaders Ideal versus Small School Ideal	2	1.37
2-3--Large School Ideal versus Small School Ideal	2	1.37
2-4--Large School Ideal versus Large School Actual	1	2.04
3-5--Small School Ideal versus Large School Actual	2	24.08*
4-5--Large School Actual versus Small School Actual	2	.91
1-4--Leaders Ideal versus Large School Actual	1	2.54
1-5--Leaders Ideal versus Small School Actual	2	10.33*

* Significant at the .05 level of confidence

with large school actual--2 of 35 or 5.7 percent.

Statement 35: Record keeping is required as a prerequisite for all students who desire to take the book-keeping course.

A small number of leaders--1 of 43 or 2.3 percent, large schools --3 of 35 or 8.6 percent, small schools--12 of 119 or 10.1 percent agreed that Statement 35 was an ideal curriculum standard. No significant differences resulted in these comparisons as shown on Table 36, page 111.

In actual practice large school indicated 1 of 33 or 2.9 percent and thus no significant difference. Small schools did reflect a significant difference in comparing their ideal--12 of 119 or 10.1 percent as compared to their actual--2 of 119 or 1.7 percent. No significant differences existed when comparing large school actual to small school actual, when comparing leaders ideal to large school actual, or when comparing leaders ideal to small school actual.

Statement 36: Record keeping, instead of bookkeeping, is offered for those students specializing in the clerical sequence.

Table 37 on page 112 reveals that a minority of leaders--39.5 percent or 17 of 43, a minority of large schools--40 percent or 14 of 35, and a minority of small schools--42 percent or 50 of 119 considered Statement 36 to be an ideal curriculum standard, Again, no significant

Table 36

Curriculum Standard and Practice Number 35

Record keeping is required as a prerequisite for all students who desire to take the bookkeeping course.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	1/ 2.3	3/ 8.6	12/ 10.1	1/ 2.9	2/ 1.7
No/%	42/ 97.7	32/ 91.4	103/ 86.5	34/ 97.1	114/ 95.8
No Response/%	0/ 0.0	0/ 0.0	4/ 3.4	0/ 0.0	3/ 2.5
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

Comparison

df Chi-Square

1-2--Leaders Ideal versus Large School Ideal	1	.52
1-3--Leaders Ideal versus Small School Ideal	2	4.25
2-3--Large School Ideal versus Small School Ideal	2	1.31
2-4--Large School Ideal versus Large School Actual	1	.26
3-5--Small School Ideal versus Large School Actual	2	7.84*
4-5--Large School Actual versus Small School Actual	2	1.08
1-4--Leaders Ideal versus Large School Actual	1	.32
1-5--Leaders Ideal versus Small School Actual	2	1.17

* Significant at the .05 level of confidence

Table 37

Curriculum Standard and Practice Number 36

Record keeping, instead of bookkeeping, is offered for those students specializing in the clerical sequence.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	17/ 39.5	14/ 40.0	50/ 42.0	5/ 14.3	5/ 4.2
No/%	26/ 60.5	20/ 57.1	65/ 54.6	29/ 82.8	111/ 93.3
No Response/%	0/ 0.0	1/ 2.9	4/ 3.4	1/ 2.9	3/ 2.5
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	1.27
1-3--Leaders Ideal versus Small School Ideal	2	1.68
2-3--Large School Ideal versus Small School Ideal	2	.08
2-4--Large School Ideal versus Large School Actual	2	5.92
3-5--Small School Ideal versus Large School Actual	2	48.98*
4-5--Large School Actual versus Small School Actual	2	4.57
1-4--Leaders Ideal versus Large School Actual	2	6.96*
1-5--Leaders Ideal versus Small School Actual	2	8.83*

* Significant at the .05 level of confidence

difference resulted in these comparisons.

No significant difference was found in comparing the large school ideal--40 percent or 14 of 35 with the large school actual--14.3 percent or 5 of 35. A significant difference was found in comparing small school ideal--42 percent or 50 of 119 with small school actual--4.2 percent or 5 of 119.

Additional significant differences were found when comparing leaders ideal--39.5 percent or 17 of 43 with large school actual--14.3 percent or 5 of 35 and when comparing leaders ideal--39.5 percent or 17 of 43 with small school actual--4.2 percent or 5 of 119. No significant difference resulted in comparing large school actual--14.3 percent or 5 of 119 with small school actual--4.2 percent or 5 of 119.

Statement 37: Training on any office machine, other than the typewriter, should be on the acquaintanceship or orientation level rather than on the level of development of high operational skill.

A majority of leaders--72.1 percent or 31 of 43 and a majority of small schools--51.2 percent, 61 of 119, considered Statement 37 to be an ideal curriculum standard. Large schools did not respond positively to Statement 37--40 percent or 14 of 35. Thus a significant difference occurred between leaders ideal and large school ideal and between leaders ideal and small school ideal, but not between large school ideal and small school ideal as shown on Table 38, page 114.

Table 38

Curriculum Standard and Practice Number 37

Training on any office machine, other than the typewriter, should be on the acquaintanceship or orientation level rather than on the level of development of high operational skill.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	31/ 72.1	14/ 40.0	61/ 51.2	15/ 42.8	47/ 39.5
No/%	12/ 27.9	19/ 54.3	54/ 45.4	19/ 54.3	68/ 57.1
No Response/%	0/ 0.0	2/ 5.7	4/ 3.4	1/ 2.9	4/ 3.4
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	9.28*
1-3--Leaders Ideal versus Small School Ideal	2	6.23*
2-3--Large School Ideal versus Small School Ideal	2	1.54
2-4--Large School Ideal versus Large School Actual	2	.35
3-5--Small School Ideal versus Large School Actual	2	3.42
4-5--Large School Actual versus Small School Actual	2	.13
1-4--Leaders Ideal versus Large School Actual	2	7.40*
1-5--Leaders Ideal versus Small School Actual	2	13.88*

* Significant at the .05 level of confidence

In actual practice large schools--42.8 percent or 15 of 35 and small schools 39.5 percent or 47 of 119 carried out the standard. No significant difference resulted from comparing large school ideal with large school actual, from comparing small school ideal with small school actual, and from comparing large school actual with small school actual. Significant differences did occur when comparing leaders ideal--72.1 percent or 31 of 43 with large school actual--42.8 percent or 15 of 35 and when comparing leaders ideal--72.1 percent or 31 of 43 with small school actual--39.5 percent or 47 of 119.

Statement 38: A separate course in personal typewriting should be offered as an elective to all senior high school students.

A minority of leaders--41.9 percent or 18 of 43, a majority of large schools--71.4 percent or 25 of 35, and a majority of small schools--58 percent or 69 of 119 considered Statement 38 to be an ideal curriculum standard for business education. A significant difference resulted from comparing leaders ideal to large school idea. No significance resulted from comparing leaders ideal to small school ideal or from comparing large school ideal to small school ideal.

In actual practice a majority of large schools--57.1 percent or 20 of 35 carried out Statement 38 as a curriculum standard. Only 16.8 percent or 20 of 119 small schools carried out the standard. Thus a significant difference resulted from comparing small school ideal with

small school actual but did not result when comparing large school ideal with large school actual.

Other comparisons showed that a significant difference occurred when comparing large school actual--57.1 percent or 20 of 35 with small school actual--16.8 percent or 20 of 119 and when comparing leaders ideal--41.9 percent or 18 of 43 with small school actual--16.8 percent or 20 of 119. No significant difference resulted from comparing leaders ideal--41.9 percent or 18 of 43 with large school actual--57.1 percent or 20 of 35 as shown on Table 39, page 117.

Statement 39: Personal-use and vocational typewriting students in the senior high school should be placed in the same beginning class for one semester.

Table 40 on page 118 reveals that leaders, large schools, and small schools responded favorably to Statement 39. Leaders indicated a favorable response of 74.4 percent or 32 of 43, large schools--51.4 percent or 18 of 35 and small schools--51.3 percent or 61 of 119. No significant difference occurred when comparing leaders ideal with small school ideal. A significant difference did occur when comparing leaders ideal to small school ideal.

In actual practice no significant differences occurred. Large schools indicated they practiced the standard by 40 percent or 14 of 35 and small schools by 51.3 percent of 61 of 119. Other significant

Table 39

Curriculum Standard and Practice Number 38

A separate course in personal typewriting should be offered as an elective to all senior high school students.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	18/ 41.9	25/ 71.4	69/ 58.0	20/ 57.1	20/ 16.8
No/%	24/ 55.8	8/ 22.9	45/ 37.8	14/ 40.0	96/ 80.8
No Response/%	1/ 2.3	2/ 5.7	5/ 4.2	1/ 2.9	3/ 2.5
Total /%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	8.74*
1-3--Leaders Ideal versus Small School Ideal	2	4.23
2-3--Large School Ideal versus Small School Ideal	2	2.70
2-4--Large School Ideal versus Large School Actual	2	2.53
3-5--Small School Ideal versus Large School Actual	2	45.92*
4-5--Large School Actual versus Small School Actual	2	23.22*
1-4--Leaders Ideal versus Large School Actual	2	1.94
1-5--Leaders Ideal versus Small School Actual	2	11.09*

* Significant at the .05 level of confidence

Table 40

Curriculum Standard and Practice Number 39

Personal-use and vocational typewriting students in the senior high school should be placed in the same beginning class for one semester.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	32/ 74.4	18/ 51.4	61/ 51.3	14/ 40.0	61/ 51.3
No/%	10/ 23.3	16/ 45.7	53/ 44.5	19/ 54.3	52/ 43.7
No Response/%	1/ 2.3	1/ 2.9	5/ 4.2	2/ 5.7	6/ 5.0
Total	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	4.53
1-3--Leaders Ideal versus Small School Ideal	2	6.93*
2-3--Large School Ideal versus Small School Ideal	2	.13
2-4--Large School Ideal versus Large School Actual	2	1.09
3-5--Small School Ideal versus Large School Actual	2	.10
4-5--Large School Actual versus Small School Actual	2	1.39
1-4--Leaders Ideal versus Large School Actual	2	9.45*
1-5--Leaders Ideal versus Small School Actual	2	6.94*

* Significant at the .05 level of confidence

differences resulted when comparing leaders ideal--74.4 percent or 32 of 43 with large school actual--40 percent or 14 of 35 and when comparing leaders ideal--74.4 percent or 32 of 43 with small school actual --51.3 percent or 61 of 119.

Statement 40: The business department should incorporate general business, business law, consumer economics, and economics into two-year courses entitled "general business" and "advanced general business".

A minority of leaders--39.5 percent or 17 of 43, a minority of large schools--28.6 or 10 of 35, and a minority of small schools--39.5 percent or 47 of 119 considered Statement 40 to be an ideal curriculum standard. No significant differences resulted in these comparisons as shown on Table 41, page 120.

One of 35 or 2.9 percent of the large schools and 4 of 119 or 3.4 percent of the small schools indicated they actually practiced Statement 40 as a curriculum standard. These small numbers of large and small schools actually practicing the standard account for the significant difference when comparing large school ideal to large school actual and when comparing small school ideal with small school actual. No significant difference resulted in comparing large school actual with small school actual. There did exist significant differences when comparing leaders ideal--39.5 percent or 17 of 43 to large school actual --10 of 35 or 2.9 percent and when comparing leaders ideal--39.5

Table 41

Curriculum Standard and Practice Number 40

The business department should incorporate general business, business law, consumer economics, and economics into two-year courses entitled "general business" and "advanced general business."

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	17/ 39.5	10/ 28.6	47/ 39.5	1/ 2.9	4/ 3.4
No/%	23/ 53.5	22/ 62.8	64/ 53.8	31/ 88.5	107/ 89.9
No Response/%	3/ 7.0	3/ 8.6	8/ 6.7	3/ 8.6	8/ 6.7
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	1.030
1-3--Leaders Ideal versus Small School Ideal	2	.003
2-3--Large School Ideal versus Small School Ideal	2	1.400
2-4--Large School Ideal versus Large School Actual	2	8.890*
3-5--Small School Ideal versus Large School Actual	2	47.070*
4-5--Large School Actual versus Small School Actual	2	.150
1-4--Leaders Ideal versus Large School Actual	2	14.740*
1-5--Leaders Ideal versus Small School Actual	2	37.110*

* Significant at the .05 level of confidence

percent or 17 of 43 to small school actual--3.4 percent or 4 of 119.

Statement 41: A course in economics is required of all students.

A minority of leaders and a majority of large and small schools considered Statement 41 to be an ideal curriculum standard. Leaders indicated a response of 41.8 percent or 13 of 43 in favor. Large schools indicated a response of 54.3 percent or 19 of 35 in favor. Small schools indicated a response of 59.7 percent or 71 of 119 in favor. Again, no significant differences resulted in these comparisons.

In actual practice large schools indicated 5 of 35 or 14.3 percent and small schools indicated 9 of 119 or 7.6 percent. Significance resulted in comparing large school ideal to large school actual and in comparing small school ideal to small school actual. No significant difference occurred in comparing large school actual to small school actual as shown on Table 42, page 122. Additional significant differences resulted when comparing leaders ideal--41.8 percent or 13 of 43 with large school actual--14.3 percent or 5 of 35 and when comparing leaders ideal 41.8 percent or 13 of 43 with small school actual --7.6 percent or 9 of 119.

Statement 42: The economics course should be offered by and under the direction of the business department.

Table 42 on page 123 shows that a majority of leaders, large

Table 42

Curriculum Standard and Practice Number 41

A course in economics is required of all students.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	13/ 41.8	19/ 54.3	71/ 59.7	5/ 14.3	9/ 7.6
No/%	22/ 51.2	15/ 42.8	43/ 36.1	30/ 85.7	107/ 89.9
No Response/%	3/ 7.0	1/ 2.9	5/ 4.2	0/ 0.0	3/ 2.5
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	1.55
1-3--Leaders Ideal versus Small School Ideal	2	4.09
2-3--Large School Ideal versus Small School Ideal	2	.58
2-4--Large School Ideal versus Large School Actual	2	14.17*
3-5--Small School Ideal versus Large School Actual	2	75.86*
4-5--Large School Actual versus Small School Actual	2	2.28
1-4--Leaders Ideal versus Large School Actual	2	10.87*
1-5--Leaders Ideal versus Small School Actual	2	29.94*

* Significant at the .05 level of confidence

Table 43

Curriculum Standard and Practice Number 42

The economics course should be offered by and under the direction of the business department.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	36/ 83.7	21/ 60.0	68/ 57.2	2/ 5.7	19/ 16.0
No/%	3/ 7.0	12/ 34.3	45/ 37.8	30/ 85.7	95/ 79.8
No Response/%	4/ 9.3	2/ 5.7	6/ 5.0	3/ 8.6	5/ 4.2
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	9.29*
1-3--Leaders Ideal versus Small School Ideal	2	14.54*
2-3--Large School Ideal versus Small School Ideal	2	.15
2-4--Large School Ideal versus Large School Actual	2	23.61*
3-5--Small School Ideal versus Large School Actual	2	45.55*
4-5--Large School Actual versus Small School Actual	2	3.19
1-4--Leaders Ideal versus Large School Actual	2	52.39*
1-5--Leaders Ideal versus Small School Actual	2	71.90*

* Significant at the .05 level of confidence

schools, and small schools responded favorably to Statement 42.

Leaders indicated a favorable response of 83.7 percent or 36 of 43, large schools--60 percent or 21 of 35, and small schools--57.2 percent or 68 of 119. A significant difference resulted from comparing the leaders ideal to the large school ideal and from comparing leaders ideal to small school ideal but did not occur from comparing large school ideal to small school ideal.

Large schools indicated 5.7 percent or 2 of 35 and small schools indicated 16 percent or 19 of 119 actually practiced Statement 42 as an ideal business education curriculum standard. A significant difference thus resulted from comparing large school ideal to large school actual and from comparing small school ideal to small school actual. No significant difference occurred in comparing large school actual with small school actual. Significant differences also resulted from comparing leaders ideal--83.7 percent or 36 of 43 to large school actual--5.7 percent or 2 of 35 and from comparing leaders ideal--83.7 percent or 36 of 43 to small school actual--16 percent or 19 of 119.

Statement 43: Instruction in automated data processing is concerned primarily with principles, processes, and terminology.

A majority of the leaders--83.7 percent or 34 of 43, a majority of large schools--68.6 percent or 24 of 35, and a majority of small schools--68.1 percent or 81 of 119 considered Statement 43 to be an

ideal business education curriculum standard. No significant differences resulted in these comparisons as shown on Table 44, page 126.

In actual practice the large schools indicated 48.6 percent or 17 of 35 and small schools indicated 33.6 percent or 40 of 119 carried out this statement as a curriculum standard. No significant difference resulted in comparing large school ideal--24 of 35 to large school actual--17 of 35, but did occur when comparing small school ideal--81 of 119 to small school actual--40 of 119. Also, no significant difference resulted in comparing large school actual to small school actual. Significant differences did occur when comparing leaders ideal 83.7 percent or 34 of 43 to large school actual--48.6 percent or 17 of 35 and when comparing leaders ideal--83.7 percent or 34 of 43 to small school actual--33.6 percent or 40 of 119.

Statement 44: Instruction in data processing is offered as a short unit in one of the existing business courses.

No significant differences resulted in any of the eight comparisons relative to Statement 44 as shown on Table 45, page 127. A minority of leaders--32.5 percent or 14 of 43, a minority of large schools--42.9 percent or 15 of 35, and a minority of small schools--47.9 percent or 57 of 119 responded to Statement 44 as being an ideal business education curriculum standard.

A majority of large schools--57.1 percent or 20 of 35 and a

Table 44

Curriculum Standard and Practice Number 43

Instruction in automated data processing is concerned primarily with principles, processes, and terminology.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	34/ 83.7	24/ 68.6	81/ 68.1	17/ 48.6	40/ 33.6
No/%	7/ 7.0	10/ 28.5	32/ 26.9	15/ 42.8	73/ 61.4
No Response/%	2/ 9.3	1/ 2.9	6/ 5.0	3/ 8.6	6/ 5.0
Total /%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	1.79
1-3--Leaders Ideal versus Small School Ideal	2	2.03
2-3--Large School Ideal versus Small School Ideal	2	.31
2-4--Large School Ideal versus Large School Actual	2	3.20
3-5--Small School Ideal versus Large School Actual	2	29.90*
4-5--Large School Actual versus Small School Actual	2	3.83
1-4--Leaders Ideal versus Large School Actual	2	8.04*
1-5--Leaders Ideal versus Small School Actual	2	27.29*

* Significant at the .05 level of confidence

Table 45

Curriculum Standard and Practice Number 44

Instruction in data processing is offered as a short unit in one of the existing business courses.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	14/ 32.5	15/ 42.9	57/ 47.9	20/ 57.1	53/ 44.6
No/%	26/ 60.5	18/ 51.4	54/ 45.4	12/ 34.3	60/ 50.4
No Response/%	3/ 7.0	2/ 5.7	8/ 6.7	3/ 8.6	6/ 5.0
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

Comparison

	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	.87
1-3--Leaders Ideal versus Small School Ideal	2	3.16
2-3--Large School Ideal versus Small School Ideal	2	.40
2-4--Large School Ideal versus Large School Actual	2	2.11
3-5--Small School Ideal versus Large School Actual	2	5.23
4-5--Large School Actual versus Small School Actual	2	2.99
1-4--Leaders Ideal versus Large School Actual	2	5.45
1-5--Leaders Ideal versus Small School Actual	2	1.91

* Significant at the .05 level of confidence

minority of small schools--44.6 percent or 53 of 119 indicated they actually practiced Statement 44 as a curriculum standard.

Statement 45: Instruction in data processing is offered in a separate course of one semester or more.

Table 46 on page 129 shows that a majority of leaders, large schools, and small schools favored Statement 45 as an ideal business education curriculum standard. Leaders favored the statement by 60.5 percent or 26 of 43, large schools favored the statement by 57.2 percent or 20 of 35, and small schools favored the statement by 64.7 percent or 77 of 119. No significant differences resulted from these comparisons.

In actual practice, though, only 8 of 35 or 22.8 percent of the large schools and only 7 of 119 or 5.9 percent of the small schools carried out Statement 45 as a curriculum standard. Thus a significant difference resulted when comparing large school ideal with large school actual. When comparing small school ideal with small school actual, and when comparing large school actual with small school actual.

Other significant differences occurred when comparing leaders ideal--26 of 43 or 60.5 percent with large school actual--8 of 35 or 22.8 percent and when comparing leaders ideal--26 of 43 or 60.5 percent with small school actual--7 of 119 or 5.9 percent.

Statement 46: Instruction in data processing is included in

Table 46

Curriculum Standard and Practice Number 45

Instruction in data processing is offered in a separate course of one semester or more.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	26/ 60.5	20/ 57.2	77/ 64.7	8/ 22.8	7/ 5.9
No/%	14/ 32.5	13/ 37.1	35/ 29.4	24/ 68.6	106/ 89.1
No Response/%	3/ 7.0	2/ 5.7	7/ 5.9	3/ 8.6	6/ 5.0
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	.20
1-3--Leaders Ideal versus Small School Ideal	2	.25
2-3--Large School Ideal versus Small School Ideal	2	.76
2-4--Large School Ideal versus Large School Actual	2	8.61*
3-5--Small School Ideal versus Large School Actual	2	94.16*
4-5--Large School Actual versus Small School Actual	2	9.92*
1-4--Leaders Ideal versus Large School Actual	2	11.46*
1-5--Leaders Ideal versus Small School Actual	2	60.03*

* Significant at the .05 level of confidence.

appropriate instructional units of a number of business courses.

A majority of leaders--55.8 percent or 24 of 43, a majority of large schools--57.2 percent or 20 of 35, and a majority of small schools 52.1 percent or 62 of 119 considered Statement 46 to be an ideal business education curriculum standard. No significant differences resulted in these comparisons.

Eleven of 35 or 31.4 percent of the large schools and 30 of 119 or 25.2 percent of the small schools actually practiced Statement 46 as a curriculum standard. No significant difference occurred when comparing the large school ideal with the large school actual, but did occur when comparing small school ideal with small school actual. There was no significant difference in comparing the large school actual--31.4 percent with the small school actual--25.2 percent. In comparing leaders ideals with large and small school actual, a significant difference resulted with the small schools but not with the large schools as shown on Table 47, page 131.

Statement 47: Business arithmetic and business English is of a nonremedial nature, offered only to those students who have demonstrated a certain minimum ability in mathematics and English.

A minority of the leaders, the large schools, and the small schools favored Statement 47 as an ideal business education curriculum

Table 47

Curriculum Standard and Practice Number 46

Instruction in data processing is included in appropriate instructional units of a number of business courses.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	24/ 55.8	20/ 57.2	62/ 52.1	11/ 31.4	30/ 25.2
No/%	18/ 41.9	12/ 34.2	49/ 41.2	21/ 60.0	83/ 69.8
No Response/%	1/ 2.3	3/ 8.6	8/ 6.7	3/ 8.6	6/ 5.0
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	1.76
1-3--Leaders Ideal versus Small School Ideal	2	1.18
2-3--Large School Ideal versus Small School Ideal	2	.58
2-4--Large School Ideal versus Large School Actual	2	5.07
3-5--Small School Ideal versus Large School Actual	2	20.17*
4-5--Large School Actual versus Small School Actual	2	1.35
1-4--Leaders Ideal versus Large School Actual	2	5.29
1-5--Leaders Ideal versus Small School Actual	2	13.35*

* Significant at the .05 level of confidence

standard. Leaders indicated that 46.5 percent or 20 of 43 favored the statement. Large schools indicated that 45.7 percent or 16 of 35 favored the statement. Small schools indicated that 49.6 percent or 59 of 119 favored the statement. Thus no significant differences resulted in these comparisons as shown on Table 48, page 133.

Three of 35 or 8.6 percent of the large schools and 19 of 119 or 16 percent of the small schools actually practiced Statement 47 as a curriculum standard as shown on Table 47. Thus a significant difference resulted when comparing large school ideal with large school actual and when comparing small school ideal with small school actual. No significant difference occurred in comparing large school actual with small school actual. Additional significant differences were revealed in comparing leaders ideal--46.5 percent or 20 of 43 to large school actual--8.6 percent or 3 of 35 and when comparing leaders ideal--46.5 percent or 20 of 43 to small school actual--16 percent or 19 of 119.

Statement 48: All business teachers concern themselves with improving the language and arithmetic skills of students in business courses.

No significant differences were found in any of the eight comparisons made relative to Statement 48 being an ideal business education curriculum standard. These results are on Table 49, page 134.

A majority of leaders--95.4 percent or 41 of 43, a majority of

Table 48

Curriculum Standard and Practice Number 47

Business arithmetic and business English is of a nonremedial nature; offered only to those students who have demonstrated a certain minimum ability in mathematics and English.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	20/ 46.5	16/ 45.7	59/ 49.6	3/ 8.6	19/ 16.0
No/%	23/ 53.5	17/ 48.6	54/ 45.4	30/ 85.7	92/ 77.3
No Response/%	0/ 0.0	2/ 5.7	6/ 5.0	2/ 5.7	8/ 6.7
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	2.54
1-3--Leaders Ideal versus Small School Ideal	2	2.67
2-3--Large School Ideal versus Small School Ideal	2	.17
2-4--Large School Ideal versus Large School Actual	2	12.49*
3-5--Small School Ideal versus Large School Actual	2	30.69*
4-5--Large School Actual versus Small School Actual	2	1.32
1-4--Leaders Ideal versus Large School Actual	2	14.83*
1-5--Leaders Ideal versus Small School Actual	2	63.69*

* Significant at the .05 level of confidence

Table 49

Curriculum Standard and Practice Number 48

All business teachers concern themselves with improving the language and arithmetic skills of students in business courses.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	41/ 95.4	34/ 97.1	114/ 95.8	30/ 85.7	106/ 89.1
No/%	2/ 4.6	1/ 2.9	3/ 2.5	4/ 11.4	8/ 6.7
No Response/%	0/ 0.0	0/ 0.0	2/ 1.7	1/ 2.9	5/ 4.2
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	.03
1-3--Leaders Ideal versus Small School Ideal	2	1.19
2-3--Large School Ideal versus Small School Ideal	2	.60
2-4--Large School Ideal versus Large School Actual	2	3.05
3-5--Small School Ideal versus Large School Actual	2	3.85
4-5--Large School Actual versus Small School Actual	2	.93
1-4--Leaders Ideal versus Large School Actual	2	2.58
1-5--Leaders Ideal versus Small School Actual	2	2.16

* Significant at the .05 level of confidence

large schools--97.1 percent or 34 of 35, and a majority of small schools--95.8 percent or 114 of 119 responded favorably to Statement 48. In actual practice large schools indicated that 85.7 percent or 30 of 35 carried out the standard, and small schools indicated that 89.1 percent or 106 of 119 carried out the standard.

Statement 49: Business teachers will assist counselors to keep them well informed about changing employment requirements in business occupations.

A vast majority of leaders, large schools, and small schools concurred that Statement 49 should be an ideal business education standard. Leaders concurred by 95.4 percent or 41 of 43, large schools concurred by 94.1 percent or 33 of 35, and small schools concurred by 94.1 percent or 112 of 119. No significant differences resulted from these comparisons as shown on Table 50, page 136.

Twenty of 35 or 57.2 percent of the large schools and 80 of 119 or 67.2 percent of the small schools indicated they actually practiced Statement 49 as an ideal business education curriculum standard. No significant difference resulted from comparing large school actual to small school actual, but did occur when comparing large school ideal to large school actual and when comparing small school ideal to small school actual.

Additional comparisons revealed significant differences when

Table 50

Curriculum Standard and Practice Number 49

Business teachers will assist counselors to keep them well informed about changing employment requirements in business occupations.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	41/ 95.4	33/ 94.3	112/ 94.1	20/ 57.2	80/ 67.2
No/%	2/ 4.6	2/ 5.7	4/ 3.4	13/ 37.1	35/ 29.4
No Response/%	0/ 0.0	0/ 0.0	3/ 2.5	2/ 5.7	4/ 3.4
Total/%	43/100.0	35/100.0	119/100.0	35/100.0	119/100.0

Comparison

	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	1	.09
1-3--Leaders Ideal versus Small School Ideal	2	1.23
2-3--Large School Ideal versus Small School Ideal	2	1.27
2-4--Large School Ideal versus Large School Actual	2	13.26*
3-5--Small School Ideal versus Large School Actual	2	30.12*
4-5--Large School Actual versus Small School Actual	2	1.33
1-4--Leaders Ideal versus Large School Actual	2	16.65*
1-5--Leaders Ideal versus Small School Actual	2	13.27*

* Significant at the .05 level of confidence

comparing leaders ideal--41 of 43 or 95.4 percent to large school actual --20 of 35 or 57.2 percent and when comparing leaders ideal--41 of 43 or 95.4 percent to small school actual--80 of 119 or 67.2 percent.

Statement 50: A vocational counseling and placement office is maintained by the senior high school.

Table 51 on page 138 shows that leaders--90.7 percent or 39 of 43, large schools--94.3 percent or 33 of 35, and small schools--94.1 percent or 112 of 119 all responded favorably to Statement 50 as being an ideal business education curriculum standard. No significant differences resulted in comparing leaders ideal to large school ideal, leaders ideal to small school ideal, and large school ideal to small school ideal.

In actual practice, 9 of 35 large schools or 25.7 percent and 49 of 119 small schools or 41.2 percent carried out the statement as a curriculum practice. Thus a significant difference resulted in comparing large school ideal to large school actual and in comparing small school ideal to small school actual. No significant difference occurred when comparing large school actual to small school actual.

Other significant differences were revealed when comparing the leaders ideal--90.7 percent or 39 of 43 with large school actual--25.7 percent or 9 of 35 and when comparing leaders ideal--90.7 or 39 of 43 with small school actual--41.2 percent or 49 of 119.

Table 51

Curriculum Standard and Practice Number 50

A vocational counseling and placement office is maintained by the senior high school.

Responses	Ideal Curriculum Standard			Actual Practice	
	Leaders Opinions	Large Schools	Small Schools	Large Schools	Small Schools
	1	2	3	4	5
Yes/%	39/ 90.7	33/ 94.3	112/ 94.1	9/ 25.7	49/ 41.2
No/%	3/ 7.0	2/ 5.7	4/ 3.4	25/ 71.4	67/ 56.3
No Response/%	1/ 2.3	0/ 0.0	3/ 2.5	1/ 2.9	3/ 2.5
Total/%	43/ 100.0	35/100.0	119/100.0	35/100.0	119/100.0

<u>Comparison</u>	<u>df</u>	<u>Chi-Square</u>
1-2--Leaders Ideal versus Large School Ideal	2	.89
1-3--Leaders Ideal versus Small School Ideal	2	1.00
2-3--Large School Ideal versus Small School Ideal	2	1.27
2-4--Large School Ideal versus Large School Actual	2	34.31*
3-5--Small School Ideal versus Large School Actual	2	80.55*
4-5--Large School Actual versus Small School Actual	2	2.76
1-4--Leaders Ideal versus Large School Actual	2	35.59*
1-5--Leaders Ideal versus Small School Actual	2	32.05*

* Significant at the .05 level of confidence

Testing of Null Hypothesis Number One

Null hypothesis number one was stated as follows:

The opinions of the business leaders do not differ from the opinions of business education department chairmen in large Montana secondary public schools regarding ideal curriculum standards and practices within the business education department.

In the testing of null hypothesis number one--leaders ideal versus large school ideal--it was found that significant differences existed relative to the following five statements:

1. Work experience courses should be offered on an elective basis.
2. The general business course is a job-exploratory course that provides instruction for short periods in typewriting, shorthand, bookkeeping, salesmanship, etc.
3. Training on any office machine, other than the typewriter should be on the acquaintanceship or orientation level rather than on the level of development of high operational skill.
4. A separate course in personal typewriting should be offered as an elective to all senior high school students.
5. The economics course should be offered by and under the direction of the business department.

Testing of Null Hypothesis Number Two

The second null hypothesis was stated as follows:

The opinions of business education leaders do not differ from the opinions of business education department chairmen in small Montana secondary public schools regarding ideal curriculum standards and practices within the business education department.

As a result of testing null hypothesis number two--leaders ideal versus small school ideal--eight significant differences were found regarding the following statements:

1. Special vocational business sequences of an accelerated nature are offered for students of high achievement.
2. The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet the requirements of entry-level jobs.
3. Work experience courses are required of all students preparing for an entry-level job in business.
4. A course in personal shorthand, or an abbreviated longhand system, is offered on an elective basis to college-bound students.
5. The general business course is a job-exploratory course that provides instruction for short periods in typewriting, shorthand, bookkeeping, salesmanship, etc.
6. Training on any office machine, other than the typewriter,

should be on the acquaintanceship or orientation level rather than on the level of development of high operational skill.

7. Personal-use and vocational typewriting students in the senior high school should be placed in the same beginning class for one semester.
8. The economics course should be offered by and under the direction of the business department.

Testing of Null Hypothesis Number Three

Null hypothesis number three was stated as follows:

The opinions of business education department chairmen in large Montana secondary public schools do not differ from the opinions of business education department chairmen in small Montana secondary public schools regarding ideal curriculum standards and practices within the business education department.

The results of testing null hypothesis number three--large school ideal versus small school ideal--indicated the following three significant differences relative to curriculum standards:

1. The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet the requirements of entry-level jobs.
2. A program offered to students who wish to qualify for marketing and distribution should consist of the core

courses required of all students preparing for a business occupation.

3. Work experience courses are required of all students preparing for an entry-level job in business.

Testing of Null Hypothesis Number Four

The fourth null hypothesis was stated as follows:

The opinions of business education department chairmen in large Montana secondary public schools do not differ regarding their ideal curriculum standards and practices as compared to their actual curriculum standard and practices.

As a result of testing null hypothesis number four--large school ideal versus large school actual--33 significant differences were found regarding the following statements:

1. The business department offers courses and programs that meet the educational needs of all students in the school.
2. The business department offers a program of courses leading to general business-economic understandings.
3. The business department offers a course (or courses) leading to the prudent management of one's financial activities.
4. An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.

5. The responsibility of organizing and/or revising the business curriculum is handled by: the business department chairman, all business teachers, the administration, and student representatives.
6. Special vocational business sequences, covering fewer courses for longer periods, are offered for students of low achievement.
7. Special vocational business sequences of an accelerated nature are offered for students of high achievement.
8. A special one-year business sequence is offered to those senior students of high achievement who decide at this time in their high school careers to prepare themselves for employment.
9. The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet the requirements of entry-level jobs.
10. The high school organizes and offers programs in business for interested students after regular school hours.
11. Students are permitted to advance through their business studies on the basis of achievement; not on the basis of a rigid time-table.
12. A single business major, consisting of an established sequence of core courses that cover basic competencies,

supplemented by a number of elective options that lead to vocational competency, is offered.

13. Business courses are organized around various major occupational areas requiring business students to complete one of the established major sequences.
14. A program offered to students who wish to qualify for marketing and distribution should consist of the core courses required of all students preparing for a business occupation.
15. A program offered to students who wish to qualify for marketing and distribution should offer specialized courses in marketing and distribution.
16. The objectives for each business course are made available in printed form to all students, teachers, counselors and the public.
17. For at least the large majority of students, i.e., those who probably will not go on to college, programs of both general education and vocational education should be required.
18. Work experience courses are required of all students preparing for an entry-level job in business.
19. Work experience courses should be offered on an elective basis.

20. All business courses should contain instructional units on economics and personal financial management whenever this practice is feasible.
21. A course in business law if offered on an elective basis to all students.
22. A course in personal shorthand, or an abbreviated longhand system, is offered on an elective basis to college-bound students.
23. The offerings of the business department are based, in part, on periodic follow-up studies of graduates and dropouts, or surveys of local businessmen.
24. The general business course is a job-exploratory course that provides instruction for short periods in typewriting, shorthand, bookkeeping, salesmanship, etc.
25. The general business course is concerned primarily with instruction in basic economic concepts, guidance, occupational information, and the proper use of business services.
26. The general business course is recommended as an elective for all students.
27. The business department should incorporate general business, business law, consumer economics, and economics into two-year courses entitled "general business" and "advanced general business."

28. A course in economics is required of all students.
29. The economics course should be offered by and under the direction of the business department.
30. Instruction in data processing is offered in a separate course of one semester or more.
31. Business arithmetic and business English is of a non-remedial nature, offered only to those students who have demonstrated a certain minimum ability in mathematics and English.
32. Business teachers will assist counselors to keep them well informed about changing employment requirements in business occupations.
33. A vocational counseling and placement office is maintained by the senior high school.

Testing of Null Hypothesis Number Five

Null hypothesis number five was stated as follows:

The opinions of business education department chairmen in small Montana secondary public schools do not differ regarding their ideal curriculum standards and practices as compared to their actual curriculum standards and practices.

In the testing of null hypothesis number five--small school ideal versus small school actual--it was found that significant differences existed relative to the following 41 statements:

1. The business department offers courses and programs that meet the educational needs of all students in the school.
2. The business department offers one or more programs that prepare graduates for entry-level jobs.
3. The business department offers one or more programs that prepare graduates for entry-level jobs.
4. The business department offers a course (or courses) leading to the prudent management of one's financial activities.
5. An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.
6. The responsibility of organizing and/or revising the business curriculum is handled by: the business department chairman, all business teachers, the administration, and student representatives.
7. Special vocational business sequences, covering fewer courses for longer periods, are offered for students of low achievement.
8. Special vocational business sequences of an accelerated nature are offered for students of high achievement.
9. A special one-year business sequence is offered to those senior students of high achievement who decide at this time

in their high school careers to prepare themselves for employment.

10. The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet the requirements of entry-level jobs.
11. The high school organizes and offers programs in business for interested students after regular school hours.
12. Students are permitted to advance through their business studies on the basis of achievement; not on the basis of a rigid time-table.
13. A single business major, consisting of an established sequence of core courses that cover basic competencies, supplemented by a number of elective options that lead to vocational competency, is offered.
14. Business courses are organized around various major occupational areas requiring business students to complete one of the established major sequences.
15. Business courses are offered on an elective basis to all students, thus eliminating the concept of major sequences for business students.
16. A program offered to students who wish to qualify for marketing and distribution should consist of the core courses required of all students preparing for a business

occupation.

17. A program offered to students who wish to qualify for marketing and distribution should offer specialized courses in marketing and distribution.
18. The objectives for each business course are made available in printed form to all students, teachers, counselors and the public.
19. For at least the large majority of students, i.e., those who probably will not go on to college, programs of both general education and vocational education should be required.
20. Work experience courses are required of all students preparing for an entry-level job in business.
21. Work experience courses should be offered on an elective basis.
22. All business courses should contain instructional units on economics and personal financial management whenever this practice is feasible.
23. A course in business law is offered on an elective basis to all students.
24. A course in personal shorthand, or an abbreviated longhand system is offered on an elective basis to college-bound students.

25. The offerings of the business department are based, in part, on periodic follow-up studies of graduates and dropouts, or surveys of local businessmen.
26. The general business course is a job-exploratory course that provides instruction for short periods in typewriting, shorthand, bookkeeping, salesmanship, etc.
27. The general business course is concerned primarily with instruction in basic economic concepts, guidance, occupational information, and the proper use of business services.
28. The general business course is recommended as an elective for all students.
29. The general business course is required of all students.
30. Record keeping is required as a prerequisite for all students who desire to take the bookkeeping course.
31. Record keeping, instead of bookkeeping, is offered for those students specializing in the clerical sequence.
32. A separate course in personal typewriting should be offered as an elective to all senior high school students.
33. The business department should incorporate general business, business law, consumer economics, and economics into two-year courses entitled "general business" and "advanced general business."

34. A course in economics is required of all students.
35. The economics course should be offered by and under the direction of the business department.
36. Instruction in automated data processing is concerned primarily with principles, processes, and terminology.
37. Instruction in data processing is offered in a separate course of one semester or more.
38. Instruction in data processing is included in appropriate instructional units of a number of business courses.
39. Business arithmetic and business English is of a non-remedial nature, offered only to those students who have demonstrated a certain minimum ability in mathematics and English.
40. Business teachers will assist counselors to keep them well informed about changing employment requirements in business occupations.
41. A vocational counseling and placement office is maintained by the senior high school.

Testing of Null Hypothesis Number Six

The sixth null hypothesis was stated as follows:

The opinions of business education department chairmen in small Montana secondary public schools do not differ from the opinion of business education department chairmen in large Montana secondary public schools regarding

actual curriculum standards and practices within the business education department.

As a result of testing null hypothesis number six--small school ideal versus small school actual--12 significant differences were found regarding the following statements:

1. An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.
2. Special vocational business sequences, covering fewer courses for longer periods, are offered for students of low achievement.
3. The high school organizes and offers programs in business for interested students after regular school hours.
4. A single business major, consisting of an established sequence of core courses that cover basic competencies, supplemented by a number of elective options that lead to vocational competency, is offered.
5. A program offered to students who wish to qualify for marketing and distribution should consist of the core courses required of all students preparing for a business occupation.
6. A program offered to students who wish to qualify for marketing and distribution should offer specialized

courses in marketing and distribution.

7. As a basis for grading, school-wide standards of achievement are established for such business courses as shorthand, typewriting, transcription and office machines.
8. Work experience courses should be offered on an elective basis.
9. The offerings of the business department are based, in part, on periodic follow-up studies of graduates and dropouts, or surveys of local businessmen.
10. The general business course is concerned primarily with instruction in basic economic concepts, guidance, occupational information, and the proper use of business services.
11. A separate course in personal typewriting should be offered as an elective to all senior high school students.
12. Instruction in data processing is offered in a separate course of one semester or more.

Testing Null Hypothesis Number Seven

Null hypothesis number seven was stated as follows:

The opinions of business education leaders do not differ from the opinions of business education department chairmen in large Montana secondary public schools regarding actual curriculum standards and practices within the business education department.

In testing null hypothesis number seven, leaders ideal versus large school actual, it was found that significant differences existed relative to the following 36 statements.

1. The business department offers courses and programs that meet the educational needs of all students in the school.
2. The business department offers a program of courses leading to general business-economic understandings.
3. The business department offers a course (or courses) leading to the prudent management of one's financial activities.
4. An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.
5. The responsibility of organizing and/or revising the business curriculum is handled by: the business department chairman, all business teachers, the administration, and student representatives.
6. Special vocational business sequences, covering fewer courses for longer periods, are offered for students of low achievement.
7. Special vocational business sequences of an accelerated nature are offered for students of high achievement.
8. A special one-year business sequence is offered to those

senior students of high achievement who decide at this time in their high school careers to prepare themselves for employment.

9. The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet the requirements of entry-level jobs.
10. The high school organizes and offers programs in business for interested students after regular school hours.
11. Students are permitted to advance through their business studies on the basis of achievement; not on the basis of a rigid time-table.
12. A single business major, consisting of an established sequence of core courses that cover basic competencies, supplemented by a number of elective options that lead to vocational competency, is offered.
13. Business courses are offered on an elective basis to all students, thus eliminating the concept of major sequences for business students.
14. A program offered to students who wish to qualify for marketing and distribution should consist of the core courses required of all students preparing for a business occupation.
15. A program offered to students who wish to qualify for

marketing and distribution should offer specialized courses in marketing and distribution.

16. The objectives for each business course are made available in printed form to all students, teachers, counselors and the public.
17. For at least the majority of students, i.e., those who probably will not go on to college, programs of both general education and vocational education should be required.
18. As a basis for grading, school-wide standards of achievement are established for such business courses as shorthand, typewriting, transcription and office machines.
19. As a basis for grading, school-wide standards of achievement are established for such business courses as bookkeeping, general business, economics, business law, and salesmanship.
20. All business courses should contain instructional units on economics and personal financial management whenever this practice is feasible.
21. A course in business law is offered on an elective basis to all students.
22. A course in personal shorthand, or an abbreviated

longhand system, is offered on an elective basis to college-bound students.

23. The offerings of the business department are based, in part, on periodic follow-up studies of graduates and dropouts, or surveys of local businessmen.
24. The general business course is concerned primarily with instruction in basic economic concepts, guidance, occupational information, and the proper use of business services.
25. The general business course is recommended as an elective for all students.
26. Record keeping, instead of bookkeeping, is offered for those students specializing in the clerical sequence.
27. Training on any office machine, other than the typewriter, should be on the acquaintanceship or orientation level rather than on the level of development of high operational skill.
28. Personal-use and vocational typewriting students in the senior high school should be placed in the same beginning class for one semester.
29. The business department should incorporate general business, business law, consumer economics, and

economics into two-year courses entitled "general business" and "advanced general business".

30. A course in economics is required of all students.
31. The economics course should be offered by and under the direction of the business department.
32. Instruction in automated data processing is concerned primarily with principles, processes, and terminology.
33. Instruction in data processing is offered in a separate course of one semester or more.
34. Business arithmetic and business English is of a nonremedial nature, offered only to those students who have demonstrated a certain minimum ability in mathematics and English.
35. Business teachers will assist counselors to keep them well informed about changing employment requirements in business occupations.
36. A vocational counseling and placement office is maintained by the senior high school.

Testing Null Hypothesis Number Eight

The eighth null hypothesis was stated as follows:

The opinions of business education leaders do not differ from the opinions of business education department chairmen in small Montana secondary

public schools regarding actual curriculum standards and practices within the business education department.

As a result of testing null hypothesis number eight--leaders ideal versus small school actual--41 significant differences were found regarding the following statements.

1. The business department offers courses and programs that meet the educational needs of all students in the school.
2. The business department offers a program of courses leading to general business-economic understandings.
3. The business department offers one or more programs that prepare graduates for entry-level jobs.
4. The business department offers a course (or courses) leading to the prudent management of one's financial activities.
5. An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.
6. The responsibility of organizing and/or revising the business curriculum is handled by: the business department chairman, all business teachers, the administration, and student representatives.
7. Special vocational business sequences, covering fewer

courses for longer periods, are offered for students of low achievement.

8. Special vocational business sequences of an accelerated nature are offered for students of high achievement.
9. A special one-year business sequence is offered to those senior students of high achievement who decide at this time in their high school careers to prepare themselves for employment.
10. The high school organizes and offers programs in business for interested students after regular school hours.
11. Students are permitted to advance through their business studies on the basis of achievement; not on the basis of a rigid time-table.
12. A single business major, consisting of an established sequence of core courses that cover basic competencies, supplemented by a number of elective options that lead to vocational competency, is offered.
13. Business courses are organized around various major occupational areas requiring business students to complete one of the established major sequences.
14. Business courses are offered on an elective basis to all students, thus eliminating the concept of major sequences for business students.

15. A program offered to students who wish to qualify for marketing and distribution should consist of the core courses required of all students preparing for a business occupation.
16. A program offered to students who wish to qualify for marketing and distribution should offer specialized courses in marketing and distribution.
17. The objectives for each business course are made available in printed form to all students, teachers, counselors and the public.
18. For at least the large majority of students, i.e., those who probably will not go on to college, programs of both general education and vocational education should be required.
19. As a basis for grading, school-wide standards of achievement are established for such business courses as shorthand, typewriting, transcription and office machines.
20. Work experience courses are required of all students preparing for an entry-level job in business.
21. Work experience courses should be offered on an elective basis.
22. All business courses should contain instructional units on economics and personal financial management whenever

this practice is feasible.

23. A course in business law is offered on an elective basis to all students.
24. A course in personal shorthand, or an abbreviated longhand system, is offered on an elective basis to college-bound students.
25. The offerings of the business department are based, in part, on periodic follow-up studies of graduates and dropouts, or surveys of local businessmen.
26. The general business course is concerned primarily with instruction in basic economic concepts, guidance, occupational information, and the proper use of business services.
27. The general business course is recommended as an elective for all students.
28. The general business course is required of all students.
29. Record keeping, instead of bookkeeping, is offered for those students specializing in the clerical sequences.
30. Training on any office machine, other than the typewriter, should be on the acquaintanceship or orientation level rather than on the level of development of skill.
31. A separate course in personal typewriting should be offered as an elective to all senior high school students.
32. Personal-use and vocational typewriting students in the

33. The business department should incorporate general business, business law, consumer economics, and economics into two-year courses entitled "general business" and "advanced general business."
34. A course in economics is required of all students.
35. The economics course should be offered by and under the direction of the business department.
36. Instruction in automated data processing is concerned primarily with principles, processes, and terminology.
37. Instruction in data processing is offered in a separate course of one semester or more.
38. Instruction in data processing is included in appropriate instructional units of a number of business courses.
39. Business arithmetic and business English is of a non-remedial nature, offered only to those students who have demonstrated a certain minimum ability in mathematics and English.
40. Business teachers will assist counselors to keep them well informed about changing employment requirements in business occupations.
41. A vocational counseling and placement office is maintained by the senior high school.

Summary

Eight separate comparisons were made relative to the 50 statements regarding curriculum standards and practices. Of the 400 Chi-square tests made, 176 were found to be significant at the .05 level of confidence.

Null Hypothesis Number One

As a result of testing leaders ideal versus large school ideal, a significant difference was found concerning the following five statements: numbers 26, 31, 37, 38, and 42.

Null Hypothesis Number Two

The significant differences found in testing leaders ideal versus small school ideal were eight in number. The following statements were found to be significantly different at the .05 level of confidence: numbers 9, 11, 25, 29, 31, 37, 39, and 42.

Null Hypothesis Number Three

Three significant differences were found when comparing large school ideal versus small school ideal. These statements were numbers 11, 17, and 25.

Null Hypothesis Number Four

In comparing the large school ideal with the large school actual, 33 significant differences resulted. The following statements showed a significant difference: number 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 40, 41, 42, 45, 47, 49, and 50.

Null Hypothesis Number Five

Forty-one significant differences were found when comparing the small school ideal with the small school actual. These statements were numbers 1,], 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 40, 41, 42, 43, 45, 46, 47, 49, and 50.

Null Hypothesis Number Six

In comparing the large school actual with the small school actual, 12 significant differences were found. The following statements showed a significant difference at the .05 level of confidence: numbers 6, 8, 12, 14, 17, 18, 24, 26, 30, 32, 38, and 45.

Null Hypothesis Number Seven

As a result of testing the leaders ideal versus the large school actual, a significant difference was found concerning 36 statements. These statements were numbers 1, 2, 5, 6, 7, 8, 9, 10, 11, 12,

13, 14, 16, 17, 18, 19, 21, 23, 24, 27, 28, 29, 30, 32, 33, 36, 37, 39, 40, 41, 42, 43, 45, 47, 49, and 50.

Null Hypothesis Number Eight

Forty-one significant differences were found when comparing the leaders ideal with the small school actual. These statements were numbers 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 26, 27, 28, 29, 30, 32, 33, 34, 36, 37, 38, 39, 40, 41, 42, 43, 45, 46, 47, 49, and 50.

CHAPTER V

BUSINESS EDUCATION TEACHER QUALIFICATIONS

The purpose of this Chapter is to present, analyze, and interpret the findings of this study relative to business education teacher qualification. The procedures used were to compare the 35 large school business education department chairmen in Montana with a randomly selected population of 35 small school business education department chairmen in Montana. Comparisons were made regarding the business education department chairmen's number of credits earned in business education, number of courses taught in business education, number of years taught, and highest degree held.

To test whether or not a significant difference existed between large school department chairmen and small school department chairmen regarding credits earned, courses taught, and years taught, the t-test for analysis of difference between means was used. The Chi-square (X^2) test of significance was utilized to test for a significant difference relative to the highest degree held.

Table 52 on page 169 indicates the data gathered concerning business education department chairmen qualifications in 35 Montana large secondary public schools. A total of 2,977 credits were earned in business education by the 35 large school department chairmen. The mean of business education credits earned for the 35 large school business education department chairmen was 85.06.

Relative to the number of business education courses taught, it was found that the mean was 4.23 courses taught for the 35 large school department chairmen. A mean of 12.8 years was found concerning the number of years taught by the 35 large school department chairmen.

Nine of 35 or 25.7 percent large school department chairmen indicated they had completed a master's degree. Twenty-six of 35 or 74.3 percent of the large school department chairmen indicated the bachelor's degree as their highest degree.

Table 53 on page 170 reveals the data gathered relative to business education department chairmen qualifications in 35 Montana small secondary public schools. A total of 2,472 credits were earned by the 35 small school department chairmen in business education. A mean of 70.63 credits earned was found for the 35 small school department chairmen.

Relative to the number of business education courses taught by the 35 small school business education department chairmen, a mean of 4.74 was found. A mean of 6.33 years was found concerning the number of years taught by the 35 small school department chairmen.

Four of 35 or 11.4 percent small school business education department chairmen indicated they had completed a master's degree as their highest degree held. Thirty-one of 35 or 88.6 percent of the business education small school department chairmen indicated the bachelor's degree as their highest degree.

Table 52
Business Education Department Chairmen Qualifications
in 35 Montana Large Secondary Public Schools

Large School Number	Business Education Credits Earned	Number of Business Education Courses Taught	Number of Years Taught	Highest Degree Held
1	96	3	26	MS
2	90	5	11	BS
3	60	4	17	BS
4	144	3	12	BS
5	85	3	27	MS
6	64	4	16	BS
7	63	4	1	BS
8	90	5	5	BS
9	144	6	4	MS
10	51	5	3	BS
11	70	5	13	BS
12	60	5	15	MS
13	76	5	25	BS
14	58	4	30	BS
15	105	3	5	BS
16	86	3	3	BS
17	86	4	6	BS
18	34	1	12	BS
19	96	5	13	BS
20	118	4	12	BS
21	95	4	6	BS
22	78	2	41	BS
23	60	4	35	MS
24	138	5	7	MS
25	73	3	23	BS
26	85	5	4	MS
27	121	6	31	MS
28	113	5	1	BS
29	67	3	4	BS
30	65	4	4	BS
31	75	5	4	BS
32	120	7	11	MS
33	68	5	2	BS
34	63	4	16	BS
35	80	5	3	BS
Totals	2,977	148	448	9-MS 26-BS
Mean	85.06	4.23	12.8	MS=25.7 Percent

Table 53

Business Education Department Chairmen Qualifications
in 35 Montana Small Secondary Public Schools

Small School Number	Business Education Credits Earned	Number of Business Education Courses Taught	Number of Years Taught	Highest Degree Held
1	40	4	12	BS
2	81	4	1	BS
3	56	7	2	BS
4	55	3	5	BS
5	89	5	5	BS
6	82	4	1	BS
7	60	5	5	BS
8	75	2	5	BS
9	60	6	15	BS
10	106	3	5	BS
11	60	6	4	BS
12	103	4	4	BS
13	63	5	5	BS
14	111	7	11	MS
15	71	6	3	BS
16	60	6	1	BS
17	52	3	6	BS
18	60	4	1	BS
19	105	6	2	BS
20	49	6	4	BS
21	45	6	3	BS
22	94	5	2	BS
23	64	4	1	BS
24	85	6	4	BS
25	60	3	1	BS
26	57	3	1	BS
27	68	5	4	BS
28	39	5	21	MS
29	52	3	17	MS
30	63	5	2	BS
31	111	5	10	BS
32	86	5	8	MS
33	64	5	2	BS
34	76	5	34	BS
35	70	5	18	BS
Totals	2,472	166	222	4-MS 31-BS
Mean	70.63	4.74	6.33	MS=11.4 Percent

Table 54 on page 172 shows a comparison of the means of large school business education department chairmen and small school business education department chairmen regarding business education credits earned, number of business education courses taught, and number of years taught. Also shown is the computed "t" value and whether or not a significant difference resulted in the comparisons at the .05 level of confidence.

Relative to business education credits earned, a mean of 85.06 credits earned was found for large school department chairmen and a mean of 70.63 credits earned was found for small school department chairmen. The computed "t" value was .772 which indicates a significant difference (.05 level of confidence) when comparing business education credits earned by large school department chairmen with business education credits earned by small school department chairmen as shown on Table 54, page 172.

In regard to the number of business education courses taught, a mean of 4.23 was found for large school business education department chairmen and a mean of 4.74 was found for small school business education department chairmen. The "t" value of comparing the mean of courses taught by large school department chairmen with the mean of courses taught by small school department chairmen was .453. The result of this comparison shows a significant difference as shown on Table 54, page 172.

Table 54

Comparisons of Business Education Teacher Qualifications

Comparison	Large School Mean	Small School Mean	Computed "t" Value
Business Education Credits Earned	85.06	70.63	.772*
Number of Business Education Courses Taught	4.23	4.74	.453*
Number of Years Taught	12.80	6.33	1.968*

Comparison	Number/Percent	Number/Percent	Chi-Square
Masters as Highest Degree Held	9/25.7	4/11.4	2.375

*Significant at .05 level of confidence

Concerning the number of years taught, it was found that the mean for large school business education department chairmen was 12.8 years and the mean for small school business education department chairmen was 6.33. The computed "t" was 1.968 which indicates a significant difference when comparing the large school department chairmen with small school department chairmen regarding number of years taught as shown on Table 54, page 172.

In comparing the highest degree held by large school business education department chairmen with the highest degree held by small school department chairmen it was found that 9 of 35 or 25.7 percent of the large school department chairmen and 4 of 35 or 11.4 percent of the small school department chairmen held master's degrees. Twenty-six of 35 or 74.3 percent of the large school business education department chairmen and 31 of 35 or 88.6 percent of the small school business education department chairmen held bachelor's degrees. A Chi-square of 2.375 was computed when comparing large school department chairmen master's degrees earned--9 of 35-- with small school department chairmen master's degrees earned--4 of 35. (.05 level of confidence). No significant difference resulted in this comparison as shown on Table 54, page 172.

Testing Null Hypothesis Number Nine

Null hypothesis number nine was stated as follows:

The qualifications of business education department chairmen in Montana's large secondary public schools do not differ from business education department chairmen in Montana's small secondary public schools regarding the number of credits earned in business education, the number of classes taught in business education, the number of years taught, and the highest degree held.

Three significant differences resulted in the testing of null hypothesis number nine. These significant differences occurred when comparing large school business education department chairmen with small school business education department chairmen concerning these areas:

1. Business education credits earned
2. Number of business education courses taught
3. Number of years taught

No significant difference occurred when comparing large school business education department chairmen highest degree held with small school business education department chairmen highest degree held.

SUMMARY

Chapter V dealt with comparisons in business education teacher qualifications. Thirty-five large Montana secondary public school business education department chairmen were compared to 35 small Montana secondary public school business education department chairmen.

As a result of making comparisons between large school business

education department chairmen and small school business education department chairmen, three significant differences occurred. These significant differences resulted when comparing large school department chairmen with small school department chairmen regarding business education credits earned, number of business education courses taught, and number of years taught.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The primary problem of this study was to investigate and determine whether or not any significant differences resulted from comparing the opinions of chairmen of business education departments in Montana secondary public schools, both large and small, with those of business education leaders regarding ideal curriculum standards in business education and regarding actual curriculum standards and practices in business education.

The secondary problem of this study was to compare business education teacher qualifications of 35 large school department chairmen with 35 small school department chairmen regarding number of business education credits earned, number of business education courses taught, number of years taught, and highest degree held.

The review of literature revealed several studies on business education curriculum standards and practices in the secondary public schools that were on a state and on a national basis. These studies offered a large variety of criteria for the establishment of curriculum standards for business education. Probably the most valid set of business education curriculum standards developed to date has been by S. J. Wanous (1968:6) as reported in the October, 1968 Balance Sheet.

The populations studied were 48 leaders in business education, 36 large Montana secondary public school business education department chairmen, and 133 small Montana secondary public school business education department chairmen. The usable responses and percentages were as follows: leader--43 of 48 or 89.6 percent, large school--35 of 36 or 97.2 percent, and small school--119 of 133 or 89.5 percent. The school categories were set at 300 enrollment and over--large school, under 300 enrollment--small school.

Relative to business education teacher qualifications, the 35 large school business education department chairmen and a randomly selected population of 35 small school business education department chairmen all responded to the survey seeking data regarding number of business education credits earned, number of business education courses taught, number of years taught, and highest degree held. The Chi-square (X^2) test of significance was utilized to test the areas of significant difference regarding business education curriculum standards and practices.

To test whether or not a significant difference existed between large school business education department chairmen and small school business education department chairmen regarding credits earned, courses taught, and years taught, the t-test for analysis of difference between means was used. The Chi-square test of significance was used to test whether or not a significant difference resulted in comparing

large and small school department chairmen regarding highest degree held.

The data were compiled and reported in narrative and table form in Chapters IV and V. The null hypotheses tested relative to business education curriculum standards and practices were:

1. The opinions of the business education leaders do not differ from the opinions of business education department chairmen in large Montana secondary public schools regarding ideal curriculum standards and practices within the business education department.
2. The opinions of business education leaders do not differ from the opinions of business education department chairmen in small Montana secondary public schools regarding ideal curriculum standards and practices within the business education department.
3. The opinions of business education department chairmen in large Montana secondary public schools do not differ from the opinions of business education department chairmen in small Montana secondary public schools regarding ideal curriculum standards and practices within the business education department.
4. The opinions of business education department chairmen in large Montana secondary public schools do not differ regarding their ideal curriculum standards and practices as compared to their actual curriculum standards and practices.
5. The opinions of business education department chairmen in small Montana secondary public schools do not differ regarding their ideal curriculum standards and practices.
6. The opinions of business education department chairmen in large Montana secondary public schools do not differ from the opinions of business education department chairmen in small Montana secondary public schools regarding actual curriculum standards and practices within the business education department.

7. The opinions of business education leaders do not differ from the opinions of business education department chairmen in large Montana secondary public schools regarding actual curriculum standards and practices within the business education department.
8. The opinions of business education leaders do not differ from the opinions of business education department chairmen in small Montana secondary public schools regarding actual curriculum standards and practices within the business education department.

In testing null hypothesis number one--leaders ideal versus large school ideal--it was found that significant differences existed relative to the following five statements:

1. Work experience courses should be offered on an elective basis.
2. The general business course is a job-exploratory course that provides instruction for short periods in typewriting, shorthand, bookkeeping, salesmanship, etc.
3. Training on any office machine, other than the typewriter should be on the acquaintanceship or orientation level rather than on the level of development of high operational skill.
4. A separate course in personal typewriting should be offered as an elective to all senior high school students.
5. The economics course should be offered by and under the direction of the business department.

As a result of testing null hypothesis number two--leaders

ideal versus small school ideal--eight significant differences were found regarding the following statements:

1. Special vocational business sequences of an accelerated nature are offered for students of high achievement.
2. The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet the requirements of entry-level jobs.
3. Work experience courses are required of all students preparing for an entry-level job in business.
4. A course in personal shorthand, or an abbreviated longhand system, is offered on an elective basis to college-bound students.
5. The general business course is a job-exploratory course that provides instruction for short periods in typewriting, shorthand, bookkeeping, salesmanship, etc.
6. Training on any office machine, other than the typewriter, should be on the acquaintanceship or orientation level rather than on the level of development of high operational skill.
7. Personal-use and vocational typewriting students in the senior high school should be placed in the same beginning class for one semester.
8. The economics course should be offered by and under the

direction of the business department.

The results of testing null hypothesis number three--large school ideal versus small school ideal--indicated the following three significant differences relative to curriculum standards:

1. The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet the requirements of entry-level jobs.
2. A program offered to students who wish to qualify for marketing and distribution should consist of the core courses required of all students preparing for a business occupation.
3. Work experience courses are required of all students preparing for an entry-level job in business.

As a result of testing null hypothesis number four--large school ideal versus large school actual--33 significant differences were found regarding the following statements:

1. The business department offers courses and programs that meet the educational needs of all students in the school.
2. The business department offers a program of courses leading to general business-economic understandings.
3. The business department offers a course (or courses) leading to the prudent management of one's financial activities.

4. An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.
5. The responsibility of organizing and/or revising the business curriculum is handled by: the business department chairman, all business teachers, the administration, and student representatives.
6. Special vocational business sequences, covering fewer courses for longer periods, are offered for students of low achievement.
7. Special vocational business sequences of an accelerated nature are offered for students of high achievement.
8. A special one-year business sequence is offered to those senior students of high achievement who decide at this time in their high school careers to prepare themselves for employment.
9. The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet the requirements of entry-level jobs.
10. The high school organizes and offers programs in business for interested students after regular school hours.
11. Students are permitted to advance through their business studies on the basis of achievement: not on the basis of

a rigid time-table.

12. A single business major, consisting of an established sequence of core courses that cover basic competencies, supplemented by a number of elective options that lead to vocational competency, is offered.
13. Business courses are organized around various major occupational areas requiring business students to complete one of the established major sequences.
14. A program offered to students who wish to qualify for marketing and distribution should consist of the core courses required of all students preparing for a business occupation.
15. A program offered to students who wish to qualify for marketing and distribution should offer specialized courses in marketing distribution.
16. The objectives for each business course are made available in printed form to all students, teachers, counselors and the public.
17. For at least the large majority of students, i.e., those who probably will not go on to college, programs of both general education and vocational education should be required.
18. Work experience courses are required of all students

preparing for an entry-level job in business.

19. Work experience courses should be offered on an elective basis.
20. All business courses should contain instructional units on economics and personal financial management whenever this practice is feasible.
21. A course in business law is offered on an elective basis to all students.
22. A course in personal shorthand, or an abbreviated longhand system, is offered on an elective basis to college-bound students.
23. The offerings of the business department are based, in part, on periodic follow-up studies of graduates and dropouts, or surveys of local businessmen.
24. The general business course is a job-exploratory course that provides instruction for short periods in typewriting, shorthand, bookkeeping, salesmanship, etc.
25. The general business course is concerned primarily with instruction in basic economic concepts, guidance, occupational information, and the proper use of business services.
26. The general business course is recommended as an elective for all students.

27. The business department should incorporate general business, business law, consumer economics, and economics into two-year courses entitled "general business" and "advanced general business."
28. A course in economics is required of all students.
29. The economics course should be offered by and under the direction of the business department.
30. Instruction in data processing is offered in a separate course of one semester or more.
31. Business arithmetic and business English is of a non-remedial nature, offered only to those students who have demonstrated a certain minimum ability in mathematics and English.
32. Business teachers will assist counselors to keep them well informed about changing employment requirements in business occupations.
33. A vocational counseling and placement office is maintained by the senior high school.

In testing of null hypothesis number five--small school ideal versus small school actual--it was found that significant differences existed relative to the following 41 statements:

1. The business department offers courses and programs that meet the educational needs of all students in the school.

2. The business department offers a program of courses leading to general business-economic understandings.
3. The business department offers one or more programs that prepare graduates for entry-level jobs.
4. The business department offers a course (or courses) leading to the prudent management of one's financial activities.
5. An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.
6. The responsibility of organizing and/or revising the business curriculum is handled by: the business department chairman, all business teachers, the administration, and student representatives.
7. Special vocational business sequences, covering fewer courses for longer periods, are offered for students of low achievement.
8. Special vocational business sequences of an accelerated nature are offered for students of high achievement.
9. A special one-year business sequence is offered to those senior students of high achievement who decide at this time in their high school careers to prepare themselves for employment.

10. The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet the requirements of entry-level jobs.
11. The high school organizes and offers programs in business for interested students after regular school hours.
12. Students are permitted to advance through their business studies on the basis of achievement; not on the basis of a rigid time-table.
13. A single business major, consisting of an established sequence of core courses that cover basic competencies, supplemented by a number of elective options that lead to vocational competency, is offered.
14. Business courses are organized around various major occupational areas requiring business students to complete one of the established major sequences.
15. Business courses are offered on an elective basis to all students, thus eliminating the concept of major sequences for business students.
16. A program offered to students who wish to qualify for marketing and distribution should consist of the core courses required of all students preparing for a business occupation.
17. A program offered to students who wish to qualify for

marketing and distribution should offer specialized courses in marketing and distribution.

18. The objectives for each business course are made available in printed form to all students, teachers, counselors and the public.
19. For at least the large majority of students, i.e., those who probably will not go on to college, programs of both general education and vocational education should be required.
20. Work experience courses are required of all students preparing for an entry-level job in business.
21. Work experience courses should be offered on an elective basis.
22. All business courses should contain instructional units on economics and personal financial management whenever this practice is feasible.
23. A course in business law is offered on an elective basis to all students.
24. A course in personal shorthand, or an abbreviated longhand system is offered on an elective basis to college-bound students.
25. The offerings of the business department are based, in part, on periodic follow-up studies of graduates and

dropouts, or surveys of local businessmen.

26. The general business course is a job-exploratory course that provides instruction for short periods in typewriting, shorthand, bookkeeping, salesmanship, etc.
27. The general business course is concerned primarily with instruction in basic economic concepts, guidance, occupational information, and the proper use of business services.
28. The general business course is recommended as an elective for all students.
29. The general business course is required of all students.
30. Record keeping is required as a prerequisite for all students who desire to take the bookkeeping course.
31. Record keeping, instead of bookkeeping, is offered for those students specializing in the clerical sequence.
32. A separate course in personal typewriting should be offered as an elective to all senior high school students.
33. The business department should incorporate general business, business law, consumer economics, and economics into two-year courses entitled "general business" and "advanced general business."
34. A course in economics is required of all students.
35. The economics course should be offered by and under the

direction of the business department.

36. Instruction in automated data processing is concerned primarily with principles, processes, and terminology.
37. Instruction in data processing is offered in a separate course of one semester or more.
38. Instruction in data processing is included in appropriate instructional units of a number of business courses.
39. Business arithmetic and business English is of a non-remedial nature, offered only to those students who have demonstrated a certain minimum ability in mathematics and English.
40. Business teachers will assist counselors to keep them well informed about changing employment requirements in business occupations.
41. A vocational counseling and placement office is maintained by the senior high school.

As a result of testing null hypothesis number six--small school ideal versus small school actual--12 significant differences were found regarding the following statements:

1. An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.
2. Special vocational business sequences, covering fewer

courses for longer periods, are offered for students of low achievement.

3. The high school organizes and offers programs in business for interested students after regular school hours.
4. A single business major, consisting of an established sequence of core courses that cover basic competencies, supplemented by a number of elective options that lead to vocational competency, is offered.
5. A program offered to students who wish to qualify for marketing and distribution should consist of the core courses required of all students preparing for a business occupation.
6. A program offered to students who wish to qualify for marketing and distribution should offer specialized courses in marketing and distribution.
7. As a basis for grading, school-wide standards of achievement are established for such business courses as shorthand, typewriting, transcription and office machines.
8. Work experience courses should be offered on an elective basis.
9. The offerings of the business department are based, in part, on periodic follow-up studies of graduates and dropouts, or surveys of local businessmen.

10. The general business course is concerned primarily with instruction in basic economic concepts, guidance, occupational information, and the proper use of business services.
11. A separate course in personal typewriting should be offered as an elective to all senior high school students.
12. Instruction in data processing is offered in a separate course of one semester or more.

In testing null hypothesis number seven, leaders ideal versus large school actual--it was found that significant differences existed relative to the following 36 statements:

1. The business department offers courses and programs that meet the educational needs of all students in the school.
2. The business department offers a program of courses leading to general business-economic understandings.
3. The business department offers a course (or courses) leading to the prudent management of one's financial activities.
4. An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.
5. The responsibility of organizing and/or revising the business curriculum is handled by: the business

department chairman, all business teachers, the administration, and student representatives.

6. Special vocational business sequences, covering fewer courses for longer periods, are offered for students of low achievement.
7. Special vocational business sequences of an accelerated nature are offered for students of high achievement.
8. A special one-year business sequence is offered to those senior students of high achievement who decide at this time in their high school careers to prepare themselves for employment.
9. The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet the requirements of entry-level jobs.
10. The high school organizes and offers programs in business for interested students after regular school hours.
11. Students are permitted to advance through their business studies on the basis of achievement: not on the basis of a rigid time-table.
12. A single business major, consisting of an established sequence of core courses that cover basic competencies, supplemented by a number of elective options that lead to vocational competency, is offered.

13. Business courses are offered on an elective basis to all students, thus eliminating the concept of major sequences for business students.
14. A program offered to students who wish to qualify for marketing and distribution should consist of the core courses required of all students preparing for a business occupation.
15. A program offered to students who wish to qualify for marketing and distribution should offer specialized courses in marketing and distribution.
16. The objectives for each business course are made available in printed form to all students, teachers, counselors and the public.
17. For at least the large majority of students, i.e., those who probably will not go on to college, programs of both general education and vocational education should be required.
18. As a basis for grading, school-wide standards of achievement are established for such business courses as shorthand, typewriting, transcription and office machines.
19. As a basis for grading, school-wide standards of achievement are established for such business courses as book-keeping, general business, economics, business law, and

salesmanship.

20. All business courses should contain instructional units on economics and personal financial management whenever this practice is feasible.
21. A course in business law is offered on an elective basis to all students.
22. A course in personal shorthand, or an abbreviated longhand system, is offered on an elective basis to college-bound students.
23. The offerings of the business department are based, in part, on periodic follow-up studies of graduates and dropouts, or surveys of local businessmen.
24. The general business course is concerned primarily with instruction in basic economic concepts, guidance, occupational information, and the proper use of business services.
25. The general business course is recommended as an elective for all students.
26. Record keeping, instead of bookkeeping, is offered for those students specializing in the clerical sequence.
27. Training on any office machine, other than the typewriter, should be on the acquaintanceship or orientation level rather than on the level of development of high operational

skill.

28. Personal-use and vocational typewriting students in the senior high school should be placed in the same beginning class for one semester.
29. The business department should incorporate general business, business law, consumer economics, and economics into two-year courses entitled "general business" and "advanced general business."
30. A course in economics is required of all students.
31. The economics course should be offered by and under the direction of the business department.
32. Instruction in automated data processing is concerned primarily with principles, processes, and terminology.
33. Instruction in data processing is offered in a separate course of one semester or more.
34. Business arithmetic and business English is of a non-remedial nature, offered only to those students who have demonstrated a certain minimum ability in mathematics and English.
35. Business teachers will assist counselors to keep them well informed about changing employment requirements in business occupations.
36. A vocational counseling and placement office is maintained

by the senior high school.

As a result of testing null hypothesis number eight--leaders ideal versus small school actual--41 significant differences were found regarding the following statements.

1. The business department offers courses and programs that meet the educational needs of all students in the school.
2. The business department offers a program of courses leading to general business-economic understandings.
3. The business department offers one or more programs that prepare graduates for entry-level jobs.
4. The business department offers a course (or courses) leading to the prudent management of one's financial activities.
5. An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.
6. The responsibility of organizing and/or revising the business curriculum is handled by: the business department chairman, all business teachers, the administration, and student representatives.
7. Special vocational business sequences, covering fewer courses for longer periods, are offered for students of low achievement.

8. Special vocational business sequences of an accelerated nature are offered for students of high achievement.
9. A special one-year business sequence is offered to those senior students of high achievement who decide at this time in their high school careers to prepare themselves for employment.
10. The high school organizes and offers programs in business for interested students after regular school hours.
11. Students are permitted to advance through their business studies on the basis of achievement; not on the basis of a rigid time-table.
12. A single business major, consisting of an established sequence of core courses that cover basic competencies, supplemented by a number of elective options that lead to vocational competency, is offered.
13. Business courses are organized around various major occupational areas requiring business students to complete one of the established major sequences.
14. Business courses are offered on an elective basis to all students, thus eliminating the concept of major sequences for business students.
15. A program offered to students who wish to qualify for marketing and distribution should consist of the core

courses required of all students preparing for a business occupation.

16. A program offered to students who wish to qualify for marketing and distribution should offer specialized courses in marketing and distribution.
17. The objectives for each business course are made available in printed form to all students, teachers, counselors and the public.
18. For at least the large majority of students, i.e., those who probably will not go on to college, programs of both general education and vocational education should be required.
19. As a basis for grading, school-wide standards of achievement are established for such business courses as shorthand, typewriting, transcription and office machines.
20. Work experience courses are required of all students preparing for an entry-level job in business.
21. Work experience courses should be offered on an elective basis.
22. All business courses should contain instructional units on economics and personal financial management whenever this practice is feasible.
23. A course in business law is offered on an elective basis

to all students.

24. A course in personal shorthand, or an abbreviated longhand system, is offered on an elective basis to college-bound students.
25. The offerings of the business department are based, in part, on periodic follow-up studies of graduates and dropouts, or surveys of local businessmen.
26. The general business course is concerned primarily with instruction in basic economic concepts, guidance, occupational information, and the proper use of business services.
27. The general business course is recommended as an elective for all students.
28. The general business course is required of all students.
29. Record keeping, instead of bookkeeping, is offered for those students specializing in the clerical sequence.
30. Training on any office machine, other than the typewriter, should be on the acquaintanceship or orientation level rather than on the level of development of high operational skill.
31. A separate course in personal typewriting should be offered as an elective to all senior high school students.
32. Personal-use and vocational typewriting students in the

senior high school should be placed in the same beginning class for one semester.

33. The business department should incorporate general business, business law, consumer economics, and economics into two-year courses entitled "general business" and "advanced general business."
34. A course in economics is required of all students.
35. The economics course should be offered by and under the direction of the business department.
36. Instruction in automated data processing is concerned primarily with principles, processes, and terminology.
37. Instruction in data processing is offered in a separate course of one semester or more.
38. Instruction in data processing is included in appropriate instructional units of a number of business courses.
39. Business arithmetic and business English is of a non-remedial nature, offered only to those students who have demonstrated a certain minimum ability in mathematics and English.
40. Business teachers will assist counselors to keep them well informed about changing employment requirements in business occupations.
41. A vocational counseling and placement office is maintained

by the senior high school.

A summary of the testing of eight null hypotheses is provided on Table 55, page 204. A total of 400 Chi-square tests for significant differences were made. Of the 400 Chi-square tests, 176 were found to be significantly different at the .05 level of confidence.

In comparing the leaders ideal to the large school ideal, 5 of 50 or 10 percent of the business education curriculum standards tested were found to be significantly different at the .05 level of confidence. When comparing the leaders ideal to the small school ideal, 8 of 50 or 16 percent of the statements tested were found to be significantly different.

As a result of comparing the large school ideal with small school ideal relative to the 50 business education curriculum standards tested, it was found that 3, or 6 percent of the statements, proved to be significantly different. In comparing the large school ideal with the large school actual, 33 of 50 or 66 percent of the statements tested were significantly different. When comparing the small school ideal with the small school actual, 41 of 50 or 82 percent of the statements tested were significantly different. It was found that as a result of comparing the large school actual with small school actual, 12 of 50 or 24 percent of the statements proved to be significantly different.

In comparing the leaders ideal with the large school actual, 36 of 50 or 72 percent of the statements tested were found to be significantly different. When comparing the leaders ideal to the small school actual, 41 of 50 or 82 percent of the business education curriculum standards tested were found to be significantly different.

The null hypothesis tested relative to business education teacher qualifications was:

The qualifications of business education department chairmen in Montana's large secondary public schools do not differ from business education department chairmen in Montana's small secondary public schools regarding the number of credits earned in business education, the number of years taught, and the highest degree held.

The t-test for analysis of difference between means was used to compare 35 large school business education department chairmen with 35 small school business education department chairmen regarding this hypothesis. The findings relative to null hypothesis number nine that proved to be significantly different at the .05 level of confidence when comparing large school department chairmen with small school department chairmen were in the number of business education credits earned, number of business education courses taught, and number of years taught. The Chi-square test of significance was used to test whether or not a significant difference resulted from comparing the highest degree held by large school business education department chairmen

Table 55

Summary of Testing the 50 Curriculum
Standards and Practices

Comparison	Number of Statements Tested	Number of Significant Differences*	Percent of Statements Found to be Significantly Different
Leaders ideal versus large school ideal	50	5	10
Leaders ideal versus small school ideal	50	8	16
Large school ideal versus small school ideal	50	3	6
Large school ideal versus large school actual	50	33	66
Small school ideal versus small school actual	50	41	82
Large school actual versus small school actual	50	12	24
Leaders ideal versus large school actual	50	36	72
Leaders ideal versus small school ideal	50	41	82
Totals	400	176	

*at the .05 level of confidence

with the highest degree held by small school business education department chairmen. No significant difference resulted from this comparison.

CONCLUSIONS

The following conclusions have been made from analysis of the data received from the questionnaire sent to leaders of business education, large Montana secondary public school business education department chairmen, and small Montana secondary public school business education department chairmen.

1. The opinions of the business education leaders do not differ from the opinions of business education department chairmen in large Montana secondary public schools regarding ideal curriculum standards within the business education department. Null hypothesis number one is accepted as only 5 of 50 or 10 percent of the curriculum standards resulted in a significant difference.

2. The opinions of business education leaders do not differ from the opinions of business education department chairmen in small Montana secondary public schools regarding ideal curriculum standards within the business education department. Null hypothesis number two is accepted as only 8 of 50 or 16 percent of the curriculum standards tested were significantly different.

3. The opinions of business education department chairmen in

large Montana secondary public schools do not differ from the opinions of business education department chairmen in small Montana secondary public schools regarding ideal curriculum standards within the business education department. Null hypothesis number three is accepted as only 3 of 50 or 6 percent of the curriculum standards tested resulted in a significant difference.

4. In actual practice, large Montana secondary public schools do not practice what they believe to be ideal curriculum standards. A total of 35 of 50 or 66 percent of the standards tested were not carried out by the large school department chairmen. Therefore, null hypothesis number four is rejected.

5. As is the case with large schools, small Montana secondary public schools do not practice what they believe to be ideal curriculum standards. A total of 41 of 50 or 82 percent of the standards tested were not carried out by the small school department chairmen. Therefore, null hypothesis number five is also rejected.

6. The opinions of business education department chairmen in large Montana secondary public schools do not differ from the opinions of business education department chairmen in small Montana public schools regarding actual curriculum standards and practices within the business education department. Null hypothesis number six is accepted as only 12 of 50 or 24 percent of the curriculum standards actually practiced by large and small schools were significantly different.

7. In addition to not practicing what they believe to be ideal business education curriculum standards, large Montana secondary public schools do not practice what the leaders consider to be ideal curriculum standards. Thirty-six of 50 or 72 percent of the curriculum standards tested were significantly different when comparing the leaders ideal to the large school actual. Therefore, null hypothesis number seven is rejected.

8. As in the case with large schools, small Montana secondary public schools do not practice what the leaders consider to be ideal curriculum standards. Forty one of 50 or 82 percent of the curriculum standards tested were significantly different when comparing the leaders ideal to the small school actual. Therefore, null hypothesis number eight is rejected.

9. Business education department chairmen in small Montana secondary public schools are not as qualified as business education department chairmen in large Montana secondary public schools. A significant difference was found when comparing business education credits earned, number of courses taught, and number of years taught. Therefore, null hypothesis number nine is rejected.

RECOMMENDATIONS

The findings and conclusions of this study appear to justify the following recommendations:

1. Since both large and small Montana secondary public schools are not practicing what they believe to be ideal or desirable business education curriculum standards, attention and direction should be given these schools in order that improvements can be made.

2. It is apparent that business education departments in Montana secondary public schools are aware of ideal or desirable business education curriculum standards. Efforts should be made through the teacher education colleges and universities in the State as well as through the State Department of Public Instruction, the Montana Business Education Association and the Montana Vocational Association to encourage more widespread practice of ideal or desirable business education curriculum standards.

3. Further study should be done relative to Montana business education programs in the secondary public school in order to determine why business education departments are not carrying out curriculum standards they believe to be ideal or desirable.

4. Further study should be carried out in order to analyze the content of the business education curriculum in secondary public schools of Montana.

5. Department chairmen and teachers of business education subjects should continually update their instruction in their subject matter area in order to incorporate the newest innovations created by automation.

6. Efforts should be made to improve the qualifications of business education department chairmen in the small Montana schools.

7. All Montana business education teachers should be encouraged to utilize the State's Business Education Curriculum Guidelines.

8. A longitudinal study at five-year intervals concerning an evaluation of business education curriculum standards and practices in Montana secondary schools should be conducted in order that proper emphasis can be given to problem areas.

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APPENDIX A

June 21, 1971

XXXX
XXXX
XXXX
XXXX

Dear Dr. X:

What are the ideal curriculum standards for business education in the high schools? How do the actual curriculum practices of the high schools compare with the ideal curriculum standards?

A study is being conducted to evaluate the business education curriculum standards and practices in Montana and how they compare to the ideal standards as expressed by the leaders in business education.

Your professional help is needed. You have been selected as a leader in business education. As Head of the Business Education Department of a NABTE Institution, your expertise in answering the enclosed questionnaire would be appreciated.

Please complete this questionnaire and return it in the enclosed stamped envelope by July 14. Your assistance is genuinely appreciated.

Sincerely yours,

Daniel G. Hertz

Enclosures

APPENDIX B

July 21, 1971

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XXXX

Dear Dr. X:

Your opinions about ideal or desirable curriculum standards for high school business education are sincerely needed. Your contribution will help in determining whether or not the curriculum standards and practices in Montana compare with those expressed by the leaders in business education.

Your professional help is needed. As a leader in business education, an expression of your expertise in this field would be appreciated.

In the event you may have misplaced the previous questionnaire, another is enclosed. Please take a few minutes to fill it out and return it in the postage-paid envelope.

May I expect your completed questionnaire by August 6?

Sincerely yours,

Daniel G. Hertz

Enclosures

APPENDIX C

October 26, 1971

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Dear Dr. X:

Your opinions about ideal or desirable curriculum standards for high school business education are sincerely needed. Your contribution will help in determining whether or not the curriculum standards and practices in Montana compare with those expressed by the leaders in business education.

Your professional help is needed. As Chairman of a NABTE Institution, an expression of your expertise would be appreciated.

In the event you may have misplaced the previously mailed questionnaires, another is enclosed. Please take a few minutes to fill it out and return it in the postage-paid envelope.

May I expect your completed questionnaire by November 9?

Sincerely yours,

Daniel G. Hertz

Enclosures

APPENDIX D

QuestionnaireHigh School Curriculum Standards for Business Education

Directions: Place a check mark under Yes if you agree that the statement is an ideal or desirable curriculum standard for high school business education. Place a check mark under No if you disagree.

Yes	No

Curriculum Standards

1. The business department offers courses and programs that meet the educational needs of all students in the school.
2. The business department offers a program of courses leading to general business-economic understandings.
3. The business department offers one or more programs that prepare graduates for entry-level jobs.
4. The business department offers a course (or courses) that enable students to acquire business skills for their personal use.
5. The business department offers a course (or courses) leading to the prudent management of one's financial activities.
6. An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.
7. The responsibility of organizing and/or revising the business curriculum is handled by: The business department chairman, all business teachers, the administration, and student representatives.
8. Special vocational business sequences, covering fewer courses for longer periods, are offered for students of low achievement.

Yes	No

43. Instruction in automated data processing is concerned primarily with principles, processes, and terminology.
44. Instruction in data processing is offered as a short unit in one of the existing business courses.
45. Instruction in data processing is offered in a separate course of one semester or more.
46. Instruction in data processing is included in appropriate instructional units of a number of business courses.
47. Business arithmetic and business English is of a nonremedial nature, offered only to those students who have demonstrated a certain minimum ability in mathematics and English.
48. All business teachers concern themselves with improving the language and arithmetic skills of students in business courses.
49. Business teachers will assist counselors to keep them well-informed about changing employment requirements in business occupations.
50. A vocational counseling and placement office is maintained by the senior high school.

APPENDIX E

October 4, 1971

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Dear Mr. X:

What are the ideal curriculum standards for business education in the high school? How do the actual curriculum practices of the high schools compare with the ideal curriculum standards?

A study is being conducted to evaluate the business education curriculum standards and practices in Montana and how they compare with the ideal standards as expressed by the leaders in business education.

Your professional help is needed. As a high school business educator, your expertise in answering the enclosed questionnaire would be appreciated.

Please complete this questionnaire and return it in the enclosed, stamped envelope by October 25. Your assistance is genuinely appreciated.

Sincerely yours,

Daniel G. Hertz

Enclosures

APPENDIX F

October 28, 1971

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Dear Mr. X:

Your opinions about ideal and actual curriculum standards for high school business education are sincerely needed. Your contribution will help in determining how the curriculum standards and practices in Montana compare with those expressed by the leaders in business education.

Your professional help is needed. As a high school business education teacher, your expertise in answering the enclosed questionnaire would be appreciated.

In the event you may have misplaced the previously mailed questionnaire, another is enclosed. Please take a few minutes to fill it out and return it in the postage-paid envelope.

May I expect your completed questionnaire by November 11.

Sincerely yours,

Daniel G. Hertz

Enclosures

APPENDIX G

November 12, 1971

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Dear Mr. X:

Your opinions about ideal and actual curriculum standards for high school business education are sincerely needed. Your contribution will help me in my study to determine how the curriculum standards and practices of Montana compare with those of national leaders in business education.

In the event you may have misplaced the previously mailed questionnaire, another is enclosed. Your expertise in answering the enclosed questionnaire would be appreciated. Please take a few minutes to fill it out and return it in the enclosed postage-paid envelope.

May I expect your completed questionnaire by November 24.

Sincerely yours,

Daniel G. Hertz

Enclosures

APPENDIX H

EVALUATION SURVEY INSTRUMENT FOR SECONDARY BUSINESS EDUCATION PROGRAMS

Name and Location of School
In Which you Presently Teach _____

(City) (State)

Total Number of Years You Have Taught _____ Number of Years in Present
School _____

Business Course(s) You Teach (1) _____ (2) _____
(3) _____ (4) _____ (5) _____

Highest Degree Earned _____
(Degree) (Major)

Total Student Enrollment _____ Students Enrolled in Business Courses _____

Full-Time Business Teachers _____ Part-Time Business Teachers _____

High School Curriculum Standards For Business Education

- Directions: 1. Place a check mark in the yes or no box of Column I. Check "Yes" if you agree that the statement is an "Ideal" or desirable Business Education Curriculum Standard. Check "No" if you disagree with the statement.
2. Place a check mark in the yes or no box of Column II. Check "Yes" if your school actually practices the curriculum standard; check "No" if your school does not practice the curriculum standard.
3. You should have two check marks per statement.

Curriculum Standards

1. The business department offers courses and programs that meet the educational needs of all students in the school.
2. The business department offers a program of courses leading to general business-economic understandings.
3. The business department offers one or more programs that prepare graduates for entry-level jobs.
4. The business department offers a course (or courses) that enable students to acquire business skills for their personal use.
5. The business department offers a course (or courses) leading to the prudent management of one's financial activities.
6. An advisory committee, composed of local businessmen and concerned citizens, is established to assist the business department in curriculum evaluation.
7. The responsibility of organizing and/or revising the business curriculum is handled by: The business department chairman, all business teachers, the administration, and student representatives.
8. Special vocational business sequences, covering fewer courses for longer periods, are offered for students of low achievement.
9. Special vocational business sequences of an accelerated nature are offered for students of high achievement.

I Ideal		II Actual	
Yes	No	Yes	No

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- 10. A special one-year business sequence is offered to those senior students of high achievement who decide at this time in their high school careers to prepare themselves for employment.
- 11. The high school offers programs of studies that enable students to prepare for college entrance and at the same time to meet the requirements of entry-level jobs.
- 12. The high school organizes and offers programs in business for interested students after regular school hours. .
- 13. Students are permitted to advance through their business studies on the basis of achievement; not on the basis of a rigid time-table.
- 14. A single business major, consisting of an established sequence of core courses that cover basic competencies, supplemented by a number of elective options that lead to vocational competency, is offered.
- 15. Business courses are organized around various major occupational areas requiring business students to complete one of the established major sequences.
- 16. Business courses are offered on an elective basis to all students, thus eliminating the concept of major sequences for business students.
- 17. A program offered to students who wish to qualify for marketing and distribution should consist of the core courses required of all students preparing for a business occupation.

I Ideal		II Actual	
Yes	No	Yes	No

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	I Ideal		II Actual		
	Yes	No	Yes	No	
18. A program offered to students who wish to qualify for marketing and distribution should offer specialized courses in marketing and distribution.					18
19. The objectives for each business course are made available in printed form to all students, teachers, counselors and the public.					19
20. A program of vocational education is required of all students.					20
21. For at least the large majority of students, i.e., those who probably will not go on to college, programs of both general education and vocational education should be required.					21
22. Vocational education is offered on an elective basis.					22
23. As a basis for grading, school-wide standards of achievement are established for such business courses as shorthand, typewriting, transcription and office machines.					23
24. As a basis for grading, school-wide standards of achievement are established for such business courses as bookkeeping, general business, economics, business law, and salesmanship.					24
25. Work experience courses are required of all students preparing for an entry-level job in business.					25
26. Work experience courses should be offered on an elective basis.					26

	I Ideal		II Actual		
	Yes	No	Yes	No	
27. All business courses should contain instructional units on economics and personal financial management whenever this practice is feasible.					27
28. A course in business law is offered on an elective basis to all students. ...					28
29. A course in personal shorthand, or an abbreviated longhand system, is offered on an elective basis to college-bound students.					29
30. The offerings of the business department are based, in part, on periodic follow-up studies of graduates and dropouts, or surveys of local businessmen.					30
31. The general business course is a job-exploratory course that provides instruction for short periods in typewriting, shorthand, bookkeeping, salesmanship, etc.					31
32. The general business course is concerned primarily with instruction in basic economic concepts, guidance, occupational information, and the proper use of business services.					32
33. The general business course is recommended as an elective for all students.					33
34. The general business course is required of all students.					34
35. Record keeping is required as a prerequisite for all students who desire to take the bookkeeping course.					35
36. Record keeping, instead of bookkeeping, is offered for those students specializing in the clerical sequence.					36

- 37. Training on any office machine, other than the typewriter, should be on the acquaintanceship or orientation level rather than on the level of development of high operational skill.
- 38. A separate course in personal typewriting should be offered as an elective to all senior high school students.
- 39. Personal-use and vocational typewriting students in the senior high school should be placed in the same beginning class for one semester.
- 40. The business department should incorporate general business, business law, consumer economics, and economics into two-year courses entitled "general business" and "advanced general business."
- 41. A course in economics is required of all students.
- 42. The economics course should be offered by and under the direction of the business department.
- 43. Instruction in automated data processing is concerned primarily with principles, processes, and terminology.
- 44. Instruction in data processing is offered as a short unit in one of the existing business courses.
- 45. Instruction in data processing is offered in a separate course of one semester or more.

I Ideal		II Actual	
Yes	No	Yes	No

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- 46. Instruction in data processing is included in appropriate instructional units of a number of business courses.
- 47. Business arithmetic and business English is of a nonremedial nature, offered only to those students who have demonstrated a certain minimum ability in mathematics and English.
- 48. All business teachers concern themselves with improving the language and arithmetic skills of students in business courses.
- 49. Business teachers will assist counselors to keep them well informed about changing employment requirements in business occupations.
- 50. A vocational counseling and placement office is maintained by the senior high school.

I Ideal		II Actual	
Yes	No	Yes	No

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APPENDIX I

January 17, 1972

Dear Fellow Business Education Teacher:

I would like to take this opportunity to thank you for completing the questionnaire on Business Education Standards.

In order to complete my study on Business Education in Montana, I would like to obtain the following information from you concerning you and your teaching schedule for the 1971-72 academic year:

_____ Number of Business Education courses taught.

_____ Number of different preparations in Business Education courses.

_____ Quarter or _____ Semester Total Business Education credits earned to date. Undergraduate and graduate credits. Some schools use different rubrics in classifying courses such as Com., Bus. Ed., Bus. Ad., and Educ. Please include all credits that relate to the business curriculum.

Please return this letter in the enclosed stamped envelope.

Sincerely yours,

Daniel G. Hertz

Enclosure

APPENDIX J

Leaders of Business Education Participating in the Study

1. Dr. Lohnie Boggs
Arizona State University
Tempe, Arizona 85281
2. Dr. Michael R. Wunsch
Northern Arizona University
Flagstaff, Arizona 86001
3. Dr. H.J. Langen
University of Arizona
Tucson, Arizona 85700
4. Dr. Roland E. Wick
Adams State College
Alamosa, Colorado 81101
5. Dr. Deane M. Carter
Colorado State University
Fort Collins, Colorado 80521
6. Dr. Marion Boss
Southern Colorado State College
Pueblo, Colorado 81005
7. Dr. F. Kendirck Bangs
University of Colorado
Boulder, Colorado 80302
8. Dr. Don Jones
University of Denver
Denver, Colorado 80210
9. Dr. Rachel Cullor
University of Northern Colorado
Greeley, Colorado 80631
10. Dr. Harold Binford
Western State College
Gunnison, Colorado 81230
11. Dr. Marvin Clark
Boise State College
Boise, Idaho 83707
12. Dr. Jerry Wood
Idaho State University
Pocatello, Idaho 83201
13. Dr. M. J. Little
Fort Hays Kansas State College
Hays, Kansas 67601
14. Dr. Ralf J. Thomas
Kansas State College
of Pittsburg
Pittsburg, Kansas 66762
15. Dr. Raymond Russell
Kansas State Teachers College
Emporia, Kansas 66802
16. Dr. Margaret L. Jantze
Wichita State University
Wichita, Kansas 67208
17. Dr. Harvey A. Larson
Montana State University
Bozeman, Montana 59715
18. Dr. Keith Clawson
Northern Montana College
Havre, Montana 59501
19. Dr. Donald Koeppen
University of Montana
Missoula, Montana 59801
20. Dr. Margo Mc Cawley
Chadron State College
Chadron, Nebraska 69337

21. Dr. R. B. Welch
Kearney State College
Kearney, Nebraska 68847
22. Dr. Jerry Cox
Peru State College
Peru, Nebraska 68421
23. Dr. Irma Minium
Union College
Lincoln, Nebraska 68506
24. Dr. Gordon R. Culver
University of Nebraska
Lincoln, Nebraska 68508
25. Dr. Orivid Owens
Wayne State College
Wayne, Nebraska 68787
26. Dr. Edward M. Vietti
University of Nevada
Reno, Nevada 89507
27. Dr. Geraldine Ebert
Eastern New Mexico University
Portales, New Mexico 88130
28. Dr. J. Coe Linn
New Mexico Highlands
University
Las Vegas, New Mexico 87701
29. Dr. Al Giordano
University of New Mexico
Albuquerque, New Mexico 87106
30. Dr. William T. Kanim
Mayville State College
Mayville, North Dakota 58257
31. Dr. Dale D. Atwood
Minot State College
Minot, North Dakota 58701
32. Dr. John L. Rowe
University of North Dakota
Grand Forks, North Dakota 58201
33. Dr. John F. Keller
Valley City State College
Valley City, North Dakota 58072
34. Dr. Arthur W. Nelson
Black Hills Teachers College
Spearfish, South Dakota 57783
35. Dr. Violet Witt
Dakota State College
Madison, South Dakota 57042
36. Dr. Harry Jasinski
Northern State College
Aberdeen, South Dakota 57401
37. Dr. Marvin G. Schamber
Southern State College
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APPENDIX K

Large Montana Public Secondary Schools Participating in the Study

- | | |
|--------------------|-----------------------|
| 1. Anaconda | 18. Hamilton |
| 2. Baker | 19. Hardin |
| 3. Billings Senior | 20. Havre |
| 4. Billings West | 21. Helena |
| 5. Bozeman | 22. Kalispell |
| 6. Browning | 23. Laurel |
| 7. Butte | 24. Lewistown |
| 8. Chinook | 25. Libby |
| 9. Columbia Falls | 26. Livingston |
| 10. Cut Bank | 27. Malta |
| 11. Deer Lodge | 28. Miles City |
| 12. Dillon | 29. Missoula Hellgate |
| 13. Conrad | 30. Missoula Sentinel |
| 14. Glasgow | 31. Polson |
| 15. Glendive | 32. Shelby |
| 16. Great Falls | 33. Sidney |
| 17. C. M. Russell | 34. Whitefish |
| | 35. Wolf Point |

APPENDIX L

Small Montana Public Secondary Schools Participating in the Study

1.	Absarokee	40.	Fairfield	79.	Plains
2.	Alberton	41.	Fairview	80.	Poplar
3.	Antelope	42.	Flaxville	81.	Power
4.	Arlee	43.	Forsyth	82.	Rapelje
5.	Augusta	44.	Fort Benton	83.	Red Lodge
6.	Bainville	45.	Frazer	84.	Reedpoint
7.	Belfry	46.	Frenchtown	85.	Richey
8.	Belgrade	47.	Froid	86.	Roberts
9.	Belt	48.	Fromberg	87.	Ronan
10.	Big Fork	49.	Gardiner	88.	Rosebud
11.	Big Sandy	50.	Geyser	89.	Roundup
12.	Big Timber	51.	Grass Range	90.	Roy
13.	Boulder	52.	Harlen	91.	Rudyard
14.	Box Elder	53.	Harlowton	92.	Saco
15.	Brady	54.	Harrison	93.	St. Ignatius
16.	Bridger	55.	Highwood	94.	St. Regis
17.	Broadus	56.	Hingham	95.	Scobey
18.	Broadview	57.	Hinsdale	96.	Seeley-Swan
19.	Brockton	58.	Hobson	97.	Sheridan
20.	Cascade	59.	Hysham	98.	Stanford
21.	Charlo	60.	Inverness	99.	Stevensville
22.	Chester	61.	Joliet	100.	Sunburst
23.	Choteau	62.	Joplin	101.	Superior
24.	Circle	63.	Jordan	102.	Terry
25.	Clyde Park	64.	Judith Gap	103.	Three Forks
26.	Colstrip	65.	Lambert	104.	Thompson Falls
27.	Columbus	66.	Lavina	105.	Townsend
28.	Corvallis	67.	Lodge Grass	106.	Troy
29.	Culbertson	68.	Manhattan	107.	Turner
30.	Custer	69.	Medicine Lake	108.	Twin Bridges
31.	Darby	70.	Melstone	109.	Valier
32.	Denton	71.	Moore	110.	Westby
33.	Dixon	72.	Nashua	111.	West Yellowstone
34.	Dodson	73.	Noxon	112.	Whitehall
35.	Drummond	74.	Opheim	113.	White Sulfur Springs
36.	Dutton	75.	Outlook	114.	Whitewater
37.	Edgar	76.	Park City	115.	Wibaux
38.	Ekalaka	77.	Peerless	116.	Willow Creek
39.	Ennis	78.	Phillipsburg	117.	Wilsall

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