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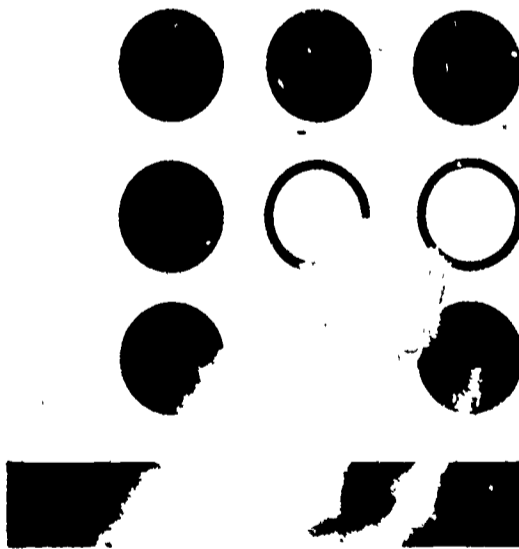
To focus attention upon the total business education curriculum and how such a curriculum provides for the needs of many different students with many different goals, a number of sequences within the business education curriculum have been suggested: automation and data processing, basic business-economics, bookkeeping, clerical, college preparatory, manager or owner, and secretarial. The basic business-economics sequence is totally general education in nature. The college preparatory sequences should be helpful to students, counselors, and business teachers in planning high school programs for individuals who plan to enter college curriculums in secretarial (or office) administration, business administration, or business teacher education. The sequences are discussed in relation to suggested courses, student population, objectives, occupational opportunities, and evaluation procedures. Specially designed programs such as cooperative business, vocational office, and programs such as cooperative business, vocational office, and distribution education, and diversified cooperative training provide culminating office education and work experience for melding skills and knowledge developed in the suggested sequences. The role of supervision and administration, youth activities, and business education programs at the post-secondary level are discussed. (PS)

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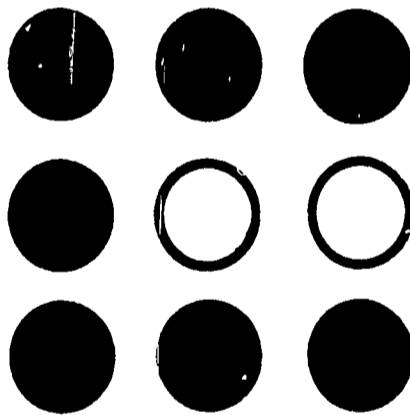
LETIN 72

FLOYD T. CHRIS, Superintendent of Public Instruction  
Tallahassee, Florida

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**BULLETIN 72**

**FLOYD T. CHRISTIAN, Superintendent of Public Instruction  
Tallahassee, Florida**

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## Foreword

THERE IS NO SINGLE prescription for those charged with the responsibility for the curriculum in business education. For the field of business education, which must assume much of the responsibility for preparing students for job competencies and for developing understandings of the place of business activity in the total society, the demands for wise selection of school experiences become critical.

We can never be satisfied until we have guaranteed that every Florida youth and adult, who shows an interest and who can benefit, has the opportunity to train for gainful employment—whether at the professional, technical, vocational, or semi-skilled level. Neither can we ignore the needs of all Florida citizens for developing a better understanding of business organization and our free enterprise system.

This guide is an effort toward helping teachers achieve these objectives.

*Floyd T. Christian*

FLOYD T. CHRISTIAN  
State Superintendent of Public Instruction

## Acknowledgments

THE REVISION AND SUBSEQUENT PUBLISHING of this guide reflects the interest, integrity, and effort of a number of individuals. It represents a frank appraisal of the phenomenal expansion of business education, and a direct approach to the imperative of providing programs which prepare men and women for entry into the changed and changing world of technological work.

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## CHAPTER 1

### Significant Points of View

#### The Importance of Business in Our Society

**B**USINESS EDUCATION has a proud history of flexibility and a good record for adapting to changing social, economic, and business needs. It provides training for vocational competence in the business and office occupations. It builds definite skills, abilities, and attitudes for business competence in the home and community. It helps individuals to understand and solve economic problems encountered in everyday living. It provides background information for advanced study for the business professions.

The private enterprise economic system in the United States represents the most dynamic and successful system of organizing economic activities that ever has been devised. The institution of business is an integral part of this economic system. It is through business, in all its varied forms, organizations, and agencies, that our economic system functions. Business may be publicly owned also, and government at all levels throughout the nation is engaged in many forms of business activity. A large proportion of the labor force in the United States is employed in business of some nature. The major issues that confront the nation frequently are issues that involve business and business activities. In fact, the world of business as it is today, and as it will be in the future, must influence significantly the educational programs that are designed to prepare young people for life.

#### A Changing World of Work

Modern society is characterized by change that is unrelenting, constant, and rapid. New developments in science and technology, with their applications to business and personal life,

occur with such rapidity and such certainty that all people are faced with the necessity for adjustment and adaptation to constantly changing situations.

New developments in science and technology also have altered significantly today's world of work and will change even more significantly the world of work of tomorrow.

The distribution of the U. S. labor force in 1960, with projections to 1975, is shown in the following table:

**Table I**  
Actual and Projected Civilian Employment  
in the Major Occupations, 1960-1975<sup>1</sup>

Major Occupation Group ....	Actual		Projected	
	1960	1962	1970	1975
	Per Cent of Total			
Total .....	100.0	100.0	100.0	100.0
White-collar exc. farm .....	43.1	44.1	46.6	47.8
Professional, technical and kindred .....	11.2	11.8	13.3	14.2
Managers, officials and pro- prieters, except farmers ....	10.6	10.9	10.7	10.7
Clerical and kindred .....	14.7	14.9	15.9	16.2
Sales .....	6.6	6.3	6.7	6.7
Blue-collar .....	36.3	35.8	34.3	33.4
Craftsmen, foremen and kindred .....	12.8	12.8	12.8	12.8
Operatives and kindred .....	18.0	17.7	16.9	16.3
Laborers, exc. farm and mine	5.5	5.3	4.6	4.2
Service .....	12.5	13.0	13.8	14.3
Private household .....	3.3	3.4	n.a.	n.a.
Service, exc. private household .....	9.1	9.6	n.a.	n.a.
Farm .....	8.1	7.2	5.3	4.5
Farmers and farm managers	4.2	3.8	n.a.	n.a.
Farm laborers and foremen	3.9	3.3	n.a.	n.a.

<sup>1</sup> *Statistical Abstract of the United States* (Washington: U. S. Department of Commerce, 1965) p. 227.  
n.a.—not available.

Table I indicates that white-collar workers are expected to comprise about 48 per cent of the total labor force by 1975, and that the largest group of white-collar workers will be in the clerical and kindred occupations, representing about 16 per cent of the labor force. The greatest increase in white-collar workers is expected to be in professional, technical, and kindred occupations, although the increase in clerical workers also will be significant. It should be noted that the percentage of the labor force in sales occupations and the manager and proprietor classification is not expected to increase to any significant degree by 1975.

**Table II**  
Number and Per Cent of Civilian Employees in White-Collar Occupations, 1960-1975<sup>2</sup>

	1960		1970		1975	
	No. in Millions	% of All Bus. Workers	No. in Millions	% of All Bus. Workers	No. in Millions	% of All Bus. Workers
Professional, Technical and Kindred ....	7.5	26.0	10.7	28.5	12.4	29.8
Managers, Officials, and Proprietors .....	7.1	24.6	8.6	22.9	9.4	22.2
Clerical and Kindred ..	9.8	34.0	12.8	34.2	14.2	33.9
Sales .....	4.4	15.4	5.4	14.4	5.9	14.1
Totals .....	28.8	100.0	37.5	100.0	41.9	100.0

Table II indicates that the number of white collar workers is expected to increase from 29 million in 1960 to 42 million in 1975. It is evident from Table II that a large proportion of white collar workers are engaged in business occupations. The distribution of white-collar workers among major categories will not change significantly from the present. As shown in the table, clerical workers will continue to represent about one-third of all white-collar workers, professional and technical workers represent another one-third, and sales workers and managers and proprietors make up the remainder of the white-collar labor force.

### The Influence of Technology

The influence that scientific and technological achievements will have on occupational patterns and on educational programs is indicated by Baer and Roeber:

Some of the major trends expected to occur within the broad grouping of white-collar worker and service-producing jobs are the following:

1. Technical advances, greater application of scientific findings in industry, growth of educational and medical services, and more research and systematic record keeping will all contribute to the rapid expansion of white-collar fields.

2. Professional and technical work will show the largest increase—particularly scientific and engineering rather than such traditional fields as law and medicine. Teachers (at all levels) and technicians who assist engineers and scientists are expected to show a rapid increase in numbers in the 1960's.

3. Other white-collar groups (managers and clerical and sales workers) are expected to grow in number during the decade.<sup>3</sup>

<sup>2</sup> Op. cit., p. 228.

<sup>3</sup> Max F. Baker and Edward C. Roeber. OCCUPATIONAL INFORMATION: *The Dynamics of Its Nature and Use*. Chicago: Science Research Associates, 1964, pp. 52-53.

From the information presented here, it appears that the number of workers in business occupations will grow as the total labor force grows. Business jobs will continue to dominate the world of work, and the anticipated increase in the number of clerical workers and the professional and technical workers indicates continuing demand for employees in these areas. The educational programs that are designed to prepare individuals for participation in a society dominated by business activities must rely on business education as an integral part.

### Changes in School Enrollment Patterns

Modern society also is changing in its attitudes toward education and schooling. The traditional patterns of school enrollment and school attendance have been modified by the constantly increasing demand for higher levels of education as prerequisites for employment. School enrollment patterns probably will change even more in the future than they have in the past.

"Present predictions indicate that high school enrollment will reach 14,110,000 by 1970, an increase of 11 per cent over the 1965 enrollment. In 1975, high school enrollments are expected to be 15,042,000, an 18.3 per cent increase over 1965; and by 1980, the enrollment will reach 16,385,000, an increase of 28.8 per cent over the 1965 enrollment."<sup>4</sup>

In 1970, it is expected that about 75 per cent of all high school age youth will be enrolled in school; in 1985, this percentage will increase to about 80 per cent.

The rate of retention in school is also increasing. The percentage of students who remain in high school to graduation, and the percentage of high school graduates who enter college, is advancing slowly each year. Table III shows this increased retention.

Table III shows that about 64 per cent of the students who were in fifth grade in 1954 actually graduated from high school, and 34 per cent of those in grade five in 1954 entered college in 1962. These percentages are in sharp contrast to the 52 per cent of the 1944 fifth graders who actually graduated from high school and the 23 per cent who entered college.

<sup>4</sup> *Statistical Abstract of the United States*, (Washington: U. S. Department of Commerce, 1965) p. 108.

**Table III**  
Retention Rate Per 1,000 Students Attending School from Fifth Grade  
Through College Entrance 1924-1932 to 1956-1964<sup>5</sup>

Year of Entrance to Fifth Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	H. S. Grad.	First Time Enter College
1924	1,000	911	798	741	612	470	384	344	302	118
1926	1,000	919	824	754	677	552	453	400	333	129
1928	1,000	939	847	805	736	624	498	432	378	137
1930	1,000	943	872	824	770	652	529	463	417	148
1932	1,000	935	889	831	786	664	570	510	455	160
1934	1,000	953	892	842	802	711	610	512	467	129
1936	1,000	954	895	849	839	704	554	425	393	121
1938	1,000	955	908	853	796	655	532	444	419	(1)
1940	1,000	968	910	836	781	637	566	507	481	(1)
1942	1,000	954	909	847	807	713	604	539	505	205
1944	1,000	952	929	858	848	748	650	549	522	234
1946	1,000	954	945	919	872	775	641	583	553	283
1948	1,000	984	956	929	863	795	706	619	581	301
1950	1,000	981	968	921	886	809	709	632	582	308
1952	1,000	974	965	936	904	835	746	667	621	328
1954	1,000	980	979	948	918	855	759	684	642	343
1956	1,000	985	984	948	930	871	785	724	667	357

The predictions concerning school enrollments and school population in the future point to the increased numbers of students in high school, the increasing percentage of students who remain in high school until graduation, and the increasing percentage of high school graduates who enter college. At the same time, these predictions point out that considerably less than 70 per cent of students who begin elementary school actually graduate from high school, and that less than one-third of these students enter college.

It is evident that educational programs must be designed to prepare many different groups of young people to live successfully in our society. Appropriate and beneficial educational experiences must be provided for persons who do not complete high school as well as for those who enter college. In a business-oriented society, education is less than complete unless it prepares young people to participate successfully in business life.

#### Influence of Legislation

The impact of Federal legislation on school enrollment patterns and on educational curriculums is difficult to assess. It is

<sup>5</sup> Op. cit., p. 111.

certain, however, that both enrollments and curriculums will be affected by the educational programs and opportunities that have been legislated by the Federal Government.

Much of the Federal legislation, specifically the Vocational Education Act of 1963, is designed to increase the number of employable people in the United States, largely through educational programs that upgrade occupational competencies. Some of the legislation also is aimed specifically at increasing the numbers of professional workers, such as scientists, technicians, and the like.

Since much of the Federal legislation requires the establishment of specific educational programs as a means of upgrading the national manpower resources, the overall effect doubtless will be to increase the numbers of students who remain in school. In certain instances, of course, this increase is likely to be somewhat modified by individuals who leave regular school programs to enter special programs of occupational preparation administered by some agency other than the school. The number of such individuals, however, is not expected to be large.

Since some of the programs that are established through Federal legislation are designed to prevent students from dropping out of high school, the legislation will help to increase the percentage of students who remain in school until high school graduation. In like manner, adult education enrollments are expected to increase significantly in the future, due partially to the encouragement provided through federally legislated educational programs.

The fact that certain college and university programs of study can be subsidized, either partially or wholly, through Federal grants will tend to augment the increasing enrollments in colleges and universities.

For a description of Federal aid to education including business education, teachers are referred to *A Compendium of Statutes* (HEW Print 50-271 0) which may be obtained by writing to the U. S. Government Printing Office, Washington, D. C.

### **Role of Education**

Since business is so important in the lives of all people, education in our society must prepare young people for successful

living in our business-oriented society. To participate in this society, education must be devoted to the following areas of concern:

#### *Adaptability to Change*

Education should be concerned with the increased need for adaptability to change. Because change is such a significant characteristic of our society at the present time, and will tend to become more rapid in the future, education must prepare all individuals to accept this change and to make the necessary adjustments to meet the challenges created by change. The need for flexibility and adaptability, particularly in all aspects of business life, is of major importance.

#### *Problem Solving*

Education should be concerned with the development of understandings, knowledges, and abilities necessary to solve social and economic problems common to all persons.

#### *Preparation for Work*

Education should be concerned with the development of the necessary understandings, knowledges, skills, and attitudes that comprise adequate preparation for work. Such preparation may be for immediate employment or it may be subject matter background necessary for advanced study.

#### *Personal Development*

Education should be concerned with the development of individuals to their fullest potential emotionally, socially, mentally, and physically.

#### *Basic Skills*

Education should be concerned with the development and refinement of the basic skills of reading, writing, listening, speaking, and computation.

#### *Citizenship*

Education should be concerned with the development of the understandings, knowledges, skills, and attitudes that will permit young people to become useful citizens in their community, their state, and their nation.

### *Appreciation of the American Heritage*

Education should be concerned with the appreciation and perpetuation of the inherited political, economic, and cultural heritage that is a part of American life.

In a democratic society education must provide learning opportunities for all individuals—at all levels according to their ability, their interest, and their capacity to be motivated. Every subject discipline has a responsibility for providing learning opportunities to meet the needs of all types of students. All subject disciplines must meet the challenge of helping to educate both leaders and followers for our society.

### **Role of Business Education**

Business education in the years ahead must prepare individuals for a rapidly changing world of business and business occupations, and business education itself must be constantly changing to meet the challenges of new developments in science and technology.

Business education helps to achieve the objectives of education in the development of knowledge in two major areas:

1. Business education as *general education* is comprised of those aspects of business that are of concern to all persons to prepare them to live in our business-oriented society. Ordinarily, business education as general education will be appropriate at all levels of education.
2. Business education as *specialized education* is comprised of those aspects of business that are of concern to all individuals who have as their goal employment in business, either immediately upon the completion of a particular program of study or after a period of additional study. Ordinarily, business education as specialized education will begin in the senior high school and continue through adult and collegiate programs of education.

Business education is appropriately offered at various levels, including the junior high school, the senior high school, adult education programs, area vocational-technical centers, junior and senior colleges and other specialized educational programs designed to prepare for employment. The outcomes of business education will vary with the instructional level at which programs are offered.

### **Business Education in the Junior High School**

The outcomes of business education in the junior high school



will be totally related to business education as general education. These outcomes and the courses in which the outcomes can be achieved, are:

**General Business**

- (1) Development of economic literacy: understanding the organization and operation of the economic system; development of a vocabulary of economic terminology
- (2) Development of consumer knowledges, skills, and attitudes
- (3) Study of basic skills: computational; oral and written communication skills
- (4) Study of career opportunities in business

**General Business and Typewriting**

- (1) Development of non-vocational knowledges and skills

**Business Education in the Senior High School**

The outcomes of business education in the senior high school are related to business education both as general education and as specialized education. The outcomes to be achieved are:

Development of vocational competency (specific job skills and background information for entry and advancement in business employment)

Typewriting, Bookkeeping, Data Processing, Shorthand, Clerical Office Practice, Secretarial Office Practice, Recordkeeping, Office Machines, Business English, Salesmanship, Advertising, Merchandising, Business Organization and Management, Vocational Office Education, Cooperative Business Education

Development of knowledges, skills and attitudes in the area of human relations

In all business subjects, particularly in Clerical and Secretarial Office Practice, Salesmanship, Vocational Office Education, Cooperative Business Education

Development of economic literacy

Economics, General Business, Consumer Education, Economic Geography, Bookkeeping, Business Organization and Management

Development of consumer knowledges, skills, and attitudes

General Business, Consumer Education, Business Law, Business Mathematics

Refinement of fundamental processes	Business English, Business Mathematics, Bookkeeping, General Business, Recordkeeping, Shorthand, Secretarial Office Practice, Clerical Office Practice
Development of personal-use knowledges and skills	Typewriting, General Business, Personal Shorthand, Consumer Economics, Business Law, Salesmanship
Study of career opportunities in business	General Business, Secretarial Office Practice, Vocational Office Education, Cooperative Distributive Education, Diversified Cooperative Training, Cooperative Business Education, Clerical Office Practice
Building of a foundation for advanced study	Bookkeeping, Economics, Business Law, Salesmanship, Merchandising, Advertising, Business Organization and Management, Data Processing

### **Business Education in Area Vocational-Technical Centers and in Adult Education Programs**

Ordinarily, business education in these programs will be specialized education and will be vocational in nature. The outcomes at these levels will be those outcomes that are closely related to vocational competencies. The courses through which these outcomes are developed will depend on the demands of participating students, particularly in the adult education program. Chapter VIII describes in more detail the purposes and outcomes for adult education programs.

### **Business Education in the Junior College**

Business education at the junior college level will be devoted to occupational preparation and to preparation for advanced study for the business profession. The outcomes for this level are more fully developed in Chapter VIII of this *Guide*.

### **The Guidance Function**

Guidance is an integral part of the total educational process

in today's schools, and the business education teacher has specific and definite responsibilities in helping to implement the guidance function.

In accepting this responsibility, the business educator helps to provide various guidance experiences necessary for the business student:

*Educational guidance*—directs students in learning how to study and in planning programs of study that are most suitable for meeting the goals which students have set for themselves. High school students need to be reminded that, even though colleges and universities require applicants to have completed certain specified high school courses before they can be admitted to the university (or to various programs of study within the university), most colleges will accept all high school credits to meet entrance requirements. Except for specified courses, credit from all high school courses generally can be used for this purpose.

*Social and personal guidance*—aids students in becoming mature, self-directing, and well-adjusted individuals.

*Vocational guidance*—assists students in acquiring knowledge of the functions, responsibilities, opportunities, and rewards of occupations. Thus, students are encouraged to think critically concerning various types of occupations. Even though the business education department has the responsibility of planning for students of all levels of ability, the interest and ability levels of the students must be high enough to permit them to become employable if they are to profit from the business education courses.

### **Role of the Business Teacher**

Business teachers, by the nature of their professional background and experience, have a unique contribution to make to an effective guidance program.

In helping students understand the world of work:

1. The teacher should be well informed about the school program and should know the job requirements and opportunities in our economy.
2. The teacher should be friendly, sympathetic, and approachable so that students will not hesitate to seek information and counsel.
3. The teacher should participate in informing students about business education by: preparing course outlines and handbooks, pre-

senting assembly programs, preparing bulletin boards, displays, and sponsoring clubs and organizations.

In relation to the Vocational Office Education program:

1. The teacher, under the Vocational Office Education Plan I, has the opportunity under the block-of-time class plan to help the student to analyze his abilities and to refine those skills, knowledges, and attitudes that will enable him to adjust and advance on the job.
2. The teacher, under the Vocational Office Education Plan II, is allotted released time for the specific purpose of counseling with those students who have decided upon a business career.

In serving as a resource person to the guidance department:

1. The teacher should inform the counselor of the knowledges, skills, and abilities needed by students to do satisfactory work in business.
2. The teacher should contribute to the student's cumulative folder in regard to skill competencies, grades, and other anecdotal information.
3. The teacher should make certain that the students' work experiences are recorded in the cumulative folders.
4. The teacher should assist the guidance department in the selection and administration of appropriate prognostic tests.<sup>6</sup>

### Placement

The business teacher should assume the responsibility of working with administrators, advisory committees, employment offices, and other agencies in the community in placing students on jobs. Students should be referred to jobs in which they are interested, and have a career objective, for which they have been properly trained, and in which they are most likely to succeed.

Teachers may employ such procedures as the following in providing placement services:

1. Teach the students proper techniques of applying for a job.
2. Arrange for students to participate in cooperative work programs.
3. Inform the students of current employment opportunities.
4. Furnish the guidance office and businessmen with information about the employment potential of students.
5. Arrange for interviews between the students and prospective employers.
6. Classify students according to their abilities and the types of duties they are best able to perform. This information will serve as a quick and easy reference when employers ask for new workers.

<sup>6</sup> Florida State Plan for the Improvement of Vocational, Technical, and Related Educational Services, Bulletin 70A-3, (Tallahassee: State Department of Education, 1965).

7. Handle employers' calls for prospective employees and help select students for jobs to be filled.
8. Give students credentials and information to carry with them during interviews for jobs.
9. Study the student's adjustment on the job, making notes for the improvement of placement services or improvement of the curriculum.

### Prognosis

The use of a variety of prognostic, or predictive, measures to yield specific information concerning the probable success of students in a specific business course or sequence should be an integral part of the business education program. The characteristics indicative of a student's future achievement include his interests, character traits, physical condition, adjustment to his environment, and his ability to learn. The teacher and guidance department should give every consideration to these factors in helping students best utilize their high school education in preparation for vocations in which they can be successful.

The results of a battery of tests—including prognostic tests for clerical and office occupations (which still have limited predictive value), scholastic aptitude tests, reading ability tests, and achievement tests—and the use of information acquired through supplementary interest inventories, personality questionnaires, pupil personnel records, students' grades, and attendance records may be used as effective prognostic devices. In addition, selected units in certain business education courses may be made available to students on the ninth and tenth grade levels for an exploratory experience in the business subjects.

Such units, as a device for discovering the interests and aptitudes of students in business education, may actually offer opportunities for students to explore subject matter such as shorthand, recordkeeping, and selling. If exploratory or tryout units are to be of real value, records must be kept on student progress and must be used in counseling. Parents must be kept informed about the student's potential for success in various subject areas.

The information obtained through prognostic media should be of value in helping the students obtain realistic pictures of their strengths on which to capitalize, and the weaknesses which they need to accept or remedy as they pursue their chosen educational goals.

## **Follow-up**

Schools providing vocational preparation for students have not fulfilled their complete responsibility if they do not follow these students on the job. Follow-up studies should provide a basis for analyzing the need for new courses and for improving present courses. The findings may result in curriculum changes varying from partial changes in some areas to total revision in others. The business department may also continue to render service to former students in securing jobs or in planning for further education and should cooperate with adult education and vocational and technical programs in an effort to improve the educational level of the community. The follow-up must reach as many graduates and dropouts as possible to be of maximum value to the individual and to the school.

## **The Professional Business Education Teacher**

Professional growth of the business education teacher presupposes an increased awareness of changing social conditions, continued development in the understanding of youth, as well as studied improvement in classroom methods and teaching techniques. It necessitates understanding in depth of human relationships.

A professional business education teacher:

1. Is interested in teaching students more than subject matter.
2. Is active in professional organizations—from national to local, from general to specialized.
3. Reads critically the professional literature that is available, including reports of research studies.
4. Endeavors to keep professionally informed through association with recognized authorities.
5. Is willing to adjust to changes in teaching assignments, school schedules, curriculum development, and equipment and facilities if the changes are more beneficial to the school system.
6. Is able to adjust viewpoints and concepts to changes and advancements in business conditions.
7. Contributes ideas, experiences, and research findings through professional writing.
8. Makes every effort to enhance the public image of the business education teacher.
9. Continues education toward more advanced learning.
10. Attends workshops and participates in meetings and conferences.
11. Cooperates with requests for data concerning advanced studies, standardizing tests, and establishing national norms on tests.
12. Recognizes the need for and builds a personal professional library.

13. Counsels with students.
14. Is ambitious to progress and avoids becoming set in a mold of rote teaching.
15. Recognizes the need for recreation and for travel.
16. Is affiliated and active in civic, business, and religious organizations of the community.

### **Professional Organizations**

Membership in educational associations is important to professional growth. Associations which will be professionally beneficial to the business teacher include the National Education Association, Florida Education Association, National Business Education Association (including membership in the Southern Business Education Association), American Vocational Association, Florida Business Education Association, Florida Vocational Association, and the Classroom Teachers Association.

### **National and International Business Education Associations**

The National Business Education Association is a division of the National Education Association. NBEA is devoted to the interests of all business educators throughout the nation. Membership in this organization entitles the teacher to receive the monthly publication, *Business Education Forum*, and an annual publication, the *National Business Education Yearbook*. A comprehensive member in the Association also receives the *National Business Education Quarterly*.

The International Society of Business Education, a division of NBEA, co-sponsors an international conference in economics each summer. Membership in this society is not included in the comprehensive membership in the National Business Education Association. The publication, the *International Review*, is received once a year.

Two other divisions of NBEA are: National Association for Business Teacher Education, the business teacher education division devoted to upgrading business teacher education; and the Administration, Supervision, and Teaching Division devoted to special interests of administrators, research, and secondary teaching.

The American Vocational Association is an organization for vocational and practical arts education. Membership in this organization entitles the educators to receive each month the official magazine, the *American Vocational Journal*.

### **State Vocational Association**

The Florida Vocational Association is the state affiliate of the parent organization, the American Vocational Association. Members receive the official publication, the *Florida Vocational Association Newsletter*, on a quarterly basis.

### **Regional Business Education Association**

The Southern Business Education Association is one of the five regional affiliates of the National Business Education Association. Florida business educators who belong to NBEA are also members of SBEA. The annual convention of SBEA is held during the Thanksgiving holidays in one of the twelve southeastern states.

### **State Business Education Association**

The Florida Business Education Association is a section of the Florida Education Association. The annual business meeting of the FBEA is held in conjunction with the Florida Education Association convention in the spring. FBEA also plans the program for a work conference held each fall and co-sponsored by the State Department of Education.

### **County Business Education Association**

In some counties there is a sufficient number of business education teachers to make a county organization feasible. A county organization may:

1. Work toward the satisfactory development of a business education curriculum in the county.
2. Cooperate with the county administrators and institutions of higher learning in securing in-service training for teachers.
3. Make community surveys.
4. Obtain work opportunities for teachers.
5. Establish a businessmen's advisory committee.
6. Establish uniform business efficiency certificates.
7. Visit other business departments for ideas and suggestions.

A teacher must participate actively in organizations if he is to receive maximum benefit from his membership. Attendance at meetings and participation in programs are privileges that are available to all business education teachers.



Business education teachers who participate in the work of professional organizations will profit from the help received from the organization and will grow through the exchange of ideas and widening of acquaintanceships.

It is especially recommended that teachers in Florida endeavor to attend work conferences and conventions of regional and state business education associations, as well as to attend county meetings whenever possible.

### **Community Relations**

The complete success of a business education program may depend on community relationships that have been established. Community approval or disapproval may be the result of many years of exchanging ideas and continuing actions of school and community. An effective public relations program for the school will promote mutual understanding of the purposes and activities of the business education department with parents and other citizens, as well as with the businessmen.

Since they are in a position to measure the worth of the business education program, local businessmen usually are eager to cooperate with the school in promoting better business education. Good teaching is, therefore, an essential part of molding public opinion in favor of the school and the business education program. Mutual understanding and concern for the purposes and activities of the business education department is most desirable. Sometimes it is wise for the business teacher to assume the initiative in order to activate this interest to a maximum degree.

The business teacher may help build or strengthen a desirable community and school relationship through conferences, open houses, special programs, publicity releases, service clubs (especially recommended are Administrative Management Society, Business and Professional Women's Club, National Secretaries Association, Chamber of Commerce), adult education programs, public exhibits, field trips, placement services, and follow-up studies of graduates.

### **Interrelationships and Articulation**

There is no conflict between the general and specialized objectives of business education. Many business skills and much

knowledge may be readily applicable either to the solution of a personal business problem or to a job situation. Certainly, specialized business education contributes to the general education objective of economic efficiency. Moreover, as it has been pointed out, business education as general education is comprised of those aspects of business that are of concern to all persons to prepare them to live in our business-oriented society. A continuing problem in business education is the problem of articulating the business program with the programs of other departments within the school and with business education programs in other schools in the community. Studies must be made and experiments need to be conducted to facilitate close coordination among the various school programs. Cooperation and coordination are necessary in order to provide maximum development in concepts and skills.

Articulation may be improved through efforts of guidance counselors, through meetings of teachers, by careful planning of department chairmen, and through the efforts of supervisors and other administrators.

Business education programs in the junior high schools are related to general education objectives, and the programs in the senior high schools and junior colleges are concerned with both the general and the specialized objectives. In the Florida junior colleges some efforts are being made to avoid duplication of high school programs, particularly programs in occupational preparation. Efforts are made in the junior colleges to place the students in that part of the program where it is believed they will gain the greatest benefits.

### **Qualifications of the Business Education Teacher**

The Florida State Department of Education sets up minimum requirements for Ranks I, II, and III teaching certificates. Detailed requirements may be found in the publication, *Florida Requirements for Teacher Certification*, State Department of Education, Tallahassee, Florida. Minimum requirements for a Rank III certificate are:

#### **Business Education**

1. A Bachelor's degree with a major in business education (book-keeping and stenography)
- OR
2. A Bachelor's degree with thirty (30) semester hours in business

education including the areas specified below:

- a. Six (6) semester hours in accounting or bookkeeping
- b. Six (6) semester hours in economics
- c. Six (6) semester hours in shorthand
- d. Four (4) semester hours in typewriting
- e. Two (2) semester hours in business English
- f. Two (2) semester hours in business law

#### **Bookkeeping and General Business**

1. A Bachelor's degree with a major in bookkeeping  
or
2. A Bachelor's degree with eighteen (18) semester hours in business education including the areas specified below:
  - a. Six (6) semester hours in accounting or bookkeeping
  - b. Six (6) semester hours in economics
  - c. Two (2) semester hours in business law

#### **Stenography**

A Bachelor's degree with eighteen (18) semester hours in business education including the areas specified below:

- a. Six (6) semester hours in shorthand
- b. Four (4) semester hours in typewriting
- c. Two (2) semester hours in business English

#### **Vocational Office Education**

In order to qualify for the Graduate Certificate, Rank III, covering Vocational Office Education, the applicant shall meet the following requirements:

- a. Satisfy all requirements for the Graduate Certificate covering covering the broad field of secondary business education
- b. Furnish signed statements from employers or other documentary evidence verifying specific work experience of at least one year of full-time employment in the same area to be taught
- c. Present three (3) semester hours in principles or philosophy of vocational education.<sup>7</sup>

Vocational Office Education may be shown on a Provisional Graduate Certificate covering secondary business education when the applicant has satisfied the requirement for work experience and furnished documented verification. (Section b.)

#### **New Developments and New Media for Learning and Teaching**

New insights into the nature of learning and the developing complexities of the instructional task indicate that present-day learning and teaching processes will assume new dimensions in the future. Even with these new developments, however, it cannot be emphasized enough that the instructor is the most important factor in the learning situation, and he will continue to

<sup>7</sup> *Requirements for Teacher Certification* (Tallahassee: State Department of Education, 1964), p. 119.

be. Auxiliary tools, such as the overhead projector, controlled reader, team teaching, television, and programmed instruction, will become more important. But only through careful planning of their utilization in a specific classroom situation can there be effective instruction and learning. Successful application and continued development of each new device are entirely dependent on the creativity of the classroom teacher in planning for individualized learning.

### **The Overhead Projector**

The overhead projector is a relatively new teaching-learning aid that offers unusual possibilities for enriching the learning in many different business education classes. The overhead projector provides opportunities to present drawings, charts, statistical tables, and similar material to the class without the necessity of having to write these materials on the chalkboard, present them orally, or prepare duplicated copies for the class. The teacher also may use the overhead projector to demonstrate how business forms should be completed, how words are spelled, or how shorthand outlines are written, since this machine permits the teacher to write directly on the material that is being projected to the class.

The overhead projector makes use of transparencies (transparent surfaces on which have been printed, typewritten, handwritten, or drawn any material that the teacher wishes to project on the screen). With special types of equipment, transparencies can be prepared by machine directly from many different types of printed material. Especially suitable for placement on transparencies are such materials as tables, graphs, drawings, business forms, arithmetic problems, and letter styles. Transparencies may be prepared in such a way that they show the steps of a sequence by placing one transparency on top of another (called overlays).

The overhead projector has the advantage of being used without darkening the room and permits the teacher to face the class while presenting the materials. This teaching-learning aid is particularly good for use in such subjects as bookkeeping, business mathematics, general business, consumer education, recordkeeping, data processing, economics, typewriting, shorthand, and office machines.

### **The Skill-Builder**

The skill-builder, or controlled reader, is a teaching-learning aid that presents materials to the students at a constant rate and in small segments to help them to increase their rates of response in some particular skill, such as shorthand, typewriting, arithmetic computation, and reading. The skill-builder uses a type of filmstrip that is projected on a screen. If the material that is projected is to be used for typewriting practice, the students try to copy the material as rapidly as it is shown on the screen. Typewriting stroking speeds tend to be forced to higher levels because the materials are projected at constant rates that can be selected by the teacher. The skill-builder offers the same opportunities for developing increases in student responses in any of the skills courses in business education.

### **Large Group Instruction**

Business education teachers increasingly are being required to administer and teach in situations where class sizes are 60, 70, and even larger. Obviously, special facilities and instruction techniques are necessary if these situations are to produce the best learning possible.

The business courses that are most likely to be administered and taught in large group instruction situations are general business and typewriting—although there is no reason to believe that any of the business subjects are immune from this relatively new development.

When general business classes are taught through large group instruction, business teachers need to make sure that there are ample opportunities for students to meet in small groups for discussion purposes and to engage in individual project work. As a general practice, large group instruction in general business will entail a lecture-demonstration on one occasion, followed by several class periods devoted to small group discussion, individual study, and the like. Ordinarily, large group instruction in general business will be set up on a team-teaching basis, perhaps with clerical helpers or student aides assigned to help with the details of classroom management.

When typewriting is taught in groups of more than 40-45 students, certain considerations and cautions should be kept in mind:

1. The typewriting teacher should be provided with qualified assistants who are able to help students with their individual typing problems during the scheduled class periods. These assistants should have a sound knowledge of typewriting techniques and procedures.
2. Clerical assistance should be provided to help with the details of classroom management.
3. A modern demonstration stand, preferably one that is mounted on a raised platform, is essential. The demonstration stand must be placed so that all students in the room have an unobstructed view of all demonstrations.
4. Frequently, amplifying equipment is a necessary part of the equipment needed for large group instruction.
5. The typewriting teacher will need to demonstrate frequently the correct techniques and procedures that students are to emulate.
6. The teacher in a large group situation will want to direct carefully all of the practice efforts of students.
7. The typewriting teacher should recognize that such learning-teaching aids as the overhead projector, the skill-builder or controlled reader, and the tachistoscope, will help students develop rapid responses. In addition, specially equipped rooms with individual listening stations are recommended to enhance learning in typewriting in large group situations.
8. The classroom should be equipped with extra typewriters (stored near the classroom) so that each student will be assured of a machine each day.

It must be kept in mind that large group instruction is not synonymous with team teaching. In large group instruction, teachers share the work on the basis of large numbers of students. In team teaching, the sharing is based on special qualifications for teaching certain areas of subject matter.

### **Team Teaching**

Team teaching is a term used to designate a method of organization for pupil learning in which two or more teachers share in the responsibility for all aspects of teaching—planning student learning experiences, guiding students through these experiences, measuring student progress, and evaluating the procedures used. The team of teachers responsible for a particular class must work closely together in planning for student learning and must have indicated a willingness to accept this responsibility.

An essential feature of team teaching, and one of its most important strengths, is that teachers assume the responsibility for teaching the subject matter area in which they are most

highly qualified. If teachers merely divide the instructional time with little or no thought of the teachers who are best qualified to organize and teach certain aspects of the subject matter, team teaching loses much of its value.

Ordinarily in team teaching there are at least two teachers and one or more clerical assistants who are assigned to type and grade tests, prepare visual materials, take attendance, etc. Teachers may share equally in the responsibility for the class or one person may be designated as the directing teacher and the other persons work under his supervision.

Team teaching appears to be most adaptable in business education to the subject areas of general business, economics, consumer economics, business organization and management, and perhaps clerical and secretarial office practice.

### **Television**

Television has been used as an instructional medium for some time, and the techniques for using it for instructional purposes constantly are being refined. The two general classifications of television for instruction are single-room and studio television. In addition, studio television generally operates either as closed-circuit or as open-circuit television.

*Single-room television.* In business education, television projections may be more beneficial to the students if a small, relatively inexpensive, self-contained television camera is used. This unit serves to magnify the procedures or processes that are being explained or demonstrated and projects this magnification so that all students in the class are able to see the details of the process or procedure. Single-room television is particularly adaptable to office practice classes (where machine demonstrations are essential) and typewriting.

*Studio television.* The most common use of television as an instructional medium has been to use a television camera to record lessons presented by a master teacher and transmitted to television receivers located in separate classrooms or separate buildings. Ordinarily, educational television has utilized closed-circuit facilities, in which the program or lesson is transmitted only to receivers which are connected by direct cable to the television camera. Some educational programs, however, are transmitted on open-circuit facilities and all persons within a specified area are able to receive the program or lesson.

The business education subjects that are most suitable for television instruction are typewriting, economics, and subjects that can be learned through the lecture-demonstration method of teaching. Some success has been reported for shorthand classes that have been taught by television also.

### **Programmed Learning**

This method of learning may be either a machine program or a printed program depending upon the task to be learned. Perceptual-motor skills lend themselves more readily to machines while purely verbal tasks may adequately use the printed form.

Proceeding at one's own rate is the core of programmed learning. Such a procedure leads the student, step by step, through explanations or bodies of information. The student is required to make a correct response before he is permitted to proceed to the next step in the process.

Those subjects considered most adaptable to programming are business law, shorthand, business arithmetic, bookkeeping, recordkeeping, and short units of office practice. Spelling, vocabulary development, punctuation, and grammar are also adaptable to programming.

### **Single-Concept Films**

The 8-millimeter, single concept film is especially valuable in classes where short demonstration or episode is needed to illustrate a principle or crystallize a concept.

The single-concept film is designed to be used during class discussions, teacher demonstrations or teacher lectures, and can be shown at the precise moment when a filmed situation best explains an idea. Ordinarily of short duration (3 to 5 minutes), these films offer almost limitless opportunities to enrich student learning in business education classes.

Applications are obvious in such subjects as general business, business law, consumer economics, business organization and management, salesmanship, retailing, clerical and secretarial office practice, and data processing courses.



## **Telelectures**

The telelecture is a speakerphone equipped with a tiny microphone and a miniature transmitter that is connected to a regular telephone. Transmissions are directed to receiving equipment tied to amplifiers in an assembly hall or classroom. An audience may listen to a speaker, and even ask him questions, without the necessity of the speaker appearing before the group.

A government official from Washington, D. C., or a financial expert from Wall Street, or a banker from Miami, or an insurance broker from Jacksonville, could address a group of students in any part of the nation (or the world) through the use of the telelecture.

The telelecture is a new technique for enriching classes in business law, economics, general business, consumer economics, salesmanship, retailing, advertising, business organization and management, and bookkeeping.

Additional information about teaching-learning aids can be found in each course description in Chapter III of this *Guide*.

## **Featured Sequences and Programs**

To focus attention upon the total business education curriculum and how such a curriculum provides for the needs of many different students with many different goals, a number of sequences within the business education curriculum have been suggested. These sequences, presented in Chapter II, if followed by students in the secondary schools, will provide valuable educational experiences for individuals whose goals range from general education to college preparatory to occupational preparation.

The sequence that is totally general education in nature is the basic business-economics sequence. This sequence provides a general background of understandings in business and economics for every student in the high school no matter what his educational or occupational goal may be. This sequence has an added advantage of providing the high school student with a foundation for further study of business in colleges and universities.

The college preparatory sequences that are included in Chapter II will be helpful to students, counselors, and business

teachers alike in planning high school study programs for individuals who plan to enter college and enter curricula in secretarial (or office) administration, business administration, or business teacher education.

The business education sequences presented in Chapter II, are:

- Automation and Data Processing
- Basic Business-Economics
- Bookkeeping
- Clerical
- Suggested College Preparatory
- Manager and/or Owner
- Secretarial

These sequences are discussed in relation to suggested courses, student population, objectives, occupational opportunities, and evaluation procedures.

In Chapter V is presented the specially designed programs which provide culminating office education and work experience for melding skills and knowledges developed previously in the suggested sequences.

## Suggested Sequences

THE HIGH SCHOOL BUSINESS EDUCATION curriculum must be adapted to meet the constantly changing needs of society. Within a local community, consideration must be given to the mobility of the working population, the expanded employment community, the rapid developments in technological progress, and the dynamic nature of economic opportunities. In the development or modification of a business education curriculum for a school, careful attention must be given to the following factors:

1. Surveys of community needs and student interests.
2. Socio-economic and vocational characteristics of the community, including the expanded employment community.
3. Suggestions from local advisory committees.
4. Placement records and follow-up studies of graduates.
5. School size, teaching staff, facilities, and equipment.

It is unwise for any school to follow a business education curriculum developed in another school merely because of its apparent success in that school.

In most business education courses, learning may often be facilitated by grouping the learners according to ability. Even in the business classes that are offered primarily as general education, such as General Business, ability grouping many times will help to promote better learning.

When it is possible for a school to schedule more than one section of a business education class, it may be wise to schedule these sections to meet during the same class period. This arrangement will make it possible for teachers in the department to change students from one group to another according to the rate at which the students progress. This regrouping of students is particularly valuable for shorthand, typewriting, and book-keeping classes.

## **A Flexible and Functional Curriculum**

Every business curriculum in the past has, by design or not, met the challenge of change. In fact, the ability to meet the needs of business and society as they developed has been the genius of education for business. Adaptation to new conditions is essential for a democratic society and an economic system based on individual or corporate enterprise. Regardless of the size of the high school, the business curriculum should be both flexible and functional. Recent findings of research, new concepts in learning, new instructional media and techniques, and changing conditions in a community necessitate constant changes in the curriculum. Continuous evaluation of the curriculum is necessary for it to remain functional. It should be designed to fit the needs of the students and the community to be served.

## **Typewriting for All**

Typewriting is rapidly becoming a general method of communication; thus, all students should be permitted to elect typewriting. It is recommended that typewriting be offered in the tenth grade or earlier so that students may be able to use the skill during their high school days. A minimum of one year of typewriting is recommended; however, seniors may be permitted to take typewriting for one semester to meet personal-use objectives. Summer school typewriting instruction which includes both junior and senior high school students also has personal-use value.

## **Importance of Economic Education**

Educators have become increasingly aware of the need for economic literacy. Young people should be prepared to act intelligently when faced with the economic issues that arise daily. Being an intelligent consumer with an understanding of our economic system is of value to all students.

Economic education is the responsibility of the total school from the kindergarten through the twelfth grade.\*

A number of courses are offered in the business education

\* A scope and sequence chart showing grade level (kindergarten through twelfth grade) for developing economic understandings is being developed by the State Department of Education and will be available at a later date.

curriculum which contribute to vital economic education instruction for all secondary school students. Some of these courses are: general business, consumer economics, economics, bookkeeping, and economic geography. These courses should be made available to all students.

### **The Business Education Curriculum in the Small High School**

The specialized sequences that follow are designed to develop a higher degree of vocational competency than many schools can currently afford. In balancing skill and non-skill courses, the small high school, however, faces the problem of providing sufficiently diversified training within the limits of its facilities to meet the needs and desires of the students and the community. Some of these problems may be resolved by combining subject matter from several courses and integrating such subject matter into a single course. An alternate-year program may also help to provide a higher degree of competence than would be possible through unvarying yearly offerings. A suggested plan might be as follows:

#### **Alternate-Year Program for a One-Teacher Department**

First and Third Years—General Business, Typewriting I, Bookkeeping I, Clerical Office Practice

Second and Fourth Years—General Business, Typewriting I, Shorthand I and a selection of two or more of the following: Business Law, Salesmanship or Retailing, Consumer Economics, Business Organization and Management

#### **Automation and Data Processing Sequence**

<i>Grade</i>	<i>Suggested Courses</i>	<i>Length</i>
12	Data Recording Devices	1 Semester
12	Introduction to Data Processing	1 Semester
11-12	Bookkeeping I	1 Year
11-12	Office Practice, Clerical (office machines should be included in the course)	1 Year
10-11	Typewriting I	1 Year
10	Business Mathematics*	1 Year
9-10	General Business	1 Year

\* The talented or above average student should elect an advanced mathematics course if arithmetic skills are superior.

### **Additional Courses to Enrich the Sequence**

Business English, Business Organization and Management, Office Machines, Typewriting II, Bookkeeping II, and Advanced Mathematics.

As unit record equipment becomes available to the high school, courses in its operation and wiring may be added to the above sequence.

### **Who Should Enroll in the Sequence**

Students of average or above average ability, as evidenced by aptitude tests and by school marks,

- a. whose temperament and manual dexterity give promise of development as keypunch operators;
- b. who are planning to seek clerical employment in occupations where some familiarity with data processing practices and concepts is necessary.

Students who plan to enroll in data processing classes on the post-high school level or who wish to investigate career opportunities and requirements should elect the two data processing courses and Typewriting I.

### **Additional Considerations for Guidance Purposes**

Students who enroll in this sequence should have average or above average achievement in the language arts and arithmetic skills of reading comprehension, numeric reasoning, spelling, writing, and speaking. They should also possess self discipline and patience and tenacity in solving problems.

### **Objectives of the Sequence**

The data processing sequence is designed to introduce into the high school curriculum specific data processing education which will help provide the skills and knowledge needed in order to work successfully in automated offices.

The sequence does not attempt to duplicate the post high school programs or training programs offered by industry in which efforts are made to develop proficiency in the operation of specific hardware and to produce technicians and programmers.

This sequence provides opportunities for interested students to learn the principles, vocabulary, career possibilities, and concepts of data processing. Where additional equipment is available, students may gain experience by observing and operating some of the machinery involved in data processing.

Schools not offering this sequence may incorporate the data processing concepts in other related business courses.

### **Occupational Opportunities**

The number of firms using data processing equipment is increasing so rapidly that occupational opportunities are generally considered to be unlimited. During the next decade, a half million well-trained workers will be needed to fill positions in electronic data processing. Nationally, there is a shortage of qualified personnel with technical training and experience. It is advisable for business educators to ascertain the changes that are taking place in data processing nationally and to inform the students about these changes.

A realistic view of the occupational opportunities locally also should

be considered. Work in data processing generally may be divided into three categories—professional (requiring a four-year college education or the equivalent), technical (six months to two years of post-high school or the equivalent), and clerical (requiring a high school education or the equivalent). Specific information on available job opportunities may be obtained from local employment offices, data processing equipment manufacturers, businesses with data processing installations, and local Chambers of Commerce.

Clerical positions in data processing available to high school graduates are keypunch operator, peripheral equipment operator, data typist, coding clerk, and tape librarian. From these entry positions, with additional experience and training, advancement is possible to such positions as computer operator, computer programmer, systems analyst, data processing supervisor, or manager.

#### **Evaluation of the Effectiveness of the Sequence**

New developments in the data processing field should be analyzed periodically and revisions in the sequence and courses made accordingly. A study of the evaluation of the courses should be made in determining the effectiveness of the sequence. Some factors to consider are:

1. Did the students achieve the objectives of the course?
2. Were provisions made to offer the data processing education to all students?
3. Was proper use made of available resources—advisory committees, businesses with installations, films and other audio-visual aids, and the like?
4. Were the classes scheduled at times during which students might elect them?
5. Did the teachers, administrators, and guidance counselors work together to incorporate data processing concepts into related courses?
6. Were the course offerings practical? How may they be revised for more effective results?
7. Were provisions made for local business men and women, local post-high school representatives, and manufacturers to participate in the instruction?
8. Were adequate facilities available for proper instruction? If so, was maximum use made of these facilities? If not, what facilities were needed? (List order of priority.) Can the need for such facilities be substantiated?
9. What can be done to improve instruction of the courses in view of the rapid changes taking place in the field of data processing?
10. Did the sequence help to meet the vocational needs of the students?

#### **Basic Business-Economics**

<i>Grade</i>	<i>Suggested Courses</i>	<i>Length</i>
11 or 12	Economics	1 Semester or 1 Year
11 or 12	Consumer Economics	1 Semester or 1 Year
11 or 12	Business Law	1 Semester or 1 Year

11 or 12	Business Organization and Management	1 Semester or 1 Year
10, 11, or 12	Personal Typewriting or Typewriting I	1 Semester or 1 Year
9 or 10	General Business	1 Semester or 1 Year

#### **Additional Courses to Enrich the Sequence**

Bookkeeping I or Recordkeeping, Economic Geography, Introduction to Data Processing.

#### **Who Should Enroll in the Sequence**

1. Students who desire or need courses in order to become economically literate citizens.
2. College-bound students who indicate a general rather than a specialized interest in the offerings of colleges and universities.
3. High school students who are following a general course, but who desire some courses in business education.

#### **Additional Considerations for Guidance Purposes**

Business education has an important contribution to make to the economic literacy of every high school student. Since basic business and economic education should be administered and taught as general education, all of these courses should be available to all students who wish to take them. Certain of these courses will be more suitable for slow learners, while others will be more appropriate for the average or above-average learner. For example, the course in economics probably should be recommended for those persons with average and above average learning ability. Economics in very simplified form, as presented in Consumer Economics, can be understood by slow learners.

#### **Objectives of Basic Business-Economic Education**

1. To develop an understanding and appreciation of how our economic system is organized and how it operates, and to understand the ways in which business has contributed to the development of the private enterprise economy.
2. To develop an economic vocabulary extensive enough to permit intelligent reading and understanding of current economic and social problems as reported in newspapers, magazines, and other periodicals.
3. To develop the knowledges, skills, and attitudes necessary for effective planning of the management of personal financial resources in order to become intelligent consumers of goods and services.
4. To provide guidance to young people in making occupational choices and in planning future study programs as preparation for entrance into these occupations.
5. To help students learn efficient and economical uses of the services that business provides for individuals and that are important to all individuals throughout their lives.

#### **Evaluation of Basic Business-Economic Education**

1. Are the teachers of basic business-economic education courses



- qualified business teachers with special preparation in content areas?
2. Are students of all ability levels encouraged to enroll in the basic business-economic education courses?
  3. Are the students' learning experiences associated with the stated objectives of basic business-economic education?
  4. Are the courses in basic business-economic education of the type that meet the general education needs of students?
  5. Are courses in basic business-economic education offered at both the freshman-sophomore and junior-senior levels?

#### **The Bookkeeping Sequence**

<i>Grade</i>	<i>Suggested Courses</i>	<i>Length</i>
12	Bookkeeping	1 Year
12	Office Practice, Clerical	1 Year
12	Introduction to Data Processing	1 Semester or 1 Year
11 or 12	Business Law	1 Semester or 1 Year
11 or 12	Economics	1 Semester or 1 Year
11 or 12	Bookkeeping I	1 Year
10 or 11	Typewriting I	1 Year
9 or 10	Business Mathematics	1 Year
9 or 10	General Business	1 Year

#### **Additional Courses to Enrich the Sequence**

Typewriting II, Business English, Consumer Economics, English and Mathematics beyond minimum requirements, Data Recording Devices (Grade 12, one semester).

#### **Who Should Enroll in the Sequence**

1. Students who are average or above average in ability as evidenced by school grades and scores on academic aptitude tests.
2. Students who, after graduation from high school, plan to be employed in bookkeeping occupations or other business occupations requiring the use of bookkeeping knowledge and skill.
3. Students who wish to enroll in business courses to obtain an understanding of how business is organized and how it operates, but who do not wish to specialize in occupational preparation.
4. Students who plan to attend college and to specialize in some aspect of business administration, particularly in accounting.
5. Students who plan to attend college and prepare to become business teachers.

#### **Additional Considerations for Guidance Purposes**

To be successful in this sequence, students should:

1. Be alert in grasping ideas.
2. Have initiative, good judgment, discretion, and the ability to work with people.
3. Have good vision.
4. Have a good sense of figures and the ability to analyze them.
5. Be neat in keeping records and write legibly.
6. Be neat and clean in personal appearance.
7. Demonstrate good self-discipline.

### Objectives of the Sequence

1. To provide students with the understandings, knowledges, attitudes, and skills that will enable them to enter employment in bookkeeping occupations, or other occupations that require bookkeeping knowledges, and to qualify for advancement in these occupations.
2. To provide a technical background, or a background of understanding, for college-bound students who plan to enter accounting or business administration or to become business teachers.
3. To provide students with an understanding of how business is organized, how it operates, and how it functions in our economy.
4. To provide students with understandings that will serve as an introduction to the field of accounting.
5. To provide students with information about careers in bookkeeping and accounting.
6. To provide students with an understanding of the systematic flow of financial information in a business office and the machines and equipment that facilitate this flow.
7. To provide students with opportunities for making decisions about the operation of a business through the use of data from financial statements.

These objectives take into account the current trends in keeping records and the fact that an increasing number of records will likely be made by the use of electronic equipment.

### Some Bookkeeping Job Titles

*General Bookkeeper (DOT 210.388)* does all the work necessary to keep a complete set of books. Usually employees in positions of this kind are "hand" bookkeepers; they may use adding and other simple office machines, but they do not operate bookkeeping machines. Bookkeepers record day-to-day business transactions in journals and ledgers and on other accounting forms. At regular intervals, they prepare summary statements for their employers showing, for example, the amount of money taken in and paid out by the firm, from whom it came and to whom it went, and the amounts customers owe the firm and the amounts the firm owes to others. Often they also do other work in filing, answering the telephone, mailing statements to customers, and taking care of other office work.

*Bookkeeping and Accounting Clerks (DOT 219.488)* in beginning jobs perform routine tasks, such as posting items by hand in accounts payable ledgers and recording other financial transactions. They may use adding machines to total accounts and take trial balances.

*Bookkeeping Machine Operators (DOT 215.388)* in entry jobs often use comparatively simple bookkeeping machines to do similar work. Experienced clerks and machine operators have much more varied assignments and greater responsibility. An accounting clerk in such a position may not only post and balance accounts but do more difficult work, such as preparing summary reports. Experienced machine operators sometimes use very complex equipment adapted to special business needs. In some banks, for example, bookkeeping machine operators add deposits and subtract withdrawals from each depositor's checking account, calculate service charges, and draw up monthly statements for mailing—all on one machine especially designed for bank work.<sup>1</sup>

<sup>1</sup> *Occupational Outlook Handbook* (Washington: U. S. Department of Labor, 1966-67 edition) p. 288.

Work opportunities for *general* bookkeepers, those qualified to assume responsibilities for a complete double-entry set of books, will probably continue to be good in the near future because of the many small businesses starting annually or expanding. This is particularly true of most areas in Florida.

With the demand for general bookkeepers is a new demand for a related type of worker—the bookkeeping and accounting clerk and the bookkeeping machine operator. New jobs will probably arise each year as a result of general economic growth and the increasing complexity of business operations. With the large proportion of women in this occupation, the rate of turnover is high because many women leave and enter the labor market annually.<sup>2</sup>

#### Evaluation of the Effectiveness of the Sequence

1. Is there a close and cooperative relationship between the department head, administration, and teachers in making changes, planning new courses, and evaluating the sequence?
2. Are the students carefully selected so that a good standard of work can be accomplished?
3. Are boys as well as girls encouraged to enroll in the bookkeeping sequence?
4. Are students prepared to continue with higher levels of accounting study after completion of the bookkeeping sequence?
5. Are high school graduates actually being hired for bookkeeping jobs after they complete the bookkeeping sequence?
6. Does the bookkeeping room have a modern, businesslike appearance?
7. Are the machines and equipment of late models?
8. Are all machines kept in good working order?
9. Are the National Business Entrance tests (see the Clerical Sequence for a description) or similar tests administered annually and full use made of the results?
10. Do the records of achievement of the students indicate that the students are properly selected?
11. Do the records of employment and success on the job indicate that the content and course offerings of the sequence are appropriate?

#### The Clerical Sequence

<i>Grade</i>	<i>Suggested Courses</i>	<i>Length</i>
12	Clerical Office Practice	1 Year
12	Office Machines (if not included in Clerical Office Practice)	1 Year
12	Introduction to Data Processing	1 Semester
12	Data Recording Devices	1 Semester
12	Business English	1 Year
10, 11, or 12	Bookkeeping I or Recordkeeping	1 Year
10 or 11	Typewriting I	1 Year
10 or 11	Business Mathematics	1 Semester or 1 Year
9 or 10	General Business	1 Year

<sup>2</sup> *Op. Cit.*, pp. 287-289.

### **Additional Courses to Enrich the Sequence**

Business Law, Consumer Economics, Economics, Typewriting II

### **Who Should Enroll in the Sequence**

1. Students who plan to enter employment in the clerical occupations after graduation from high school.
2. Students who wish to obtain some clerical job skills to use for part-time employment in business.
3. Students who possess adequate proficiency in the basic skills of reading, computation, spelling, and grammar to assure success in the courses contained in the clerical sequence and later success on the job.
4. Students with a desire to work and willingness to perform the tasks involved in clerical occupations.

### **Additional Considerations for Guidance Purposes**

When students of low ability (the slow learners) express an interest in this program, or if it seems wise to guide such a student into the program, adaptations must be made to individual student needs and abilities.

### **Objectives of the Sequence**

1. To provide the student with the understandings, knowledges, skills, and attitudes necessary to be successful in obtaining a job in the clerical occupations and advancing to jobs or positions with higher levels of responsibilities.
2. To provide the student with the necessary understandings, knowledges, and attitudes that will permit him to adapt readily to the rapid changes in job requirements and duties in the clerical occupations.
3. To provide students with sufficient job skills of a clerical nature that will permit them to accept employment in business for short periods of time or as part-time workers.
4. To provide students with a knowledge of job opportunities and job requirements, and the advantages and disadvantages of employment in the clerical occupations.
5. To provide students with human relations knowledges, skills, and attitudes necessary to get along with other persons in job situations.
6. To provide students with the opportunities to refine basic skills of oral and written communication and computation.

### **Employment Outlook**

Employment in clerical occupations is expected to rise very rapidly during the 1965-75 decade. As employment rises to meet the needs of an expanding economy, it is anticipated that more than 300,000 new positions in clerical and related occupations will be added each year. And an even greater number of clerical workers will be needed each year to replace those who retire or leave their jobs for other reasons. Employee turnover is especially high among clerical workers because many young women do this kind of work for only a few years and then leave their jobs to remain at home and care for their families.

During the 1965-75 decade, employment opportunities will be par-

ticularly numerous for workers who handle paperwork in the offices of private and public organizations—for secretaries and stenographers, typists, and bookkeeping and accounting clerks, for example. These workers will be needed particularly in banks and insurance companies, both of which are expected to continue to expand rapidly; in manufacturing establishments and in wholesale and retail trade; and in government offices, educational institutions, and professional service organizations.

The number of clerical and related jobs is expected to increase mainly because the volume of paperwork will undoubtedly expand as business organizations grow in size and complexity. On the other hand, more and more mechanical equipment will undoubtedly be used to speed the process of keeping business records, particularly in large cities, and in some of these offices, the number of clerical employees may be reduced. For the economy as a whole, however, the new positions created by growth are expected to far outnumber the clerical jobs eliminated by mechanization. Furthermore, many types of clerical workers are in jobs unlikely to be materially affected by mechanization—for example, secretaries, receptionists, people responsible for collecting bills and handling complaints, and others whose duties bring them into contact with the public and require them to exercise initiative and judgment.

Since electronic computers, bookkeeping and calculating machines, and other mechanical devices are used in offices mainly to process routine and repetitive work, their use can be expected to bring about reductions in the number of clerks employed to prepare payrolls, keep track of inventories, bill customers, sort checks in banks, and do other routine work. But, as work of this kind is transferred from clerks to machines, a limited number of new positions for various kinds of machine operators will be created. This shift in type of clerical personnel will probably occur chiefly in large business firms and in the metropolitan areas where such firms tend to be concentrated.<sup>3</sup>

Men generally receive somewhat higher salaries than women in similar jobs. Office workers' salaries tend to be somewhat higher in manufacturing firms than in retail businesses and other non-manufacturing industries. It should be remembered that in Florida small business firms predominate.

The following groups of jobs serve to illustrate initial clerical jobs which are open to the high school graduate. The jobs in each group show the line of promotion.

Cashier I  
Cashier II  
Cashier III

Dining Room Cashier  
Food Service Cashier

Clerk I  
Clerk II  
Clerk III  
Chief Clerk  
Administrative Clerk

Copyholder  
Junior Proofreader  
Senior Proofreader

Tabulating Machine  
Operator I  
Tabulating Machine  
Operator II  
Tabulating Machine  
Operator III  
Assistant Tabulating  
Machine Supervisor

<sup>3</sup> *Op. cit.*, p. 280.

Accounting Clerk I  
Accounting Clerk II

Typing Clerk I  
Typing Clerk II  
Typing Clerk III  
Chief Clerk  
Administrative Clerk

Bookstore Clerk I  
Bookstore Clerk II

Inventory Clerk  
Inventory Supervisor

Library Clerk I  
Library Clerk II  
Library Clerk III  
Chief Library Clerk

Payroll Clerk I  
Payroll Clerk II  
Payroll Clerk III  
Chief Payroll Clerk

Stores Clerk  
Storekeeper  
Stores Supervisor

Clerk-Typist I  
Clerk-Typist II  
Clerk-Typist III  
Secretary  
Administrative Secretary

Tabulating Machine  
Supervisor  
Assistant Director of  
Statistical Service Unit

Bookkeeping Machine  
Operator I  
Bookkeeping Machine  
Operator II  
Bookkeeping Machine  
Operator III

Card Punch Operator I  
Card Punch Operator II  
Card Punch Operator III

Digital Computer Operator I  
Digital Computer Operator II

Duplicating Machine  
Operator I  
Duplicating Machine  
Operator II  
Duplicating Machine  
Operator III  
Duplicating Service  
Supervisor

Office Appliance  
Operator I  
Office Appliance  
Operator II

Vari-Typist I  
Vari-Typist II

#### **Evaluation of the Effectiveness of the Sequence**

An evaluation of this sequence should recognize that it is geared to a wide range of student interest and ability. There can be great challenges to the teacher in preparing a student for the business occupation of his choice. Since this program is such a broad one, involving a variety of jobs which are open to the high school graduate, emphasis should be placed upon gearing the program specifically to the needs of the student.

1. Is the clerical sequence characterized by continuity and articulation of objectives, content, and activities from semester to semester?
2. Are the teaching and supervision of equally high quality in all semesters?
3. Does the clerical sequence prepare workers for the clerical opportunities in the areas where graduates seek employment as shown by employment records of graduates?
4. Is the clerical sequence coordinated with similar programs in area vocational schools and colleges?

5. In this program is there sufficient emphasis on good work habits, regularity in attendance, punctuality, persistence in finishing each task?
6. Are interesting and motivating procedures used in helping students learn in this sequence and are these procedures of such a nature that they help the student to see application of the tasks in school to on-the-job activities?
7. Is the student sufficiently encouraged to take active part in school organizations and extra class activities?
8. Is the operation of the equipment sufficiently complicated to justify in-school instruction?
9. Can the expense of the equipment used in the clerical sequence be justified for in-school instruction?
10. Should the content of data processing include instruction on electronic data processing equipment or should it be limited to an introduction to the principles of data processing?
11. Should students in this sequence who wish instruction involving equipment that is unavailable in the local school be sent (at local school expense) to other schools where such instruction is available?
12. Are the NBE or similar tests administered annually and full use made of the results? Comprehensive tests are available in typewriting and filing. The scores of the local student may be compared with national norms.
13. Does a record of student achievement and success on the job reflect effective procedures in the selection of students for the clerical sequence?
14. Does a record of student achievement and success on the job indicate appropriate course offerings and content in the sequence?

#### **The Manager and/or Owner Sequence**

<u>Grade</u>	<u>Suggested Courses</u>	<u>Length</u>
12	Business Organization and Management	1 Semester or 1 Year
12	Economics	1 Semester or 1 Year
11 or 12	Salesmanship or Merchandising	1 Semester or 1 Year
12	Introduction to Data Processing	1 Semester
11	Office Machines or Clerical Office Practice	1 Semester or 1 Year
11	Bookkeeping I	1 Year
10 or 11	Typewriting I	1 Year
10	Business Mathematics*	1 Semester or 1 Year

#### **Additional Courses to Enrich the Sequence**

Business Law, Bookkeeping II, Business English, Advertising

#### **Who Should Enroll in the Sequence**

1. Students who are average or above average in ability as evidenced by school grades.

\* The talented or above average student should elect an advanced mathematics course if arithmetic skills are superior.

**Suggested College Preparatory Sequences for Prospective Majors in:**

Business Administration, Secretarial Administration, and Business Teacher Education  
(Complete Course)

<u>Business Administration Goal</u>	<u>Secretarial Administration Goal</u>	<u>Business Teacher Education Goal</u>
9th Grade English I Algebra I Science or Civics GENERAL BUSINESS* Physical Education Home Economics (Girls)	English I Algebra I or General Math Science or Civics GENERAL BUSINESS* Physical Education Home Economics (Girls)	English I Algebra I Science or Civics GENERAL BUSINESS* Physical Education Home Economics (Girls)
10th Grade English II BUSINESS MATH, Algebra II, Plane Geometry (choose one) Biology or other science BUSINESS LAW** Physical Education	English II BUSINESS MATH, Algebra II, Plane Geometry (choose one) Biology or other science TYPEWRITING I Physical Education	English II BUSINESS MATH, Algebra II, Plane Geometry (choose one) Biology or other science BUSINESS LAW** or TYPEWRITING I Physical Education
11th Grade English III American History Foreign Language BOOKKEEPING I Chemistry or other science	English III American History Foreign Language BOOKKEEPING I SHORTHAND I	English III American History Foreign Language BOOKKEEPING I SHORTHAND I, TYPEWRITING I, OR TYPEWRITING II
12th Grade English IV or BUSINESS ENGLISH Foreign Language Economics PERSONAL TYPEWRITING AND PERSONAL SHORTHAND INTRODUCTION TO DATA PROCESSING	BUSINESS ENGLISH  Foreign Language SHORTHAND II SECRETARIAL OFFICE PRACTICE  Elective	English IV or BUSINESS ENGLISH  Foreign Language ECONOMICS TYPEWRITING I, TYPEWRITING II, or BUSINESS LAW SHORTHAND I or SHORTHAND II

Enrichment Courses: BOOKKEEPING II, INTRODUCTION TO DATA PROCESSING, BUSINESS LAW, OFFICE MACHINES, ECONOMICS.

\* Could be taken in 10th Grade

\*\* Could be taken in 11th or 12th Grade



2. Students who plan to become managers and/or owners of a business after graduation from high school.
3. Students who plan to be employed in business (in non-managerial positions) after graduation from high school and who possess aptitudes and abilities to enable them to become successful managers of business enterprises.
4. Students who plan to enter a business administration or business management curriculum in a college or university.

#### **Additional Considerations for Guidance Purposes**

Candidates for this sequence should have leadership qualities, integrity, and the ability to communicate properly. Initiative, imagination, ingenuity, and a liking for people are desirable characteristics. Aspirants to managerial positions must be ambitious, energetic, interested, enthusiastic, and be willing to work hard and to accept responsibility.

#### **Objectives of the Sequence**

1. To develop the understandings, knowledges, skills, and attitudes necessary to enable an individual to be successful in owning and operating a small business.
2. To develop the necessary background of subject matter that will enable an individual to advance from initial positions in business to management levels.
3. To develop the necessary background of subject matter to enable a person to enter a college or university with reasonable assurance that he can succeed in his advanced studies.
4. To develop appropriate knowledges and skills in human relations.

#### **Occupational Opportunities**

The scope of beginning jobs with a potential of advancement to managerial positions is unlimited.

High school graduates who have had on-the-job experience may fill some positions of limited managerial responsibility; however, the positions with the highest potential for rapid advancement usually demand more education and training. In-service training programs and post secondary-school courses supplementing the high school program can serve to accelerate the candidate's progress toward a management or ownership position. A college degree is necessary in some areas for initial employment, and after satisfactory work experience the employee may then be in line for a managerial position. Assistant managerships in chain or syndicated enterprises provide opportunities for on-the-job promotions to managerships in large stores or service stations.

*The Occupational Outlook Handbook*, 1966-67 edition, pp 22-23 (revised every two years), reports about 6.5 million men and 1.1 million women, not counting farm owners or farm managers, were managers, officials, or proprietors in 1965. Of these nearly 7.5 million people, managers and officials in salaried positions accounted for almost 60 per cent. The largest group of proprietors—about half of the total number—are owners of stores, restaurants, gasoline service stations, or other kinds of retail establishments. In addition, large numbers manage their own factories or construction businesses. Even though the proprietor-managerial group as a whole is not showing the same

growth as some other white-collar occupations, *its numbers are expected to increase as fast as the total labor force*, and to reach almost 9.5 million by 1975.

A high school sequence of courses would tend to explore and instruct in basic areas of business management. Additional preparation would be needed to develop competencies in many of the specialized types or related areas of management. Following are some of the types of managers found in most major industries and businesses:

Types of industrial managers:

Traffic, plant, sales, advertising, display, public relations, industrial relations, purchasing (agent), credit, personnel, production, and research and testing.

Other specialized types of managers:

Bank, branch store, restaurant or cafeteria, hotel or motel, credit, farm, dairy, office, retail store manager and many others.

#### Evaluation of the Effectiveness of the Sequence

1. What evidence is available to show that the background of the students and their individual differences are considered on all instructional levels of this sequence to better meet their needs as candidates for manager-owner competency?
2. Do school records indicate that the majority of the students in the sequence are successfully completing the necessary courses?
3. Do results from follow-up studies indicate the program is preparing students to handle competently management responsibilities as indicated by their performance on the job?
4. Do enrollment figures in the courses and sequence indicate that the guidance, counseling and recruitment practices are effective in enrolling students with appropriate abilities, interests, and potential for success?
5. Does a cooperative working relationship exist between the business department staff and managerial representatives of the business community?
  - a. Does the business department confer with the representatives of business firms regarding the relationship between the in-service training programs in business (during employment) and the breadth, depth, and achievement levels of the school training program?
  - b. Do the representatives of both individual business firms and the business community cooperate with the business department by making employment and managerial personnel available to serve on advisory committees, to serve as visiting lecturers, to direct groups of students on tours through plants and offices and to provide profitable experiences for students pursuing the work-experience program?

#### The Secretarial Sequence

Grade	Suggested Courses	Length
12	Business English	1 Year
12	Secretarial Office Practice	1 Year
12	Shorthand II	1 Year
11	Bookkeeping I	1 Year
11	Shorthand I	1 Year
10 or 11	Typewriting I	1 Year
9 or 10	General Business	1 Year

### **Additional Courses to Enrich the Sequence**

Office Machines, Typewriting II, Economics, Consumer Economics, Business Law, Business Organization and Management, Bookkeeping II, Business Mathematics, Introduction to Data Processing (Grade 12, 1 semester), Data Recording Devices (Grade 12, 1 semester).

### **Who Should Enroll in the Sequence**

1. Students who aspire to be secretaries or stenographers immediately upon graduation.
2. Students who are college bound and plan to major in business in a secretarial training program.
3. Students who are college bound and plan to major in business teacher education.
4. Students who are college bound and plan to work in order to defray college expenses.
5. Students whose grades and aptitudes indicate success in the sequence.

### **Additional Considerations for Guidance Purposes**

To be successful in this sequence, students should:

1. Exhibit personal characteristics of initiative, alertness, discretion, perseverance, and the ability to get along with people.
2. Have a strong interest and a sincere desire to become secretaries.

### **Objectives of the Secretarial Sequence**

#### **A. General Objectives:**

1. To qualify graduates for secretarial or stenographic jobs and for advancement on those jobs.
2. To provide a business-oriented background and occupational skills for the college-bound student who plans to enter business as a professional secretary or to become a teacher.
3. To provide occupational skills for the college-bound student who wants to work part-time to defray expenses.
4. To contribute to the general education of the high school student so that he will have a better understanding of business.

#### **B. Specific Objectives:**

1. To introduce the student to the specific duties and responsibilities of a secretary (office management, decision making, etc.) and prepare the student to perform these duties and responsibilities at the highest level of proficiency.
2. To prepare the student to perform the stenographic duties in office occupations (proficiency in shorthand, transcription, and the use of transcribing machines).
3. To prepare the student to perform the clerical, non-shorthand duties in office occupations.
4. To prepare the student with related knowledges and skills necessary to perform the duties in secretarial and stenographic occupations and to advance in these occupations.
5. To create an awareness in the student of job opportunities and the advantages and disadvantages of employment in stenographic and secretarial occupations.
6. To develop good work habits and work attitudes that will make the individual a more efficient person.

7. To meet individual needs and provide opportunities in the sequence for the vocational development of each student.
8. To develop knowledge and skills in human relations to enable students to get along well with other people.

### **Occupational Opportunities**

*The Occupational Outlook Handbook* reports that in 1965, almost two million persons were employed in occupations which required stenographic skills. More than 95 per cent of these workers—usually designated as stenographers or secretaries—were women.<sup>4</sup> Many thousands of openings for stenographers and secretaries occur each year. Some are jobs created by business expansion; others are job vacancies created because of the large number of young women in these occupations who stop working after a few years to become homemakers. *The demand for workers with stenographic skills has been greater than the supply for more than a decade, and this shortage is expected to continue for some years to come.*

Over the long run, employment in stenographic and secretarial work is expected to continue its rapid growth. The development of new types of office equipment, new systems, and new processes will undoubtedly continue, but such technological changes *are not expected* to affect significantly the growth of employment in these occupations. Turnover undoubtedly will remain high, particularly in the case of the general stenographer, and will give rise to a substantial number of additional openings for workers with stenographic skills.

Although specific duties and job titles differ considerably, depending upon the nature of the employer's business, practically all stenographers or secretaries record dictation and transcribe it on the typewriter.

*Stenographers* (DOT 202.388) take dictation from one or more persons and then transcribe their notes on the typewriter. Most stenographers record their shorthand; a few use machines which print symbols as different keys are pressed. Depending upon the duties, experience, and the amount of supervision they receive, they may be classified as "junior" or "senior" stenographers.

*Secretaries* (DOT 201.368), in addition to doing stenographic work, relieve their employers of numerous routine duties and often handle a variety of business details on their own initiative. Sometimes they also supervise other clerical personnel. Secretarial responsibilities vary, depending on the type of job. Some secretaries, like stenographers, specialize in *legal, medical, or other technical work.*

*Court Reporters* (DOT 202.388) are stenographers who make verbatim reports of proceedings in a court of law, sometimes in a difficult technical language, from many speakers, and for several hours at a time. These workers must be able to take notes very rapidly with a high degree of efficiency and accuracy and transcribe them for use in a very short period of time.

### **Evaluation of the Effectiveness of the Sequence**

1. Does the secretarial sequence prepare workers for occupational opportunities in the areas where graduates seek employment as shown by employment records of the students?

<sup>4</sup> *Op. Cit.*, p. 281.

2. Does the secretarial sequence reflect consideration of and coordination with area vocational schools and colleges?
3. Does selection of students reflect analyses of aptitudes, abilities, and interests?
4. Does a record of student achievement and success on the job indicate effective procedures in selection of students?
5. Does a record of student achievement and success on the job indicate appropriate course offerings and course content?

## CHAPTER 3

### Business Education Courses

**T**HE BUSINESS EDUCATION COURSES that are recommended in various sequences in Chapter II are described in considerable detail in this chapter.

#### Advertising

Advertising is a course designed to teach the use of advertising as a means of getting goods into the hands of the consumer. It has become a major selling technique and it reaches and influences the lives of everyone. With the growing importance of advertising in business has come also an increasing realization of the importance of acquiring a better understanding of this selling technique as a part of the preparation for business occupations.

#### Prerequisites

The student should have had a course in salesmanship, and should also indicate an interest in advertising and advertising techniques.

**Grade Placement:** 11 or 12

**Length of Course:** One semester

#### Objectives

1. To develop an understanding of the history and growth of advertising.
2. To develop an understanding of the prominent role of advertising in our economy.
3. To develop the techniques of preparing advertising copy.
4. To develop an understanding of the criteria used in the selection of advertising media.
5. To develop a critical, questioning attitude toward advertising and develop the ability to distinguish between sensible and sensational advertising.
6. To develop a knowledge of advertising methods and practices to help students learn to make wise purchases.

### **Suggestions for the Teacher**

1. Examine a collection of advertisements and rate them.
2. List items that students buy which have little or no advertising and some which are widely advertised.
3. List some products in students' homes which advertising influenced parents or students to purchase.
4. Prepare merchandising charts and bring them to class for analysis and discussion. Charts should contain the following information for each article or merchandise: name, material from which it is made, how it is made, uses, durability, selling points, care and instructions, descriptive words. Students should write an ad for each article.
5. Make a list of trade terms and describe what is meant by each term.
6. Measure the amount of local newspaper and school paper space that is given to advertising.
7. Sketch an attractive layout and write copy for some local product.
8. Plan panel discussions and buzz sessions for identifying advertising problems and what is being done at present by various agencies to improve advertising.
9. Test products to determine whether they "live up" to claims.
10. Develop, and assist in conducting, an advertising campaign for some school activity.
11. Conduct a survey on the influence that advertising has on student purchases.
12. Develop a code of ethics for advertisers.
13. Develop a set of guiding principles for judging the worth of advertising.
14. Use audio-visual materials to enrich the learning activities.
15. Make a collection of the various types of headlines, illustrations, texts, trademarks and brand names used in advertisements.
16. Arrange trips to advertising departments of large businesses.

### **Evaluation Suggestions**

Achievement may be measured on the basis of the individual's contribution to class discussions, oral and written reports, projects, and tests.

### **Recommended Equipment for the Course**

- |                    |               |
|--------------------|---------------|
| 1. Art supplies    | 5. Newspapers |
| 2. Bulletin boards | 6. Magazines  |
| 3. Typewriters     | 7. Television |
| 4. Table desks     | 8. Radio      |

### **Reference Materials for the Teacher**

It is suggested that the teacher contact the publishers of business textbooks in order to secure teaching aids and reference materials.

## **Bookkeeping I**

The first-year bookkeeping course is designed to provide the skills and knowledges necessary for employment in bookkeeping occupations and other business occupations which may utilize a systems approach. This course also makes a strong contribution to the understanding of the organization and operation of our private enterprise economy. It may serve as an introduction to the field of accounting and/or data processing because it provides background information for students who are interested in accounting and data processing as a career. Students who plan to take these courses in college should be urged to enroll in high school bookkeeping.

Bookkeeping is the procedure that is used by businesses and governments for maintaining records of financial transactions. A study of bookkeeping involves an understanding of the basic principles of double-entry bookkeeping as these principles apply to the records of businesses, governments, and individuals.

### **Prerequisites**

Because the study of bookkeeping requires the ability to see into processes and to see relationships, *enrollment in the course should be limited to those students who are average or above average in ability* as evidenced by scores on scholastic aptitude tests and by school marks. Since bookkeeping subject matter is sequential in its development, *students with poor school attendance records should not be enrolled in the course.*

**Grade Placement:** 11 or 12

**Length of Course:** Two semesters

### **Objectives**

1. To develop an understanding of the fundamental principles and procedures in double-entry bookkeeping as applied to the financial records of business and government.
2. To develop a knowledge of the various forms that are used for recording the activities carried on in business and to provide practice in making entries in these forms.
3. To develop understanding and knowledge of the common terms used in bookkeeping and accounting.
4. To develop an understanding of the meaning of financial data found on the business statements and develop insights into ways these data affect business decisions.
5. To review the skills in applied arithmetic and in handwriting.



6. To develop desirable business attitudes, work habits, and ideals necessary for success in business occupations; such as regular attendance, neatness, wise use of time, ability to meet obligations promptly, follow instructions, accept responsibility, and get along with others.
7. To develop understandings and attitudes related to the organization and operation of the private-enterprise economic system.
8. To provide experiences to determine the students' interest in and attitude for bookkeeping and accounting as a career.
9. To provide a good subject matter foundation for students who wish to continue more advanced study in accounting and data processing.
10. To develop understandings and skills related to the use of machines in recording financial transactions and the use of machines in the electronic processing of financial data.
11. To help students acquire concepts of the importance of accuracy and honesty in the keeping of records.
12. To develop an understanding of the systematic flow of financial information in a business office.

#### **Suggestions for the Teacher**

##### **1. Suggestions for Meeting Student Reading Differences**

- a. The many new terms and additional meanings for formerly learned vocabulary make it necessary to relate all new vocabulary learnings to the student's previous experiences rather than depend on rote memorization. Student personal data sheets, completed early in the course, will provide the teacher with necessary information to correlate vocabulary with past experiences.
- b. The teacher should be consistent in the use of terminology, but, before the end of the course, explanation of such interchangeable terms as "accounting period" and "fiscal period" should be brought to the attention of the students.
- c. Special emphasis during the early stages in the bookkeeping course should be devoted to the explanation and demonstration of how to read the text for the most meaning and how to gain the most benefit from the chapter illustrations.

##### **2. Suggestions for Handling Student Differences in Arithmetic**

- a. During the first weeks of school, it is important for the teacher to test the students in specific fundamentals—addition, subtraction, multiplication, division, decimals, percentage, interest, and problem solving. With the results of these tests the teacher can provide meaningful review and remedial instruction.
- b. Review and remedial instruction should be a planned part of the bookkeeping course. Time may be spent during the last few minutes of a class period or an entire class period may be used.

A planned program of review might consist of reviewing addition of two number combinations whose sums exceed 10; drills on combina-

tions leading to higher-decade addition; developing attention span, as adding columns of three numbers, then four numbers up to ten numbers; drill on unequal addends, having the student practice adding horizontally and vertically as on a payroll sheet.

- c. It is important to insist that numbers be written neatly with uniform spacing and alignment of decimal points. It is helpful for the students to see neatly written numbers and words on the chalkboard.
- d. For better understanding of bookkeeping and arithmetic, the material for each topic should be presented separately. Usually the bookkeeping topic is presented before the arithmetic procedures.
- e. It is important to be as realistic as possible when presenting bookkeeping transactions. If the transaction involves receipt of a check, present the student with a check. Do the same for transactions involving other business forms. When presenting new bookkeeping principles or when testing, round numbers (without ciphers) should be used to prevent arithmetic difficulties from hindering understanding of principles.
- f. The booking teacher should help students learn how to locate errors in their work. Reversed figures, or transposition, is a common error and should be explained to the students. If the error amount is 1¢, 10¢, \$1, \$10, or \$100 or some other round number, an error in addition or subtraction may have occurred. If the error amount is divisible by 9, the error could be the result of one of three causes:
  1. Two errors in addition or subtraction operating against each other. When this occurs, the error amount will be 9, 90, 900, 999, 909.
  2. The sliding of all digits one column to the right or the left—\$2,706.50 written as \$27,065.00 or \$270.65.
  3. Transposition of figures—\$64 written as \$46; or \$38.47 written as \$83.47 or \$38.74.

If the error amount is divisible by 99, a double slide might have been the cause, that is, a shift of two columns to the right or left—\$36.00 written as \$3,600.00 or as \$36.<sup>1</sup>

- g. When adding long columns of figures, permit students to use adding machines. However, be sure to teach the student how to use the machines effectively and correctly. A teacher might require machine tapes to be turned in as proof of addition.

### 3. Suggestions for Improving Student Handwriting

- a. By obtaining a sample of the student's best handwriting, the teacher may see any peculiarities in the student's handwriting and have a sample for future reference. It is important to develop the student's best handwriting for success in bookkeeping. In some cases it might be advisable for the student to print rather than write.

<sup>1</sup> Vernon A. Musselman and J. Marshall Hanna, *Teaching Bookkeeping and Accounting*, (Hightstown: McGraw-Hill, 1960).

- b. It is important for the student to see good examples of handwriting, such as the numbers and words written on the chalkboard or on wall cards which may be displayed around the room.
  - c. Insist that all students have the proper tools: pen, pencil, straight edge, and, if desired, a red pencil.
  - d. Emphasis can be placed on handwriting by accepting only daily work which has been written as neatly as possible.
  - e. Since the use of ink in bookkeeping encourages neatness and care in recording entries, teachers may wish to require students to use ink for much of their work.
4. Use of the Workbook
- a. Workbooks are essential to learning in bookkeeping because of the importance of using forms for recording purposes.
  - b. The study guides in the workbook should be used as learning aids rather than as achievement tests. Variations in procedures using the study guides include:
    - 1. Suggest that students read the text and then complete the study guide, referring to the text as necessary to recall information or ideas. Accuracy of the student's answers may be checked in class as a *pretest*.
    - 2. After material in the text has been discussed in class, and perhaps after problems related to the text material have been completed, ask students to look over the study guide to find answers to the study items (they should not write their answers). Then ask students to complete the study guide and check their answers to see how well they understand the principles and how well they know the information.
    - 3. Study guides should be left in the workbooks for students to use for review purposes.
5. Homework Assignments
- a. Homework assignments in bookkeeping should give students practice in applying the principles of bookkeeping to specific situations and should be an extension or continuation of work that is started in class. Thus, homework assignments should be begun in class and should be regarded solely as practice work.
  - b. Since bookkeeping homework represents practice efforts of students, no marks or grades should be assigned to the homework exercises. Teachers who want to include homework in the final grade, are encouraged to assign a mark to the percentage of assigned homework exercises that are turned in.
  - c. Homework assignments should be checked, however, by asking students to give orally in class the entries for certain days, the reasons for certain entries, or the bookkeeping principles represented by certain entries.
  - d. In most instances, problems requiring the application of principles that have not been discussed in class should not be assigned as homework.

#### 6. Use of Case Problems

At the end of each chapter, problems are included for the student who wishes to discuss management decisions related to the chapter material. These problems provide opportunities for students to develop a more thorough understanding of the importance of financial records to the entire operation of a business.

#### 7. Use of End-of-Chapter Material

- a. The questions following each chapter should be used first as a guide in studying the text, and then as a check to see if the student understands the material.
- b. Vocabulary lists should be included in the discussion of each chapter, since the student must have a thorough understanding of the meaning for each word before understanding the broad concept.
- c. The problems presented at the end of each chapter are included so the student can apply what he has learned. However, all students should not work all problems. If a student works a representative number of problems and his work evidences a clear understanding of the material, he may continue with the management problems or with other work. If the student does not evidence understanding after a few applications, he should be retaught and be required to work all problems, including the supplementary problems, until he understands the concept involved. It is important for each student to understand each concept before continuing the learning activities.

#### 8. Use of Practice Sets

- a. Research studies indicate that no more than two practice sets should be used during the first year of bookkeeping and that, in many instances, one practice set during the year is sufficient.
- b. Practice sets should be regarded as the application of the basic principles of double-entry bookkeeping in situations that are as realistic as can be provided in the classroom.
- c. Practice sets should be completed in ink, since the entries should be entirely accurate.
- d. Practice sets probably should be completed in the classroom under careful supervision of the teacher, since accuracy in analysis and recording is a primary objective.
- e. The accuracy of each student's work should be checked at least once each week so that errors are not permitted to accumulate.
- f. The practice set should be thoroughly taught in the beginning stages, students should be given specific and careful directions for opening the set of books, and basic bookkeeping principles should be reviewed at intervals as students encounter new or difficult transactions.
- g. Grades on practice sets should be based on one or more of the following:

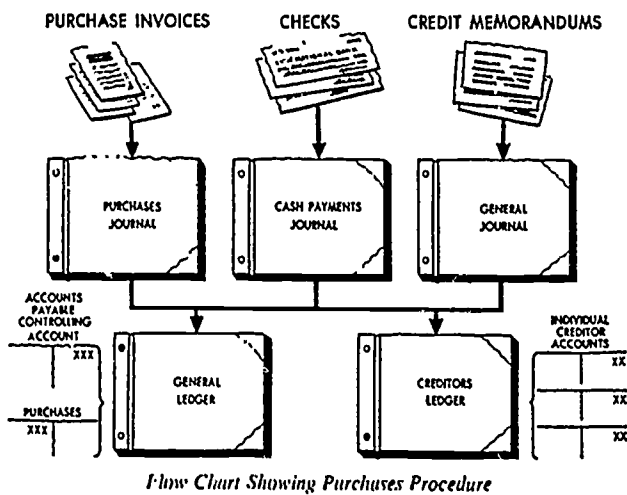
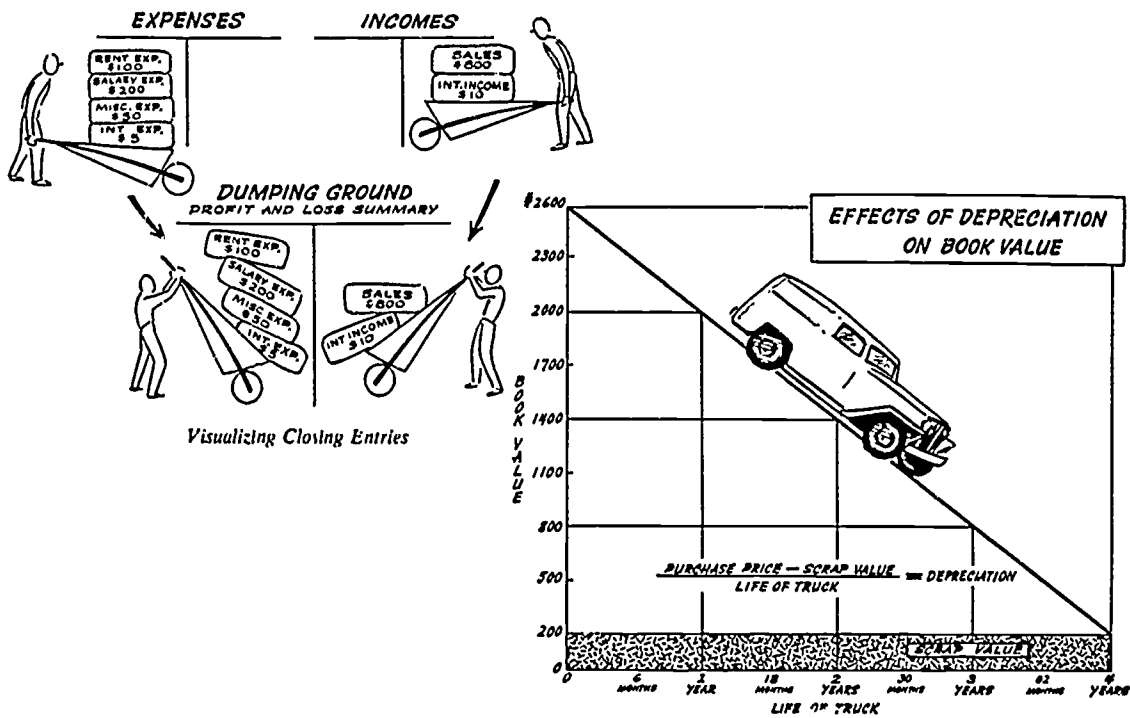
1. The amount of assistance that the student needed. Students should receive high marks when little assistance is needed in completing the practice set and should be marked down when excessive or unnecessary help has been required.
  2. The accuracy with which the set is completed. Students should not be marked down for making neat and accurate corrections, except when such corrections exceed a minimum number (perhaps the teacher could begin marking down for corrections when they exceed five). To check the accuracy of the practice sets, the teacher should require students once each week to furnish data about selected transactions and entries.
  3. The promptness with which students meet deadlines. Highest marks should be reserved for students who complete the work on the practice set according to the assigned schedule, and the students should be marked down when work is completed after the established due date.
9. Testing and Grading
- a. The types of tests used in bookkeeping will depend somewhat on the competencies that are to be measured.
  - b. Tests and examinations should be made up of a number of different types of questions (true-false, multiple-choice, best answer, etc.) in order to give all students equal opportunity for success.
  - c. The tests prepared by textbook authors and that accompany the textbooks generally are good measures of the understandings and knowledges that the students have acquired.
  - d. Short, teacher-made quizzes, particularly if they require students to give reasons for using certain procedures, may be helpful in measuring progress at frequent intervals.
  - e. Essay questions requiring students to explain the principles of bookkeeping practices involved are helpful in measuring degree of understanding.
  - f. Problem tests, in which students are required to record an entire set of transactions, measure the student's ability to complete an entire process. Such tests, however, are time-consuming to check and may not be worth the amount of time required.
  - g. A variation of the problem test is to give the student a group of transactions and ask him to indicate in blanks provided such essential items of information as the account debited or credited, the amount of the total, whether an account is an asset, or a liability, and the like. This form of test eliminates the necessity of checking an entire problem for accuracy.
  - h. Problem tests may be checked also by selecting only certain entries or amounts to check, and assuming that the remainder of the problem is correct.
  - i. Grades or marks in bookkeeping should reflect performance in some or all of the following:

1. Marks on tests and final examinations (probably 30-40 per cent of the final mark should be based on tests and examinations).
  2. Homework (part of a student's grade, perhaps 10-20 per cent, should be based on the *amount* of homework completed).
  3. Practice sets (perhaps 10-20 per cent of a final grade should reflect practice set work).
  4. Class discussion and participation (about 10 per cent).
  5. General attitude of neatness, promptness, cooperation, etc., (about 10 per cent).
10. Use of the Chalkboard
- a. The chalkboard can be used most effectively if it is permanently ruled with journal, ledger, and worksheet forms. Permanent ruling is achieved by etching lines with a steel-edged ruler or nail file or by painting lines. Semi-permanent rulings may be made by drawing lines with chalk on a wet board. The chalk lines should be allowed to dry before the board is used.
  - b. Columnar headings on heavy drawing paper, posted at the top of the board, will serve as guides for vertical rulings in addition to headings for the columns.
  - c. Colored chalk may be used effectively by using a different color for each of the fundamental elements. Rulings also are more distinctive if different colors are used.
  - d. Covering sections of a board that contain previously prepared material helps the student to understand each section separately. The teacher should uncover each section as the presentation develops.
  - e. The principle of equal debits and credits may be shown graphically by drawing connecting lines, pointing up relationships between debit and credit entries.
  - f. Important material should be retained on the board for purposes of summary and review.
11. Use of Bulletin Boards
- Business forms used in local offices, especially financial statements, and reports clipped from newspapers and magazines can be used effectively on bulletin boards.
12. Use of Charts and Posters
- Charts showing the fundamental equations, journals, statements, and other business forms may be prepared on poster board or on window shades. Posters showing bookkeeping processes and relationships are particularly important as learning aids. The sample posters illustrate their use.
13. Use of Student Aides
- During student work sessions it may be advisable to appoint student aides to help pupils carry out routine practice exercises which have been assigned by the teacher. Such duties must be performed under the immediate direction and supervision of the teacher.<sup>2</sup>

<sup>2</sup> *Guidelines For Policies On the Use of Teacher Aides*, State Department of Education, Tallahassee, February 1966.

#### 14. Use of Business Forms

Students respond favorably to up-to-date material. For this reason, many business teachers maintain an extensive file of business forms obtained from the local community. So that the forms may be protected for use year after year, they may be mounted on cardboard or some other firm surface



Use colored blocks to dramatize cost of goods sold

Vernon A. Musselman and J. Marshall Hanna, *Teaching Bookkeeping and Accounting*, (Hightstown: McGraw-Hill, 1960).

and covered with plastic film. These forms may be used to advantage with the opaque projector.

15. Use of Opaque Projector

The opaque projector may be used to project forms and pictures. Materials mounted on lightweight cardboard are most practical. Illustrations in the textbook may also be shown on the screen, and the projector may be used to show samples of student work for examination by all members of the class. The opaque projector may be used to rule forms on the blackboard. The chief advantage of the opaque projector is that the materials may be shown in their original form. Its main weakness is that the room must be darkened for satisfactory reproductions.

16. Use of the Overhead Projector

When the overhead projector is used, the teacher may, either standing or sitting at his desk, write on the platform of the machine and the writing will be projected on a screen or wall in front of the class. Commercially prepared bookkeeping forms are available for use with these machines. As the teacher at the projector writes on the forms with a wax pencil, the material is projected on a screen or on the wall back of him. Advantages of these projectors are that they save the time of drawing forms on the board, the instructor can face the class and do all the demonstrations, and the projections can be high enough on the front wall or screen to permit all students to see.

17. Use of Individual Projects

To help the student relate each concept to a business situation, the student might select a business of his choice and make an intensive study of this business, reporting his findings to the class. The student may keep a manual with the information concerning the business.

18. Use of Field Trips

The relationship between the principles and procedures taught in the classroom and their application in business can be shown by taking students to business offices in the community to observe how records are kept. The following list suggests the types of activities that students can observe on local field trips.

- a. The local bank and other financial institutions
- b. Offices of local doctors, dentists, and lawyers
- c. Office of manufacturing company
- d. Office of the local electric company
- e. Local stores, service stations, or garages

19. Use of Work Experience

- a. The learning situation can be improved by having students employed in part-time bookkeeping work with the teacher acting as the coordinator of the two activities. If only a few members of the class are working in business, they can enrich



the classroom through the reports and comments they bring to the classroom.

- b. The Junior Achievement Program provides an opportunity for a limited number of students to obtain practical and valuable work experience related to bookkeeping activities.

#### 20. Evaluation Suggestions

For comments on measuring the student's progress, testing, and grading see Suggestions for the Teacher, Nos. 5, 8, and 9.

#### Recommended Equipment for the Course (see Bookkeeping room layout in Chapter IV)

- 30 tables 29" or 30" in height (desk or table top 20" x 36" with laminated plastic top)
- 30 straight back chairs with book racks
- 5 tables for adding-listing machines
- 5 posture chairs
- 5 adding-listing machines (preferably electric)
- 1 4-drawer filing cabinet (that can be locked)
- 1 teacher's desk (32" x 54") and chair
- 1 pencil sharpener
- 1 stapler
- 1 wastebasket
- 2 desk trays
- 1 portable chalkboard
- 1 overhead projector
- 1 portable projection screen (5' x 6')
- 1 opaque projector
- 1 film strip projector

#### Instructional Materials and Audio-Visual Materials

- |   |                                       |
|---|---------------------------------------|
| Workbooks for each student                                    | Films                                 |
| Practice sets   | Wall charts (Cram Bookkeeping Charts) |
| Journal paper   | Bulletin boards                       |
| Ledger paper  | Slides                                |
| Analysis paper  | Posters                               |
| Film strips   | Chalkboard                            |
| Transparencies (Vu-Graph, Southwestern, 3-M, teacher devised) |                                       |

#### Reference Materials for the Teacher

- Lewis D. Boynton, *Methods of Teaching Bookkeeping and Accounting* (Cincinnati: South-Western, 1955).
- Doris H. Crank and Floyd L. Crank, *New Perspectives in Education for Business*, (Washington: National Business Education Association, 1963).
- Lloyd V. Douglas, James Blanford, and Ruth I. Anderson, *Teaching Business Subjects*, Second edition, (Englewood Cliffs: Prentice-Hall, 1965).
- Vernon A. Musselman and J. Marshall Hanna, *Teaching Bookkeeping and Accounting*, (Hightstown: McGraw-Hill, 1960).
- Herbert A. Tonne, Estelle L. Popham, and M. Herbert Freeman, *Methods of Teaching Business Subjects*, Third edition, (Hightstown: McGraw-Hill, 1965).

## **Bookkeeping II**

Second-year bookkeeping is designed for those students who are interested in pursuing bookkeeping or accounting as a career or who wish a thorough knowledge of bookkeeping as a background for advanced work in accounting or data processing.

In addition to the objectives of the first-year course, advanced bookkeeping provides additional experiences for developing understanding, knowledges, and skills in the kinds of records used in business, and in the analysis and interpretation of these records.

### **Prerequisites**

A sound knowledge of first-year bookkeeping and a desire to pursue bookkeeping or accounting as a career.

**Grade Placement:** 12

**Length of Course:** Two semesters

### **Objectives**

1. To develop a thorough understanding of records and reports of partnerships and corporations.
2. To develop a thorough understanding of analyzing and interpreting financial reports.
3. To develop an understanding of specialized systems of maintaining and interpreting bookkeeping and accounting records.
4. To develop an understanding of advanced procedures for handling sales and purchases.
5. To develop a thorough understanding of the systematic flow of financial data in a business office and how electronic equipment facilitates the processing of financial data for storage and retrieval purposes.

### **Suggestions for the Teacher**

All the suggested learning activities described for the first-year bookkeeping course will be applicable in some degree to advanced bookkeeping. In addition, the advanced bookkeeping teacher will want to consider the following:

1. Case problems for discussion are used to develop understanding about management decision making.
2. Field trips frequently are more valuable in advanced bookkeeping than in the beginning class.
3. Work experience of bookkeeping and accounting nature provides opportunities to develop skills and knowledge under actual work conditions.
4. Guest speakers are valuable, particularly when they can explain data processing systems and handling of financial data by machine.

5. Individual projects will permit students to acquire information about specialized systems of bookkeeping, such as the voucher system and data processing systems.
6. The class may be separated into four or five heterogeneous groupings for working practice sets.

#### **Evaluation Suggestions**

The suggestions for evaluation described in first-year bookkeeping all are equally applicable to advanced bookkeeping. If individual projects and case problems are used as learning activities, they should become a part of the evaluation procedures.

#### **Recommended Equipment for the Course**

It is recommended that enrollment in second-year bookkeeping be limited to twenty students in one class. It is recommended also that the advanced bookkeeping classes be equipped with bookkeeping machines and cash registers. In other respects, the equipment and facilities for advanced bookkeeping will be the same as the first-year course.

#### **Instructional Materials and Audio-Visual Materials**

Practice Sets; automation practice set, second semester	Actual business forms
Workbooks	Bulletin boards
	Chalkboards

#### **Reference Materials for the Teacher**

See the references that are listed in first-year bookkeeping.

### **Business English**

Business English concerns itself with the entire field of oral and written communications in business affairs. The development of writing is based on the psychology of human relations and aspects of business organization and policies rather than memorization of model letter styles. Application of grammar, vocabulary, effective expression, punctuation, proofreading, and library research are included in the course.

#### **Prerequisites**

It is recommended that the student be enrolled in one of the vocational business sequences and have completed at least one year of typewriting.

**Grade Placement:** 12

**Length of Course:** Two semesters

#### **Objectives**

A comprehensive practical course in business communications is planned for all students entering the business world regardless of the jobs they are to fill. To meet this need, the course has as its general objective the mastery of effective oral and written communications together with an understanding of:

Problems encountered by business in oral and written communication  
Importance of good human relations—with the public, fellow employees, and management

Desirable work habits, attitudes, and personality traits necessary for a successful business career.

The specific objectives are:

1. To review the fundamentals of grammar, stressing the importance of spelling, punctuation, sentence structure, mechanics, diction, and euphony.
2. To stress the importance of intelligent reading as a necessary element in developing reading comprehension.
3. To encourage the student to develop an extensive vocabulary with emphasis on business and related terminology, and to form habits of frequent and intelligent reference to the dictionary and other reference books on business correspondence.
4. To acquaint the student with different types of social and business letters, business reports, and business forms used by individuals and business concerns.
5. To develop the student's ability to express himself correctly and forcefully in the writing of acceptable personal and business letters.
6. To improve the student's oral expression in personal and business situations.
7. To provide an understanding of how and why people react as they do to oral suggestions or directions or to business letters.
8. To develop good listening habits so that students will follow directions properly and convey information accurately to others.
9. To understand and conform to the accepted rules of business and social etiquette.
10. To encourage legible handwriting.

#### **Suggestions for the Teacher**

1. Have the class make a collection of letterheads, business letter styles, business correspondence and social-business correspondence, memorandums, business reports, telegrams, minutes, news releases, announcements, and application blanks. These may be presented to the class by using the opaque projector or they may be used as bulletin board materials.
2. Have students write letters of request to various business firms to secure application forms to be used as instructional materials. If possible, the blanks may be secured in sufficient quantity for all students to use. This provides a basis for comparison of different information requested. (The letters of request should be signed by the instructor.)
3. Include as many proofreading assignments as possible. This could be done by using duplicated letters containing errors and also by evaluating letters written by the students. (Transparencies may be used with the overhead projector.)
4. Ask resource persons from business to serve as guest speakers in the classroom. These persons may be used to discuss job inter-

- views, employment application forms, grooming for business, and any other pertinent information regarding employment needs.
5. Develop economic understandings which are essential in meeting responsibilities as participants in the American economic system. This may be accomplished through
    - a. Written reports on basic economic concepts relating to the students' experiences. (This would encourage the use of the school library.)
    - b. Oral reports on economic concepts to the class to give the students experience in thinking and speaking clearly.
  6. Have students visit business firms for job interviews, which may be arranged by telephone. This interview may also include the submission of a letter of application and a personal data sheet. After the interview, a follow-up letter or thank-you letter should be written. Reference requests may be written to teachers.
  7. Have students write letters of application for evaluation by businessmen in the community. These letters may be marked by a numerical rating, such as 1, 2, 3, or 4, or by marginal suggestions for improvement. The comments of these persons may be more impressive to the students than those of the teacher.
  8. Assign a research paper on career opportunities to utilize learnings in fundamentals of grammar, punctuation, spelling, sentence structure, mechanics, and diction. The students will write letters to various business firms (relating to their choice of career) to secure information regarding the necessary preparation, duties, advantages and disadvantages, typical places of employment, number of workers engaged in the occupation, methods of job application, and other necessary data. The paper is to be type-written in correct manuscript form.
  9. Build proper attitudes and personality traits including dependability, accuracy, cooperation, and initiative. These qualities are essential to success in business. In contacts with students, the teacher should take every opportunity to develop these traits. Some suggested techniques are:
    - a. *Conference Method*—Groups of 10 to 15 students who can work mutually with a leader to resolve a problem situation within their range of experiences.
    - b. *Buzz Method*—Class divided into small groups, each with a chairman and a reporter, to discuss a problem within a designated number of minutes. The reporters act as spokesmen when the groups meet to pool their ideas, recommendations, and opinions.
    - c. *Case Method*—Individuals or groups identify the facets of a case problem. Experience is gained in amplifying and then pinpointing a problem. The purpose is not to come up with answers but rather to speculate about certain unknown factors or elements.
    - d. *Role-playing*—Students dramatize a realistic situation in which they are forced to think and speak in terms of characters being portrayed. This characterization should help stu-

dents recognize the feelings, prejudices, and frustrations of others.

10. Develop a project in newspaper research, involving the analysis of advertising (appeals, format, words used)

#### **Evaluation Suggestions**

All letters and other written work that serve as a measure of achievement and progress should be considered.

When particular abilities are to be tested, one or several of the following methods may be used:

1. Assignments in composing and writing business letters and reports as a basis for checking students' use of words, sentence structure, spelling, punctuation, mechanics, application of the principles of grammar, and application of principles pertaining to effective business letters.

2. An effective procedure is to give three separate marks for each element of the letter—layout, content, and English usage. Predominant consideration is given to the particular objective of the instruction.

3. When recognition of letter styles or types of letters is to be tested, samples of actual letters illustrating these styles and types may be presented for identification either through duplication or overhead projection.

4. Oral expression may be measured by a simple rating scale, prepared by the teacher, for checking abilities in the use of words, voice, tone, and poise.

5. The progress of the individual in vocabulary development can be measured by comparing the results of a test given at the beginning of the course with the results of a similar test at the close of the course. For this testing of vocabulary, standardized tests may be used but teacher-made tests are an additional means of measurement.

6. Particular areas of grammar, punctuation, and capitalization may be tested by means of diagnostic and achievement tests given at intervals and at the end of the course. A comparison of the results of an achievement test with the results of pretests will show the student's growth in that area. The testing may be particularized by asking the student to write an assignment and telling him that he is to be rated on any one or all of these attainments: (a) spelling, (b) sentence structure, (c) grammar, (d) content, (e) layout.

Newly learned human relations practices do not readily lend themselves to measurement of achievement. The results are tangible but the subject matter is not. Some suggestions for evaluation are:

1. Self-evaluation rating sheets at the beginning of the year and repeated at various times throughout the year.
2. Role-playing.
3. Individual conferences with students to identify how he perceives himself.
4. Individual conferences for teacher evaluation of student behavior.

#### **Recommended Equipment for the Course**

A typewriter for each student  
Bulletin boards  
Practice telephone sets

Vertical file (specimens and examples of writing)  
Overhead and opaque projectors (part-time)  
Film and filmstrip projectors (part-time)  
Flannel boards

#### **Instructional Materials and Audio-Visual Materials**

1. Dictionary for each student
2. Reference library (current magazines, secretary's handbooks, etc.)
3. Film and filmstrips (when applicable, current and available)
  - a. Coronet Instructional Films  
Coronet Building  
Chicago, Illinois  
*Improve Your Spelling*  
*Look It Up* (Dictionary Habits)  
*Writing Better Business Letters*
  - b. Business Education Films  
4607 16th Avenue  
Brooklyn, New York  
*Eight Parts of a Business Letter*
  - c. Stenotype Company  
417 South Dearborn  
Chicago, Illinois  
*Take a Letter, Miss Brown*
  - d. Castle Films  
RCA Building  
30 Rockefeller Plaza  
New York, New York  
*Take a Letter, Please*
4. Transparencies  
General Aniline and Film Corporation  
140 West 51st Street  
New York, New York 10020

(Additional audio-visual materials are listed in the teacher's manuals.)

5. Books and pamphlets
  - a. Carney, *Etiquette in Business*, (New York: McGraw-Hill).
  - b. Doris H. Crank and Floyd L. Crank, *New Perspectives in Education for Business*, (Washington: National Business Education Association, 1963).
  - c. Crank, Crank, and Connelly, *Words*, Fifth edition, (New York: McGraw-Hill).
  - d. Lorraine F. Dangle and Alice Haussman, *Preparing the Research Paper*, Second edition, (New York: College Entrance Publications, 1957).
  - e. Funk and Lewis, *30 Days to a More Powerful Vocabulary*, (New York: Washington Square Press, 1960).
  - f. Gavin and Hutchinson, *Reference Manual for Stenographers and Typists*, Third edition, (New York: McGraw-Hill).
  - g. Lois Irene Hutchison, *Standard Handbook for Secretaries*, Seventh edition, (New York: McGraw-Hill, 1963).

- h. L. C. Janis, *Business Writing*, (New York: Barnes and Noble, 1956).
- i. Helen J. Kelly and R. G. Walters, *How to Find and Apply for a Job*, Second edition, (Cincinnati) South-Western, 1960).
- j. Laird and Laird, *Practical Business Psychology*, Third edition (New York: McGraw-Hill).
- k. Marion M. Lamb, *Word Studies*, Fifth edition, (Cincinnati: South-Western, 1963).
- l. Louis Leslie, *20,000 Words*, Fifth edition, (New York: McGraw-Hill, 1965).
- m. MacGibbon, *Fitting Yourself for Business*, Fourth edition, (New York: McGraw-Hill).
- n. Newton and Green, *How to Improve Your Personality*, Third edition (New York: McGraw-Hill).
- o. Roget's Thesaurus In Dictionary Form, (New York: G. P. Putnam & Sons, 1965).
- p. Sferra, Wright, and Rice, *Personality and Human Relations*, Second edition, (New York: McGraw-Hill).
- q. Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, (Chicago: The University of Chicago Press, 1958).
- r. Amy Vanderbilt, *Complete Handbook of Etiquette*, (New York: Doubleday and Company).
- s. Whitcomb and Lang, *Charm: The Career Girl's Guide to Business and Personal Success*, (New York: McGraw-Hill).

#### Reference Materials for the Teacher

- 1. Jane F. White and Thadys J. Dewar, *200 Visual Teaching Aids*, (Portland: J. Weston Walch, 1961).
- 2. Buckley, *How to Write Better Business Letters*, Fourth edition, (New York: McGraw-Hill, 1957).  
(Good explanation and illustrations for letter writing. How to make a letter productive.)
- 3. Butterfield, *Common Sense in Letter Writing*, (Danville: Interstate Press, 1956).  
(Brief, practical guide to better results by mail. Business letter writing in six steps.)
- 4. Smart, McKelvey, and Gerfen, *Business Letters*, Fourth edition, (New York: Harpers, 1957).  
(Good letter writing problems in "case" style.)
- 5. Williams and Ball. *Effective Business Writing*, Second edition, (New York: The Ronald Press, 1953).  
(Good examples of "too-wordy," "too brief bits and pieces," "out-dated." Very good section on letters. Examples of business reports.)

#### Business Law

Business Law deals with the legal foundations of our governmental, business, and social systems. It is a study of basic legal



principles which are common to a broad base of everyday business activities in which an individual is likely to become involved.

Business Law can be useful to individuals for personal reasons and can be valuable as background information to individuals who are entering business careers. Business Law also can serve as a foundation course for advanced study at the collegiate level. Business Law is particularly valuable as general education because it is a study of contracts, buying and renting property, bailments, installment buying, insurance of all types, buyer and seller relationships, employer-employee relationships, negotiable instruments, wills, and the legal relationships of one individual to another.

**Grade Placement:** 11 or 12

**Length of Course:** One or two semesters

**General Objectives**

1. To familiarize students with basic principles of business law and their applications to personal-business activities and occupational situations.
2. To provide students with an understanding and appreciation of the development of modern law.
3. To provide students with an understanding of the organization and functions of our system of courts.
4. To emphasize the rights and duties of individuals in our legal system.

**Specific Objectives**

1. To develop in students the ability to recognize problems which require professional legal services.
2. To familiarize future citizens with the duties and responsibilities imposed upon him by legal, ethical, and moral codes.
3. To teach students to withhold judgment until essential facts have been made known.
4. To develop a working vocabulary of most-frequently-used legal terms.
5. To teach students to read and understand the terms of written instruments before signing.
6. To develop an understanding of contracts and their relations to personal and business affairs.
7. To give information about the fundamental aspects of negotiable instruments.
8. To acquaint students with legal rights and obligations pertaining to insurance contracts, social security, and workmen's compensation provisions.

9. To acquaint students with property rights and laws relating to the acquisition and sale of real and personal property.
10. To give information about Florida statutes as they apply to common aspects of personal and business affairs, including automobile accident liability requirements.
11. To develop a knowledge and understanding of the organization and operation of the court systems in Florida and the federal court system.

#### **Suggestions for the Teacher**

1. Use as many case problems as time will permit, since the solution of cases develops logical thinking skills and requires a knowledge of legal principles.
2. Check the **FLORIDA STATUTES** to learn the specific application of the principles of business law to situations in the State of Florida.
3. Arrange a class visit to a courtroom while civil court is in session. These visits might best be made to small claims courts because the trials are short and the students may see a case completed. The teacher should check with the judge ahead of time to see that the case is appropriate for high school students to observe.
4. Use mock trials in class and permit students to participate.
5. Invite local attorneys to address the class about specific aspects of law, devoid of political overtones.
6. Collect newspaper clippings concerning a case being tried and reported by the press.
7. Have students collect contracts or other forms of legal documents for examination, bulletin boards, and displays.
8. Encourage individual students or the class to prepare a scrapbook made up of legal forms, newspaper clippings, and other illustrative materials.
9. Make a trip to the state legislature when it is in session, a meeting of the county commission, the city council, or follow their activities in the newspapers, to see how the legislative branch of government is organized and how it operates.
10. Have a special program on Law Day, for example, guest speakers from a local bar association.
11. Help students plan some big expenditure, such as buying a home, buying a car, or buying appliances. All necessary forms to be filled out might be prepared, including those necessary for installment buying.
12. Arrange a class visit to a law library and have the librarian discuss the various law books.
13. Present a case, leaving out some fact. Show how the judgment of the case should be reserved until all the facts are presented.
14. Use many illustrations when presenting any principle of law.
15. Have students keep a notebook in which they keep a record of all the decisions in the cases listed at the end of the chapters in the textbooks.

16. Have a bank representative talk to class and show various types of negotiable instruments.

#### **Evaluation Suggestions**

1. Understanding and knowledge of legal principles can be measured by requiring students to solve case problems and to justify their decisions in specific cases.
2. Understanding and factual knowledge might be determined by administering objective tests which might include vocabulary studies.
3. Materials prepared for scrapbooks, workbooks, or special projects may serve as a basis for measurement.

#### **Instructional and Audio-Visual Materials**

1. Charts that show the composition, structure, and jurisdiction of the municipal, county, state, and federal court systems.
2. Films and filmstrips that illustrate legal principles.

#### **Reference Materials for the Teacher**

The *Official Florida Statutes* is printed in three volumes and published by the state of Florida every two years following the regular session of the legislature. This publication contains current revision of all the general statutes of the State of Florida, jurisdiction of the court systems, federal and state constitutions, and most of the information that a person might need to know regarding legal processes in the State of Florida.

At least one set of these volumes is available for reference in every county courthouse in the State of Florida. It is also available in the libraries of every state supported institution of higher learning and in most municipal or county libraries. A person or school may acquire a set at a nominal cost by writing the office of the Secretary of State in Tallahassee and asking to be placed on the subscription list.

### **Business Mathematics**

Business Mathematics is the study of the interrelationship of mathematical processes and business problems common to all persons—it has both specialized occupational and general education values. The primary purpose of a course in Business Mathematics is to assist students in analyzing problem situations and to apply fundamental arithmetic processes to the solution of business problems. This course serves as a basis for many of the other business subjects. Expected outcomes include both arithmetic and business concepts.

**Grade Placements:** 10, 11, or 12

**Length of Course:** One or two semesters (two semesters are recommended.)

## **Objectives**

The objectives of Business Mathematics are similar to the objectives of a course in basic arithmetic with specific application to business situations. Desirable habits of accuracy, neatness, interpretative reading, and systematic procedures should be outcomes.

Desirable objectives are:

1. To develop reasoning ability to read, to interpret, and to solve arithmetic problems.
2. To apply the learning of the principles of business and of arithmetic to life situations.
3. To utilize previous learning of business activities in other classes and develop their further understanding through the arithmetic processes.
4. To assist students in developing more speed and accuracy in performing the fundamental arithmetic processes.
5. To develop facility in performing mental computations.
6. To develop ability to estimate answers to arithmetic problems.
7. To learn the more common shortcuts that are of value in calculation.
8. To develop a business vocabulary.

## **Suggestions for the Teacher**

1. Help students develop understandings by starting with problems familiar to them. For instance, to introduce percentage, utilize installment buying experiences of students or their families—buying a car, a home, or a new refrigerator. When problems can be applied to a familiar part of home life, they lead to better comprehension of advantages and disadvantages of buying for cash or credit.
2. To meet varying needs of students, use several types of problems: remedial, those involving business situations, those related to other aspects of business education, and those that use, with varying degrees, algebraic solutions.
3. Work toward student understanding rather than memorization.
4. Use practical shortcuts as a change-of-pace device. Shortcuts should be presented on a rational basis rather than as exercises for memorization, e.g. the 60-day, 6%, and the 6-day, 6% methods for computing interest.
5. Review and preview should be a continuous process.
6. Give instruction in words that students will understand. Use class time to explain exercises that were worked incorrectly by the majority of class.
7. Explain thoroughly the new terms in each day's assignment. Terms that are familiar to the teacher may have little meaning for the students.
8. When remedial work is needed in the fundamental processes, determine the reason for the lack of skill. Low achievement levels of basic skills may be due to carelessness, lack of ability, or lack of practice.

9. Allow sufficient time during the class period for supervised study. Help students start their homework assignments. A supervised study period is an excellent opportunity to give individual help—a time to observe work habits. Look for answers to the following questions:
  - a. Does the student read his problem before he starts the solution?
  - b. Does the student read his numbers carefully? Write them legibly? Place them in proper alignment?
  - c. Is he systematic in his work habits?
  - d. Does he estimate the answer before doing the problems? Does he do part of his calculations mentally?
  - e. Does he check his work and verify his answer by comparing with his estimate?
  - f. Are the shortcuts proving to be of value?
10. Make substitutions in subject matter when it seems advisable, considering students' interests and experiences. Include supplementary topics and exercises. Develop a resource file of supplementary materials. Such may be obtained from local Social Security and Internal Revenue offices, other governmental agencies, banks, insurance offices, real estate dealers, and other businesses.
11. Present problems in order of difficulty; that is, use graded problems throughout the course.
12. After a topic has been completed, give a test to determine the need for remedial teaching.
13. Emphasize the fact that in arithmetic a computation is either right or wrong. Be specific in giving directions to avoid confusion of students.
14. Encourage field trips to see the operations carried on at local banks, stores, and other enterprises in the community.
15. Introduce the use of adding machines and calculators to the students.
16. Use resource people; for example, ask a local banker to demonstrate to the class the proper way of filling out and endorsing a check.
17. After a teacher has analyzed the composition of the class, it may be desirable to use a workbook correlated with the textbook.
18. Use supplementary materials, such as special drill books for slow learners (correlated programmed materials are also available) and a programmed course for high level ability students.
19. Tachistoscopic devices may be used for review of fundamental arithmetic processes, or for extended drill for under achievers. Use of the overhead projector with small groups using transparencies with overlays will assist the teachers in meeting individual differences.

#### **Evaluation Suggestions**

Diagnostic and achievement tests are used in diagnosing student weaknesses and measuring the success of instruction. Need for remedial teaching may be determined by tests. Printed diagnostic tests may be

obtained from several sources available through the guidance office or some designated office within each county.

#### **Recommended Equipment for the Course**

Use of the overhead projector and controlled reader are recommended.

#### **Reference Materials for the Teacher**

*Business Arithmetic*, Syllabus, University of the State of New York, The State Education Department, Bureau of Business and Distributive Education, Albany, 1963. (Includes prognostic tests).

*Business Arithmetic*, Director of Curriculum, Seattle Public Schools, Seattle, 1960.

Joseph Gruber, *New Perspectives In Business Education*, (Washington: National Business Education Association, 1965, Chapter 6, pp. 170-182).

*NOMA Arithmetic Program*, Review Problems (Recommended for pre-testing), Local Administrative Management Society office. Free.

EDL Arithmetic Number Fact Program

EDL General Mathematics, Business Mathematics Course

EDL Mental Arithmetic Set

(Described in *Business Education Programs*, EDL Directions in Learning, Educational Development Laboratories, Inc., Huntington, AR1-1600).

*Math for Business*, Research and Teacher Trainer, Bureau of Business Education, 721 Capitol Mall, Sacramento. Free.

### **Business Organization and Management**

Business Organization and Management is designed to provide students with a practical working knowledge of the organization of business enterprises and the principles and procedures that are essential to the success of a business enterprise. It is designed specifically for all students who plan to work in business, for students who wish at some time in the future to be employed in management positions, for students who expect to be owners of a business (particularly of a small business of some nature), and for students who plan to enroll in post-high school education and prepare for business management as a profession.

**Grade Placement:** 12

**Length of Course:** One year (although some schools may want to offer the course for one semester).

#### **Objectives**

1. To provide understandings and knowledge of the legal and financial problems involved in organizing a business.

2. To learn the procedures involved in the organization of a business enterprise.
3. To understand the importance and functions of the financial records of a business and to know the procedures for maintaining these records.
4. To develop further understandings of the role of money and credit in business operations and to learn procedures for safeguarding the investments of the business.
5. To understand the purchasing, merchandising, and production problems of a business and to learn procedures for solving these problems.
6. To understand personnel and office problems.
7. To understand how businesses expand and understand the need for constant adjustments in practices and procedures in order to keep up to date.
8. To understand business cycles and how they affect management decisions.
9. To understand the importance of business ethics.
10. To study the career opportunities in business management and to learn the requirements for entry and success in management occupations.

#### **Suggestions for the Teacher**

1. Learning activities, to be of the most value, must extend beyond the textbook. Teachers should consider such approaches to learning as unit plans, problem-solving, the case method, and laboratory experiences.
2. The unit plan and the problem-solving approach are described in some detail in the course, General Business. The procedures suggested may be adapted to Business Organization and Management.
3. The case method requires that all learning originate from a case problem. This method employs a great deal of discussion, in which various alternative solutions to the problem presented are evaluated.
4. Laboratory experiences can be provided through on-the-job work assignments, classroom arrangements in which the class is organized into the decision-making centers of a business and conferences are used as the principal means of learning, or classroom arrangements in which written assignments are used for the laboratory experiences.
5. The approach to business organization should be in terms of local businesses and industries; later, comparisons with businesses in other communities and other states will enrich the course.
6. Trips to local business firms are essential, but each trip should be carefully planned in advance and the active cooperation of the firms should be assured. Information desired, questions to be asked, and problems to be solved should be worked out by the teacher and the class before the trip is started. A follow-up to the trip may consist of discussion by the class, reports by

individuals in the class, or a written report of students' observations.

7. Local business managers from all types of management positions should be invited to talk to the class on specified aspects of business organization and operation.
8. Students may be asked to choose a particular business in which they are interested and, from reference materials, trips, interviews, and conferences, compile a written report of procedures for organizing a business. The report should include information and principles about the selection of a location for the business, appropriate housing facilities, possible market for the goods and services, financial requirements for starting the business, and problems in selecting and obtaining equipment and personnel.

#### **Evaluation Suggestions**

1. Measure student progress by written tests, either objective-type tests or tests of case problems.
2. Evaluate oral reports and assign a grade on the accuracy, completeness, and significance of the content.
3. Include written reports in the evaluation procedures.
4. Use problem solutions for evaluation of student's knowledge of management principles.

#### **Instructional Materials and Audio-Visual Materials**

The use of the overhead and opaque projectors is recommended, since many different types of drawings, graphs, tables, and the like, can be shown to advantage with these projectors. Films are essential to adequate understanding of business management principles. The teacher's manuals for commonly used textbooks will contain suggestions of films that can be used.

Posters and charts must be prepared for many units in business management. Case reports prepared by colleges and universities, or by publishing companies, should be available for discussion.

Student references will include pamphlets and books from the United States Chamber of Commerce, the Small Business Administration of the United States Department of Commerce, and from many business- and industry-supported agencies and organizations.

### **Clerical Office Practice**

Clerical office practice is designed to help students develop understandings, knowledge, skills, and attitudes that will enable them to enter and succeed in business office positions involving such tasks as sorting, checking, typewriting, collating, duplicating, computing, filing, operating, and other clerical activities related to selling, buying, and financing. This course prepares students to produce services for business and to be responsible, loyal, dependable, and industrious.

Clerical office practice is a finishing course for students who plan to enter business as clerical (not stenographic or secre-



tarial) workers. It should not be organized as a course in Typewriting II nor as a center for performing jobs for the school office or for the community.

The central core of subject matter in clerical office practice is comprised of instruction and practices that are provided on office machines. Other units are included as time and scheduling permit.

The plans for organizing instruction and learning for office machines are described in detail in the course, Office Machines. The clerical office practice teacher, the business education department head, and the school administrator should review these plans when consideration is being given to the organization of the clerical office practice course.

In schools where both the clerical office practice course and the machines courses are offered, all of the machine instruction will be included in the office machines course. The clerical office practice course will include the units that are not related to the operation of office machines.

The battery plan of instruction ordinarily may be used for all instructional units in clerical office practice, except the office machines unit. Although the content in non-machine units may sometimes need to be studied by a rotation or integrated plan, the subject matter is best suited for class discussion and total class participation.

In addition to the machine units, other units in the clerical office practice course may include any or all of the following:

- Office Organization and Routine
- The Personality of the Clerical Worker
- Basic Clerical Skills
- Clerical Typewriting
- Preparing Business Forms
- Recordkeeping
- Filing
- Office Communications Systems
- The Receptionist
- Mail and Messenger Service
- Automation in the Office
- Seeking Employment

**Prerequisites:** One year of typewriting

**Grade Placement:** 12

**Length of Course:** Two semesters

**Objectives**

The general objectives of instruction in clerical office practice are to provide refresher training in previously learned understandings and skills, to prepare for initial employment and advancement on the job after graduation.

The specific objectives of the course are:

1. To integrate the fundamental skills and knowledge of arithmetic, penmanship, English, punctuation, and spelling through projects involving clerical tasks.
2. To develop a workable knowledge of the principles of filing and proficiency in the systems commonly used.
3. To familiarize students with data processing procedures and equipment.
4. To develop basic skills in the operation of the office machines commonly used by office workers.
5. To improve and maintain the student's production typewriting rate by applying that skill to specific business-situation problems.
6. To develop the ability to recognize various business forms and to understand their purposes.
7. To develop the ability to acquire information and select and apply for a general office job suitable to the individual's ability and interest.
8. To become familiar with current business terminology.
9. To develop the ability of listening to and following instructions.
10. To develop an appreciation of desirable character and personality traits which make for successful relations with others.
11. To develop an awareness of the importance of personal appearance and good grooming.
12. To develop the ability to work harmoniously with classmates.
13. To aid in the development of those personality traits which business looks for in the office worker.
14. To provide for the development of skills in the placing and receiving of telephone calls and the sending and receiving of telegrams.

**Suggestions for the Teacher**

1. *Teaching Aids*—Many teaching aids can be obtained free, or for a small charge, from publishing companies, equipment companies, business offices, and professional associations.
2. *Surveys and Follow-up Studies*—Valuable information can be obtained through community surveys and follow-up studies of graduates. The most helpful information will be related to job opportunities, educational requirements for employment, types of office machines that are being operated, and special information about the graduates that might be of assistance in modifying the business curriculum.

3. *Films and Filmstrips*—Films and filmstrips sometimes can add to or reinforce class discussions.
4. *Demonstrations*—Demonstrations of office machines and equipment from local firms are valuable learning experiences. Business firms sometimes will lend machines for demonstrations, especially during evening hours. A business machine show during career day or education week also may be sponsored.
5. *Bulletin Board Displays*—Bulletin boards are used to display unusual letter styles, illustrations, business forms, statistical reports, new equipment, and supplies. Displays must be changed often, preferably once each week.
6. *Office Visits*—Each student may be assigned to visit one office worker on the job to analyze responsibilities and duties. The student should compose a letter requesting an interview and should prepare an interview sheet listing the questions he intends to ask. After the visit, the student should write a report, or present the report orally in class, describing the procedures and jobs he observed during the office visit.
7. *Committee Work*—Committees may be assigned to prepare posters, charts, and other materials for the bulletin board. The teacher should assign the topics around which the bulletin board displays are developed.
8. *Field Trips*—Visits to modern, up-to-date offices can be of value if students have an opportunity to see the latest equipment and data processing installations and to observe the types of jobs performed by office workers. The teacher should visit the offices in advance in order to prepare the class for the activities and equipment they will see. A follow-up discussion of the field trips is essential. Students should be required to write a thank you letter to the companies visited.
9. *Guest Speakers*—Guest speakers may provide lectures on skills, attitudes, and abilities generally expected of an office worker. Students are especially impressed by the comments of prominent businessmen or women or of former students employed in office jobs.
10. *Resource File*—Teachers should maintain an up-to-date resource file of reference material, such as articles, pamphlets, and the like, that relate to office work. Students will find many uses for such materials.
11. *Interview*—Local businessmen or faculty members may be asked to interview some of the students before the other members of the class. Students should be asked to complete application forms and personal data sheets to submit them to the interviewers. After the interview session, the interviewers should be asked to identify students' strong and weak points.
12. *Office Experience*—Local business firms, or school department chairmen who have offices, sometimes are able to give students on-the-job experiences as office workers.

13. *Office Machines Course*—The office machines course described in this *Guide* contains suggestions that can be used in the clerical office practice course.
14. *General Business*—The general business course described in this *Guide* contains suggestions that can be used.

#### **Evaluation Suggestions**

1. Speed and accuracy tests
2. Study guides
3. Various performance and work appraisal forms
4. Objective tests
5. Civil Service examinations
6. National Business Entrance tests
7. Production tests

Standards for production tests appearing in business publications may be helpful; but because the nature of the activities in the office practice course varies from school to school, the problem of evaluating production work is complicated and difficult. The teacher of this course often must develop his own production tests and determine the standards that students will be required to meet.

#### **Recommended Equipment for the Course (see Office Practice Room layout in Chapter IV)**

The equipment and facilities needed for instruction and learning in office machines are identified and described in detail in the course, *Office Machines*. Reference should be made to this course when planning equipment for clerical office practice. Other equipment and facilities in clerical office practice include:

1. Miniature filing kits or practice sets
2. Filing cabinets
3. Teletrainer
4. Copyholders
5. Mailing equipment
6. Overhead projector

#### **Special Supplies Needed for the Course**

Paper cutter; letter opener; stencils and masters; lettering guides and styli; carbon typing paper; duplicating paper; stationery and envelopes; correction fluid; staples and staple remover; small office supplies such as paper clips, pins, scotch tape, package labels, paste, rubber bands, scissors, cards, ink, paper towels, pencil sharpener, type-cleaner, type-cleaning brush, and file folders.

#### **Instructional Materials and Audio-Visual Materials**

1. Dictionaries (atlas, unabridged, synonyms and antonyms)
2. Postal guides
3. Directories
4. World Almanac
5. Roget's Thesaurus

6. Films and Filmstrips

- a. Coronet Instructional Films  
65 East South Water Street  
Chicago, Illinois  
*How To Be Well Groomed*  
*Filing Procedures In Business*
- b. Business Education Films  
Film Center Building  
Suite 409, 630 Ninth Avenue  
New York, New York  
*Correct Telephone Usage*
- c. Southern Bell Telephone Company  
(contact nearest office)  
*A Manner of Speaking*

**Reference Materials for the Teacher**

- 1. Allen E. Barron and James R. Taylor, *Clerical Office Training*, (Englewood Cliffs: Prentice-Hall, 1963). 0
- 2. Guy C. Close, *Work Improvement*, (New York: Wiley, 1960).
- 3. Ruth E. Gavin and Lillian Hutchinson, *Reference Manual for Secretaries and Typists*, Second Edition, (New York: McGraw-Hill, 1965).
- 4. Lois I. Hutchinson, *Standard Handbook for Secretaries*, Seventh edition, (New York: McGraw-Hill, 1956).
- 5. Gilbert Kahn, *Progressive Filing*, Seventh edition, (New York: McGraw-Hill, 1961).
- 6. Elizabeth Gregg MacGibbon, *Fitting Yourself for Business*, Fourth edition, (New York: McGraw-Hill, 1961).
- 7. William Selden, *Filing and Finding*, (Englewood: Prentice-Hall, 1962).
- 8. Herbert A. Tonne, Estelle L. Popham, and M. Herbert Freeman, *Methods of Teaching Business Subjects*, (New York: McGraw-Hill, 1965). 0
- 9. Helen Hinkson Green, *Activities Handbook for Business Teachers*, (New York: McGraw-Hill, 1958).
- 10. Whitcomb and Lang, *Charm*, (New York: McGraw-Hill, 1964).
- 11. *Handbook for Office Practice Teachers*, Monographed 91, (Cincinnati: South-Western).
- 12. *Methods of Planning for Office Practice*, (New York: Underwood).
- 13. *Suggestions for Programs of Office Practice and Procedures*, (Cincinnati: South-Western).

**Consumer Economics**

(Sometimes called Consumer Education or Consumer Problems)

Consumer Economics is concerned with the intensive development of knowledges, attitudes, and choice-making skills

useful for the consumer to get the most out of life through optimum use of his money, time, and energy. Consumer economics is designed to develop economic understanding from a consumer viewpoint and prepare students for effective consumer citizenship.

Consumer Economics is of value to all students since it tends to upgrade personal economic skill, improve choice-making, improve selection and use of goods and services, and help in money management problems.

**Grade Placement:** 11 or 12

**Length of Course:** One semester or one year

**Objectives**

1. To develop a high degree of skill in buying goods and services.
2. To develop a scientific and critical attitude toward advertising.
3. To develop a thorough knowledge of the effective management of personal and family income.
4. To develop in a practical way an understanding and appreciation of our economic system.
5. To develop an understanding of the citizenship responsibilities of consumers in a private enterprise economy.
6. To develop an understanding of the important role that educated consumers play in giving direction to the economy.
7. To refine the fundamental processes of computation and oral and written communication.
8. To develop an understanding of the roles and relationships between the household, business, and government in our economy.

**Suggestions for the Teacher**

**A. Recommended Course Units**

The suggested list of topics that follows is a framework of what may be included, and represents suggestions, not requirements. It is expected that administrators and teachers will add to, alter, eliminate, and improve upon these suggested topics, and that they will expand them or narrow them as the philosophy of the individual school or instructor necessitates. This list is suggested by *The Consumer Education Study*, sponsored by the National Association of Secondary School Principals.

1. The foundations of consumer education
  - a. The developments which have made a consumer education necessary and purposes it may strive to serve.
  - b. A study of consumers—their incomes and resources, their habits and motivations; in general, how they consume and how their consumption might be improved.
2. The management of personal financial affairs
  - a. Budgeting
  - b. Money management

- c. The use of consumer credit
- d. Planning the insurance program and buying insurance
- e. Investment
- 3. Getting the information and guidance a consumer needs
  - a. Using advertising
  - b. Using standards, specifications, and labels
  - c. Using the services of agencies that inform and guide consumers
  - d. Shopping
- 4. Choosing, buying, and using food
- 5. Choosing, buying, and using clothing
- 6. Choosing, buying, and improving and maintaining a home
- 7. Using one's resources best to maintain and improve health
- 8. Using one's resources best for leisure time satisfactions
- 9. Using one's resources wisely in a lifelong program of self-education
- 10. Understanding basic economic principles and the operation of the business system which serves us
- 11. Understanding law as it affects the consumer
- 12. Thinking through some special social problem
  - a. The Consumer Movement
  - b. Consumer's Co-operatives
  - c. The Role of Government With Reference to Consumers

#### **B. Approaches to the Organization of Student Learning**

The textbook approach, the topical or unit approach, and the problem-solving approach, as explained in detail in the Suggestions for the Teacher Section of General Business, are also applicable to the organization of learning activities in Consumer Economics.

#### **Additional Suggestions to Enrich Learning**

1. The learning activities in Consumer Economics should encourage the student
  - a. to gather information and data about economic problems facing the consumer,
  - b. to determine possible solutions to the problems,
  - c. to identify values that influence solutions and decisions, and
  - d. to arrive at a solution that is in accord with the values which the individual holds.
2. Current magazine and newspaper articles pertaining to consumer and economic problems should supplement textbook materials.
3. Students should be encouraged to write government and research agencies, asking for reports and pamphlets on standards and labeling of consumer goods.
4. Students should be encouraged to bring in specimen insurance policies to analyze the policy provisions as an aid in developing the ability to interpret and evaluate insurance.
5. Provision should be made for realistic budget-planning and recordkeeping by the students.

6. Students should have experiences in rating the quality and prices of different brands of a commodity.
7. Laboratory experiments and demonstrations can be performed in the testing or comparisons of some consumer goods, e.g., comparison of wool and rayon and linen and ramie. Provision should be made for these desirable school experiences.
8. Teachers generally have found their students intensely interested in this course if they are given an opportunity to participate in *problem* and *project work*. A premium is placed upon *good judgment* rather than upon repetition and facts alone.
9. This course can easily be adapted to *team teaching*. Certain departments in the school can cooperate in various ways. For example, the home economics department can aid in presenting information in regard to foods, fabrics, and testing; the chemistry and physics departments can aid in conducting tests of various products; the geography department can cooperate in presenting information in regard to the economic aspects of geography and world trade; the salesmanship teacher can aid in explaining the technique of the salesperson and the technique of analyzing products; and the bookkeeping teacher can aid in the problem of discussing recordkeeping and the interpretation of financial statements.

#### **Evaluation Suggestions**

The evaluation of the effectiveness of learning activities used in the development of a topic consists of the use of

1. Teacher judgment
2. Student judgment
3. Tests to measure progress and growth
4. Oral or written reports of various types of projects in which the student engages.

Study guides in workbooks may be used as *pretests*, *reviews*, or as a guide to the student as he reads the chapters in the textbooks. *Achievement tests* may be obtained from publishing companies.

The testing program should also include *essay* or *problem tests*—those that reveal the understanding of concepts and principles, the identification and approach to the solving of a problem, the application to practical situations of the facts and understandings of which the subject matter is comprised, and the ability to express ideas and thoughts clearly.

*Open-book tests* will measure the resourcefulness of the student in applying the facts and knowledge which he has learned and in utilizing the sources of information around him. An open-book test is one in which the student may use his textbook, the library, or any other resources available to him in solving a problem. Examples of problems that could be used for the open-book part of the test are: (1) an analysis of recent changes in the social security law, (2) an insurance program for a specific family situation, and, (3) a study of economic indicators to determine business and economic conditions.

#### **Recommended Equipment for the Course**

1. Demonstration desk, table, or area
2. Chalkboard, flannel board, bulletin boards



3. Simple equipment for art work, posters, displays, etc.
4. Abundance of display space
5. An overhead projector (portable) and suitable screen
6. Filmstrip, slide, and motion picture projectors
7. Tape recorder
8. Record player
9. Radio and television
10. Plenty of storage and filing space
11. Copying machines
  - to prepare duplicator masters directly from printed copy
  - to prepare transparencies for use on the overhead projector

The use of copying machines makes it possible for teachers to present new types of material to students from a variety of sources on a daily basis—from newspapers, magazines, and books. Materials reproduced on a copying machine can result in greater student interest in the subject studied and also serve to update whatever textbook is in use.

#### **Instructional Materials and Audio-Visual Materials**

Teacher's manuals of the textbooks in consumer education give numerous sources of instructional materials, references, and audio-visual materials. Some of the manuals provide these sources in complete lists while others list them at the end of each chapter. Some excellent sources of material are found in the teacher's manuals of the following textbooks:

- a. Reich and Siegler, *Consumer Goods*. (New York: American Book Co.)
- b. Fred T. Wilhelms, Ramon P. Heimerl and Herbert M. Jelley, *Consumer Economics*, (New York: McGraw-Hill, 1966).
- c. W. Harmon Wilson and Elvin S. Eyster, *Consumer Economic Problems*, (Cincinnati: South-Western, 1966).

The above-mentioned manuals give book references, current periodicals for both teacher and student use, a complete list of source bibliographies for teachers, and a very long list of pamphlet material that can be used effectively for supplementary purposes. Numerous audio-visual materials are also cited in the manuals.

The teacher of a course in Consumer Economics should develop a library of books, current periodicals, and pamphlet materials to serve as a ready reference both on economic and consumer information and on aids for more effective classroom teaching.

It is recommended that the teacher or school acquire a reasonable minimum library of supplementary readings. Some of these books will be useful in making outside library assignments for some of the special problems and projects. Helpful books for reference purposes are those in the fields of general economics, law, marketing, retailing, health, home management, financial management, investments, real estate, buying, testing, estates, and other textbooks in consumer education.

A pamphlet entitled *Choosing Free Materials for Use in the Schools* published by The American Association of School Administrators, Washington, D. C., is an aid to teachers in selecting and

using free and inexpensive materials for economic education distributed by business firms and associations.

#### **Reference Materials for the Teacher**

Teacher's manuals of the textbooks in the field of consumer education give a wealth of references for teachers. In addition, the following references will provide current business and economic data in solving some of the problems that appear throughout an entire course in consumer education:

- a. Superintendent of Documents  
U. S. Government Printing Office  
Washington, D. C.  
*Economic Indicators*  
*Survey of Current Business*  
Statistical Abstract of the United States
- b. New York *World Telegram* and the *Sun*  
135 Barclay Street  
New York, New York  
*The World Almanac and Book of Facts*

#### **Introduction to Data Processing**

This course is designed to give the student a general view of the field of data processing. It may provide a foundation for more specific study of data processing or provide familiarity with data processing terminology and principles for students in other business or college preparatory sequences. One purpose is to acquaint the student with requirements of different occupations in data processing so that he may be guided in his choice of a career.

The course is intended to be offered without requiring the operation of specialized equipment. However, where punched card, paper tape, or computer equipment is available, it should be utilized for demonstrations and possibly for some actual student operation. Every opportunity should be taken to acquaint the student with methods of utilizing the equipment, types of training required, career opportunities, and terminology.

Topics studied include history and development of data processing, current uses of unit record equipment and computer systems, basic machine functions, organization of problems, storage media, input and output devices, and elementary techniques of programming.

Schools not offering this course may incorporate these data processing concepts in other related business courses.

**Prerequisites**

For those in the Data Processing Sequence—Data Recording Devices  
For those in other sequences—None

**Grade Placement:** 12 (students following a sequence other than the Data Processing Sequence may take this course in grade 11).

**Length of Course:** One semester

**Objectives**

1. To present the terminology and concepts of data processing
2. To examine the uses of data processing in modern business
3. To consider the social impact of automation
4. To acquaint the student with careers in data processing and the qualifications needed for these careers
5. To acquaint the student with additional training opportunities (junior college, vocational school, others)
6. To familiarize the student with the basic functions of the unit record machines.
7. To familiarize the student with the basic functions of computers
8. To familiarize the student with the basic procedures for programming computers.

**Suggestions for the Teacher**

1. Field trips to local installations to observe machines in operation and to see the flow of work processes through the various machines to obtain an end product
2. Visits by consultants from both manufacturers' representatives and workers in local installations.
3. Case studies of local installations
4. Films and field trips to present a comparison of manual, mechanical, electrical, and electronic methods of handling a job.

**Evaluation Suggestions**

Use objective and subjective tests to determine if the objectives of the course have been met.

**Recommended Equipment for the Course**

None needed

**Instructional Materials and Audio-Visual Materials**

1. Transparencies for teaching machine functions
2. Flow charts and written procedures
3. Sample cards and forms
4. Films and filmstrips for presenting machine functions and work flow
5. Practice sets

**Reference Materials for the Teacher**

*Automatic Data Processing Glossary*, (Government Printing Office, 1962).

Beryl Robichaud: *Understanding Modern Business Data Processing*, (New York: McGraw-Hill, 1966)

Elias M. Awad, *Business Data Processing*, (Prentice-Hall, 1965).

*Electronic Data Processing Written for the Layman*, (National Cash Register Company, 1965), Books 1, 2, 3.

Gotlieb and Hume, *High Speed Data Processing*, (New York: McGraw-Hill, 1958).

Johnson, Wadsworth, Burger, *Business Automation Fundamentals*, Automation Institute, (Representative schools located in most major cities) 1964.

Gilbert Kahn, *Business Data Processing*, Teacher's edition, (Hightstown: Gregg Division, 1966).

Martin, *Electronic Data Processing: An Introduction*, (Irwin, 1961).

McCracken, Welss, and Lee, *Programming Business Computers*, (Wiley, 1959).

McGill, *Punched Cards: Data Processing for Profit Improvement*, (New York: McGraw-Hill, 1962).

Nelson and Woods, *Accounting Systems and Data Processing*, (Cincinnati: South-Western, 1961).

Randall, Weimer, and Greenfield, *Systems and Procedures for Automated Accounting*, (Cincinnati: South-Western, 1962).

Salmon, *IBM Machine Operation and Wiring*, (Wadsworth, 1962).

Saunders and Luskin, *Data Processing: A Practice Set*, (McBee Systems, Royal Typewriter Company, Inc., 1965).

Schmidt and Meyers, *Introduction to Computer Science and Data Processing*, (Holt, Rinehart, and Winston, 1965).

Van Ness, *Principles of Punched Card Data Processing*, (The Business Press, 1964).

Wanous and Wanous: *Automation Office Practice*, (Cincinnati: South-Western, 1964).

*You and the Computer*, (General Electric, 1965).

#### **IBM Publications**

320-1443 through 320-1449, *Punched Card Data Processing Principles*

F20-0074 *An Introduction to IBM Punched Card Data Processing*

R29-0125 through R29-0127, *Punched Card Data Processing Principles*, Programmed Instruction Course

F22-6517 *Introduction to IBM Data Processing Systems*

A24-1010 *IBM Operator's Guide*

#### **Periodicals**

*Business Automation*

*Datamation*

*Journal of Data Management*

#### **Data Recording Devices**

This course is designed to acquaint the student with modern equipment and methods used to capture information in a form

that can be processed automatically by machines, to give the student opportunities to practice the operation of the various machines and equipment, and to keep the student up to date on new developments in the use of such devices.

The rapidly expanding use of data processing machines in small as well as large businesses has created a need for preparing high school students (who may not have an opportunity for further education) for entry into basic data processing jobs upon graduation from high school. Students who will be continuing their education also will find the ability to operate data recording devices an advantage, both in progressing in advanced courses and in obtaining employment while furthering their education.

#### **Objectives**

1. To understand how a card holds data (organization, zones, fields)
2. To learn the keyboard and operating features of a keypunch machine and become proficient in its operation
3. To learn to operate the card verifier
4. To learn the use of a program card
5. To learn the features of mark-sense cards
6. To understand how paper tape holds data
7. To learn the keyboard and operating features of paper tape punching machines and paper tape punching attachments for adding and calculating machines. Also to learn tape/card, card/tape conversion.
8. To learn about Port-A-Punch cards and how to use Port-A-Punch equipment.
9. To learn about Keysort cards and how to use Keysort equipment.
10. To become familiar with coding systems.

One semester of Introduction to Data Processing is recommended upon completion of this course by the students enrolled in the Data Processing Sequence.

#### **Prerequisites**

One year of typewriting instruction.

**Grade Placement:** 12

**Length of Course:** One semester

#### **Suggestions for the Teacher**

1. Laboratory sessions in which the student will be given many opportunities to practice the operation of the various machines and equipment.
2. Field trips to local installations to see machines in an actual business operation and to see how they fit into a total setup.

3. Case studies of those firms which have installed data processing equipment.
4. Visits to the class by both representatives of the manufacturers of data processing machines and supplies and workers in local installations.
5. Collections of pamphlets and booklets describing new developments in data processing equipment and systems.

#### **Evaluation Suggestions**

1. Keyboard achievement tests
2. Vocabulary tests
3. Machine functions tests

#### **Recommended Equipment for the Course**

1. Key punch machine
2. Key punch simulator typewriters
3. Tape Punch machines
4. Tape Controlled typewriter
5. Port-A-Punch equipment
6. Keysort equipment
7. Any new data recording devices that come on the market.

The use of typewriters with keypunch simulator keyboards or attachments may be used in the place of keypunch machines for practice purposes. However, at least one keypunch machine should be available and all students should be given opportunities to practice on this machine. For further information regarding equipment, see the data processing room layout in Chapter IV.

#### **Instructional Materials and Audio-Visual Materials**

1. Practice sets obtained from textbook publishers
2. Transparencies for teaching machine functions
3. Blown-up card layout forms
4. Sample cards and forms
5. Films and filmstrips from machine manufacturers
6. Key punch exercise books

#### **Reference Materials for the Teacher**

##### **IBM Publications**

- A24-1010 *IBM Operators' Guide*  
 A24-0520 *IBM 24 Card Punch and IBM 26 Printing Card Punch*  
 A24-1018 *56 Card Verifier*  
 R25-1627 *IBM Card Punch Practice Exercises*

See also listings under Introduction to Data Processing

#### **Economics**

Economics is a course involving a study of how goods and services are produced and exchanged to satisfy the needs and wants of consumers. A study of economics should enable students

to understand our economic system, its operation, its problems, and its possibilities. An essential function of economic education is to help students develop open, inquiring minds and to acquire basic skills of problem solving. Students must learn that while the technique of problem solving may remain the same, no solution to an economic problem can be final.

The course in economics should include:

1. An understanding of the problem of scarcity and how different economic systems develop to allocate the resources available to meet this problem.
2. An understanding of the nature, quality, and quantity of human, natural, and capital resources.
3. An understanding of the forms of business organization.
4. An understanding of production and exchange in the marketing system and how price functions to control production and exchange.
5. An understanding of how national income is measured and how it is distributed.
6. An understanding of causes of and controls of economic fluctuations.
7. An understanding of the role of money, credit, and banking in our economic system.
8. An understanding of the role of government in our economy.
9. An understanding of the importance of the consumer in our economic system.
10. An understanding of the major characteristics of economics of local and regional communities.
11. An understanding of the importance of international trade and of the problems involved.

**Grade Placement:** 12

**Length of Course:** One year

**Objectives**

The major objective for the course in economics is to develop a rationale that is based on understanding rather than emotional reasoning. The specific objectives will include:

1. An understanding of what an economic system is, the need for such a system and how it develops, and how our economic system operates.
2. An understanding of the characteristics of the private enterprise economic system as compared with the major characteristics of other systems.

3. An appreciation of our economic system in comparison with the outstanding characteristics of other systems.
4. An understanding of the most important devices used in analyzing the functions of an economic system (supply and demand, marginal concepts, statistical indices, and the like).
5. A critical and analytical attitude in thinking about economic issues and problems.

When these objectives are attained, the student will be better prepared to meet life as an individual and as a participating citizen in our American economic system.

#### **Suggestions for the Teacher**

A part of the learning in economics is descriptive in nature and a part is analytical or seeking solutions to problems.

The activities used to develop understandings are many and varied. Some of them are:

1. Class discussion
2. Reading textbooks and supplementary materials
3. Gathering and interpreting statistical data
4. Use of reference materials
5. Use of resource people
6. Use of audio-visual equipment
7. Identifying, analyzing, and solving problems
8. Exploration of important relationships in the economic order
9. Evaluating solutions or possible solutions to problems which exist in our present economic system.

The different approaches to learning activities, outlined in more detail under the general business course, would also apply to economics.

Specific references that describe in detail some teaching procedures are:

Joint Council on Economic Education  
2 West 46th Street  
New York, New York 10036

*A Teacher's Guide to Economics in the Business Education Curriculum*

*Economic Education Experiences of Enterprising Teachers*

#### **Evaluation Suggestions**

Evaluation should measure the student's progress in understanding economics and his ability to think through and apply critical analysis to problem solving.

Evaluation should include:

1. Teacher judgment of pupil participation in the learning activities
2. Tests which measure the degree of learning of facts, of problem solving, and of the ability to use critical analysis
3. Results of individual research in the form of themes, reports, and the results of committee activities.



### **Instructional Materials and Audio-Visual Materials**

1. National Industrial Conference Board, Inc.  
New York, New York  
*The Economic Almanac*
2. Newspapers and Periodicals
  - a. *Business Week*
  - b. *New York Times*
  - c. *U. S. News and World Report*
  - d. *Wall Street Journal*
3. U. S. Government Printing Office  
Washington, D. C.
  - a. *Statistical Abstract of the United States*
  - b. *Survey of Current Business*
  - c. *The Economic Report of the President*
4. Reference materials from the U. S. Department of Labor, U. S. Department of Commerce (Census Bureau), and many private organizations are essential in problem-solving activities.
5. The use of the overhead and opaque projectors is recommended for showing statistical tables, graphs, printed charts, and the like.
6. A number of good films and filmstrips are available for classroom use.
7. Visual aids, such as the chalkboard, charts, and posters, are essential for developing a full understanding of the relationships and processes in economics.
8. Speakers are available from governmental agencies as well as from private organizations.

### **Reference Materials for the Teacher**

Joint Council on Economic Education

2 West 46th Street

New York, New York

- a. *Annotated Bibliography of Materials in Economic Education*
- b. *Economic Education in the School, 1961.*
- c. *100 Selected Films in Economic Education.*
- d. *Study Materials for Economic Education in the Schools, 1963.*
- e. *Suggestions for a Basic Economics Library for Secondary Schools, Revised.*

### **General Business**

General Business is the first course in business ordinarily available to high school students. It deals with knowledge about business which is needed by all people, non-business persons as well as future business workers, in order to manage their business affairs successfully and to be intelligent citizens.

General Business includes subject matter related to the major concepts in economics and economic education. The course may also include a study of career opportunities in business.

**Length of Course:** One year recommended

**Grade Placement:** 9 or 10

**Objectives**

1. To develop an understanding of the way in which our private enterprise economic system is organized and how it operates to satisfy the needs and wants of individuals.
2. To develop an understanding of how the institution of business contributes to the organization and operation of our economic system.
3. To develop a business and economic vocabulary that will permit individuals to read and understand current economic and business problems as reported in newspapers, magazines, and other periodicals.
4. To develop the understandings, knowledge, skills, and attitudes necessary for effective management of personal and family finances.
5. To develop the knowledge and skills necessary for efficient and economical use of the services that business provides for all individuals.
6. To learn about career opportunities, both now and in the future, in business, and to understand how these opportunities are modified by the dynamic nature of the American economy.
7. To refine the skills of reading, writing, and computation.

**Suggestions for the Teacher**

Because General Business often is the introductory course to the entire area of business education, and because the procedures used in obtaining effective learning are completely different from the learning procedures used in most other business education courses, an extensive discussion of teaching methodology and techniques is presented here. The suggestions that follow describe the three basic approaches used to organize the classroom and the subject matter so that desired learning occurs. Specific techniques and procedures are suggested for each of these three basic approaches.

The most-used and most appropriate approaches to the organization for student learning in General Business are:

The *textbook approach*, in which the textbook and workbook are used as the principal means of organizing content and the sequence of the textbook that will be studied; the *unit or topic plan*, in which the content and learning activities are organized around large units of subject matter; and the *problem approach*, in which content and activities are organized around a central problem that must be solved by the students. Most business teachers have been able to use successfully a combination of these approaches.

**The Textbook Approach**

The principal procedures or considerations involved in this approach are:

1. Help students identify the expected outcomes of learning for a topic that is to be studied.
2. Introduce each topic in such a way that students become inter-

ested in developing the competence required. Some appropriate ways of introducing a topic might be:

- a. Show a film
  - b. Give an overview of a chapter or a topic
  - c. Conduct class discussion
3. Make assignments that require a study of various aspects of the unit. Some of the possible class activities are:
- a. Study the textbook
  - b. Read reference material
  - c. Present oral or written reports
  - d. Dramatizations
  - e. Panel discussions
  - f. Committee reports
4. Use a workbook. Guidelines governing the use of a workbook are:
- a. The use of workbooks is most appropriate with low-achievers.
  - b. Workbooks are most effective when supervised by the teacher.
  - c. Study guides may be used by having the students read the questions without writing in the answers. Thereafter the study guides might then be used as a written pretest.
5. Supplement the textbook with such activities as:
- a. Reports
  - b. Bulletin board displays
  - c. Speaker on topic being studied
  - d. Books and pamphlets
  - e. Field trips
  - f. Discussion of community affairs of interest to the students
  - g. Films and filmstrips

#### **Evaluation Suggestions When Using the Textbook Approach**

- a. Teacher judgment—The teacher considers the many variables involved (type of student, facilities, time, energy, and test results) and reaches conclusions relevant to the value of the learning procedure used.
- b. Pupil judgment—Students are asked to give their opinions as to the value of the various procedures.
- c. Test results—The amount of learning, as measured by tests, will provide clues to the value of the various class activities.
- d. Results of other measures of learning, such as individual and committee reports, written summaries, notebooks, and workbooks will provide clues to the value of the procedures used.

#### **The Topic or Unit Plan**

1. *Identifying the outcomes of the unit.* These outcomes represent the elements of the unit that the student should *understand*, should *know*, should *be able to do*, and the beliefs and behavior patterns that a student should be willing to accept. Ordinarily, the outcomes will be stated as understandings, knowledge, skills, attitudes, and appreciations. Precise identification is essential because the subject matter of the unit is defined by the outcomes. Precise definition requires that *understanding* outcomes be stated as "to understand that banks help to create and destroy money," rather than such a general statement as "to understand the role of banks in our economy."

2. *Launching the topic.* Initial activities serve the functions of arousing interest, indicating how much students know about the topic,

pointing up the importance of studying the topic, and identifying the aspects of the topic that need intensive investigation and study. Some of the commonly used launching activities are:

a. Pretests

Pretests may be tests of factual information, of understanding, or attitude. Each type can be designed to arouse the interest of the student, to indicate student deficiencies, and to point up the need for further investigation.

b. Short surveys

Students may be required to make a quick investigation of such matters as the ordinary household appliances that are purchased with credit, of investment practices of families, or of different types of packaging of consumer goods. Effective follow-up is necessary to get the greatest value from the activity.

c. Class discussion

A class discussion, with great emphasis on questions by the teacher, may yield a list of study topics such as articles, editorials, television programs, discussions of incidents in the community or in the lives of the students. Such class discussions must be handled with utmost skill by the teacher; otherwise the activity will fail to perform the launching function.

d. Motion pictures, filmstrips, and slides

These help to arouse interest, to give direction to the development of a unit, to raise important issues, and to give students a common background for analyzing the area to be studied.

e. Bulletin board displays

A well-planned display can be used to teach an introductory lesson, thus arousing interest and serving as a launching activity. Posters, charts, mounted pictures, and the like, may serve the same purpose.

f. Field trips

A field trip may help to arouse students to analyze and attack a problem more realistically than is possible without such an experience. A follow-up is important, so that problems for investigation will result.

g. Books and pamphlets.

These materials should set the stage for the study by stimulating interest and arousing concern about the topic.

3. *Developing the topic.* The outcomes which have been identified for the unit must be developed through activities that require the learner to learn factual information, to collect, analyze, and interpret data, to recognize relationships, and to formulate principles and guides for action. The developmental activities in a unit should be of such a nature that students are required to develop problem-solving skills and rational, critical thinking. The selection of learning activities for the development of the topic will be affected by differences among individuals in their rates of learning and in the breadth and depth of learning. Activities selected for the more able learners will require greater amounts of memory work, the handling of more complicated

data, and greater insight into higher levels of relationships than will the activities chosen for the less able learners.

Learning activities chosen for the development of a unit should be diversified and should require the use of a wide variety of materials. Variety can be provided if care is taken to include activities in reading, writing, looking, listening, thinking, collecting, investigating, and speaking. Activities that are planned for the development of a unit ordinarily will be concerned with (a) gathering information about a particular problem, (b) arranging such information in a meaningful form, and (c) presenting it in such a way that others can share in the learning. Some of the commonly used developmental activities are:

#### *The use of library facilities*

Students should be furnished with library materials, either in the classroom or in the school library. They must be helped to develop skill in judging the reliability of published information and to disregard the propaganda or incorrect ideas and concepts. They must learn where to look for accurate and dependable data. Students must learn to take notes on their source of information and to make their notes brief and to the point.

#### *The use of community resources*

Common methods of gathering information from community resources, either by committees or by individuals, are interviews, field trips, community surveys, and guest speakers.

It is essential that field trips be well planned. The reason for making the trip must be a natural outgrowth of classroom discussion, or it must be an activity to stimulate interest in a topic. The class must agree on the factors that will be investigated and, if particular aspects of an operation are not clear, they should be encouraged to ask questions. The place of business should be alerted to the kinds of things that will be of interest to the students and that students should know. The visit should be followed by a thorough discussion of what was seen, why operations were performed as they were, and what the next logical step is in the development of the topic. A student committee should write a short letter of appreciation to the business establishment for permitting the visit.

#### *The community survey*

This is an excellent technique for gathering information from first-hand sources. There are many types of community surveys that can be used, but students must be helped to define the problems and identify the kind of data needed for possible solutions.

When community leaders or businessmen serve as *guest speakers*, careful plans should be made to invite only those persons who are competent to speak. They should be prepared for what is expected of them and what the class is studying. They should be assigned a specific subject that the class would like described. The class is prepared by identifying areas in which they need information and by encouraging them to ask questions. The class may want to write out questions ahead of time. A student committee should write a letter of appreciation to the speaker on behalf of the class. The presentation should be followed by discussing the points that were brought out and identifying the implications.

### *The use of committees*

Young people should learn to work with others in both small and large groups. Time can be saved and educational value can be derived from dividing the class into committees for certain phases of the work.

### *Arranging information in a meaningful form*

In developing a topic, study involves more than collecting information. It involves selection and organizing and interpreting—a continuous process. Some information will have no significance to the solution of the problem at hand, and students must learn to recognize when such information is to be discarded and when it is to be retained.

During the time devoted to the gathering of information, class sessions should be used to help students refine their skills in the analysis of data. Class discussions, whenever possible, should point out cause-and-effect relationship and the interplay of various factors on the topic as a whole. The results must be shared with the entire class in order to develop problem-solving skills to the highest possible degree. Individuals and committees need to be constantly reminded that their reports must present relevant information. Where a problem is involved, they must define the issues and propose tentative conclusions.

### *Presenting information*

Students should be permitted to choose the methods by which they share their information with the class. Each report must have a definite bearing on the solution of a problem or the understanding of the topic. Timing is important: the reports should be presented when the class has the necessary background for hearing them and when the information is pertinent to the phase of the problem under discussion.

The following six methods are suggested:

1. panel discussion
2. informal discussion
3. dramatization
4. graphic arts
5. exhibits and displays
6. written papers

#### 1. Panel discussion

Panels should be carefully planned and students instructed in the techniques of discussion by panels. A panel should consist of from five to eight members. The chairman introduces the problem, states the issues involved, recognizes the various members, directs the discussions, and summarizes the points made. Each member's presentation should be previewed outside of class so that relative information will be given. Each member must be familiar with the problem and prepared on all issues to be discussed. Each member must be prepared to answer questions from the audience. The teacher observes the same rules of audience participation as do the students.

#### 2. Informal discussion

Informal class discussions should help students to develop tolerance and respect for the viewpoints of other class members. Often it is desirable for the teacher to act as discussion leader, but the teacher should avoid dominating the discussions. At other times, a student

chairman may be appointed to act as leader. Student discussion leaders should be changed as often as possible in order to give everyone in the class an opportunity to develop the skill needed for effective discussion leadership.

### 3. Dramatization

Spectacular, unique ways of presenting information appeal to many students. Examples are: radio or television skits, mock programs of various types, role playing, demonstration, and jury trials. Sometimes students become so concerned with the histrionics that they disregard good subject matter. The basic subject matter principles must be identified by the group. Content is more important than dramatic ability, although there is no reason why both elements cannot be included.

Role playing can be an effective device for presenting material. The students assume the roles of salesman and customer, credit manager and customer, members of a family when discussing social security or insurance, and the like.

### 4. Graphic arts

Graphic art presentations include bulletin board and flannel board displays, montages, graphs, charts, diagrams, scrapbooks, and posters.

### 5. Exhibits and displays

Exhibits of business forms, budgets, economic growth statistics, models of new consumer products, and displays of different size containers are all good techniques for presenting materials.

### 6. Written papers

Written work is a valuable technique for presenting data since it compels students to clarify their thinking, to organize their material and ideas, to see gaps in their data, and to draw conclusions. Writing is a valuable experience for the student because it necessitates his thinking through his pattern of values and communicating the results clearly and effectively.

### **Culminating the topic or unit**

The concluding activities in studying a topic or unit are chosen to formulate, verify, and apply conclusions based on the information collected during the developmental activities. The emphasis is on application and use of the knowledge learned and the attitudes and skills acquired. Suggested culminating activities are:

#### a. Tests

If a pretest were given at the beginning of the study, it often is desirable to repeat it to see if attitudes have changed, if interests have deepened or broadened, if appreciations have been developed, and if progress has been made in understanding, vocabulary usage, or skill in handling data. Teachers want to test for information learned during the study of the unit, but the information should be necessary for solving problems of living. Information purely for the sake of information seldom results in long-term learning. Tests may be either written or oral, and they should be used to determine the generalizations the student has drawn as a result of his research and study, the evidence he can give to substantiate his generalizations, and the fallacies he detects in the generalizations and

conclusions advanced by others. In general, the teacher should test for understandings and insight rather than for facts.

**b. Generalizations**

Students may be asked to summarize the information presented by stating the generalizations that have been developed from the study.

**c. Group projects**

In developing some topics, group projects in which all members take part may be preferred. A group may develop handbooks for consumer practices. It may formulate a summary of guides for economic behavior.

**d. Programs**

Assembly programs or class programs to which other classes are invited often prove effective ways of ending a unit.

**e. Related activities**

The study of a topic sometimes will result in a desire on the part of students to make improvements in the community or in the school. A unit on advertising, for instance, might provoke a drive to promote better advertising practices on local radio and television stations and in local newspapers.

**f. Self-appraisal**

In concluding a study of a topic, each student may be asked to describe how the study has affected his behavior. This self-appraisal requires the student to think through the implications of his learning for his daily living, thus facilitating transfer to real situations. Self-appraisal also provides a way to use conclusions related to the more complex problems on which the student cannot always act directly.

**Evaluation Suggestions When Using the Unit Plan**

The culminating activities will serve as the measuring devices for determining student growth and development.

**The Problem-Solving Approach**

In the problem-solving approach, all student activities originate from a problem situation and the students must make a thorough and complete study of the information, principles, and relationships that are essential to arrive at a solution. The activities that are suggested for the problem-solving approach are:

1. State the problem. The problem may be identified by the teacher or it may be identified cooperatively by the teacher and the students. The problem should be stated in such terms that data must be collected and analyzed before a solution can be reached.
2. Identify the values that will need to be considered in the solution of the problem. These values may be those that society in general has found acceptable and good and that are necessary for the perpetuation of our social, economic, and political institutions, or they may be values that an individual or a family has found acceptable and necessary.
3. Gather information about the problem. The teacher and the students will analyze the problem in terms of the information needed to reach a solution. Factual information about each



aspect must be gathered and analyzed to find out the depth and severity of the problem.

4. Decide on possible ways of solving the problem. These solutions usually will be centered in efforts that may be initiated by individuals, by governments, by business organizations and concerns, or by various groups of persons in our society.
5. Determine the consequences of each of the possible solutions. In determining consequences of certain courses of action, care must be taken to consider consequences to the individual, to the economy as a whole, to business enterprises, to government, and to society.
6. Decide the *best* solutions to the problem by evaluating the consequences in terms of the values that have been identified as being of major importance.

When the problem-solving approach to learning is utilized in the general business classroom, it should provide the students with genuine and ample opportunities to engage in rigorous analysis and reasoned judgments.

#### **Evaluation Suggestions When Using the Problem-Solving Approach**

Evaluation of the procedure used in the general business classroom, particularly when the problem-solving approach is used, generally will consist of various ways of determining student growth.

Measurement techniques will include:

1. Tests that measure both understanding of problems and acquisition of facts.
2. Tests that measure the student's ability to interpret statistical data.
3. Tests that measure insight into processes.
4. Teacher judgment of the quality of student research activities.

#### **Recommended Equipment**

The overhead projector and the opaque projector both are essential equipment in the general business class. A display case would be appropriate for holding exhibits and displays. Storage space for reference books and display facilities for periodicals should be provided.

#### **Instructional and Audio-Visual Materials**

Instructional materials that are particularly valuable in General Business are:

Workbooks	Models
Bulletin board displays	Exhibits
Montages	Reference materials
Posters and charts	

The following list of sources of reference materials for student use, although by no means exhaustive, will help the general business teacher to provide appropriate study materials for students, either in the classroom or in the library or instructional materials center:

1. Joint Council on Economic Education  
2 West 46th Street  
New York, New York

- a. *Annotated Bibliography of Materials in Economic Education.*
  - b. *100 Selected Films in Economic Education.*
  - c. *Study Materials for Economic Education in the Schools, 1961 and 1963.*
  - d. *Suggestions for a Basic Economics Library for Secondary Schools, Revised.*
2. Superintendent of Documents  
U. S. Government Printing Office  
Washington, D. C.
    - a. *The Economic Report of the President*
    - b. *Statistical Abstract of the United States*
    - c. *Survey of Current Business*
  3. U. S. Department of Health, Education and Welfare  
Social Security Administration  
Washington, D. C.  
Excellent materials for use in learning about social security.
  4. Internal Revenue Service  
Washington, D. C.  
Forms and materials for use in learning about income tax returns.
  5. Federal Trade Commission  
Washington, D. C.  
Periodic releases of actions by the FTC, especially actions against businesses using false or misleading advertising.
  6. Securities and Exchange Commission  
Washington, D. C.  
Materials about the work of the SEC and how it helps to regulate investment practice on the nation's stock markets.
  7. U. S. Department of Agriculture  
Washington, D. C.  
Many of the Department of Agriculture materials are useful in consumer buying units, since they provide specific and up-to-date information that is not available in other publications.
  8. Federal Reserve Board (or the Federal Reserve Banks in your Washington, D. C. district)  
Many publications about money, credit, and banking, as well as specific and technical materials about money and credit in our economic system.
  9. National Committee on Education for Family Finance  
277 Park Avenue  
New York, New York (or Institute of Life Insurance)  
Publications on almost all aspects of personal finance as they are related to life insurance. Most of the materials may be obtained without charge or for a small fee.
  10. Health Insurance Institute  
488 Madison Avenue  
New York, New York  
Materials similar to the Institute of Life Insurance materials, but dealing with sickness and accident insurance.

11. Insurance Information Institute  
60 John Street  
New York, New York  
Interesting audio materials dealing with automobile and property insurance.
12. McGraw-Hill Book Company  
330 West 42nd Street  
New York, New York  
Economic literacy series originally developed by the Committee on the Advancement of Secondary Education
13. Curriculum Resources, Inc.  
1515 West Lake Street  
Minneapolis, Minnesota  
Units of study on selected economic topics.
14. United States Savings and Loan League  
221 North LaSalle Street  
Chicago, Illinois  
Materials describing the activities of savings and loan associations.
15. National Consumer Finance Association  
1000 Sixteenth Street, N. W.  
Washington, D. C.  
Publications, films, and instructional units concerning the activities of consumer finance companies.
16. Council on Consumer Information  
Colorado State University  
Greeley, Colorado  
Although the activities of this association are of primary concern to teachers, the Council has published some valuable source materials, about consumer topics, to be used in the business classroom.
17. Better Business Bureau (or the Bureau located in local or a nearby community)  
405 Lexington Avenue  
New York, New York  
Publications and resource persons with information about deceptive practices in business.
18. Merrill Lynch, Pierce, Fenner and Smith (or a nearby regional office)  
70 Pine Street  
New York, New York  
Pamphlets, leaflets, films, and filmstrips containing information about investment sources and practices.
19. New York Stock Exchange  
11 Wall Street  
New York, New York  
Films and pamphlets about the operation of the New York Stock Exchange. Series of pamphlets entitled, "You and the Investment World."
20. Wall Street Journal  
Educational Service Bureau  
44 Broad Street  
New York, New York  
In addition to the values derived from classroom use of

the *Wall Street Journal*, teachers may receive upon request a copy of the yearly publication *List of Free Materials Available to Professors and Students*.

21. National Industrial Conference Board, Inc.  
460 Park Avenue  
New York, New York  
Teachers may be placed on the mailing list to receive periodically the *Road Maps of Industry*. The Conference Board also publishes *The Economic Almanac*
22. American Banking Association  
Banking Education Committee  
12 East 36th Street  
New York, New York  
Publications, films, and filmstrips about banking and banking services, in addition to a bibliography of educational materials about banking.
23. Chamber of Commerce of the United States  
1615 H. Street, N. W.  
Washington, D. C.  
A series of pamphlets about many aspects of the private enterprise economic system.
24. Periodicals that are of especial value in the general business classroom include: *Consumer Reports*, *U. S. News and World Report*, and *Business Week*.

#### References for the Teacher

- a. *A Teachers Guide to Economics in the Business Education Curriculum*, (Washington: National Business Educational Association, 1963).
- b. Anne Scott Daughtrey, *Methods of Basic Business and Economic Education*, (Cincinnati: South-Western, 1965).
- c. Joint Council on Economic Education  
2 West 46th Street  
New York, New York
  1. *Economic Education in the School*
  2. *Suggestions For a Basic Economic Library for Secondary Schools*. Revised

### Merchandising

Today there is great emphasis on a broad approach to business and especially to the distribution of merchandise from its production to consumption. Merchandising is a study of the techniques and procedures employed in making goods and services available to the consumer. There has been a marked change in recent years in the attitude of employers, employees, and educators toward the desirability of providing education in this field.

**Prerequisites:** Salesmanship

**Grade Placement:** 12

**Length of Course:** One or two semesters

**Objectives**

1. To provide experiences whereby the student will gain an understanding of the role of merchandising in the distribution of goods and services.
2. To introduce the student to some of the types of information needed in a study of products. It is recommended that the products studied be those on which consumers today spend such a large portion of their income, such as textiles, china, furniture, appliances, and automobiles.
3. To provide experiences which would develop a knowledge of the functions of merchandising and the types of organizations through which they may be performed.
4. To aid the student in the development of those traits, attitudes, and work habits which are necessary to a successful salesperson.
5. To develop an understanding of the importance of human relationships and the psychology of handling people.
6. To reveal opportunities offered by merchandising as a vocation.
7. To acquaint the student with the legal aspects of merchandising.
8. To develop knowledge and understandings of merchandising that are needed for work in the merchandising area as an employee, manager, or owner.
9. To help students become better, more intelligent citizens in everyday economic problems.

**Suggestions for the Teacher**

1. Include the study of the history and trends of merchandising in the United States, to help students understand the scope of merchandising.
2. Prepare or obtain charts of the organization of selected stores.
3. Compare the location of departments in similar types of stores.
4. Draw a floor layout giving attention to one department as to location of merchandise, show cases, selling space, receiving room, related merchandise, display and lighting.
5. Study shopping districts in local community and areas served.
6. Arrange visits to various types of stores and related repair shops.
7. Distribute various magazines. Assign the students specific merchandise and ask that they look through the magazine and list information that would be helpful on a buying trip.
8. Collect price tickets and analyze information used for different factors that affect mark-up or mark-down and the weight and place of each in a total situation.
9. Invite a local buyer to talk to the class about some of the elements to be considered for a buying trip.

10. Select dominant periods in fashion and assign for student reports. Each report should consist of a description of the times, ideals, groups in control, characteristics of fashion design of the period, materials used, and illustrative sketches.
11. Study fashion changes as they are affected by the materials available to the trade and the price of the materials.
12. Have each student analyze his own skin tones, hair color, etc., and collect samples of colors that are suitable and becoming.
13. Encourage students to conduct a survey among their classmates in order to determine consumer demand for certain brands of products.

#### **Evaluation Suggestions**

Achievement may be measured on the basis of an individual's contribution to the class discussions. Oral and written reports should be evaluated on their originality, research, and manner of presentation.

Essay tests may be used to measure concepts from factual information.

#### **Recommended Equipment for the Course**

Equipment listed in the Advertising and Salesmanship courses of this *Guide* will be sufficient for the purposes of this course.

#### **Reference Materials for the Teacher**

It is suggested that the teacher contact the publishers of business textbooks in order to obtain reference and teaching materials.

### **Office Machines**

The office machines course is designed to provide students with necessary skills and knowledge which will enable them to obtain employment in business occupations that require the operation of commonly used office machines. Office Machines ordinarily is offered as a separate course in schools where neither clerical office practice nor secretarial office practice is available. When either of these office practice courses is offered in a school, the central core of the course will consist of instruction in office machines and no separate office machines course will be necessary.

The office machines course should include instruction on arithmetic and bookkeeping machines, voice-writing machines, duplicating and data processing equipment. Typewriting skills are developed on such specialized typewriters as the long-carriage, the proportional spacing, the non-movable carriage, and the vari-typer. Considerable time in this course is devoted to the application of typewriting skills to business problems and situations. Basic skills of speed and accuracy also are refined and developed to a higher degree. The simplified keyboard and the

multiple automatic keys on many modern office machines make the functions to be performed on these machines of major importance. The similarity of the functions performed facilitates transfer from one machine to another, but a significant amount of classroom instruction should be devoted to developing an understanding of these functions. Also, the basic skills developed in typewriting and in the operation of the ten-key adding-listing machine are readily transferable to most types of keyboard equipment used in data processing.

The instruction in data processing in this course is limited to an introduction of data processing which includes the language of automation and a familiarity with data processing equipment. A further development of data processing is detailed in the courses section of this *Guide* under the course titles, *Data Recording Devices* and *Introduction to Data Processing*.

**Prerequisites:** One year of typewriting

**Grade Placement:** 11 or 12

**Length of Course:** One or two semesters, depending upon the adaptation of a particular school situation.

#### **Objectives**

1. To determine aptitudes for developing skill on specific machines.
2. To develop an understanding of the functions that office machines will perform.
3. To develop as much skill on commonly used office machines as time and availability of machines permit.
4. To develop knowledge and skills in human relations.
5. To provide opportunities for creative thinking, for exercising logical judgment, and for constructive evaluation of work performed.
6. To develop a thorough understanding of office procedures and practices.
7. To understand the importance of first-time accuracy, particularly when preparing material for input to electronically operated machines.

#### **Suggestions for the Teacher**

1. Instruction in business machines is usually offered under one of the following patterns:
  - a. *The Battery Method* which provides instruction on one machine for the entire class.

Under the battery plan, each student will have a machine available to him while instructions are being given. Obviously this method will require as many machines of each type as there are students in the class. This plan is best adapted for use in schools with large office machines offerings.

This plan can be used most effectively for units in typing, data processing, and general discussions of any piece of equipment.

- b. *The Rotation Plan* which is organized around individual or small-group instruction permits students in one classroom to work on different machines during the same class period.

This plan is easily adapted to either a large or small school. Its special advantage lies in the fact that it requires a minimum of equipment.

To facilitate the beginning of the rotation schedule, the operations of all machines should be demonstrated to the students at the beginning of the schedule year, preferably while other students are working in a battery unit such as filing or remedial typing. Demonstrations of these machines are more effective when done with small groups of students. A small group is requested to leave the regular work in the battery unit in order to watch the demonstrations. Machine demonstrations must be repeated when students later begin work on the various machines in the rotation schedule. After students have learned to operate a machine, it may be helpful to have each student assist the new learner who is scheduled to begin work on the machine.

- c. *The Integrated Method* which involves setting up a model office with several departments.

This method offers the advantage of organizing all instruction into job situations, and the students have opportunities to meet actual job standards.

The integrated method can be used in a small school, but a school with a large amount of space and equipment can more closely simulate a realistic office situation.

2. Combinations of the battery, rotation, and integrated plans may be used successfully when such combinations are carefully designed.
3. If the number or type of machines is limited in the business education department, the teacher might utilize equipment in the school office or in other departments.
4. Machine manufacturers' representatives may be invited to the class to demonstrate machines and to leave them on a short-term trial basis.
5. Field trips to local business offices will permit students to see machines being operated in banks, utility companies, and other large offices that have operating equipment not available for instructional purposes.
6. Instruction on the arithmetic machines may be organized around two basic procedures.
  - a. Teach all functions on one machine, then move to another machine and repeat the same procedure.
  - b. Teach one function (such as addition) on all machines that perform that function, then teach another function on all machines, and repeat until all functions have been taught.In either approach, it is advantageous to begin with the sim-



plest function and simplest machine to operate and proceed to the more complex functions and machines.

7. Some essential aids for effective teaching of office machines are:

a. *Job Instruction Sheets* will contain some or all of the following items:

- (1) The task to be performed
- (2) Materials and supplies needed
- (3) Step-by-step procedure to be followed in performing the task
- (4) The key points to be emphasized or cautions to be taken.

Teachers may have the students prepare job instruction sheets as they learn how to operate a machine or perform a task.

b. *Assignment Sheets*—prepared by the teacher as a means of keeping each student informed at all times of the specific assignments (in terms of problems, reading assignments, homework preparation, and the like) contained in each unit. The use of assignment sheets makes it unnecessary for the teacher to be constantly checking to see if students are working on the correct materials.

c. *The Master Schedule*—a carefully organized plan prepared by the teacher that indicates specifically the amount of time that each student will spend on each instructional unit for a semester or a year.

The teacher should prepare the master schedule prior to the beginning of school in order that each student will know exactly what units in the course will be studied each week. Both battery and rotation units will be listed in the master schedule, as well as all holidays and vacations.

Many teachers find it advisable to avoid scheduling all the rotation units in succession. Student motivation is facilitated when rotation units are alternated with battery units.

#### Evaluation Suggestions

1. Timed problem or production tests can be used to measure the student's ability to make efficient use of the machines upon which he has received training.
2. Objective tests may be given for the purpose of determining the student's familiarity with office machine nomenclature, machine parts, and purposes.
3. Office standards should be considered as well as the progress that the student has made.
4. Machine manufacturers' tests are available and give suggested standards of achievement.
5. Evaluation of personal qualities may be used.
6. Student self-evaluation is desirable.

#### Recommended Equipment for the Course

1. *Arithmetic machines*—*Full-keyboard adding-listing machines*, used mainly for listing large numbers, have rows of keys numbered one to nine and arranged vertically. The touch method is not required.

*Ten-key adding-listing machines*—basic keyboard contains only ten number keys. Particularly valuable for problems with numbers containing relatively few digits. Operating controls designed so that they are within the range of a single span of the hand. Only one key may be depressed at a time. Touch method should be required in all processes.

*Printing calculators*—a further development of the ten-key adding-listing machine, have mechanism for automatic multiplication and a special operating key for automatic division. The touch method operation should be required since the number keyboard is the same as the ten-key adding machine.

*Rotary calculators*—designed with full-bank keyboard; computations appear on total and factor dials instead of paper tape. Because of the high speed of operation and large number capacity, the rotary calculator is preferred for most large computations in which tapes with a printed record are not necessary.

*Bookkeeping machine*—performs the functions of posting and billing, for accounts receivable, accounts payable, and payroll distribution.

2. *Duplicating machines*—spirit, ink, photographic, dry copy, offset process, illuminating drawing board with styli, lettering guides, and shading screens.
3. *Voice-writing machines*—plastic disc, plastic belt, magnetic belt, magnetic tape, and wire tape.
4. *Typewriters*—both manual and electric, one manual or electric typewriter for each student.

*Special typewriters*—long-carriage, proportional spacing, vary-typer, non-movable carriage with simulated keypunch keyboard, machine with paper tape punch attachment or keypunch attachment.

5. *Keypunch machine*—a direct method of recording information in a card in which holes are punched directly into the card itself.

#### **Instructional Materials and Audio-Visual Materials**

1. Manufacturers' operating manual to acquaint student with the machine.
2. Practice or skill building manuals from publishing companies.
3. Practice sets to determine knowledge of the functions of the machine integrated with skills developed: adding and calculating machines; data processing; typewriting.
4. Skillbuilder with filmstrips on 10-key adding machine operation, typewriter manipulation, data processing, and business arithmetic.
5. Posters and charts from manufacturers of office equipment.

#### **Reference Materials for the Teacher**

1. Douglas, Blanford, and Anderson, *Teaching Business Subjects*, Second edition, (Englewood Cliffs: Prentice-Hall, Inc., 1965).
2. *Evaluation of Pupil Progress in Business Education*, American Business Education Association Yearbook, Vol. 17, (New York: New York University Bookstore, 1960).

3. Harrison Fisher, *Today's Business Machines*, (American Technical Society).
4. Harms and Stehr, *Methods in Vocational Business Education*, Second edition, (Cincinnati: South-Western, 1965).
5. Earl Nicks and Robert Ruegg, *Methods of Planning Office Practice*, (New York: Underwood Corporation).
6. Edward J. Laurie, *Computers and How They Work*, (Cincinnati: South-Western, 1965).

**Recordkeeping**  
(Clerical Recordkeeping, General Recordkeeping,  
Or Business Forms and Reports)

Recordkeeping is recommended for students who lack the potential ability for success in bookkeeping. It is especially valuable for those students who may leave school before graduation. It helps students to develop knowledge, skills, and attitudes necessary for performing the clerical tasks involved in basic payroll work, simple tax reports, and keeping simple records, both single- and double-entry. The study of many types of simple business forms and reports are essential aspects of the course.

**Grade Placement:** 10, 11, or 12

**Length of Course:** One year

**General Objectives**

1. Develop basic skills for employment in office jobs involving record-keeping.
2. Assist in development of economic citizenship
3. Encourage students to pursue further study.

**Specific objectives may be to:**

1. Provide meaningful business problems at the learner's level of understanding.
2. Develop the basic vocational skills that are common to clerical office jobs in which recordkeeping is involved.
3. Provide an understanding of elementary business concepts, procedures, and business forms.
4. Help develop proper work habits and attitudes.
5. Provide skills and knowledge that students can use in everyday personal business activities.
6. Refine basic skills of computation, reading, and penmanship.
7. Provide an introduction to double-entry bookkeeping.

**Suggestions for the Teacher**

1. An understanding of the nature of business is an important part of the instruction in recordkeeping.

2. Students should be helped to understand the importance and place of records in modern business.
3. An inventory type test may be administered during the first week of class to determine individual skills and understandings of materials that are to be presented in the course. As soon as the teacher identifies ability levels, each student should be allowed to work at his own rate of speed. Any lag in the work of a student should be investigated immediately so that he may be motivated to make continuous progress.
4. Since complete accuracy in records and forms is essential in business, all work must be checked constantly, and corrections made whenever necessary. No penalties should be given for errors (unless excessive) when they are corrected within a given time limit. Proper procedures for making corrections should be an integral part of the course.
5. Well-prepared materials (student, teacher, or commercially prepared) should be utilized. These materials include case studies, films, film strips, slides, charts, posters, transparencies for overhead projector, flannel board lectures, and bulletin board displays. Students with part-time jobs should be encouraged to contribute appropriate experiences. Forms used in local businesses can be brought to class and discussed. Field trips and talks by local business people are helpful but must be planned carefully.
6. Enrichment materials for reconciliation of bank statements, payroll work, budget preparation, family finance study, insurance records, and installment buying records should be included. The materials may be used for individual work or as total class projects.
7. The use of adding machines will facilitate skill in horizontal additions and in proving records.
8. The learning activities described in General Business may be applicable in some areas of recordkeeping.

#### **Evaluation Suggestions**

The effectiveness of the course in recordkeeping may be evaluated by answering the following questions:

1. Has student interest been maintained?
2. Has course planning been done in accordance with local business needs? With student needs?
3. Are the business forms used in the course current and in common use? Do they represent information common to most business forms?
4. Have the students improved in simple arithmetic skills? In their understanding of business vocabulary? In their understanding of general business procedures?
5. Is all available time used effectively? Can students proceed from one problem or unit to the next without waiting to be told? Is work done cheerfully?
6. Does each student's work meet proper business standards?
7. Could the students be recommended for clerical jobs?
8. Have the students been tested at regular intervals to measure progress?

9. Has remedial work been provided?
10. Are grading standards established in terms of both quality and quantity of work?
11. Do students express an interest in further work or study?

#### **Recommended Equipment for the Course**

The recordkeeping course can be effective with nothing more than the textbook, business forms, and writing materials. Basic equipment could include adding machines. Other equipment and machines may be included as the scope of the course demands. The teacher of the recordkeeping course should work in close cooperation with teachers of other business education courses so that duplication of instruction may be kept to a minimum. In this way equipment can be shared for maximum utility.

#### **Instructional Materials and Audio-Visual Materials**

Full use of income tax instruction kits supplied by the government should be reserved for business mathematics and bookkeeping courses. However, students in recordkeeping should become familiar with income tax tables and forms. These will be supplied through the Internal Revenue Service upon request.

Instructional materials of all kinds are available from the publishers of the textbooks. They will also supply lists of related materials with full instructions for use. These materials contain such things as practice sets, films, film strips, and related workbooks.

### **Salesmanship**

Salesmanship is a course designed to develop an interest in problems and relationships common to the consumer and retailer, an understanding of basic principles and techniques involved in buying and selling, and a knowledge of the psychology of persuasion.

The course in salesmanship includes:

1. The place of salesmanship in the American economy and its value in everyday living.
2. An investigation of possible careers in selling.
3. A study of the customer and his reasons for buying.
4. Consideration of the personality of the successful salesperson.
5. A study of the technique of selling.
6. Practice in the techniques of selling.
7. A study of the special services to customers, ethics of selling, and problems of getting and keeping a sales job.

**Grade Placement:** 11 or 12

**Length of Course:** One semester

### **Objectives**

1. To help the student decide if he is interested in selling as a career and possesses the necessary qualifications.
2. To help the student develop an understanding of the basic principles and techniques involved in buying and selling.
3. To help the student develop personal skills in selling.
4. To help the student evaluate sales appeals and techniques so that he can recognize the productive from the unproductive and the ethical from the unethical.
5. To show the student the opportunities of advancement from sales into merchandising and management and other career possibilities.
6. To impress upon the student the necessity for a thorough knowledge of the products which he may sell and of the importance of service in the field of selling.
7. To give the student a knowledge of how to use the principles of selling in applying for a job.

### **Suggestions for the Teacher**

1. Utilize community resources:
  - a. Sales personnel from local stores may give demonstrations during regular class periods or in the stores.
  - b. Local merchants may give talks about store systems and procedures for pricing and promoting the sale of merchandise.
  - c. Students may report observations in local stores.
  - d. Students may obtain part-time jobs.
  - e. A field trip to a large department store will enable the students to observe salesmanship in action.
2. Utilize audio-visual materials to enrich learning experiences.
3. Utilize student participation:
  - a. Role-playing
  - b. Panel discussions
  - c. Group work
  - d. Research and surveys
4. Assign each student a continuing merchandise project on a particular product. This project may run through the entire semester and will give the students an opportunity for creative work.
5. Assign basic research studies on customer buying habits, selling techniques, and career opportunities in a community.
6. Obtain copies of trade publications and journals from store managers for study and use in reports, projects, etc.

### **Evaluation Suggestions**

Achievement may be measured by performance on written, oral, and other individual and group projects. Essay tests are valuable in determining the progress of the student in organizing his thoughts and in expressing himself clearly. A rating sheet will prove helpful in evaluating performance in the classroom.

### **Recommended Equipment for the Course**

The salesmanship classroom should have the following equipment for the use of students giving demonstration sales talks: a sales counter,

wrapping paper and paper bags, sales slips, charge slips, cash register, showcase, variety of racks (wooden, metal, or plastic).

#### **Reference Materials for the Teacher**

A complete list of films, filmstrips, and reference books may be found in the teacher's manual.

### **Secretarial Office Practice**

Secretarial Office Practice is designed to provide stenographic practice for those students who have completed one or two years of shorthand and typewriting, and who need to integrate shorthand and transcription knowledges and skills into the total activities of a business office. Although it is a finishing course in which efforts are made to bridge the gap between the student's stenographic instruction and initial employment as a stenographer or secretary, it also embraces the development of related skills, knowledges, and understandings which will raise the student's competency level.

The secretarial office practice course includes all the content in the office machines course and the clerical office practice course. It also includes subject matter units and skill building activities that specifically relate to the work of the secretary. The chief difference between Secretarial Office Practice and Clerical Office Practice is that in the former a considerable amount of time is devoted to additional skill building in shorthand and transcription and the student's stenographic skills are applied to the tasks performed in a business office. In schools where Office Machines is not offered as a separate course, instruction in machines may be included in Secretarial Office Practice. If, however, both courses are in the curriculum, no work in machines will be included in Secretarial Office Practice. If class enrollments are small, the secretarial and clerical office practice classes may be combined.

**Prerequisites:** One year of typewriting and one year of shorthand

**Grade Placement:** 12

**Length of Course:** One year (One period daily if Typewriting II and Shorthand II are offered; two periods daily if they are not offered).

#### **Objectives**

The purposes of this course are to prepare pupils for initial employment and advancement in stenographic or secretarial positions.

and to develop basic appreciations, attitudes, understandings, habits, and ideals which will contribute to a successful life.

#### **Specific Objectives**

1. Attain a high degree of skill in typing, taking shorthand dictation, and transcribing shorthand notes.
2. Refine and/or develop skills and knowledge in the use of office machines. (See office machines course.)
3. Develop proficiency in handling general clerical activities. (See clerical office practice course.)
4. Develop an understanding of business organization and office procedures and standards.
5. Improve basic skills—mastery of English grammar, oral and written expression, numeric reasoning, and reading comprehension.
6. Develop desirable traits of personality and office decorum.
7. Develop an awareness of the current employment situation, and learn proper procedures for securing employment.

#### **Suggestions for the Teacher**

1. Maintain an ideal office atmosphere in the classroom. Simulate office situations in classroom arrangement, furnishings, and activities as often as possible. If the students take pride in being members of an office staff, they will strive to maintain high office standards.
2. Give demonstrations, including demonstrations by experts in the field and by gifted students. Make use of guest speakers, emphasizing free discussion periods following the initial presentations. Arrange for manufacturers to demonstrate new equipment. Use audio-visual aids to enrich the learning process.
3. Utilize community resources to provide training that cannot be as effectively taught in the classroom.
4. Pretest the students' basic skills to determine the remedial training needed and make provisions to meet these needs. Let the students participate in setting definite goals toward which to work.
5. Provide file space and folders for students to keep daily work filed in chronological order so as to have a constant check on their rate of progress. Occasionally file the students' shorthand notes and have them transcribe cold notes several days later to impress upon them the importance of accurate shorthand outlines. At the end of the year, selected materials from the folder may be used to present sample work to prospective employers.
6. Divide the class into office staffs and assign each person a specific position (stenographer, receptionist, file clerk, bookkeeper, duplicator, staff supervisor, etc.) in which he may specialize. Rotate the assignments during the year. Permitting the students to make their own selections may encourage them to work more diligently. This technique helps to develop initiative, a sense of responsibility, loyalty, respect for authority, and rapport with fellow workers, as well as to improve the individual's skills. Give the staff supervisor the authority to decide the mail-



ability or acceptability of the staff's work before it is submitted to the teacher. Students will tend to become better proofreaders as they assume the responsibilities of the supervisor and strive to upgrade the quality of their staff's work.

7. Teach the students to develop good work habits and to make effective use of secretarial tools, equipment, and references as part of their daily routine. Emphasize the necessity of assuming responsibility for proper care of the equipment without having to be reminded.
8. Vary the type of dictation. Provide practice in taking office-style dictation, minutes, reports, two-page letters, and inserts for business forms. Dictate letters that actually will be mailed. Use records and dictation equipment with multiple channel listening stations to provide for individual students whose needs for dictation speeds may range from 80-130 words a minute. Dictate on tapes or records actual business letters that have been received. Ask businessmen to record some letters they have received or the answers to these letters. Ask faculty members, particularly men, to dictate letters to the class.
9. Provide extensive practice in building transcription skill—emphasize both mailability and rate (30-50 words a minute).  
Because office workers cannot work uninterruptedly, occasionally break into the transcription period to help them learn to cope with such interruptions.  
Provide opportunities for all students to build transcription skill on both electric and manual typewriters.  
Make homework assignments more meaningful by providing opportunities for students to check out dictation speed records. A progress chart of each student's achievement may be kept in the classroom. Pupils may also be encouraged to make oral and written reports on books or articles which refer to the dictation and transcription process.
10. Make frequent use of timed copy and accuracy copy work. Help students learn to estimate the amount of time and supplies needed to complete production jobs.
11. Toward the end of the course, have students come to class dressed appropriately for the office. If possible, place students in offices for actual work experience.
12. Remember that secretarial office practice is an activity course. Avoid too much class discussion, recitation, and lecture presentation. Give the students every possible opportunity to build production skill in simulated or actual office jobs.

#### **Evaluation Suggestions**

Pupil progress in Secretarial Office Practice may be measured by means of standardized tests, formal tests, informal tests administered at frequent intervals, pupil self-rating, teacher observation, anecdotal records or reports, and ratings by persons to whom pupils are assigned for work. When personal qualities and attitudes are to be considered in grading, the margin of improvement should be given consideration. In evaluating rates of production, office standards and the progress of the individual student should be considered. Some methods of evaluation are:

*Daily progress on short intensive drills* (repetitive sentences, short paragraphs, etc.) should be measured.

*Timed dictation tests* may be given at regular intervals, such as weekly or bi-weekly, at speeds ranging from 80-130 words a minute, depending upon the ability of the class.

*Daily transcription* of letters and articles transcribed for practice purposes may be used by the pupils for self-evaluation. Teachers should keep records of the quantity of mailable material produced by the student and the transcription speeds. Progress charts may be displayed as motivation devices.

*Timed speed and accuracy tests* should be given at intervals to measure the students' typing proficiency.

*Production tests*—tests based on timed production of mailable letters, envelopes, or other business forms—should be given at regular intervals. The marking scale used should be based on the quantity of mailable pieces of material produced in the allotted time, depending upon the ability of the group, the nature of the material, and the standards of the school.

*Special tests:* Civil Service Tests; the National Business Entrance Tests, prepared by NBEA and administered by an approved center; teacher-prepared tests; standardized tests, available from book publishers, educational groups, private companies, and employment offices may be used to rate the students occasionally.

Standardized pupil *personality tests* such as the California Test of Personality, The Minnesota Multiphasic Personality Inventory, and the SRA Youth Inventory, may be administered by the guidance department. A trained Vocational Counselor should discuss the results on an individual basis.

*Performance tests* on specific machines may be given at the end of a training unit. Ratings of performance, including the technique displayed and the finished product, may be indicated on a check list.

*Textbook and workbook assignments, projects, reports, and class discussion and participation*—evaluations of these activities should be made carefully by the teacher. Spelling, punctuation, capitalization, grammar usage, and oral expression *must* be emphasized constantly and adequately evaluated.

#### **Recommended Equipment for the Course**

The facilities used for the shorthand, office machines, and clerical office practice course also may be used for secretarial office practice. *Provisions should be made for each student to have a typewriter for transcription.* A simulated office arrangement is recommended and secretarial furnishings desirable.

(See Chapter IV, Facilities, Physical Layout, and Equipment).

#### **Instructional Materials and Audio-Visual Aids**

##### **1. Films**

##### **a. Coronet Instructional Films**

Coronet Building

Chicago, Illinois

*Building Typing Skill*, 11 min.

*Choosing Your Occupation*, 11 min.

*Developing Self-Reliance*, 11 min.

*How to Keep a Job*, 11 min.  
*Secretary Takes Dictation*, 11 min.

- b. Encyclopaedia Britannica, Inc.  
425 N. Michigan Avenue  
Chicago, Illinois 60611  
*Getting a Job*, 16 min.  
*Office Teamwork*, 11 min.
- c. Gregg Division  
McGraw-Hill Book Company  
Hightstown, New Jersey  
*The Champions Write*, 15 min., color
- d. National Education Films  
NEA Building  
1291 Sixteenth Street, N. W.  
Washington 26, D. C.  
*Duties of a Secretary*
- e. U. S. Office of Education  
Washington 25, D. C.  
*Introducing the New Worker to His Job*

## 2. Filmstrips

- a. Gregg Division  
McGraw-Hill Book Company  
Hightstown, New Jersey  
*Taking Dictation and Transcribing*, 10 min.
- b. Keystone Steel and Wire Company  
Audio-Visual Department  
Peoria, Illinois  
*Education Plus*
- c. Ideal Pictures, Inc.  
1010 Church St.  
Evanston, Illinois  
*Dear Boss*

Professional magazines and audio-visual catalogues are excellent sources for securing additional information about films and filmstrips.

- 3. Transparencies, prepared or teacher made  
3-M Company (Minnesota Mining Materials)  
Visual Products Division  
2501 Hudson Road  
St. Paul, Minnesota  
or  
General Aniline Corporation  
1410 W. 51st St.  
New York, N. Y.

- 4. Records  
Dictation Disc Company  
Gregg Secretarial Training Records

See other instructional materials listed in office machines and clerical office practice courses.

## Shorthand I

Shorthand is designed to develop skills, knowledges, and attitudes that are essential to success in stenographic occupations. Thus, shorthand is entirely vocational in nature. This course offers elementary background in the development of usable shorthand skills and requires an extended period of study with exercises designed for the student to take verbatim notes at whatever rate the material is being dictated.

*The Successful Shorthand Student.* As described in the sequence section of this guide, there are many prerequisites to reaching the proficiency desired, and some form of prognosis is desirable in guiding the learner in his desire to study shorthand. Published prognostic tests, developed through research, are listed below:

- a. Buyers Shorthand Aptitude Test  
Allied Publishers  
204 Jackson Towers  
Portland, Oregon
- b. ERC Stenographic Aptitude Test for Shorthand  
Science Research Associates  
259 East Erie Street  
Chicago 11, Illinois
- c. Turse Prognostic Tests  
Harcourt, Brace, and World, Inc.  
750 Third Avenue  
New York 17, New York

It is recommended that they be used as only one of the factors in predicting shorthand achievement, primarily because they do not measure drive or perseverance under pressure. At the present time, the best prognosis is an accumulation of such data about the learner as the following:

- Average of English grades  
(this prediction is the most valid of all factors that might be considered)
- Scores on prognostic tests
- General intelligence ratings
- Scholastic grades or over-all average
- School attendance and industriousness
- Typing grade

Unless the student has *average or above* abilities, he is unlikely to gain the skill needed to use shorthand as a vocational skill; and he should be guided into some other occupational preparation to which he will be better suited.

*Time to Take Shorthand.* A few students may benefit by taking shorthand in the 10th grade, especially if a school offers a culminating course integrating the various secretarial skills. Experience has indicated that the most successful grade placement for beginning Shorthand I has been the 11th grade, so that at least one or more semesters for the development of speed and transcription skills may be offered in the senior year, with possibly one semester devoted to secretarial procedures. Wherever it is possible for schools to offer Typewriting I on the 10th grade level, it is recommended that one year of typewriting instruction be a prerequisite to enrollment in beginning Shorthand I, since typewritten transcription is an essential part of shorthand instruction. When Typewriting I and Shorthand I must be started at the same grade level, usually 11th grade, it is recommended that handwritten transcription be used during the first semester of shorthand instruction and that typewritten transcription be started at the very beginning of the second semester.

#### **Objectives**

The shorthand skills and knowledges which may be used in business situations need to be developed in an atmosphere calling for desirable personality traits, as well as businesslike habits, attitudes, and interests. The first-year shorthand student will:

1. Be able to read rapidly and accurately from shorthand plates and from dictation notes.
2. Develop theory principles sufficient to enable him to form correct outlines when taking dictation.
3. Develop skill in fluently writing material from dictation, forming well-proportioned outlines to facilitate rapid and accurate transcription.
4. Develop ability to transcribe rapidly and accurately his own shorthand notes taken from dictation.
5. Refine skills in proofreading, typing, placement of typewritten materials, spelling, punctuation, and the like.
6. Develop an attitude of willingness and desire to produce materials that meet standards ordinarily required by business offices.
7. Develop skills and attitudes necessary to produce mailable letters at acceptable rates of speed and with an acceptable degree of accuracy.
8. Develop a vocabulary of common business terms.

9. Develop an appreciation for the importance of shorthand as a communication tool in the business office and an appreciation for the work performed by secretarial and stenographic employees.

#### **Suggestions for the Teacher**

The textbook and accompanying teacher's manual will be suggestive of the organization of skill-building procedures. Following are some of the learning activities grouped into the two major skill development areas in the beginning shorthand class.

#### **Suggestions for Developing Writing Skill**

1. Emphasis should be placed on the automatization of the shorthand alphabet and related symbols.
2. Brief form lists should be practiced to the point of instant response.
3. Basic writing style of the student should not be changed.
4. Correct habits of writing fluently must be developed from the beginning.
5. Textbooks should be kept open during the beginning stages of dictation.
6. Definite intermediary and end-of-semester goals should be established.
7. Extensive homework practice is most important.
8. Homework practice should be repetitive but varied—

*Whole sentence copy method*—read a sentence, then write the sentence from memory; continue until the paragraph is completed; repeat, trying to write more rapidly on each writing.

*Timed copy method*—use timing record, stop watch or clock.

*Sentence repetitive method*—writing the sentence three times each time getting faster until notes show pressure by becoming distorted.

*Tracing method*—copy the homework paragraph; then drypen (write with a retracted ballpoint) and read the notes several times until reading from notes is as fast as from print.

*Scribble writing*—read a paragraph until it is read fluently, then self-dictate at a normal reading rate keeping eyes on the plate while reading and writing rapidly, then returning to controlled writing.

*Self-dictation*—practice repetitively a phrase, clause, or whole sentence until it is possible to keep up with the normal speaking voice.

9. Every class period should include some dictation at rates attainable by the slower students and some at rates high enough to challenge the faster students.
10. Dictation speed on familiar material should exceed the expected rate on new material by 20 to 40 words a minute.
11. Speed spurts should be followed immediately by dropping back to a slower rate to regain controlled writing.
12. New-matter dictation goals should be established for first semester.

13. Graded new-matter dictation should begin as soon as the learner can write practice material at rates of 80 to 120 words a minute on repetitive takes.
14. Ungraded new-matter dictation should not be given until the introduction of new theory has been completed.
15. Speed is most efficiently developed through planned repetitive practice of shorthand takes through the 1-minute and stair-step speed building plans.
16. New-matter dictation, in the early stages, should be easy and brief.
17. Liberal preview should be employed when introducing new matter dictation—postview in the later stages.
18. Records of individual reading rates are an aid to good daily homework preparation which ultimately aids in the development of writing skill.
19. Mailable letter production should be included in the second-semester course.

#### **Suggestions for Developing Transcription Skill**

1. Typewritten transcription needs to be taught during the first year of shorthand. The trend is to begin typewritten transcription with the first assigned lesson and develop it along with the shorthand knowledges and skills.
2. Transcription skill should be presented in its simplest form—proceeding to the more complex.
3. Transcription skill building is begun by transcribing from sentences dictated from homework at a rate between 20 to 30 words a minute, reading first from the notes and then transcribing each sentence repeatedly 3 or 4 times from the shorthand notes. Within this same class period the dictation rate can increase to 40-60-80 words a minute and students transcribe from the speeds at which they are able to write all of the dictated material.
4. Transcription drills gradually move from sentence to paragraph to short letters. As the student progresses in his transcription skills, the drills should include punctuation, should require the student to correct typographical errors, and should reflect an increase in the rate of dictation and length of transcribing time.
5. Drills that are used to build typing speed and accuracy can be used to build transcription skill.
6. Determining transcription rate from timed straight-copy transcription is an effective means of building transcription ability. By using a 50-space line, the students can easily determine rate by multiplying 10 words per line times number of lines transcribed. Material to be used can be first the homework plate, then new material plate, and then dictated material. The length of the transcription can be three or five minutes.
7. Mailable transcripts are used as transcription drills after transcription skill has been developed to a high level on unarranged material.

8. Rate of dictation for transcription skill building purposes is about 20 words a minute below the student's dictation speed building rate.

#### **Other Suggestions for the Teacher**

1. Every minute of the class period in shorthand should be devoted to some aspect of skill development, personal trait development, or development of knowledges in human relations.
2. After students have started writing, the most beneficial learning activity for the student is writing from dictation.
3. Shorthand students should have frequent opportunities to transcribe shorthand notes, every day if possible.
4. Shorthand vocabulary and word lists are learned most effectively through oral drills from the chalkboard.
5. Too much formal testing tends to hinder skill development in shorthand.
6. The shorthand class period should be characterized by a variety of learning activities, such as reading, writing, transcribing, oral drill, and listening, and the time devoted to each activity should be relatively short.
7. The procedures used to develop writing and transcribing skills, although comprising only short periods of time in any one class period, must be continued over several days or weeks to be most effective.
8. The shorthand teacher should be enthusiastic and optimistic, and should encourage students to make sustained efforts at all times.

#### **Evaluation Suggestions**

Indications of progress, however small, give the shorthand learner a feeling of accomplishment, permit him to relax, and motivate him to seek new goals. No detailed list of standards is given here because it is believed that each teacher or school should set up standards in terms of the local situation. Following is a list of the elements to be considered in measuring student progress:

1. Determine early in the instruction period the elements of learning that are necessary for the development of skill in first-year shorthand.
2. Decide early in the course the competency level that will be expected for each type of learning activity.
3. Keep the standards flexible.
4. Set standards which are short term rather than long term.
5. Keep students aware of class standards.
6. Set standards for all aspects of the first year of work:

Homework  
Reading skill  
Theory principles  
Dictation speed  
Transcription rates  
Mailable letters



7. Weight the learning activities in relation to the degree of time spent on the activities in class.

As much as possible and practical, the teacher should evaluate each learning activity to determine if the objectives are being achieved. Specific items that a teacher might consider in measuring student progress and in determining whether students are developing the required competencies include:

- \_\_\_\_\_ Does the student read fluently for meaning or is he a word-caller?
- \_\_\_\_\_ Does he drypen or scribble-write lightly and conscientiously when rapid dictation is given and when reading shorthand?
- \_\_\_\_\_ Are the straight lines straight? Are the hooks narrow and deep? Are the large circles contrasted with the small?
- \_\_\_\_\_ Can he take dictation at rates of 60 to 110 words a minute on practiced material for 1, 2, 3, or 5 minutes?
- \_\_\_\_\_ Can he take dictation at rates of 60 to 90 words a minute on new material for periods of 3 minutes?
- \_\_\_\_\_ How fast does he transcribe from the text; from his own notes?
- \_\_\_\_\_ Does he know and is he able to write readily the brief forms, and special forms?
- \_\_\_\_\_ Can he write with an acceptable degree of accuracy and transcribe a list of 100 words chosen to represent theory principles?

At the end of each grading period, at least during the first semester, the teacher may use the curve of normal distribution when assigning grades to transcription work. *Typewriters should be available for transcription during the first year.* The materials transcribed at first may be in the form of sentences, paragraphs, or short letters. No detailed list of standards is given here, but a good plan is for the teacher to set up reasonable, tentative goals in the first year, and study his records for several years. After some classroom research and experience, perhaps he can raise the goals by more effective teaching. Local sets of standards may be set up by department chairmen in large schools, or by county committees.

**Suggested Equipment and Facilities for the Course**

1. *The Shorthand Laboratory.* Installations of dictation equipment in the shorthand classroom range from a single tape recorder to elaborate multiple listening units. The simplest type of equipment consists of a tape recorder or record player for which the teacher may prepare his own tapes or may purchase commercially prepared dictation materials.

Shorthand classes tend to divide themselves into about three levels of speed achievement. Without the use of such facilities as a shorthand laboratory, the teacher cannot teach effectively more than one-third of the class at a time; consequently, two-thirds of the class is not being reached some time during the class period.

Small schools have found that it is possible to utilize dictation equipment through the use of jacks and earphones. A single tape recorder may be used with attachments allowing one to six students with earphones to listen to dictation given at one speed while the teacher is dictating to the rest of the class at another speed. As more money becomes available, additional tape recorders, record players, or

other sources of dictation may be purchased. Each recorder added to the installation increases the number of dictation speeds available simultaneously to the students. If a room is equipped with four tape recorders with outlet boxes serving six students each, placed at various areas around the room, students will be able to choose their practice from any one of four different dictation speeds. For example, the tapes on Channel A might be dictated at the rate of 60 to 80 words a minute; on Channel B, from 70 to 90; on Channel C, from 80 to 100, and on Channel D, from 90 to 110. This arrangement is the type that is recommended for schools which cannot afford permanently installed listening units.

Other schools have found it possible to install permanent shorthand dictation laboratories. Such rooms are equipped with a battery of dictating machines, record players, teacher's voice channel, and/or tape recorders. Each student selects the dictation speed best suited for his ability by "tuning in" on the appropriate channel. The dictating machines used for this practice may serve a dual purpose and be used for machine transcription in the office practice or typewriting classes.

## 2. *Recommended Uses of the Shorthand Dictation Laboratory.*

- a. The equipment should never serve as a substitute for the teacher but rather as a means of improving the classroom instruction. In shorthand classes, audio equipment loses part of its effectiveness if it is used excessively. Part of every period should be devoted to teacher's dictation, drill, and theory review.
- b. Material to be used should be carefully selected to meet the learning goals of the particular day. Daily homework assignments, correlated with the textbooks, may be secured on commercial tapes. Shorthand dictation records may be purchased from a number of companies.
- c. If a teacher prepares his own tapes or belts, a spiral pattern of speed development is recommended; such as the 1-minute or stair-step speed building plans.
- d. There are many variations that can be applied in using listening stations—
  - (1) The day's lesson may be dictated at 60, 70, 90, 100 words a minute with each rate being on a separate tape and the student switches from one channel to another as he is able to write at each rate.
  - (2) Students can be asked to listen to the dictation material as they read from shorthand plates forcing them to develop more rapid reading rates.
  - (3) Transcription drills primarily planned for speed and accuracy development, building mailable copy ability, and applying number, punctuation, symbol, capitalization, and possessive rules can be dictated.
- e. The teacher will be busy while students are using the multiple listening stations:
  - (1) Moving from station to station to monitor the students' work and giving help as needed.

- (2) Giving direction to the students regarding which channels will be most helpful for them to use.
  - (3) Giving special help to students who have been absent or need individual attention.
  - (4) Giving dictation to a particular group.
- f. Preview sheets are helpful when students are taking dictation via the listening station. These preview sheets are prepared by selecting representative words from the dictation, writing the shorthand outlines on a master carbon, running off sufficient copies for class use, and laminating each separate sheet, which permits it to be used for a long period of time. The directions for using the preview sheets should be included in the material dictated on the tape or belt.
  - g. A technique for helping students learn to write outlines correctly is to have a "magic slate" on the desk where the student is taking dictation from a tape. As the student needs help with special outlines, he raises his hand and the teacher walks to the desk and writes the correct outline on the "magic slate."
  - h. A supply of dictation records can be placed in the library and students are encouraged to check them out, just as they check out books, to provide opportunities for practice at home.
3. *Other Equipment and Facilities*
- a. Typewriters (one for each student)
  - b. Stopwatch
  - c. Adjustable chairs
  - d. Caution should be taken to purchase student desks that will be large enough for the typewriter and for ample space for good dictation speed building procedures.
4. See the chapter of this *Guide* entitled, "Facilities, Physical Layout, and Equipment" for further details of the shorthand practice laboratory.

#### **Instructional Materials and Audio-Visual Materials**

- 1. English and shorthand dictionaries
- 2. Records and tapes for dictation speed building, transcription drills, office-style dictation
- 3. Dictation speed building books
- 4. Transcription development books
- 5. Overhead projector transparencies, or acetate roll film
- 6. Skillbuilder and shorthand filmstrips
- 7. *Business Teacher*
- 8. *Today's Secretary*

#### **Reference Materials for the Teacher**

- Douglas, Blanford, and Anderson. *Teaching the Business Subjects*, Second edition, (Englewood Cliffs: Prentice-Hall, Inc., 1965).
- Robert L. Grubbs, "Rx for Effective Shorthand Teaching," *Business Education World*, Reprint (New York: McGraw-Hill, 1960).

Marion Lamb, *Your First Year of Teaching Shorthand and Transcription*, Second edition, (Cincinnati: South-Western, 1961).

Louis A. Leslie, *Methods of Teaching Gregg Shorthand*, (New York: McGraw-Hill, 1953).

*Secretarial Education with a Future*, The American Business Education Yearbook, Volume 19, 1962.

## Shorthand II

*Advancing the Skills.* The third and fourth semesters will bring the diligent student in the junior or senior year closer to a degree of vocational skill in taking dictation and transcribing it in mailable form. Only when the shorthand skills have become highly automatized and the transcription is produced with mailable accuracy is the shorthand *tool* of most value. Trying for 100 words a minute and beyond will be a main objective, but it must be integrated with typewriting and English skills to meet production standards. Extension of the student's shorthand vocabulary will be needed, together with increased understanding of business, economic, and, if necessary, specialized terminology.

### Objectives

The second-year shorthand student will:

1. Build high level dictation-transcription skills on short takes and sustained skill on longer takes.
2. Develop the ability to produce mailable copies at an acceptable rate for vocational use.
3. Increase his ability to perform automatically the basic techniques of transcription—correct and simultaneous use of shorthand, typewriting, and grammar.
4. Develop and improve desirable character traits required of a successful stenographer.
5. Review the basic skills of typewriting, shorthand, and English.
6. Develop the ability to solve various problems of transcription.
7. Develop ability to take office-style dictation.
8. Become informed on employment standards and job opportunities.
9. Develop an understanding and appreciation of the duties performed and responsibilities accepted in the position of stenographer and the interrelationship which exists between the application of shorthand and transcription skill and the fulfillment of the complete job as secretary.

### Suggestions for the Teacher

1. Many of the suggestions for the teacher listed under Shorthand I will apply to the teaching of Shorthand II.

2. The teacher will want to make full use of the texts and teacher's manuals for procedures and activities suited to the advanced course work.
3. The use of occasional office-style dictation and frequent use of dictation tapes will enable the student to gain needed skill and confidence and take care of individual difficulties.
4. See the discussion of shorthand dictation equipment described for Shorthand I and in the chapter entitled "Facilities, Physical Layout, and Equipment."
5. The importance of developing neatness, accuracy, industriousness, and cooperation—habits and attitudes needed for success on the job—should be stressed. A level of vocational proficiency in shorthand is necessary but cannot be separated from the whole personality required on the job.

#### Evaluation Suggestions

Progress toward the general objective of producing a usable transcript should be measured from time to time, as early as possible and as often as feasible, in the sequence of shorthand and transcription courses. Daily lesson materials should be of the same kind as materials used in evaluation. As in Shorthand I, it is necessary to set standards for all aspects of the second year of work:

Homework  
Theory principles  
Dictation speed  
Transcription rates  
Mailable letters, memorandums, and short articles

Specific items that a teacher might consider in measuring student progress and in determining whether students are developing the required competencies include:

- \_\_\_\_\_ Does the student have the ability to take verbatim and office-like dictation, with an understanding of business terms and ability to transcribe accurately on the typewriter at 25 to 50 words a minute, and with knowledge of how to set up the transcript in usable form?
- \_\_\_\_\_ Does the student have the ability to take verbatim dictation for 3 or 5 minutes—
  - \_\_\_\_\_at 80 words a minute?
  - \_\_\_\_\_at 100 words a minute?
  - \_\_\_\_\_at 120 words a minute?
  - \_\_\_\_\_at 130 words a minute?
- \_\_\_\_\_ Does the student have a good memory for recalling the details of dictation matter? Does he understand the content of business dictation, thinking over its reasonableness?

Toward the end of the final course in Shorthand II (either third or fourth semester) the goal of the learner should be the achievement of production standards which the teacher has set up after considerable research. Suggestions for grading mailable letters may be obtained from educational publications in the field and particularly from the correction manual for the National Business Entrance Clerical Abilities Tests in Shorthand. The teacher will soon discover that these cor-

rection rules are detailed, difficult to administer, and require many subjective judgments. It will help somewhat if the teacher familiarizes the students with these correction rules. Even though difficult and time-consuming, this type of procedure appears to be a good way in which to judge the student's work in terms of the vocational goal.

#### **Recommended Equipment for the Course**

The equipment and shorthand laboratory information listed under Shorthand I will also apply to Shorthand II.

#### **Instructional Materials and Audio-Visual Materials**

1. The materials listed under Shorthand I will also apply to Shorthand II.
2. Office-style dictation materials published by business supply manufacturers and machine companies.
3. Current articles, especially those in the area of economics, to use for dictation purposes, for the development of thought and vocabulary.
4. Irol W. Balsley and Jerry W. Robinson, *Integrated Secretarial Studies*, Jubilee edition, (Cincinnati: South-Western, 1964).

#### **Reference Materials for the Teacher**

1. The references listed under Shorthand I will also apply to Shorthand II.
2. The references listed under Clerical Office Practice and Secretarial Office Practice will apply to Shorthand II.

### **Shorthand (Machine)**

This course is designed to prepare students to become touch shorthand writers through the use of machines. Though machine shorthand is easily adaptable to most office situations demanding shorthand skill, it lends itself best to high-speed court reporting and conference reporting (prolonged dictation at high rates of speed). Studies have shown that higher speeds and greater accuracy can be attained with less fatigue through the use of machine shorthand than with manual shorthand. Machine shorthand may allow those who have good potential in secretarial skills, but not in manual shorthand, to become high-speed stenographers.

Prerequisites, grade placement, and length of course are the same as shown under the courses titled Shorthand I and Shorthand II.

#### **Suggestions for the Teacher**

1. Have a court reporter speak and demonstrate to the class early in the course.

2. Arrange a field trip at the end of the first semester to a session in court or the legislature to see a court reporter in action on the job.
3. Have the class visit a lecture where notes are being taken by means of touch shorthand.
4. Encourage students to focus eyes somewhere other than on dictator while he is dictating.

#### **Evaluation Suggestions**

Refer to this section under the courses titled Shorthand I and Shorthand II.

#### **Recommended Equipment**

1. A touch shorthand machine for each student.
2. Other equipment such as dictation equipment, typewriters, and the like, will be the same as those listed under Shorthand I and II.

#### **Instructional Materials and Audio-Visual Materials**

1. A large keyboard wall chart.
2. Other materials will be the same as those listed under the courses titled Shorthand I and Shorthand II.

#### **References for the Teacher**

*A Guide to Machine Shorthand for Curriculum Planners*, Skokie: Stenographic Machines, Inc., 1963.

Hetrick A. Foss, "A Comparison of Machine and Manual Shorthand," *Balance Sheet*, May 1964, pages 340-343, 381.

*Handbook for Machine Shorthand*. Skokie: Stenographic Machines, Inc., 1962.

*In Touch With a Promising Future*. Skokie: Stenographic Machines, Inc., 1965.

*Lesson Guide for Teacher Training*. Skokie: Stenographic Machines, Inc., 1960.

*Manual for Stenographic Teachers*. Skokie: Stenographic Machines, Inc., 1957-1962.

*Phonetics for Machine Shorthand*. Skokie: Stenographic Machines, Inc., 1958.

"Shorthand," *The World Book Encyclopedia*. 1960 edition, Vol. 16, page 357.

"Special Report: Stenograph at Westmont Hilltop High School," *Business Education World*, December, 1962, pages 2-3.

*Stenography in Transition*. Skokie: Stenographic Machines, Inc. 1961.

*Touch Shorthand in Business Education*. Skokie: Stenographic Machines, Inc., 1965.

*Touch Shorthand Letter*. Skokie: Stenographic Machines, Inc., 1965.

*Training Secretaries for the Executive Level*. Skokie: Stenographic Machines, Inc.,

Dorothy M. Woodard. "Machine Shorthand and our Changing Times," *Balance Sheet*, April 1964, pages 347 and 351.

### Shorthand, Personal (Notemaking)

Mainly for college-bound students and preferably offered on the senior level with emphasis on taking notes, this one-semester course prepares students to convert ideas expressed by others into capsule statements and gives students a *tool* for setting down original writing or communication. Capturing the main points of the original meaning, rather than verbatim notes, is the aim of this tool for better personal effectiveness.

There are several possibilities of choice in the medium to be used, such as Gregg Notehand, Stenoscrypt ABC Shorthand, Briefhand, and the like. These systems of abbreviated writing, combined with longhand, seek to achieve as high a degree of rapid writing as is needed to be of personal use. Usually this course is definitely not to be considered vocational in nature because at no time is the student given speed dictation for verbatim recording purposes. It is possible with the medium of Stenoscrypt, for example, to use the skill vocationally to retrain or train for upward mobility depending on the career objective. The use of the skill vocationally will likewise be tempered by the employment situation and the degree and frequency of high intensity dictation.

#### Objectives

The general objective of notemaking (here called Personal Shorthand) is to develop in the student the ability to understand and organize ideas he hears, reads, or creates himself, and to record in outline, note, or narrative form the substance of these ideas via a system of writing faster than longhand. Specific objectives are:

1. To get the student to perceive and become skillful in the *organization* of meaningful materials—ideas heard, read, or created, arranging them in outline or narrative form, with the topics and sub-topics in proper relation, and simultaneously to record the substance of these ideas in a given shorthand system.
2. To have the student become skillful in the use of a selected shorthand system; (a) being able to read it with ease and understanding; and (b) being able to write it fluently and accurately.
3. To have the student acquire the ability to use his shorthand notemaking for immediate reference and as a source of study at later times without the necessity of transcribing into typewritten form.
4. To integrate the skills necessary for (a) transcription of notes into report, resume, or outline form, and (b) the preparation of a term or research paper.

#### Suggestions for the Teacher

Suggestions about learning activities for notemaking:



1. Practice in learning the abbreviated shorthand system of writing *per se* with complete automatization of the common words, phrases, and brief forms. (Highly repetitive chalkboard drills dictated by the teacher and writing drills by the students will develop this automatization.)
2. Speeches given by people from the community, teachers from various departments of the school, and the like. (It is recommended that these speeches be taped to enable the department to build up a library for future use.)
3. Exercises for aiding the student to outline, similar to those given in textbooks of English composition or logic—
  - a. Class discussion of how to outline, followed by assignments to outline certain famous speeches, reports, arguments, or newspaper and magazine articles obtainable in printed form.
  - b. Students required to select main and subordinate ideas from the above materials. (Samples of outlining and the developing of the outline may be illustrated on the overhead projector.)
  - c. Class discussion of how to improve one's listening skills and habits, followed by assignment of exercises which are outlined, briefly at first, and in more detailed form later.
4. Textbook material of short articles, with well-organized, interesting ideas, to be used in learning the shorthand system. (In both the reading and the writing, there is a considerable amount of repetition of words and phrases to be mastered, but the emphasis should be on reproducing the outlines quickly, fluently, and in readable proportion.)
5. Practice in outlining and taking notes from speeches, panel and class discussions, tapes and lectures. (Emphasis should be placed on using a combination of shorthand, longhand, and abbreviated longhand.)
6. Practice in indicating how notes are to be used for study and the cycle of study for review that is necessary for learning.
7. Preparation of a research paper with the complete process of preparing the outline, preparing bibliography cards and note cards, writing the term paper in rough-draft form, revising with proofreader's marks, final typing of the term or research paper in accordance with manuscript rules.

#### **Evaluation Suggestions**

The evaluation of the four specific objectives listed follows the usual plan of testing, reteaching for remedial purposes, and retesting. Measurement is probably most effective when tests are short and rather frequent. Following are some suggested measurement areas:

1. Automatization of common words, brief forms, and phrases.
2. Reading ability from textbook plates.
3. Notemaking ability: listening, selecting, recording, organizing.
4. Ability to summarize and apply correct study habits to the use of notes.
5. Integration of the skills employed in the development of a research paper.

A survey of a course in Notehand made by the Xi Chapter of Delta Pi Epsilon indicated that certain trends were observable:

1. Mastery of the shorthand skills is necessary for effective personal use, requiring considerable drill.
2. Students need to be taught to select the important points of a lecture.
3. Help in the organization of research papers is desirable.
4. The course helped many college students to get better grades.
5. The course could benefit many types of workers on the job, especially in taking telephone messages.
6. The value of the course depends upon both good teaching and the willingness of the student to learn.

#### **Recommended Equipment for the Course**

To implement the outlining of speeches and the taking of notes and dictation, the following aids are recommended:

1. Tape-recording multiple-listening-station arrangement. (Use of the shorthand laboratory or a mobile multiple listening station is necessary.)
2. Record player.
3. Overhead projector.

#### **Instructional Materials and Audio-Visual Materials**

Among the more helpful materials for teaching notemaking are:

1. A library of tapes.
2. Records from publishing companies.
3. Magazines, newspapers, reprints, and reference books.

#### **Reference Materials for the Teacher**

1. Teacher's manual for the textbook.
2. *Business Teacher* magazine.
3. Comprehensive spelling and vocabulary lists.
4. Xi Chapter, Delta Pi Epsilon: *An Evaluation Made by Students Who Took Notehand in the Public High Schools of Florida*, Parts I and II. Department of Business Education, University of Florida, Gainesville, Florida.

## **Typewriting I**

Typewriting I is designed to develop basic typewriting skills but may be applied to both personal and to occupational situations. Skill in typewriting is of value to all students because it represents a rapid and efficient means of communication. Typewriting skill is an essential part of any program of occupational preparation for clerical or secretarial occupations. All students in high school should be encouraged to enroll in typewriting, regardless of the educational or occupational goal they expect to pursue.

**Grade Placement:** 10, 11, or 12

**Length of Course:** One year

**General Objectives**

To develop touch typewriting skill for personal and/or vocational use.

**Specific Objectives**

1. To master the typewriting keyboard, using the touch technique.
2. To master the correct typewriting technique of stroking, posture, and manipulation of the machine.
3. To develop the ability to stroke rapidly and accurately on both straight-copy material and on material of a "problem" nature.
4. To learn the related information, such as letter forms, mechanics of placement, expression of numbers, etc., necessary to produce mailable materials.
5. To develop the knowledge of correct care of the typewriter and a willingness to accept the responsibility for proper care.
6. To develop a willingness to follow directions.
7. To work toward the improvement of work habits and attitudes.
8. To develop the ability to proofread accurately.

**Suggestions for the Teacher**

1. The teacher should organize the classroom work so that typewriting and practice can be started without delay.
2. The teacher demonstrates the correct techniques at the demonstration typewriter, students imitate in unison, and then students practice individually while the teacher observes. This cycle—demonstration, unison drill, practice, and observation—is repeated at intervals until the desired techniques are established.
3. Drills should be brief with frequent pauses for relaxation, particularly in the early stages of learning. As the pupils gain in skill, they can type for longer intervals without reducing their efficiency.
4. Typewriting instruction should begin with emphasis on correct, rapid stroking. No attention should be directed toward errors until the skill pattern in stroking is established.
5. Introduction of the numbers and symbols should be delayed until most students have good control of the letter keyboard.
6. Development of speed and accuracy is best accomplished by using short timings—seconds, 1, 2, or 3 minutes in length.
7. The teacher should move about the classroom, observing at all times and giving instruction when needed.
8. The teacher may spot-check papers, but students should be required to proofread all papers that are turned in.
9. The effectiveness of typewriting instruction can be increased by proper use of the chalkboard, film strips, skillbuilder, music, taped lessons with multiple listening stations, and other audio-visual media.
10. The teacher must take care to see that proper preparation is

given to the timed writings. It is recommended that the students preview the timing material and then go directly into the timed writing without hesitation to prevent unnecessary tenseness from developing.

11. Teachers should make the most efficient use of time in demonstrations and explanations in order to give students more time for typing.
12. Unsupervised typewriting practice should not be allowed until correct habits are formed.
13. Correct erasing techniques should be taught as soon as students start using their typing for personal use. Even after erasing is introduced, the teacher may not want students to erase and correct errors in all work that is done; but, each time that erasing is resumed, the techniques of correct erasing should be retaught and redemonstrated.
14. Most effective learning comes from varied stimuli, such as hearing, seeing, and the sense of touch; thus lettered keyboards are an aid to learning key locations.
15. The typewriting class should be conducted in a brisk, efficient manner to avoid wasted time and to encourage rapid responses from students.
16. Students in typewriting should be given ample opportunities to practice material before they are tested or before a grade is assigned to their efforts. The teacher should teach, direct student practice, observe, reteach where necessary, and provide more practice opportunities. Students should be tested *only* when sufficient practice has been given to allow them to develop the expected levels of skill.
17. Typing grades should be based on some, or all of the following:
  - a. Test scores, both tests of information and tests of performance.
  - b. Speed, with acceptable control, on straight-copy timings.
  - c. Speed, with acceptable control, on problem typing.
  - d. Amount of practice material completed.
  - e. Personal characteristics of cooperation, punctuality, work habits, etc.
  - f. Techniques of machine operation and posture.
  - g. Mastery of keyboard.
18. The tests that appear to be most suitable for beginning typewriting include information tests on related knowledge and tests requiring application of speed, control, and related knowledge to problem situations.

#### **Evaluation Suggestions**

In order to arrive at a grade for the course, student rating on each of the factors mentioned in the specific objectives must be combined. Grades given during the course should reflect the varying amount of emphasis on the specific objectives. For example, the first six weeks' grade should give major consideration to typewriting techniques.

Several criteria should be used in evaluation. These should include speed and accuracy, daily or weekly work, and tests. The evaluation of each student's achievement should be based on his own progress.

### **Recommended Equipment for the Course**

1. Individual typewriting tables 36" x 20" or larger, adjustable to heights of 27" to 32" (space should be provided for students' books). Tables should have panels on three sides to provide more adequate support.
2. Adjustable chairs, preferably posture chairs.
3. Typewriters with elite type, since business offices use elite type almost totally. Some electric typewriters should be available. Lettered keyboards are recommended.
4. A typewriter demonstration table or stand, adjustable for height, and equipped with rollers or swivel attachment for side view.
5. Two 4-drawer metal filing cabinets equipped with alphabetic guides and folders. One cabinet is used for teacher files and the other is used for individual student folders.
6. Teacher's desk and chair
7. Dictionaries, stapling machines, paper cutters, letter trays for incoming and outgoing papers, typecleaning brushes, typecleaner, several accurate interval timers, stop watch (single sweep second hand), typewriter covers, pencil sharpener, adequate waste baskets, current calendar, scissors, typewriter ribbons, envelopes, assorted paper stock, carbon paper, duplicating supplies, 3 x 5 cards, rubber bands, and gem clips.
8. Opaque and overhead projectors.
9. Copy holders.

### **Instructional Materials and Audio-Visual Materials**

1. Bulletin board for display of student work.
2. Charts, diagrams, work samples, and pictures.
3. Recordings, records, films, filmstrips, slides, and transparencies.
4. School library for course enrichment.
5. Timed writing leaflets, printed letterheads, business forms, and printed tests.
6. Community resources.

### **Reference Materials for the Teacher**

1. International Business Machines Corporation  
545 Madison Avenue  
New York, New York
  - a. *Partners in Perfection*
  - b. *Electric Typewriters in Education*
  - c. *A Short Course in Electric Typewriting*
  - d. *Practice Exercises for Electric Typewriting*
  - e. *Secretarial Shortcuts*
  - f. *Planning a Modern School*
2. Royal McBee Corporation  
Westchester Avenue  
Port Chester, New York
  - a. *Typing Do's and Don'ts*
  - b. *You . . . As a Secretary*
  - c. *Finger Dexterity Drills*
  - d. *The Expert Simplifies Erasing*
  - e. *Building Typewriting Skill and Speed*

3. Smith-Corona  
701 East Washington Street  
Syracuse, New York
  - a. *Writing Difficulties*
  - b. *Tips to Typists*
  - c. *Error Chart*
4. Sperry Rand Corporation  
Remington Rand Division  
315 Fourth Avenue  
New York, New York
  - a. *Professional Aids for the Teacher*
  - b. *Methods of Teaching Electric Typing*
  - c. *Remington Model Electric Kit*
  - d. *How You Spell It*
  - e. *How to Be a Super Secretary*
5. Underwood Corporation  
1 Park Avenue  
New York, New York
  - a. *The History of the Typewriter*
  - b. *Underwood Typing Tests*
  - c. *Electric Typing is Easy Typing*
  - d. *Posture Chart*
6. Films
  - a. *Electric Typing Time*, color, 20 minutes
  - b. *Right—at the Start*
  - c. *Better Typing at Your Fingertips*, 30 minutes
  - d. *The Typewriter in Business*
7. Professional business education magazines (by subscription):
  - Business Education Forum*
  - Business Education World*
  - Journal of Business Education*
  - National Business Education Quarterly*
  - Today's Secretary*
8. Business education monographs
9. *The Florida School Bulletin* containing the state adopted text-book list.
10. Allen R. Russon and S. J. Wanous, *Philosophy and Psychology of Teaching Typewriting*, (Cincinnati: South-Western, 1960).
11. Marion M. Lamb, *Your First Year of Teaching Typewriting*, (Cincinnati: South-Western, 1959).
12. *New Media in Teaching the Business Subjects*, National Business Education Association Yearbook, (Washington, 1965).
13. *Methods of Teaching Typewriting*, EBTA Yearbook, Volume 38, 1965.

## Typewriting II

The second-year course in typewriting is vocational in purpose. It is designed to give those students preparing for a

business career vocational competence in typewriting. Typewriting II may be offered as a separate course, or it may be integrated with office practice or transcription. However, where possible, it is suggested that it be taught as a separate course.

**Prerequisites:** One year of typewriting and teacher's recommendation

**Grade Placement:** 11 or 12

**Length of Course:** One Year

#### **General Objectives**

To develop a high degree of typewriting skill in office-type production work.

#### **Specific Objectives**

1. To improve basic typewriting skills.
2. To provide remedial instruction in business application of typewriting skills.
3. To introduce advanced business applications of typewriting skills.
4. To develop a high level of performance of business applications with a minimum of direction and supervision.
5. To develop proper attitudes and work habits in office practice and procedure.

#### **Suggestions for the Teacher**

Many of the suggestions given for Typewriting I are applicable in Typewriting II.

1. Assign exercises at the beginning of the course to determine present ability.
2. Use these exercises as a basis for determining the remedial instruction that will need to be given.
3. Demonstrate good form, techniques, efficient handling of machine and supplies.
4. Demonstrate often from the demonstration stand in order to develop increased stroking, refinement of manipulative skills, and development of production skills.
5. Set short-range goals that can be reached, but revise them frequently as a means of motivating students to achieve new goals.
6. Accept only work that is satisfactory as measured by office standards.
7. Use practice sets and workbooks of business forms.

#### **Evaluation Suggestions**

The evaluation in the early part of second-year typewriting will be similar to the later stages of first-year typewriting but will become progressively parallel to the evaluation used in rating employees in actual office jobs.

Evaluation of performance will be in terms of usability of material as interpreted in an office instead of classroom standards adapted to measurement of initial learning.

In those schools where second-year typewriting enrollment is selective, office production standards should be weighed heavily in evaluation. In those schools where enrollments are less selective, it may not be justifiable to adhere completely to these standards.

#### **Recommended Equipment for the Course**

The equipment recommended for Typewriting II is essentially the same as Typewriting I, except that a variety of typewriting equipment should be available in Typewriting II.

#### **Instructional Materials and Audio-Visual Materials**

Instructional Materials for Typewriting II are essentially the same as for Typewriting I.

#### **Reference Materials for the Teacher**

See list of references given for Typewriting I.

### **Typewriting, Personal**

Personal Typewriting is a course designed wholly for non-vocational purposes. The student may use the skill learned in such a course in his vocation, but the emphasis is on personal application. Basically, the course is the same as Typewriting I in the initial learning phase with a minimum of time devoted to business problems and applications as the course progresses.

**Grade Placement:** 10, 11, or 12

**Length of Course:** One semester or one year

#### **Objectives**

The general objective is to develop basic typewriting skills for personal use. Specific objectives are:

1. Mastery of the keyboard by the touch technique.
2. Development of the correct typewriting techniques of stroking, posture, and manipulation of the machine.
3. Knowledge of correct care of the typewriter.
4. Development of speed and accuracy of stroking on both straight-copy and problem-type material.
5. Knowledge of the related information necessary to apply typing skill.
6. Development of the ability to compose at the typewriter.

#### **Suggestions for the Teacher**

The procedures and techniques that are suggested for Typewriting I apply also to personal typewriting. However, those procedures relating to vocational application should be disregarded.

See Typewriting I for evaluation suggestions and suggested equipment and instructional materials.



## CHAPTER 4

### Facilities, Physical Layout, and Equipment

**E**DUCATIONAL OBJECTIVES and instructional methods and techniques must keep pace with a constantly changing society. The planning of a facility to serve both the current educational program and program changes that will occur during the lifetime of the facility is a great challenge. Careful and creative planning is essential to prevent the obsolescence of facilities in the very early stages of their use.

The layout, number, and kinds of rooms for the business education department should be planned to conform to the instructional objectives of the business education program, the size of the school, and the enrollment in business subjects with thought toward future expansion. Effective instruction and increased student learning is made possible by good room layout and adequate physical equipment.

In planning new or renovating older business education facilities, it is suggested that local and state school architects work closely with a committee of local business teachers and state business education consultants in order to develop plans that will house adequately the type of business education program that is needed. Sample educational specifications for a business education suite are available from the Business and Distributive Education Section of the State Department of Education.

It is generally agreed that the business education department should be located on the first floor of the school building. The reasons are: (1) The movement of rather heavy equipment, due to replacement and repairs, is facilitated; (2) floor vibration will not disturb other classes; (3) the business education department is usually in close touch with the school offices and should be near the administration area; and (4) most adult programs include work in business education and this department should be accessible to the main entrance and located close to the areas being used for adult education.

Business education classes, especially shorthand, require a high degree of concentration on the part of students. Therefore, the department should be placed, to the extent possible, in a section of the building that is free from school noise that may come from such departments as music and physical education and outside noise that may come from the street or playground. Business machines should not be located in a place that is poorly ventilated because excessive humidity will be harmful to the equipment. It is highly desirable to have the building climate-controlled as an aid to maximum student performance and optimum conditions for good machine maintenance. Some kind of acoustical treatment both on floor and ceiling greatly facilitates the noise factor and general housekeeping. Most important, all business classes should be in the same wing of the school in order to facilitate the use of the equipment.

#### **General-Purpose Rooms**

General-purpose rooms should be used for such courses as general business or business law. Four dual electrical outlets, ample chalk and bulletin boards, filing and built-in storage areas, darkening devices, and permanent projection screens are recommended. Appropriate furniture rather than tablet arm chairs is recommended because of greater suitability for business work. See the individual course descriptions listed in this guide to obtain further information regarding equipment recommendations. In addition, it is assumed that every classroom will have a teacher's desk, teacher's chair, wastebaskets, wall clock, and pencil sharpener.

Suggestions for floor plans for a business education wing and specialized rooms are included in this section for the use of business education teachers and architects. Many different variations and combinations are possible. Individual schools will make whatever adjustments are needed.

#### **Electrical Plans**

Business educators generally suggest a minimum of 50 to 60 footcandles of high-quality lighting evenly distributed throughout the room. The main reason for this is that the nature of classwork in most business subjects requires rapid reading of materials, during which close attention must be given to the printed word and other details. Glare and reflected light should

be minimized as much as possible. (See *American Standards Guide for School Lighting*.)

Ample electrical outlets should be provided. Individual outlets are recommended for each work station where an electrically powered machine is to be used. In existing buildings, plug molding, which has outlets at 4-inch intervals, may be used. In this case, outlets should be table height for ease of operation. A circuit breaker should be provided in those rooms that contain more than five electrical outlets.

Several other methods of installation are possible and should be examined in view of certain criteria:

Type	Safety	Flexibility of Arrangement	Cost	Appearance	Control
1. Floor mountings—flush	Ideal in carpeted, vacuumed areas; some foot hazard	Ideal	More expensive than raised	Best	May be damaged by dust or moisture
2. Floor mountings—raised	Dangerous to limbs; danger of tripping	Not too flexible	Reasonable	Good if kept under machines	(Not recommended for use)
3. Peripheral mounting (tables fastened to wall or each other with continuous wiring)	Good because wires all hidden in desks	Lessens freedom of movement	Reasonable	Neat (but reduced utility of room)	Suitable for small room
4. Low-level partial partitions	Excellent; no exposed cords or boxes	Less flexible than 1, 2, or 5	Higher cost of installation	Neat and business-like	Some flexibility; of great convenience
5. Ceiling drop cords	Safe if lock connectors used	Flexible for movement and detachment	Reasonable	Detracts but use light-colored cord	Suggest lock connectors at machine also

### Room Size

Rooms for the general business subjects should accommodate a maximum of 35 students, allowing a minimum of 25 square feet of floor space per student. Special rooms, such as bookkeeping, shorthand laboratory, typewriting, office practice laboratory, and rooms requiring the installation of mechanical devices, counters, or display cases, will vary in size according to the amount of equipment included. Bookkeeping and typewriting rooms should allow 35 to 40 square feet of floor space per student (one and one-half standard classroom units). It is generally recommended that the pupil load in the skill subjects be limited to 25 students. When plans are being made for larger classrooms for greater numbers of students, such as for

team teaching, consideration must be given to the number of teachers and/or aids involved.

### **Room Combinations**

Rooms that are to serve for several subjects should be larger than separate special area rooms in order to accommodate the variety of equipment used in all the subjects.

Schools employing one business teacher may have a two-room business department—one room to be used for typewriting, office machines, and shorthand, and the second room to be used for bookkeeping and/or general business subjects. If only one room is available, desks or tables should afford sufficient working surface for students in the bookkeeping, typewriting, or shorthand classes, and storage space should be provided for equipment not presently used in a course.

Two- or three-teacher departments might use the suggested arrangement and add an office practice laboratory. Larger schools may add typewriting, shorthand, and general-purpose rooms as instruction requires. Should team teaching be considered for a larger group of students, adjacent rooms with folding walls might provide the best solution.

If at all possible, all rooms in the business education department should be equipped fully so that students will not be required to move from one room to another during a class period. The bookkeeping room should be equipped with office machines. If this is not possible, bookkeeping and office practice rooms should connect so that the bookkeeping students will have access to office machines. The shorthand rooms should have typewriters. If this is not possible, the shorthand room should be placed next to the typewriting rooms to facilitate passage of shorthand students to these rooms for purposes of transcribing.

### **Built-In Equipment**

Effective instruction in business subjects requires a large quantity of supplies and supplementary materials, and the business rooms need more than the average amount of storage space for such bulky items as posters, charts, and flannel boards and for machines not needed each period of the day. Most storage space should be closed, with doors that lock; however, it is desirable to have some open space with shelves that are adjustable for varying heights.

Chalkboards should be provided as follows:

1. Typewriting rooms—not less than 16 lineal feet, 42" high, 3¼ feet from the floor.
2. Bookkeeping and general-purpose rooms—not less than 24 lineal feet, 42" high.
3. Office practice and shorthand laboratories—not less than 16 lineal feet, 42" high.

Bulletin boards of not less than a total of 20 lineal feet, 42" high, should be provided in each room and should be installed 3¼ feet from the floor. Cork and pegboard construction are desirable.

A tackboard made of a narrow strip of cork should be placed at the top of the chalkboard.

Bookcases and magazine racks for reference materials should be provided.

Cabinets with upper and lower units, a plastic-topped work counter, a sink, a closet unit or access to a small storage room are needed in the office practice laboratory. In a small school, this arrangement should be located in the typing room.

#### **Audio-Visual Aids**

A permanent screen on rollers and a mobile table 42" high with shelves should be provided for use with visual aids.

Different types of projectors that may be used are: opaque, overhead, slide and filmstrip, motion picture, controlled reader, skillbuilder, and special equipment such as the tachistoscope. White matté screens for films and overhead projection and permanently installed steel Mira screens for film strips are recommended.

A small group installation for listening to shorthand dictation would be possible with one tape recorder, extension box with several outlets, and five to ten headsets. Such an arrangement will be more satisfactory and more flexible if the equipment can be placed on a mobile cart that can be moved to different parts of the room and from one room to another. Multiple listening stations can be used for typing instruction, especially for drills and remedial practice. Multiple listening stations also are useful in secretarial office practice. They can be used to build dictation and transcription speeds, to teach machine transcription, and to provide office-style dictation. The multiple listening station also has a place in the personal shorthand class for giving the students experience in taking lectures.

The business education teacher should not overlook the possibility of using the skillbuilder in business classes. In typewriting, the skillbuilder can be used effectively to force speeds, to develop rapid manipulation of the machine, and to reinforce basic techniques. In shorthand it is best used to increase speed in reading shorthand characters, to develop writing skills, and to develop transcription skills. Other areas where the skillbuilder may be used effectively as a reinforcement device are in filing, data processing, business mathematics, and ten-key adding machine instruction. The skillbuilder presents material at a continuous, rhythmic, teacher-set pace. Speeds may be varied from 15 to 130 lines a minute.

Tape cartridge recorders and players are valuable for student use in libraries, or for individual and small group instruction in business classrooms. The tape cartridges are as easy to play as phonograph records and prerecorded tapes for cartridge machines are now available for shorthand dictation.

Commercially prepared records on the market at the present time include classroom materials for shorthand dictation, improvement of spelling, typewriting rhythm, office practice, merchandising education, secretarial studies, and timing of shorthand and typing. Narrations for slides and filmstrips also are available. The players should be equipped with the four standard speeds, a four-pole motor for both durability and constant speed, a tone arm with a change-over stylus (needle), an amplifier of approximately 5-watt output, and tone control. Record players can now be used in conjunction with shorthand laboratories by providing additional channels for listening stations through ear-phone connections.

Overhead projectors are used to project an image from a transparency over the operator's shoulder to a screen, thus enabling the instructor to face the class and operate the machine at the same time in an undarkened room. Prepared transparencies may be purchased, or they may be made by the teacher by a copying process (from book, chart, or other source) or by ink drawings. Color may be incorporated and overlays make possible additions to the original transparency. Outlines may be masked and then uncovered, and grease pencils may be used to write on the film. A cellophane roll attachment, allowing continuous use for the entire length of the roll, is also available. Lantern slides, 2" x 2" slides, and tachistoscope attach-

ments also increase the utility of the overhead projector. A specially designed screen (like the Mira) 18" X 48", permanently fastened above the chalkboard, is an inexpensive yet satisfactory type of screen to use.

### **Special Considerations**

Windows should be provided with venetian blinds, roller blinds, or draperies to darken the room for effective showing of projected materials.

A wall clock with a sweep secondhand and wall calendar also are useful accessories to business equipment. Tables, desks, counter tops, and dividers should have laminated plastic tops. Doors should be located at the front and rear of the rooms leading into the corridor or strategically located for easy entrance and egress.

In order to lessen distractions, student stations should be arranged so the student is not facing the entrance door.

### **Special Areas**

#### **1. Faculty and Counseling Offices**

Vocational office education has as its main objective the placement of graduates on a full-time employment, wage-earning basis. Effective education and placement depend very largely upon student counseling, guidance, testing, and compiling and analyzing business and office occupational information and vocational test scores. Placement involves interviewing the student and prospective employers, making referrals, and gathering and filing follow-up records. A counseling office is necessary if these activities are to be carried out in an efficient and businesslike manner. In addition, a department faculty office is needed as a place for filing departmental records and for teacher conferences. The following equipment is needed for such a counseling office:

- one or more teacher's desks and chairs
- chairs for conferences
- bookshelves
- one or more tables
- wall chalkboard and small tackboard
- telephone
- files equipped with guides and folders
- storage cabinets
- typewriter and table

## 2. Bookkeeping Room

Flat tables large enough for textbooks, working papers, and supplies are needed for bookkeeping students. Storage space of approximately  $4\frac{1}{2}'' \times 22'' \times 14''$  per student for tote boxes is essential to accommodate each student's materials. Adding machines are a part of instructional materials because of the effort to simulate actual office conditions. See the suggested bookkeeping room layout at the end of this section. Refer to the equipment listed in the course Bookkeeping I in Chapter III of this *Guide*.

## 3. Office Practice Room

Criteria for choosing equipment for office practice should be based on: (1) Number of students in the course; (2) length of the course; (3) degree of proficiency expected. A survey of the business community will help determine types of equipment and degree of competency necessary for initial employment. The mobility of the present-day worker needs to be kept in mind when basing the equipment needs on the community survey. A suggested layout for an office practice room (which may be similar to a Vocational Office Education room), adaptable to many uses, will be found at the end of this chapter. Refer to the specific suggestions for equipment given under course descriptions for Office Machines, Clerical Office Practice, and Secretarial Office Practice in Chapter III of this *Guide*.

## 4. Shorthand Laboratory

The term "shorthand laboratory," as used in this *Guide*, refers to a shorthand classroom equipped with magnetic tape recorders, record players, dictating machines, headsets, electronic circuits with durable switches and volume control devices, and possibly a cabinet console control center. It may be desirable, if funds are limited, to begin with only one or two sources (such as tape recorders and record players combined with outlet boxes) and gradually work into a laboratory with several channels and multiple listening stations.

It is important that the shorthand laboratory be equipped especially for the purpose it serves. This means special electrical or sound conduits are to be installed under the floor, along the baseboard, or antenna looped in the ceiling or installed around the perimeter of the room. It is recommended that the



shorthand laboratory be equipped with one typewriter for each student for transcription purposes.

A listening station and tapes and/or records should be located in the instructional materials center for use by shorthand students during their study periods and before or after school hours. A shorthand laboratory has definite advantages,

For the student:

1. Individual needs of students are more nearly met when they work in carefully grouped sections with a class.
2. Effective relationships between teacher and student are created by the individual help a teacher is free to give to the students.
3. Students are less handicapped by absences from the class.
4. Practice material can be repeated without fear of embarrassment on the part of the student.
5. Students are provided opportunities for greater concentration of writing within a given period of time because the taped dictation is constant.
6. Monotony and strain may be relieved by a variety of instructional techniques and voices.
7. Distraction from extraneous noises is minimized by the use of private earphones; hence, better concentration on dictation.
8. Dictation practice is not hindered when the regular teacher is away and the substitute does not have the necessary educational background to give dictation practice.
9. More businesslike atmosphere (with fewer interruptions) is created.
10. More uniform speed and quality are attained in both dictation practice and tests.
11. Students are free to consult the teacher without interfering with the progress of other students.
12. Homework practice tends to be more effective when a dictation laboratory is available during study periods and after school.

For the teacher:

1. More time for planning and learning activities resulting in more efficiently presented lessons.

2. More teacher freedom to help individual students.
3. More possibilities of dictation from other people.
4. Repetitive dictation unlimited (no fatigue or loss of voice).
5. Less effort to maintain discipline.

Equipment and facilities recommended for a shorthand laboratory

3 or 4 playback units (tape recorders, record players, dictating machines)  
 listening station for each student (on tables 20" × 40")  
 teacher's monitoring receptacle  
 teacher's control console  
 one typewriter for each student  
 storage space for tapes (away from heat, light, moisture)  
 metal canisters for tape storage  
 skillbuilder  
 permanent screen (Mira screen, 18" × 48")  
 Additional desirable equipment may be an overhead projector, mobile A-V table 42" high, and 50" screen (lenticular)

#### 5. Typewriting Room

Although there are 30 stations indicated for typewriting and shorthand laboratories, it is highly recommended that skill subjects should have not more than 25 as a pupil load. Present accreditation standards recognize the advisability of smaller classes for teaching the business skills. Reserve machines are a practical necessity. A suggested layout for the typewriting room will be found at the end of this chapter. For more details regarding typewriting equipment, see the Typewriting I course in Chapter III.

#### 6. Vocational Office Education Room

Details as to facilities and equipment are in the *Vocational Office Education Teacher's Handbook*, Revised, which is available from the State Department of Education, Tallahassee.

#### 7. Data Processing Room

Reference is made to specific data processing equipment in Chapter III under the course title, Data Recording Devices.

There is a suggested layout for a data processing room at the end of this section.

### **Replacement of Equipment**

It is recommended that a systematic plan be adopted for the replacement of equipment in the business education department. Equipment should be traded before excessive repair bills are incurred and before the equipment becomes obsolete.

Experience indicates that the most economical policy is to keep typewriters for five or six years. It is recommended that  $\frac{1}{5}$  or  $\frac{1}{6}$  of the typewriters be replaced each year. Other types of office machines will serve for about ten years, before obsolescence eliminates any turn-in value. Thus, it is recommended that  $\frac{1}{10}$  of the business equipment, other than typewriters, used for training purposes be replaced each year. A visible card file (with signal tabs) attached to the bulletin board near the main door of the classroom is a helpful method of signaling the machine repairman of the repairs that need to be made. This file also provides a method of keeping a record of all repairs to a piece of equipment and alerts the teacher to the need for replacement of specific pieces of equipment. In the visible card file a separate card is maintained for each piece of equipment in the room.

### **Suggested References**

*Are You Planning Equipment and Facilities for Business Education?* Report of Workshop at Ohio State University, July-August, 1959. Division of Vocational Education, State Board of Education, Columbus, Ohio.

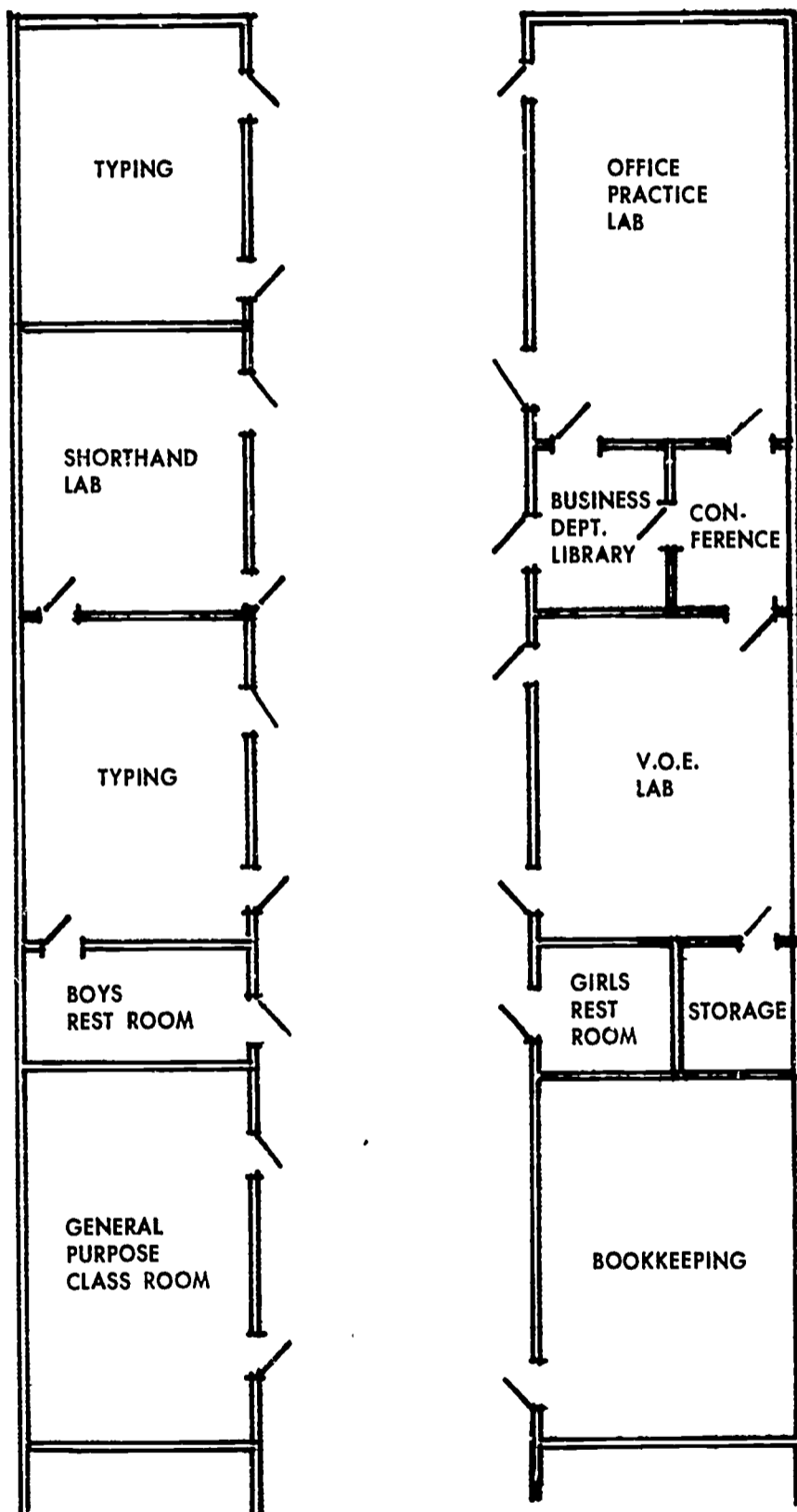
Bernadine Meyer and William Selden (ed.): *Business Education Facilities, Supplies and Aids*, EBTA Yearbook, Vol 36, (Somerville: Somerset Press, 1963).

*Planning the Facilities for Business Education*, Monograph 112. (Cincinnati: South-Western).

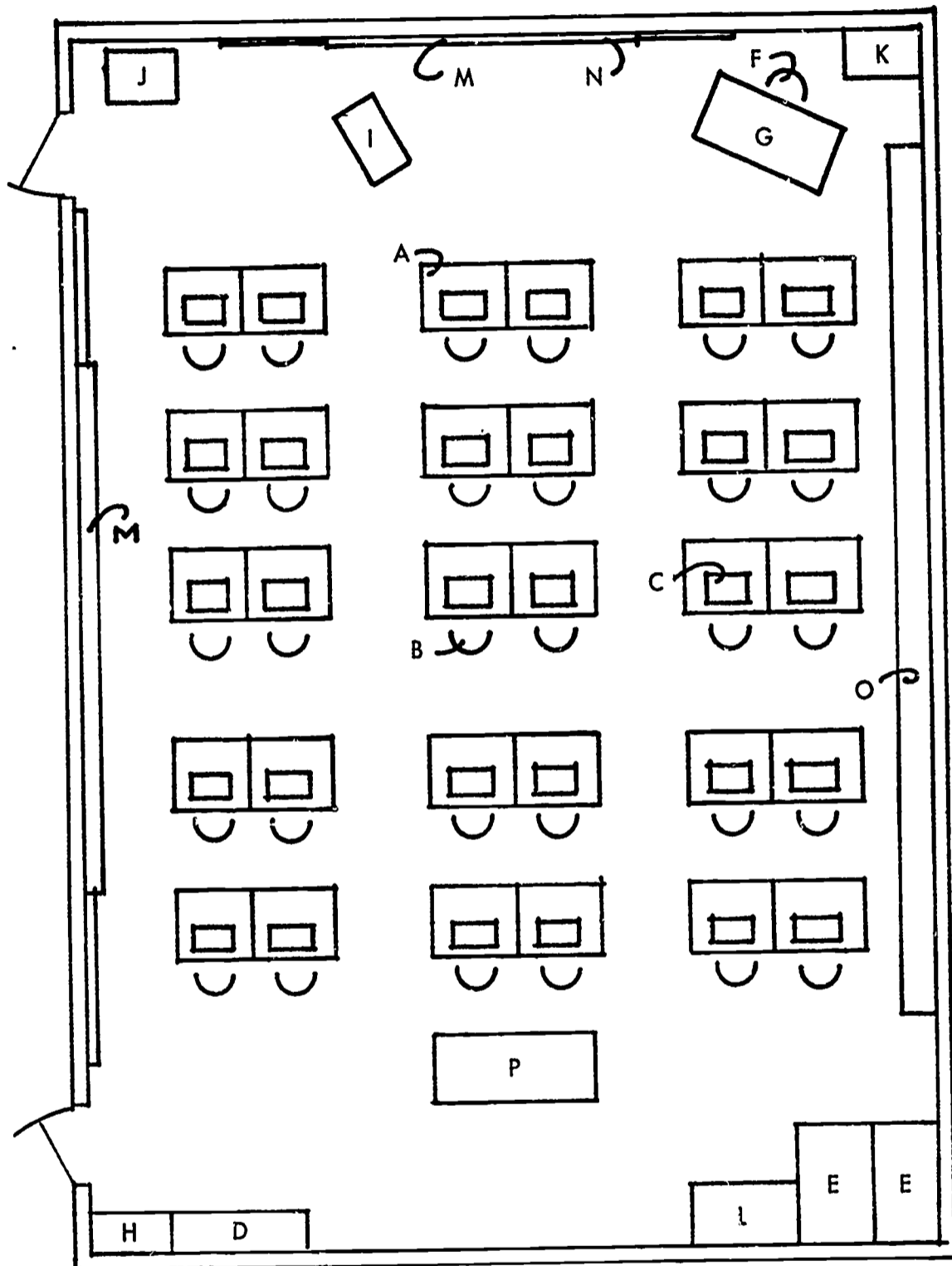
Allien R. Russon and S. J. Wanous: *Philosophy and Psychology of Teaching Typewriting*, (Cincinnati: South-Western, 1960).

*Vocational Office Education Teacher's Handbook*, Revised (Tallahassee: State Department of Education).

**SUGGESTED FLOOR PLAN FOR A BUSINESS DEPARTMENT WING**



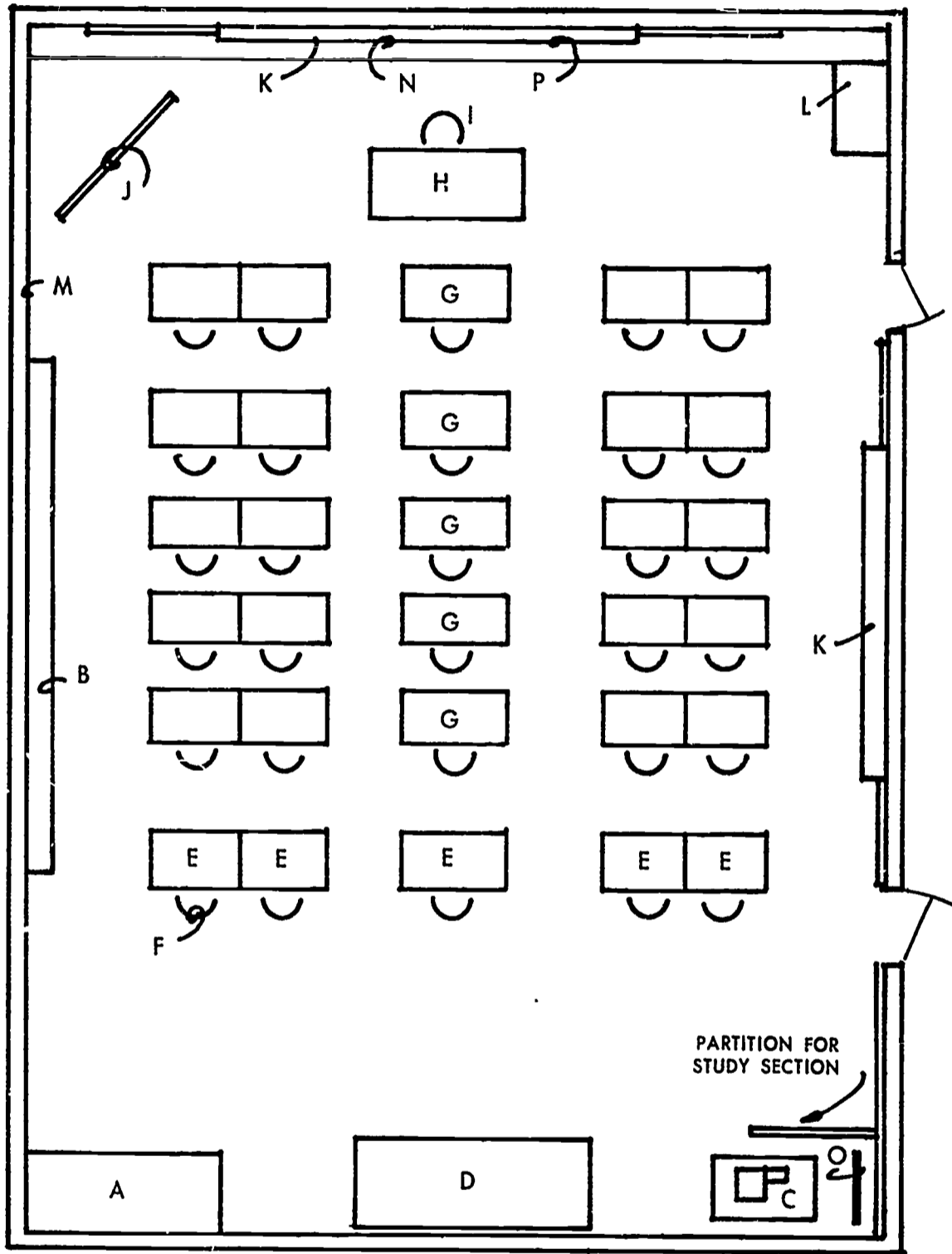
### SUGGESTED LAYOUT FOR A TYPEWRITING ROOM



- A Students' desks (adjustable)
- B Posture chairs (adjustable)
- C Typewriters
- D Storage cabinet
- E 4-drawer files
- F Teacher's armchair
- G Teacher's desk
- H Lavatory

- I Demonstration stand
- J Record player (with storage space below for records)
- K Tape recorder (with storage)
- L Mobile A-V cart
- M Chalk and bulletin boards
- N Projection screen on rollers
- O Built-in bookshelves
- P Work table

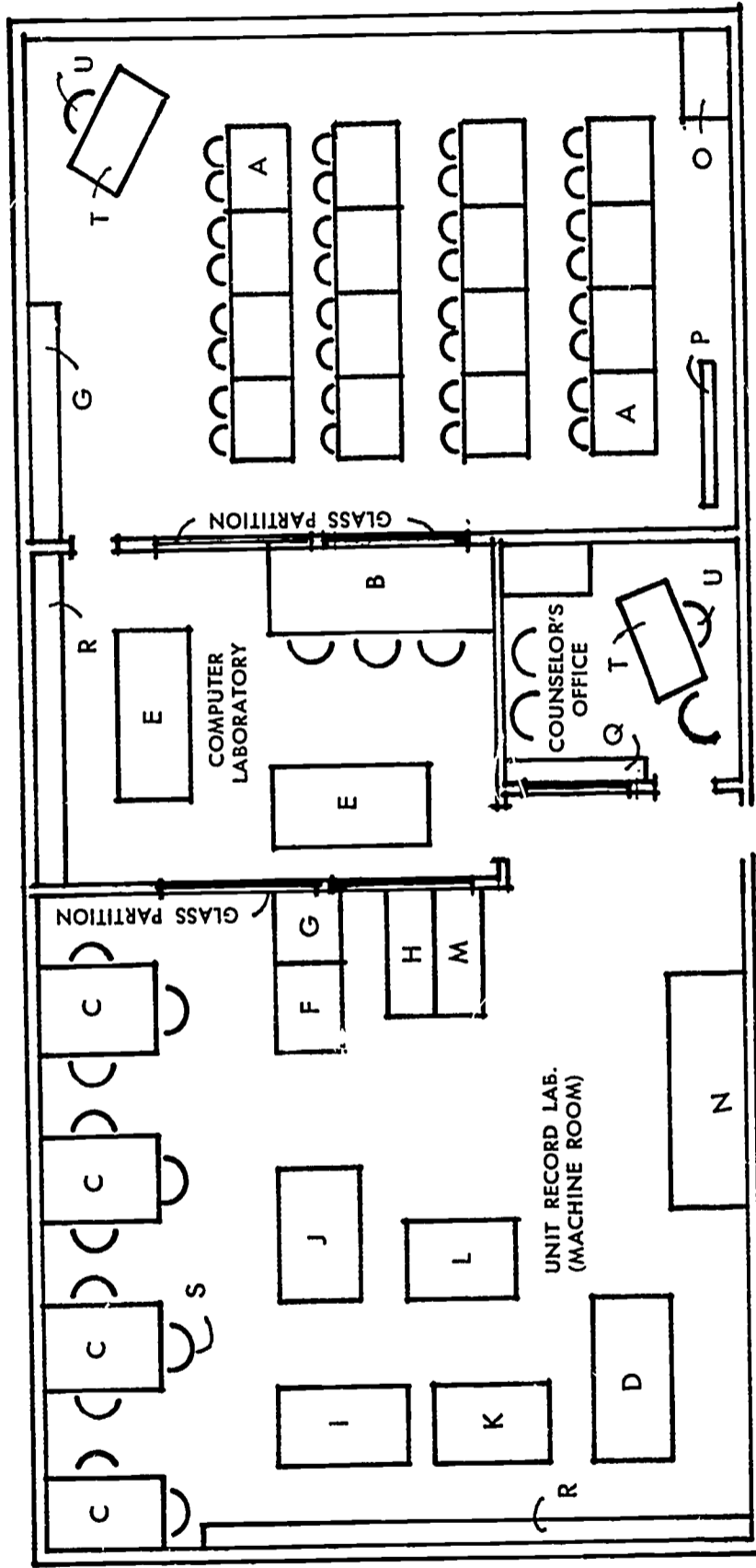
### SUGGESTED LAYOUT FOR A BOOKKEEPING ROOM



- A Storage cabinet
- B Magazine and book shelves
- C Filmstrip projector and table
- D Work and display table
- E Student work tables
- F Posture chairs
- G Adding machines
- H Teacher's desk
- I Teacher's armchair
- J Portable chalkboard (on casters) with projection screen on back

- K Chalkboards with bulletin boards
- L Filing cabinet (4-drawer)
- M Tackboard with roller and map holders
- N Wall chart installation over chalkboard
- O Small projection screen or white-painted wall (for individual viewing)
- P Student storage space (for tote boxes)

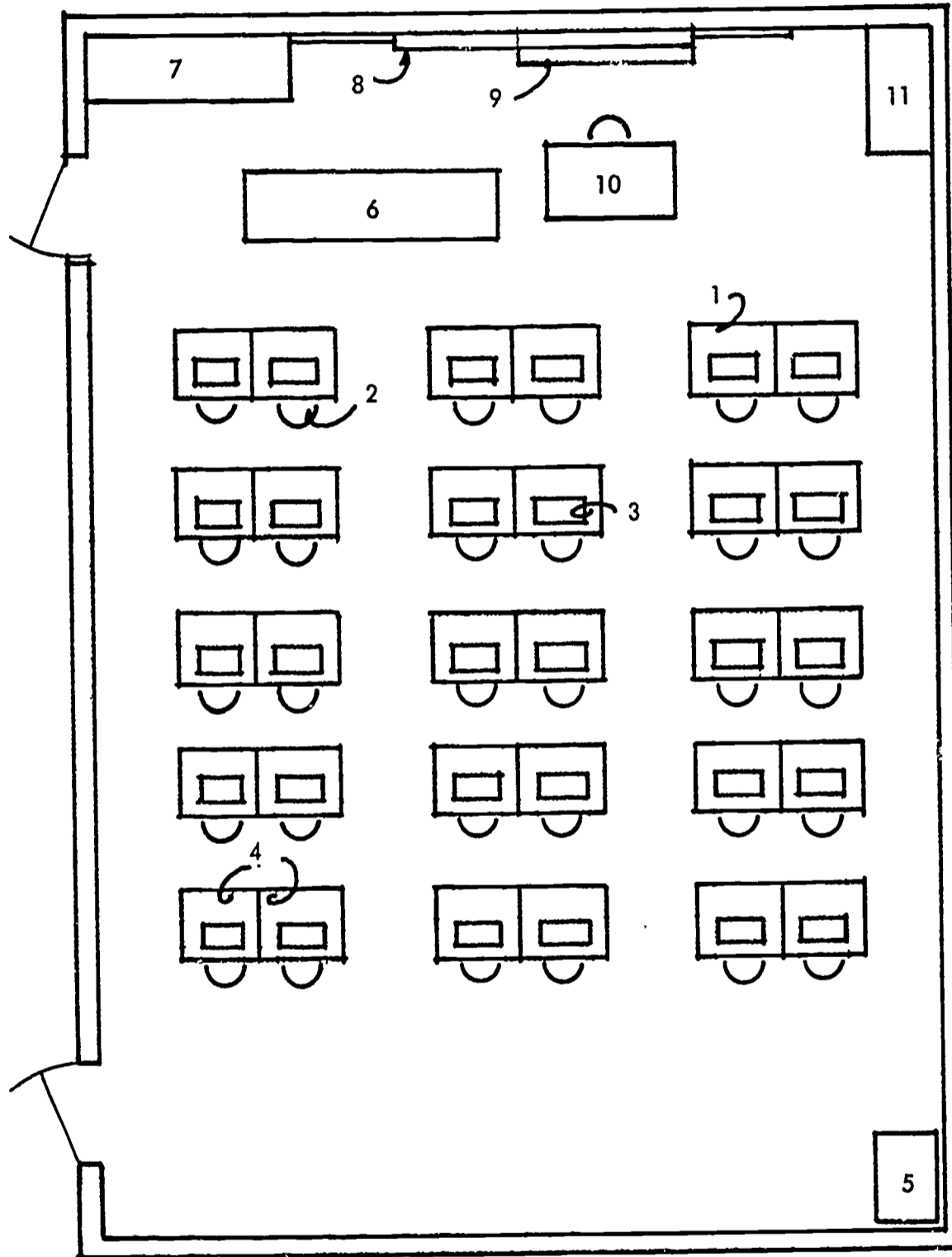
## SUGGESTED LAYOUT AND EQUIPMENT FOR DATA PROCESSING



- A Students' 2-man tables
- B Long work table
- C Medium work tables
- D Accounting machine (on table)
- E Computers
- F Card punch machine (on stand)
- G Verifier (on stand)
- H Sorter
- I Interpreter
- J Collator

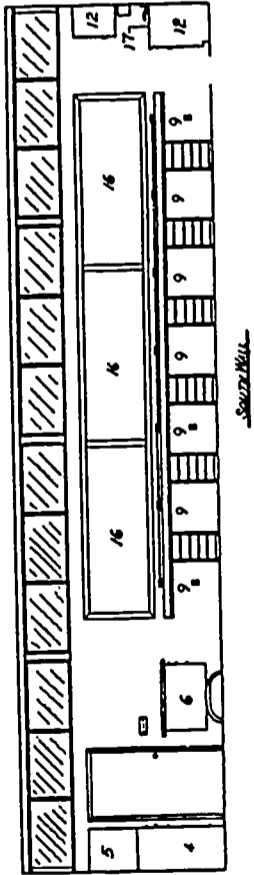
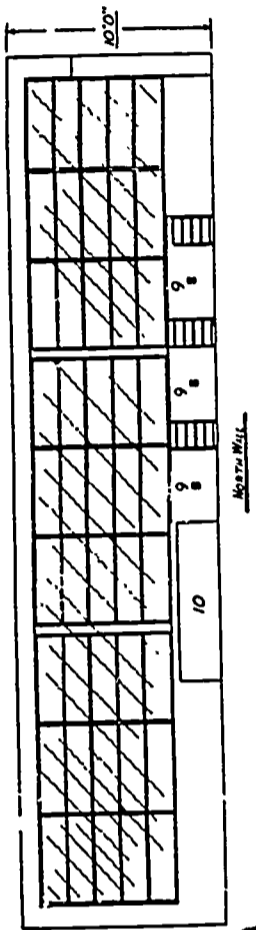
- K Reproducer
- L Rack
- M 4-drawer Files
- N Storage cabinet
- O Overhead projector (on stand)
- P Portable screen
- Q Built-in bookcases
- R Built-in shelves
- S Students' chairs
- T Teachers' desks
- U Teachers' armchairs

**SUGGESTED LAYOUT OF A SHORTHAND LABORATORY  
WITH MULTIPLE LISTENING STATIONS**

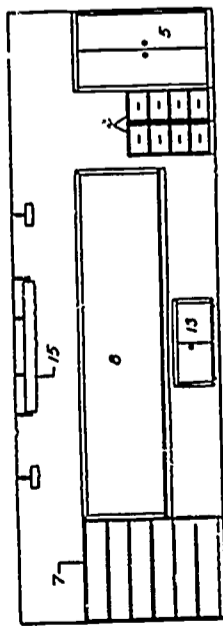
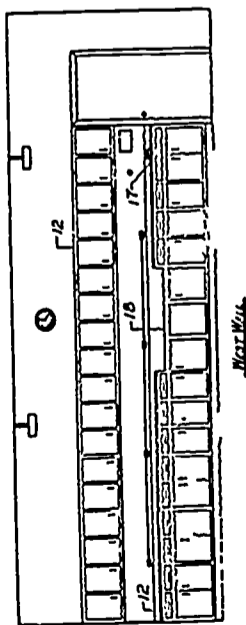
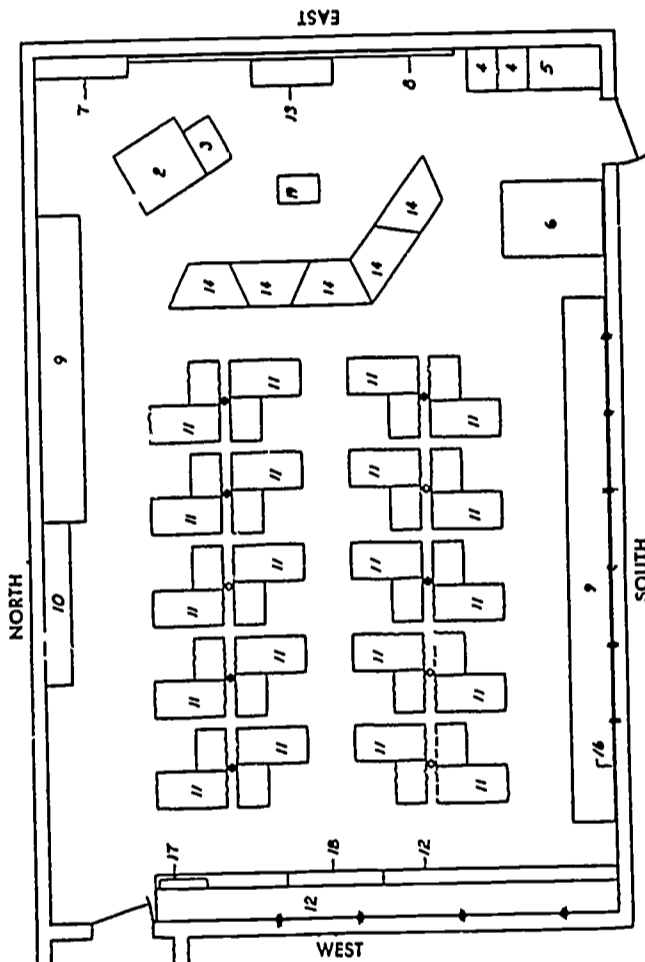


- |  |  |
|--|--|
| 1 Students' desks with storage space for books | 6 Console with tape recorders, record player, and the like |
| 2 Posture chairs (adjustable)                  | 7 Storage for tapes and records                            |
| 3 Typewriters                                  | 8 Chalk and bulletin boards                                |
| 4 Individual listening stations                | 9 Permanent screen installation                            |
| 5 A-V mobile cart                              | 10 Teacher's desk  |
|  | 11 4-drawer file   |





- 1 Office & Storage Room
- 2 Teachers Desk
- 3 File Cabinet
- 4 File Cabinet
- 5 Teachers Closet
- 6 Receptionists Desk
- 7 Bookcase
- 8 Chalkboard
- 9 Office Machine Stations
- 10 Heater
- 11 Typing Stations
- 12 Storage Cabinets & Draws
- 13 Portable Shorthand Lab
- 14 Tables
- 15 Projection Screen
- 16 Bulletin Board
- 17 Sink
- 18 Mimeograph Station
- 19 Lectern



Proposed Office Practice Lab and or Vocational Office Education Classroom  
 Courtesy Kathleen High School  
 Lakeland, Florida

## Specially Designed Programs

**T**HE INDIVIDUAL STUDENT cannot hope to know the specific kinds of knowledges or particular skills he will need for the different positions he will hold over his working lifetime. Even in a static environment this would be unlikely enough; in a diversified, fast-changing society like ours it is simply impossible. Schools need to concentrate on helping students develop transferable capacities which can be used in many situations and many jobs. Chief attention needs to be placed on fostering qualities of clear analysis, imaginative reasoning, and balanced judgment and on strengthening those qualities through repeated application to business-type situations. Knowledge of subject matter is highly essential, but not enough. In addition to being grounded in certain areas of business operations, the student needs to be able to use his knowledge in dealing with concrete problems.

It is felt that the specially designed programs described here help to accomplish the broad objective of diversity—to help students develop the kind of work habits and mental tools which will be of continuing value throughout their business careers.

### COOPERATIVE BUSINESS EDUCATION

The program of Cooperative Business Education was developed to provide actual work experience in office occupations before high school graduation. This program is one in which the school, the student, and the businessman work together in preparing the student for employment in an office occupation. Approval and cooperation of parents is desirable for the complete success of the program.

Twelfth-grade students who are majoring in business education and who have met the necessary requirements for entrance

to this cooperative program attend school in the mornings and work in a business office in the afternoons. Students earn one credit for related study and one credit for work experience. Each student is employed for no less than 450 hours of regularly scheduled employment in a job which is approved by the school. The instructor must correlate the work in school with the job requirements. Students should be enrolled in one or more vocational business education subjects in addition to the related study and the work experience. In the cooperative business program students are given opportunities to apply what they learn in school to actual office situations while they are still under the guidance and supervision of the teacher-coordinator.

The establishment of such a program in a high school is recommended only when certain conditions exist. One of the first steps in organizing a Cooperative Business Education program is to conduct a community survey to determine the job opportunities in the employment area served by the school. A carefully selected and well-organized advisory committee which functions throughout the year is essential for the most effective operation of the program, and the entire program must be arranged to fit the individual school.

For complete information about Cooperative Business Education in Florida, refer to *A Guide: Cooperative Business Education in Florida High Schools*, State Department of Education, Tallahassee.

## VOCATIONAL OFFICE EDUCATION

### Plan I

Vocational Office Education, Plan I consists of directed experiences and intensive instruction in business and office education designed to prepare senior students for initial employment or advancement in skilled or semi-skilled occupations which meet community needs.<sup>1</sup>

#### Student Prerequisites and Requirements

##### *Secretarial Block*

1. Vocational Office Education classes are restricted to seniors.
2. Students must have stated in writing the career objective to enter the field of office occupations or pursue a career in business education or business administration.

<sup>1</sup> Florida State Plan for the Improvement of Vocational, Technical, and Related Educational Services, Bulletin 70A-3, (Tallahassee: State Department of Education, 1965).

3. Scholarship, attendance, prognostic test scores, dependability, honesty, and willingness to work should be taken into consideration.
4. Secretarial students must enroll in the entire three-hour block. They are not permitted to enroll in any single subject unit of the program.
5. Secretarial students must have earned at least one unit in typewriting and one unit in shorthand prior to entering the program. (It is recommended that Typewriting II be taken one year previously or be taken concurrently.)
6. Students should have at least a C average in Shorthand I, Typewriting I, and all previous English courses.

#### *Clerical Block*

1. Vocational Office Education classes are restricted to seniors.
2. Students must have stated in writing the career objective to enter the field of office occupations or pursue a career in business education or business administration.
3. Scholarship, attendance, prognostic test scores, dependability, honesty, and willingness to work should be taken into consideration.
4. Clerical students must enroll for the two-hour block. They are not permitted to enroll in any single subject unit of the program.
5. Clerical students must have earned at least one unit in typewriting prior to entering the program. One unit in bookkeeping or recordkeeping must have been taken previously or be taken concurrently. (If Bookkeeping II and Typewriting II are offered at the school, it is recommended that the above-average clerical student enroll in either or both of these courses.)<sup>2</sup>

#### **Credit**

Credits for each class period will be earned by the student upon satisfactory completion of the course. The secretarial student enrolled in the three-hour block will be given credit for business English, secretarial office practice, and second-year shorthand. The clerical student enrolled in the two-hour block will be given credit for business English and clerical office practice.

#### **Operation**

Schools interested in receiving a vocational instructional unit for Vocational Office Education should secure and complete a survey form for new Vocational Office Education programs from the Business and Distributive Education Section, State Department of Education, and return it to the assistant superintendent for consideration. Following tentative approval by the assistant superintendent, county officials should submit on the appropriate form the anticipated number of vocational instructional units desired for Vocational Office Education. This figure has been determined in consultation with the Area Coordinating Committee. Once the committee and county officials to-

<sup>2</sup> *Vocational Office Education Teachers' Handbook*, Revised (Tallahassee: State Department of Education, 1966).

gether have established a priority ranking of units needed, the county is requested to include in its County Planning Guide project proposals for the acquisition of needed equipment and instructional supplies and materials. The Area Coordinating Committee studies these proposals intensively and recommends them to the State Coordinating Committee for appropriate action. Proposals which appear to have the most potential for contributing to county and state program development may be developed into projects and submitted for funding support upon invitation from the Assistant Superintendent for Vocational, Technical, and Adult Education. Invitation to submit a project is not tantamount to approval, however. Once a project has been studied by the Area Coordinating Committee, it is reviewed by the State Coordinating Committee and recommended by the Assistant Superintendent for Vocational, Technical, and Adult Education to the State Superintendent of Public Instruction for disposition.

*Vocational instructional units will be granted by the state when it has been certified that the following provisions essential to the program have been met:*

1. Minimum classroom facilities, including materials and equipment are provided.
2. The program has met enrollment requirements of a minimum of fifteen and a maximum of twenty students in each of two sections.
3. A well-qualified vocationally certified business education teacher is employed to teach the courses.
4. An operating budget will be provided which includes funds for the teacher to attend at least one out-of-county professional meeting each year called by the State Department of Education. The budget will also include funds to provide instructional materials, reference materials, and needed consumable supplies.
5. Provision should be made to ensure acquisition of additional equipment indicative of community need as well as to provide adequate maintenance and systematic equipment replacement.

For more complete details and the course outline, refer to the *Vocational Office Education Teacher's Handbook*, Revised (Tallahassee: State Department of Education, 1966).

## VOCATIONAL OFFICE EDUCATION

### Plan II

Vocational Office Education, Plan II is a program for students who have stated in writing that their career objective is to become employed in an office occupation and who have elected to follow a planned sequence of business education courses. These courses must include in-school learning experiences necessary to develop and refine proficiency in office skills needed by students to become gainfully employed office workers.

A member of the business education staff designated as a directing teacher assumes the responsibility for developing an efficient, realistic, and practical program geared to the needs of vocational office education students. This teacher is released from a normal teaching load in proportion to the number of students being directed in the program.

The directing teacher shall:

1. Hold regularly scheduled conferences with the students.
2. Confer with other business teachers concerning each student's progress.
3. Consult with the Guidance Department for help in providing occupational information and information about educational requirements for office workers, interpreting interest and aptitude tests, and other guidance activities relating to vocational office education students.
4. Be responsible for equipment and instructional materials purchased with Federal money for use in the Vocational Office Education program.
5. Assist in job placement and follow-up studies of graduates.
6. Be responsible for evaluation procedures.

For more complete information refer to *Vocational Office Education, Plan II* issued by the State Department of Education.

### **DISTRIBUTIVE EDUCATION**

Changing times, new developments, and advanced thinking create needs for new concepts. New concepts frequently result in a temporary reflection of the limitations of an existing viewpoint. Reflection is germane to any measurement of different points of view, and such is the frame of reference here.

There are two different trains of thought about distributive education—one traditional; the other contemporary.

The traditional concept classifies education for distribution as a teaching-learning function of business education in the broadest sense.

The current trend toward education for distribution emphasizes a vocational *program* philosophy. This approach implies a series or sequence of units of study, with specific subject matter concerned with distribution clearly defined as a discipline unto itself.

This concept is further heightened by separation of the two

disciplines, business education and distributive education, in the U. S. Office of Education. Though subject to frequent change in internal structure, this separation has nonetheless withstood the effects of change, witness the naming of a Head in the USOE hierarchy for each discipline. The separation is again apparent in the structure of the American Vocational Association where there is a Distributive Education section and one for Business and Office Education.

The *Guide* makes no attempt to categorize individual thinking. The aim here is to present the two points of view: one reflective of the past; the other seemingly indicative of the future.

Distributive education is a program of vocational instruction in distribution and marketing designed to qualify high school youths, post high school youths, and adults for gainful employment in distributive occupations, or in occupations in which a distributive function appears, according to their individual occupational objectives.

The instructional approach may be either preparatory or supplementary. Preparatory instruction is pre-employment instruction in distribution and marketing generally provided on a full-time basis to prepare youths and adults over fourteen years of age for distributive employment in classes organized under the cooperative plan or the project plan. The project plan is designed as a means of in-school preparatory instruction, in contrast to the cooperative plan which utilizes an on-the-job training approach. The project plan involves the planning and development of group or individual projects which may be used by the instructor to encourage vocationally-centered learning.

Supplementary instruction is vocational instruction in distribution and marketing generally provided on a part-time basis for employed adults wishing to refresh, update, or upgrade competencies needed in their employment, and for those seeking new and specialized competencies necessary to continuing employment or advancement in responsibility. It provides education to the entry, supervisory, and managerial levels of businesses in the marketing and distribution occupations. These programs should result in immediate increase of job efficiency, eventual promotion, and better understanding of the field of economic activity in which workers are engaged.<sup>3</sup>

<sup>3</sup> *Organization and Operation of Distributive Education Programs for Adults*, Bulletin 74H-5, (Tallahassee: State Department of Education, 1966).

For further information about the Distributive Education program, contact the Supervisor of Distributive Education, State Department of Education, Tallahassee.

### **DIVERSIFIED COOPERATIVE TRAINING**

The Diversified Cooperative Training Program (DCT) is a plan for preparing high school juniors and seniors sixteen years of age or older for a variety of occupations in the community. It is a cooperative work program found in most schools having only one cooperative program, and students may be placed in any one of a variety of job training situations, including jobs in business, industry, service, establishments, and the like.

The in-school phase of the program is usually divided into four hours of study, two hours of which are devoted to required high school subjects or electives, and the other two hours used for study under direct supervision of the school DCT teacher-coordinator. Students attend school in the morning and work in the afternoon. The work time will normally involve three or four hours each afternoon with a minimum of twelve and one half hours per week.

Diversified Cooperative Training is designed as a program of occupational preparation, but it has general education values in helping the student to mature and develop a desire for further education. Students receive a regular high school diploma and may seek college or university enrollment.

For complete information regarding diversified cooperative training in Florida refer to *Handbook for Diversified Cooperative Training*, State Department of Education, Tallahassee.



## Supervision and Administration

**G**OOD SUPERVISION AND ADMINISTRATION invariably leads to a better quality product and more efficient methods of operation. Supervision and administration of business education by individuals who understand the technical and human problems involved are essential for developing good instructional techniques, providing the tools and facilities for learning and securing effective coordination of efforts in the instructional program.

Good supervision and administration of the business education department are essential to the development of a sound curriculum, effective teaching methods, and proper standards so that business education will achieve its aims of economic literacy and competencies for initial employment and advancement. To assist in the attainment of these goals, it is recommended that one or more specialists trained in business education be on the staffs of: (1) the State Department of Education; (2) each county school system (having a sizable number of instructional units); and (3) the business education department of each high school.

A two-way system of understanding and communication between the school and the community is important. Advisory committees in business and vocational education at the state, county, and local school levels are one of the most effective tools for cooperative effort between the school and the community. In order to provide appropriate educational experiences, the school must know what the business community needs and wants; and before the people can support the work of the school, they must know what is being done.

### **The Role of the State Department of Education**

The state supervisor, aided by the assistant supervisor, consultants, and other specialists, is responsible for the general

administration, direction, and leadership of the Business and Distributive Education section, Vocational, Technical and Adult Division. All members of the staff aid in the development, unification, and coordination of the total program of business education. The business education section also provides the following services:

1. Consultative assistance and coordination for all levels of business education.
2. Advisory service to the state business education professional organizations.
3. Assistance in the planning and coordination of in-service workshops, teacher conferences, and study groups.
4. Preparation and distribution of teaching aids, curriculum materials, courses of study, bibliographies, newsletter, and research information.
5. Assistance and recommendations to the State Course of Study Committee concerning textbook needs in the area of business education.
6. Liaison with other divisions and sections of the Department of Education.
7. Liaison and participation in matters relating to surveys, evaluations, and joint projects involving business education.
8. Liaison with the business education teacher-education institutions in matters of teacher certification and curriculum development.
9. Advisory service and sponsorship of business education clubs and youth activities.
10. Participation in professional meetings and conferences on the national, state, and county levels representing all areas of business education.
11. Review and recommendation of allocation of special instructional units for business education programs.
12. Review of projects requesting federal funds for vocational business education programs.
13. Assistance in relating the business education program to the total education program.

**The Role of the County Supervisor, or Coordinator, or Consultant**

On the county level the business education supervisor may be a consultant who serves as coordinator of business education.

activities with the total countywide educational program. He also gives administrative direction and leadership to all business education programs.

His specific responsibilities may include:

1. Aid the county finance officer in the preparation of the school budget directly related to business education.
2. Help formulate policies, in cooperation with the teachers, concerning the purchase of new equipment and instructional supplies and a planned formula for replacement of old equipment.
3. Assist in organizing special vocational business education programs in various schools.
4. Be available to assist those responsible for the selection of business teacher personnel.
5. Exercise leadership in curriculum development.
6. Become involved with the evaluation of the total business education program.
7. Act as liaison person to disseminate information from the county and state levels to all school systems in the county.
8. Assist in organizing pre-school, post-school, and in-service training programs for teachers.
9. Bring to the attention of the teachers new developments and trends in their teaching areas.
10. Assist in the organization and selection of advisory committees.

### **The Role of the Local School Administrator**

In order to make certain that the business education program meets the needs of the community and the students, the local school administrator will:

1. Become familiar with the objectives of the business education program.
2. Become fully aware of the scope and sequence in business education, including state and federal subsidized and cooperative programs.
3. Be cognizant of the needs of the business education program, particularly in the areas of instructional materials, teaching media, equipment, and consumable supplies.
4. Encourage, and assist in the formulation and adoption of a

- plan for purchasing new equipment and of a formula for the systematic replacement of old equipment.
5. Employ the most qualified instructional personnel available.
  6. Lead and inspire teachers in their efforts to improve instruction and to provide a quality business education program.
  7. Serve as an evaluator of the business education program, considering such various factors as the employment and placement of business graduates, student interest in business education, student participation in the program, and community response.

#### **The Role of the Department Head or Chairman**

In those local schools where the number of business education teachers is large enough to warrant designation of a chairman or head of department, the following list of duties and responsibilities is suggested as a guide in the development of better administration and supervision of the total business education program.

#### **Curriculum**

1. To develop the best curriculum possible in business education through leadership of the teachers in the department and in keeping with the administrative policies in the school.
2. To promote inter-departmental relationships and to coordinate the business education curriculum with the total school program.
3. To articulate the work of the high school with area junior high schools, junior colleges, and other appropriate institutions.

#### **Teachers and Students**

1. To work with the teachers within the department to produce the highest standards of teaching. (This includes visiting classes, making helpful suggestions for improving lesson plans, counseling with teachers in the department, and coordinating the work of the group to achieve departmental standards.)
2. To hold regular staff meetings based on a prepared agenda and to have minutes kept of every meeting and a copy sent to the principal.

3. To counsel and assist new teachers by explaining to them the routines of the department and the school, by introducing them to other faculty members, and by acquainting them with the advantages and opportunities in the school and community.
4. To coordinate the work of all teachers in the department and to set up departmental policies consistent with those of the school.
5. To make it possible for the teachers within the department to do the best job of teaching by:
  - a. Seeing that adequate facilities and equipment are provided.
  - b. Relieving the teacher of as much detail as possible.
  - c. Planning instruction to meet the needs of the students and explaining the purposes of the instruction to students and parents.
6. To work with substitute teachers and interns so they will be more effective in the total school program.

#### **Relationship to School Administration**

1. To keep the school and county administration informed of the work of the department.
2. To confer with the principal concerning activities and problems within the department.
3. To assist the principal, upon his request, in evaluating objectively the teachers and their contribution to the work of the department.
4. To assist the principal, upon his request, in hiring teachers of high caliber.
5. To assist the principal, upon his request, in preparation of the departmental and school budget.

#### **Classroom Visits**

1. Department heads should plan class visitations.
  - a. Visits should be purposeful and understood by the department head and teacher.
  - b. Length of visit should be determined by its purpose.
  - c. A conference should always follow the visit for the purpose of *constructive* evaluation.
2. Department heads should encourage both intravisitation and intervisitation.

3. Department heads should encourage in-service training such as:
  - a. College or university classes
  - b. Professional meetings
  - c. Pre-school conferences
  - d. Institutes
  - e. Travel
  - f. Professional literature
  - g. Self-study practicums
  - h. Workshops

## **ADVISORY COMMITTEES**

### **The Need for Advisory Committees**

The need for advisory committees in all areas of business education arises from the fact that the education of young people and adults is a cooperative undertaking shared by the school and the community. These committees perform a significant function when they are composed of groups of representative laymen, respected and recognized experts in their own fields, who speak for the community and carry to the people the message of the public schools.

### **The Purpose of an Advisory Committee**

The purpose of the advisory committee is to provide a link between the school and the community through which educational activities may be coordinated. The function of the membership is to counsel with and advise the school with respect to improving all areas of the business education programs, to foster closer cooperation between agriculture, industry, business, the home, and the school, and to aid in the development of an educational program which will meet the needs of the community. The advisory committee has neither administrative nor legislative authority and is not created to usurp the prerogatives of boards of education and administrative staffs.

### **Kinds of Advisory Committees**

Committees may be set up to perform many different services in connection with the school's vocational programs. Often these

committees serve in a general advisory capacity and sometimes as adviser for a particular field or occupation or for a special phase of the program.

### **Appointment of Advisory Committees**

When anticipating the appointment of an advisory committee, the administrator should first receive the support and approval of the local board of education.

### **Operation of Advisory Committees**

It would be impossible to form a set of rules and regulations for the proper operation of all advisory committees. Each community and each school has special problems to meet and distinctive ways in which these problems must be worked out.

The number of members to be included on an advisory committee varies with the size of the community and the nature of the program served. The committee, to gain the confidence of the citizens, must be large enough to be representative and should have members from all the important organized or recognized groups in the service area vitally concerned with the educational program.

The first, and most important, responsibility of the school representative is to inform committee members of the functions and fundamental objectives of the total business education program. Committee members should be concerned about the general operating policies included in the Federal Acts and in the Florida State Plan.<sup>1</sup>

### **Contributions of Advisory Committees**

Some factors to consider in the use of advisory members are:

1. Share responsibility for developing the program
2. Keep members actively working on school problems
3. Do not waste members' time
4. Give recognition for assistance
5. Study recommendations

Advisory committees may sometimes render the following services:

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<sup>1</sup> *Loc. Cit.*, p. 16.

1. Provide community surveys to determine needs
2. Evaluate the program
3. Help prepare courses of study by providing occupational information
4. Select and place students in work experience programs
5. Guide and direct the teacher
6. Provide continuity
7. Correlate work of the school and other agencies
8. Aid in securing financial and legislative support
9. Provide good public relations



## Youth Activities

**O**PPORTUNITIES SHOULD BE PROVIDED for students to demonstrate their abilities in the classroom and in some type of organized group activity outside of class. Business education departments like other departments should make provision for self-expression and achievement within the realm of student interests and individual capabilities.

By their very nature extra class activities will help to serve the social needs of youth. They also offer unique opportunities for serving the school and community in a variety of ways.

General objectives of all business clubs and extra class activities, in seeking to fulfill the needs of business-minded youths, include:

### *For the Student*

1. To develop understanding and appreciation for the responsibilities of citizenship in our economic system.
2. To develop qualities of leadership and to provide opportunities for practicing these qualities in the school and the community.
3. To provide an opportunity to develop a better understanding and make a more intelligent choice of a business occupation.
4. To provide an opportunity for self-development and self-improvement of each student.
5. To develop a cooperative attitude toward other students, teachers, and the community.

### *For the Teacher*

1. To provide for development of better teacher-student relationships and understanding.

2. To create more desirable public relations with the home and community.
3. To provide a better guidance medium for each student entering the business world upon graduation.

#### *For the Community*

1. To provide the community with closer relationships with local business educators through such resources as guest speakers and community projects.
2. To develop better understanding of the capabilities and preparation of students entering the business world.
3. To provide a better guidance medium for each student entering the business world upon graduation.

Various clubs and student organizations will have specific goals or objectives that will meet the individual needs of all students. It is important to make a thorough investigation of all possible clubs or youth activities that may be organized before a final decision is made. Only through a consideration of time limitations and particular student needs and energies can a decision be made as to the appropriate course of action.

Following are descriptions of clubs that are designed to meet the special needs of students in business education.

### **Clubs**

#### **Future Business Leaders of America**

The Future Business Leaders of America is a national organization of those students interested in preparing for employment in the business world. This organization strives to develop leadership, character, and responsibility in each student member. It also strives to be of service to the community. FBLA is sponsored by the National Business Education Association with national headquarters in the National Education Association Center in Washington, D. C. The national organization provides a newsletter, *The Future Business Leader* (student magazine with news of students from all over the nation), and arranges for the annual national convention.

The activities are coordinated by the Florida State FBLA-Phi Beta Lambda Advisor, State Department of Education, Tallahassee. Through this center, new chapters may be or-

ganized, newsletters distributed among local chapters, and arrangements made for the spring conference. At this conference, contests are organized with entries from any interested state chapter, with awards, cups, plaques, and certificates presented to the individual winners in each of the categories. Educational trips and social activities also are planned for all FBLA members attending.

The local chapters are further organized into districts, with each district having its own officers. The district organization provides opportunities throughout the year for the students to become acquainted with other groups of FBLA members in the state. The local chapters undertake projects, hold regular meetings, adopt their own constitutions, and are of service to their school and community.

FBLA is also organized on the collegiate level under the designation of Phi Beta Lambda or College FBLA. The State Chairman for FBLA also helps to organize chapters for Phi Beta Lambda. The spring convention includes activities for members of both the secondary and collegiate levels.

For additional information about organizing a chapter of FBLA or Phi Beta Lambda, contact the Executive Director, NBEA, 1201 Sixteenth Street, N. W., Washington, D. C. or the State FBLA-Phi Beta Lambda Advisor, State Department of Education, Tallahassee.

#### **Future Secretary's Association**

The Future Secretary's Association is organized on a national level with the sponsoring chapter being the National Secretary's Association. This club is designed for business education students who wish to become secretaries when they enter the business world. This club may be organized on the secondary or collegiate level.

The purpose of FSA is to develop further interests of young women who plan to launch a secretarial career. In addition to having maintained a minimum grade average of "C", FSA members should possess high character and integrity.

Nominal initiation fees cover the cost of FSA pins, charters, membership cards, and materials. Annual dues cover the cost of operating programs, publishing newsletters, and doing other worthwhile projects in the Future Secretary's Association.

For additional information about organizing a local chapter

of Future Secretary's Association, contact the National Secretaries Association, 1103 Grand Avenue, Kansas City, Missouri, 64106.

### **How to Form a Club**

It is important to take certain factors into consideration before forming a club or organization in your school. Some suggestions are:

1. Determine the needs of the students—have the students list the objectives or purposes the proposed club should meet.
2. Try to get a large number of students interested in forming a club or organization—call an organizational meeting to see the interested students.
3. Investigate school policies concerning clubs and organized activities—contact the administrator, principal, or supervisor and ask for assistance in complying with educational policies. Obtain permission to organize the group before pursuing the activity.
4. Provide adequate sponsors for the group. Co-sponsors might be advisable for the first year or during the organizational period since there will be meetings, letter writing, and other time consuming activities.
5. Contact informed sources for specific procedures for organizing the club. If possible, contact a nearby chapter to assist in the formation of the new chapter.

If a club should become inactive, or is presently inactive, contact the Consultant, Business Education and follow necessary procedures for becoming reactivated.

It is important from the beginning of any club or organized activity to follow democratic procedures, permitting as many students as possible to have a voice in the activities of the club. The teacher-sponsor in most cases is asked to serve as adviser, guiding the students in their decisions and projects, but being careful not to become an active voice in the decision making.

### **Other Activities**

Each year the Florida Business Education Contest Association sponsors contests for all business students in shorthand,

typewriting, and bookkeeping. These contests are conducted on the second Saturday in May with a volunteer-sponsor school making arrangements for the contest.

Each school whose teachers are members of FEA may enter two contestants in each of the following events:

First-year typewriting	Second-year shorthand
Second-year typewriting	Shorthand open
Typewriting open	First-year bookkeeping
First-year shorthand	Bookkeeping open

Cups, plaques, and individual awards are presented to the first, second, and third place winners of each contest. Cups remain in the possession of the school until the following year unless one school wins the cup three times in succession; then the school gains permanent possession. If a cup should become fully inscribed with winners' names, the school winning it the most times gains possession of it. Plaques are awarded to each of the first place winners and remain with the school.

The FBECA is governed by a constitution. The officers consist of a manager and a secretary who are elected by all teachers present at the business meeting held on the day of the contests.

It is possible that FBFA will sometime in the future assume permanent sponsorship of the FBECA, assisting in coordinating the contests each year, and working as a central communications center for distributing information and giving attention to any questions during the year concerning the contests.

Each spring, contest information is sent to each school in Florida which is eligible to participate in the contest.

FBECA strives to encourage high attainment in business education subjects, to provide recognition for outstanding achievements, to promote fellowship among business education teachers and students, and to encourage the growth of good sportsmanship.

### **Junior Achievement**

Junior Achievement is a national organization sponsored by Junior Achievement, Inc. The organization's purpose is to encourage students to have actual business experience in organizing a business of their own. In place of teacher-sponsors, local businesses usually sponsor these organized groups.

The purpose of this organization is to provide the students with actual learning experiences in owning and operating their own small business at a profit. They may be organized as sole proprietorships or as corporations.

For additional information concerning the organization of Junior Achievers, write Junior Achievement, Inc., 500 Fifth Avenue, New York, New York.

#### **Other Clubs for Business Students**

Among other clubs for business education students are Co-operative Education Clubs of Florida, Beacon Clubs for girls, sponsored by the Business and Professional Women's Clubs, and Future Data Processing Management Association. For additional information regarding the establishment of other business clubs, contact the State Department of Education, Tallahassee.

#### **National Business Entrance Tests**

These tests are production tests and not simply speed-sprint tests. They are a reliable basis for measuring student employability and effectiveness of curriculum content and teaching.

Two series are available: the General Testing Series intended for both school and office use scored by the examiner; and the Official Testing Series administered at National Business Entrance Testing Centers.

Five subject classifications, used to measure production ability, included in both series are: stenography, bookkeeping, office clerical, typewriting, and machine calculation.

National Business Entrance Tests are sponsored by and available from National Business Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

## Post-Secondary Business Education

**T**HIS IS AN AREA OF EDUCATION upon which the new technology has placed the stamp of utmost importance, an area ripe for new thinking and vigorous leadership.

There is a growing trend toward continued education for one, two, or more years of post-high school work. In Florida, the State Legislature has implemented a master plan for placing a community junior college within commuting distance of every high school graduate. In vocational-technical education, numerous area vocational-technical centers have been designated to serve a majority of Florida's population. This provides an added challenge to business educators to meet the needs of out-of-school youth and adults in a world where the nature of human activities in business has changed and shall continue to change. The revolutionary developments in equipment, processes, systems, and procedures in business and industry indicate that automated operations and electronic data processing will have special significance in our business-oriented society. Routine tasks may diminish, but more people will be required to handle the creative and managerial work which will require higher levels of education and skill.

In both high schools and colleges in Florida there are various programs of instruction being offered to further the business education of adults. These programs include:

1. Post-secondary students who have completed or left high school and who are available for full-time study in preparation for entering the labor market or for more advanced study.
2. Adult students who have entered the labor market and who need training or retraining to achieve stability or advancement in employment.

3. Special students who want vocational education in keeping with their needs, interests, and abilities.

The number of clerical and kindred workers in Florida has doubled and tripled the national average in the past several years. Heading the list of occupations are secretaries and bookkeepers. Thousands of other workers are employed as typists, stenographers, office machine operators, file clerks, and other office positions. These facts are significant in thinking of the future development of vocational business education programs in the community junior colleges and adult education programs in Florida. Enrollment of adult vocational business education classes in Florida in 1964-65 exceeded 50,000. By 1975 it is anticipated that the total will reach nearly 1,140,000—or approximately one in seven of the projected total population.

#### **Adult Programs Offered in Florida**

The business education subjects offered in the general adult program are designed not only for personal development and enrichment of the adult student, but to develop consumer effectiveness and the knowledges, skills, attitudes, and understandings essential to earning a living. The teacher of these classes will find himself in an environment which is both challenging and rewarding. If he is to be really effective in his work, he will be ever mindful of these important factors:

1. Attendance in adult education is purely voluntary.
2. There is usually a great variation among students with respect to age, experience, and cultural background.
3. The time required to attain specific levels of accomplishment also will vary widely, and allowance must be made for this variation through a flexible plan of enrollment and progression of students.
4. Adults are usually impatient as learners. They particularly dislike "busy-work." Short units of work, where progress can be seen more readily, will hold their interest better.
5. The teacher should permit the group to share in the planning of the course in order to provide for differences in interests, abilities, and needs of the group.
6. There is wide freedom of choice in the selection and use of textbooks and other materials.



7. Grades are not nearly so important as a motivating factor for the adult as for the high school student. The recognition of needs and a feeling of accomplishment are the primary factors in adult motivation.
8. The teacher is reminded that:
  - a. Adults should not be treated as children.
  - b. Restrictive rules and regulations should be avoided.
  - c. Emphasis should be on what is learned rather than on what is not known.
9. The teacher who has a varied background may utilize more effectively the experiences of the class members to the maximum benefit of the groups.
10. The quality of the adult education program vitally affects the success or failure of community relationships.
11. The following physiological changes because of normal aging must be given consideration by the teacher:
  - a. Steady decline in vision and hearing.
  - b. Slower reaction time.
  - c. Fixed pattern of habits.

These factors do not prevent the adult from learning; they make it necessary, however, for the teacher to adjust teaching techniques and procedures. Some examples of ways in which to adapt methods to aging adults are:

1. Write more clearly and larger than usual on the chalkboard.
2. Speak clearly and distinctly and repeat important points.
3. Allow time for understanding.

#### **Adult Vocational Business Education Programs (Day)**

The business education program in the day school may be available to youths and adults who are 16 years of age or over who, for reasons of health or employment, have withdrawn from regular high school and who wish to continue their education. Under a part-time or full-time plan the student establishes his own class schedule to fit into his needs. Instructional areas include general as well as vocational competence of the student. High school credit may be earned by the student on the same basis of attendance and accomplishment as exists in the regular program. Guidelines for business education in this field are available from the State Department of Education, Tallahassee.

### **Adult Vocational Business Education Programs (Evening)**

The evening business education program is offered at convenient evening hours to adult students who desire high school credit or pre-employment training or up-grading in skills and technical knowledges that will increase their productiveness. The evening program provides flexibility of purpose, opportunities for meeting student needs, avenues for developing civic competence and economic understandings and performance, and ways of broadening their cultural heritage.

### **THE COMMUNITY JUNIOR COLLEGE**

Over the nation, more than 1,000,000 students are enrolled in junior colleges, completing their freshman-sophomore work as well as studying in a variety of instructional areas. In 1975, national junior college enrollments will exceed 1,750,000 students. By comparison, in the fall of 1974 public junior college enrollment in Florida is expected to exceed 172,000.

Business education is offered in most of the junior colleges in Florida usually for university-parallel transfer students, for those who will complete education in one or two years for immediate job entrance, and for adult continuing education.

#### **Programs of Study**

Business education offerings in many junior colleges should be expanded, particularly in those counties and areas where other vocational areas are limited. Continued attention should be given to the changing nature of technical occupations.

Those junior colleges with business education programs offer a university-parallel/transfer program where an Associate in Arts Degree is awarded to the student who satisfactorily completes a curriculum concentrating in Business Administration or Business Education, including general education requirements. A certificate or Associate in Science Degree may be granted to students who follow semi-professional programs on a selected one- or two-year basis. However, many of these courses may be taken for varying lengths of time on a non-credit basis to suit the needs of the adult student. Among these areas of concentration are: Executive Secretary, Medical Secretary, Legal Secretary, Educational Secretary, General Business, Accounting, Data Processing, Stenography, Office Management,

Agri-Business, and Clerical. For further information regarding the junior college program, refer to the state bulletin on *Florida's Community Colleges*, Revised, State Department of Education, Tallahassee.

### **AREA VOCATIONAL-TECHNICAL CENTER**

Because of special emphasis in recent federal and state legislation, the Area Vocational-Technical Center requires special consideration at this time. It is apparent that in the minds of some this is a new type of educational institution, but this is not the case. The Vocational Education Act of 1963 (Public Law 88-210) provides a detailed statement from which the State Board of Education and the State Board for Vocational Education have developed the following *Criteria for Approving the Designation of Area Vocational-Technical Centers*. (Adopted February, 1967)

#### **A. Definitions**

1. An area vocational-technical center means any public school or public institution the facilities of which shall include only:
  - a. A technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market;
  - b. A specialized high school used exclusively or principally for the provision of vocational education to persons who are available for full-time study in preparation for entering the labor market;
  - c. A department of a high school used exclusively or principally for providing vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market; and
  - d. A department or division of a junior college or community college or university which, under the supervision of the State Board for Vocational Education, provides vocational education in no less than five different occupational fields leading to immediate employment but not leading to a baccalaureate degree.
2. An occupational field shall mean a group of recognized occupations having substantial similarities common to all occupations in the group.

#### **B. Requirements**

1. An area vocational-technical center shall be available to all residents of the State or the area of the State designated and approved by the State Board for Vocational Education. In the

case of a technical or vocational school described in sub-paragraph (1) or a department or division of a junior or community college or university described in sub-paragraph (4), such school must admit as regular students both persons who have completed high school and persons who have left high school.

2. The County Board of Public Instruction shall request the State Superintendent of Public Instruction to recommend to the State Board for Vocational Education approval of the designation of an area vocational-technical center. A favorable recommendation of the State Superintendent shall be required before approval.
  3. No school shall be approved for any county or group of contiguous counties of less than 50,000 population. For a county over 250,000, one additional school may be designated. Where hardship exists because of a county's isolation, the State Superintendent may request the State Board to waive the minimum population requirement.
  4. No center will be designated without assurance that it will have no less than 150 full-time students or the equivalent thereof enrolled in vocational or technical courses. A full-time equivalency shall be a total of 810 contact hours of instructional service.
  5. No center will be designated unless requested by the County Board of Public Instruction of the county in which the facility is to be located.
  6. Offerings shall reflect labor market demands.
  7. Fee simple title to the site of an area vocational-technical center shall be vested in the County Board of Public Instruction of the county of location.
  8. The center shall be within 40 miles commuting distance of the majority of the population of the service area; however, exceptions may be considered on an individual basis.
  9. There shall be documentary evidence that the school board, superintendent, and staff of the service area regard the school as an integral part of the total program of public education.
  10. Facilities for new centers shall meet presently prescribed building standards in order to provide a modern vocational and technical program and shall provide for a high rate of space utilization and flexibility to meet changing needs. A maximum of space utilization of existing and proposed facilities should be required before duplication is permitted.
  11. The site of an approved area vocational-technical center shall be approved on the basis of a survey made by the Survey Section of the State Department of Education.
- C. "No less than five different occupational fields" shall be defined as:**
1. Agricultural Occupations
  2. Distributive and Marketing Occupations
  3. Health Occupations
  4. Home Economics Occupations
  5. Industrial Occupations
  6. Business and Office Occupations
  7. Technical Occupations

## CONCLUSION

The dimensions of change in postsecondary education and postsecondary business education in particular have been sharper and more dramatic than in any other field of education. In the past, curriculum development in adult education has come slowly. Today, however, social, economic, and cultural changes have created a revolutionary educational change. Youths who have left school for one reason or another can find a second opportunity to receive education and training. Employed persons can upgrade their skills or prepare for new jobs. More effective performance and leadership in community civic responsibilities can be implemented through such courses.

Likewise, business education is playing a vital role in adult continuing education through evening high school programs, short term and intensive crash training programs, informal classes in business and industrial establishments during working hours, and various types of leadership training for office supervisory personnel.

Because education is a lifelong process, business education has a professional responsibility to evaluate constantly the role of adult education, both as to purpose and to technique.

## SUMMARY

Education should introduce youths and adults to the world of work along with the world of the professions and culture. It should enable them to move into their next role in life whether that be to attend college, the professional school, or the vocational-technical center; or to enter directly into employment. Education should provide youths and adults with the skills, knowledge, attitudes, and abilities to become good citizens, parents, and workers, and to recognize their worth as individuals.

Vocational, technical, and adult education should provide youths and adults, wherever they live, the opportunity for general and vocational-technical training or retraining while on the job. It should also provide the facilities, the curricula, the teaching skills, and the organizational knowledge necessary for such special short courses and crash training programs as are constantly being required for the benefit of the employer, the employee, the unemployed, and others.