DOCUMENT RESUME

ED 160 831 CE 018 111

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TITLE	The Role of Guidance in Business Education.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE	76
NOTE	34p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Accounting; *Business Education; Business Skills; *Career Choice; Clerical Occupations; Educational Assessment; Educational Trends; Employment Opportunities; Employment Qualifications; Employment Trends; *Guidance Counseling; Guidance Functions; Guidance Objectives; Minority Groups; Occupational Information; *Program Development; Program Evaluation; Secondary Education; Secretaries; Sex Stereotypes; Stenography; Student Needs; *Student Placement; Testing; Vocational Followup
IDENTIFIERS	Future Business Leaders of America; Pennsylvania

ABSTRACT

To help secondary school business teachers and school counselors in Pennsylvania assist students in making career choices and securing a job, this guide provides information on job counseling and developing business education programs. The first chapter focuses on the changing employment climate and outlines activities that will increase vocational guidance counselors' knowledge of the opportunities available to graduates. In chapter 2, a brief history of business education is given, followed by a discussion of the student needs that a business education program should meet. Besides describing the aptitudes and skills necessary for the three major areas of business education (accounting, clerical, and stenographic-secretarial), chapter 3 analyzes the employment outlook for each area. To add flexibility and more choices to standard programs, specialized offerings are suggested, such as a combined college preparatory-business curriculum, mini courses, summer school, adult evening classes, and cooperative programs. Chapter 4 indicates other areas with which counselors should be familiar, including (1) opportunities for minorities; (2) occupational sex stereotyping; (3) job information sources such as PENNSCRIPT, the "Occupational Outlook Handbook," and intermediate unit media centers; (4) the uses of tests; (5) school placement services; (6) program evaluation based on surveys of employers and graduates and a checklist compiled by the state department of education; (7) Future Business Leaders of America; and (8) future directions for business education. (ELG)

The Role of Guidance in Business Education

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Pennsylvania Department of Education
1976

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MESSAGE FROM THE SECRETARY OF EDUCATION

With each passing year, American society becomes more complex. To meet the challenge of preparing young people for adulthood under these circumstances, schools have reacted by adding new general education courses and by modifying present offerings. At one end of the spectrum there are courses which are strictly traditional and at the other end there are offerings which are new and innovative. In addition, there are vocational courses which change in content almost daily as schools strive to prepare young people for beginning jobs in a changing environment.

Business education, one of the vocational programs available in the high school, offers preparation to pupils who plan to become wage earners in offices, pupils who want to develop a higher degree of economic competency and personal-use skill and pupils whose specialization in college will be business education or business administration.

This publication, *The Role of Guidance in Business Education,* proposes to enhance the role of guidance in the business education program. After reviewing this publication both business teachers and school counselors should be better prepared to assist pupils in making realistic career choices and to explain the business education program.

John C. Pittenger

PREFACE

The suggestions in this publication should serve as an aid to business education and guidance departments. Vocational guidance, an important aspect of the total educational program, assists business pupils in choosing a career and securing an initial job. Guiding pupils toward a meaningful vocation is a major responsibility which can best be discharged when the guidance service is developed on a cooperative basis by business teachers and school counselors.

This guide was prepared by Natalie P. Nichols, chairperson, business education department, Pennridge High School, Perkasie, Pa. The following Department of Education staff members reviewed this publication: Robert Cox, John Rebert and Bruce D. Shellenberger. Grateful appreciation is expressed to these educators whose professional assistance helped to make this publication possible

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CHAPTER ONE

COUNSELING FOR THE WORLD OF WORK

. . . Youth has been told that many more should enter vocational education, but has never been provided with the hard facts that would give them a reasoned basis for choosing to do so.

—NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Business teachers and school counselors, to be most effective, should work together. Team work is essential if pupils are to be served adequately. The business teachers should assist the school counselors in understanding the total business education program and keep the counselors informed of pupil progress. The school counselors should keep up to date with the personnel needs of offices in the employment area. The material in this chapter should help to inform business teachers and school counselors of the complexities facing young people as they enter the business world of today.

Changing Employment Climate

The American economy is in a constant state of change. "The prime legacy being left to today's youth is the certainty of uncertainty. The major thing youth knows for sure is that change is coming—and at an increasingly rapid rate."[1] Our economy is being seriously challenged by sporadic shortages and inflationary prices. For a company to grow or even to survive, management must make quick and accurate decisions. These decisions are based almost entirely upon data compiled by an efficient clerical staff for interpretation by management. "One expert estimates that one million new pages are turned out every minute. Another says 175 billion new pieces of paper are jammed into already overcrowded file cabinets each year."[2]

In response to this work load, American offices have become highly mechanized. A wide variety of machines are available which print, sort, type and do myriad operations with great efficiency, all seemingly without human aid. Those who are not intimately knowledgeable about office procedures erroneously conclude that the human element—the accountant,

[1] "Counseling and Guidance: A Call for Change," Sixth Report of the National Advisory Council on Vocational Education. June 1, 1972, p. 1.

[2] George R. Simpson, "The American Office Revolution '74," *Time*, April 8, 1974, Special Advertising Section.

the clerk and the secretary—is becoming extinct. This, however, is far from being the case.

Irrespective of the mechanization of many office procedures, the need for office personnel is increasing. Machines receive their input from humans. The printed data must be analyzed by humans. Communications, whether written or oral, must, in the final analysis, be handled by humans.

> Figures supplied by the Bell System show that the number of business telephones in the United States went up more than 50 percent from 1962 to 1972. Bell predicts at least comparable growth in the next decade. . . .
>
> The number of business telephone calls to and from the outside and within the office is constantly increasing. . . . 'The ability to handle all these calls quickly and efficiently is one of the most important problems facing modern management.'[3]

Additional information that should be of some help to business teachers and school counselors in advising pupils includes:

> The Bureau of Labor Statistics (BLS) of the U.S. Department of Labor has come up with some projections of employment among clerical workers in the coming decade which indicate the human clerk-typist is not about to be replaced by computers or other gadgetry.
>
> BLS found that clerical workers will total 19.7 million by 1985, experiencing a growth rate second only to that of professional workers. Clerks of all kinds in 1985 will comprise 19.4 percent of the total work force, compared to 17.4 percent in 1972, a year in which 14.2 million workers were enumerated as clerical. Thus, BLS anticipates a 5.5 million rise in the number of clerical workers over the next decade.
>
> New technology, like computers, may narrow job opportunities for clerical workers in some specialties, for instance payroll and inventory control, but secretaries, stenographers, typists and receptionists will not be affected, said BLS.[4]

Within the past decade several phenomena have developed in the American economy which have altered the hiring and promotion patterns of office personnel. First, the equal opportunity statutes make employment of minorities and women mandatory. Furthermore, many firms employ and promote qualified minority personnel into administrative and supervisory positions. Second, the great thrust of the feminist movement has opened opportunities which had been closed to women previously. Many personnel managers now employ women with abilities for potential advancement into middle management positions. Finally, and contradictory to the above, there is the growing concern of these same personnel managers in employing overqualified employes.

> . . . But most employers and employment agencies consider it bad personnel policy to hire people whose education or experience is more than the job requires.

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[3] *Ibid.*

[4] "No Depression Seen for Office Workers," *The Compass*, March 1975 p. 1.

> 'I interviewed a young [woman] today for a clerical job,' explains a personnel executive for a large manufacturing company. 'She would sit and file all day and do some very minor typing. She's got a college degree. Chances are she's not going to be interested in the job very long. She's going to get bored, and you're going to see that in morale, you're going to see that in absenteeism, and we don't want to take those risks.'[5]

The preceding information might be of value to school counselors as they attempt to assist young people in the choice of their vocational preference. While the job categories and the entrance requirements have shifted with the advent of office mechanization and social trends, the expanding and highly competitive nature of the economy will require many young people to work in offices in the future.

Vocational Guidance Function of School Counselors

The responsibilities of school counselors often encompass the following areas: scheduling, aiding pupils with learning problems, assisting pupils with career decisions, supervising club and field trips, arranging for assembly programs and holding vocational counseling sessions. The vocational counseling segment of the counselor's duties concerns itself with guidance for those pupils whose career choices necessitate further education and guidance for those pupils for whom high school is a terminal educational experience.

Historically, guidance services started as occupational counseling in 1905 when Frank Parsons, a Boston educator and social worker, started a vocational counseling service to help immigrants find suitable employment in their new homeland. From this modest beginning, vocational guidance spread to schools in many large industrial centers. Comprehensive guidance services, as we now know them, were not generally available to pupils in high schools until the enactment of the National Defense Education Act of 1958. Coming as it did upon the heels of Sputnik, the thrust of guidance changed from purely vocational to more general counseling, with stress on further study in science, mathematics and modern foreign languages.

To increase the school counselor's knowledge about the opportunities available to graduates, a number of activities can be considered.

1. Hold conferences with business education faculty in groups or singly to learn the content of business offerings, job requirements and the individual teacher's expectations of a pupil's performance to ensure employability. Business education faculty know not only their subject matter content, but also the skills required for initial employment in local offices.
2. Visit local offices and have conferences with office managers who are the future employers of a large percentage of business education

[5] Paul C. Hood, "Overqualification: A Job Hunter's Enemy," *National Observer*, April 13, 1974, p. 1.

graduates and establish criteria for beginning positions. They know what office skills are required and what attitudes will make a graduate employable. Furthermore, the job market on a local level can be assessed best only through contact with industry.

3. Read business education magazines, management publications and trade papers which contain a vast amount of pertinent information about national employment trends, long- and short-term trends and an overview of the office job market. In counseling young people who wish to enter the field of business, it is advisable to inform them about the initial positions available to them and the upward mobility possible in these positions.
4. Attend meetings of the advisory committee of the business education department and the service clubs in the immediate area. These meetings are attended by business people who either employ or delegate employment of office personnel in their respective firms. Most are willing to cooperate with the schools which train their labor force.
5. Organize and participate in a summer internship program. School counselors might welcome the opportunity to spend a period of time, such as a week, working in an office under realistic conditions where they can observe the work as it progresses from desk to desk, assess the qualifications necessary to perform assigned tasks successfully and get the feel of the atmosphere as it is experienced by the office force.
6. Become familiar with the various references and audiovisual materials available for use in providing pupils with background information about the many job opportunities open to them in the business field.

By participating in these activities, school counselors will gain background information and develop realistic and positive attitudes that will enable them to present career information to the pupils in a logical sequence and to assist pupils in scheduling the appropriate courses while in high school.

CHAPTER TWO

DEVELOPMENT OF THE BUSINESS EDUCATION PROGRAM

Most youth understand full well that education is a key ingredient in preparation for employment. We have passed on to youth the false societal myth that a college degree is the best and surest route to occupational success—and then cautioned them that less than 20 percent of all occupations existing in this decade will require a college degree. . . .

—NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

In a highly organized American society, human beings function within the confines of an interdependent economic structure; that is, they consume goods and services, invest surplus assets, borrow money and, finally, bequeath their estate at death. They bargain for wages and perform services for which society pays them. Consequently, all secondary school pupils should acquire a working understanding of the economic process which will enable them to function effectively as adults, consumers, wage earners and citizens.

School counselors, in suggesting options to pupils who come to counsel with them about their vocational and personal goals, should have at least a cursory acquaintance with the historical and philosophical aspects of business education.

Business Education in Retrospect

The classroom approach to teaching business skills began in America with the great expansion of business activity in the decades of 1890-1910. Immigrants with high aspirations for their children and little means for college education demanded education, other than academic, which would lead to white-collar occupations.

One alternative, business education, is the oldest of a group of vocationally oriented programs offered in the secondary school. Business education has its humble roots in the garrets and the basements of the classical high school. Not a prestigious program, it offered the poor, ambitious pupil an education which afforded the opportunity to become successful men and women. The program for many years was strictly vocational, and the only courses offered were accounting, shorthand and typewriting. Teachers needed little certification, and the equipment was meager.

Business education was slow to gain popularity; yet large school systems soon found their enrollments in "commercial courses" increasing by leaps and bounds. As years went by, smaller high schools began to offer business education. Teacher certification improved, and by 1930, teachers were required to have certification equivalent to that of the academic faculty. Recognition of the worth of the program, its societal value and status appeal have been much slower in coming.

During the years of the great depression, business education's enrollments soared. All through World War II, the need for accountants, clerks and stenographers was matched only by the need for other workers in the defense effort. The real setback came during the years just after Sputnik (1957) when national effort centered upon science, mathematics and modern foreign languages. More recently, however, the trend has reversed. For one thing, college graduates are finding it increasingly difficult to find positions. Indeed, many college graduates have been forced to enroll in private business schools to acquire the skills necessary to qualify for available positions.

In the meantime, business education offerings have expanded in the nation's high schools. A business education curriculum to meet the needs of potential dropouts has been developed, standard offerings have been revised to include many of the newer technologies practiced in the offices of the nation and sociobusiness courses have been made part of the general school program.

Consideration of Individual Needs

Many pupils in high school have only meager and completely unrealistic information about the job opportunities available to them. Their assessment of their own abilities is often nebulous, inaccurate and full of wishful thinking. They often incorporate hearsay conversations of friends, glamorized public figures and popular novel heroes into the life-style of certain jobs. Very seldom are their notions based upon reality, fact or a true appraisal of their capabilities and strengths.

Great talent and unyielding determination to excel may enable certain individuals to overcome apparently insurmountable difficulties and achieve success in their chosen professions. However, the majority of pupils in high school have neither the stamina nor the ability to overcome such odds. Many pupils, failing to attain desired goals quickly and relatively effortlessly, fall by the wayside, disillusioned and frustrated. The following excerpt demonstrates facts of which too few of us are aware:

> . . . Out of every 10 youngsters enrolled in elementary school throughout the United States, three will not finish high school. Three of the seven who do complete high school will enter the labor market or become wives [and/or] mothers.

The other four high school completers will enter college, but only two will graduate. Only 20 percent of the total population graduate from college.

Thus, it is reasonable to conclude that approximately 80 percent of the population are in need of vocational training which will prepare them for the world of work. Only about 25 percent are receiving this training at the present time.

As a result, many of the youth of our city who do not possess salable skills are finding it very difficult to secure employment.[6]

In dealing with young people who are neither exceptionally talented nor especially motivated, school counselors should suggest alternatives whereby success in their life's work might be more easily assured. Business education can become a promising alternative to many a day-dreaming youngster. Its advantages are many. The field is large enough to take care of many individual preferences and strengths; the jobs are plentiful and skills are easily reestablished whenever needed. The latter is especially useful to women who leave the labor market to rear a family and later return to become a wage earner. Furthermore, initial preparation time is relatively short and numerous skills can be acquired within the scope of a high school curriculum. Also, the potential for growth in the field of business is extensive, and basic entry level skills can be maximized by an employe who wishes to move into a management position with all its attendant benefits.

The following considerations also should be evident in the development of the business education program. All pupils should become competent on the typewriter, the most commonly used machine in the business office; receive some instruction in recordkeeping or accounting with stress on the vocabulary of business; be taught how to use a telephone correctly; learn peripheral business skills, such as filing; and receive a good background in the fundamentals of arithmetic and grammar. Since business education is a terminal program, how to apply for a job and the need for a positive on-the-job attitude should be emphasized to all business pupils.

In view of the above statements, business education can be recommended as an acceptable alternative to a variety of pupils who can expect it to fulfill their specific needs.

First, above average pupils who are anxious to become self-supporting for a variety of valid reasons can benefit from enrolling in a business education curriculum. Their goals are established and their interest in office positions is genuine and strong. These are pupils who might be interested in continuing their education on a part-time basis later in life. They seek challenging office positions that have potential for advancement into managerial positions.

Second, average pupils, who are not always sure of where their interests lie, have a limited knowledge of the opportunities open to them in office

[6] News item in the *Philadelphia Inquirer*, May 7, 1974, p. 1.

occupations. If carefully guided, these young people can become excellent office workers, earn promotions and become the mainstay of many offices.

Third, marginal pupils must find a place in today's economy. They can be guided into a business education curriculum designed to meet their level of ability. If unable to complete their high school education, they are still capable of performing the repetitive tasks inherent in many of today's office positions providing they have had certain vocational business courses. Many routine jobs are done by people who, with proper education in basic skills, often become competent, happy and reliable employes.

CHAPTER THREE

PROGRAM OFFERINGS

Youth who are unsure about the future are bound, to some extent, to be unsure about themselves. The American cry for 'freedom of choice' carries a very hollow ring for those whose choices have never been made clear.

—NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Business education programs differ throughout the Commonwealth as the employment needs of each area are reflected. Therefore, school counselors should confer periodically with the business teachers about the latest changes in the program and not depend solely upon abbreviated program, curriculum or course descriptions usually printed by the school for the use of the pupils and their parents or guardians.

Business education programs generally include three curriculums which offer vocational competencies. The present trend, however, is to permit as much articulation and integration within the curriculums as possible to give an education designed to fit each pupil's abilities and interests. With the exception of courses in accounting, shorthand and typewriting, the trend is toward having fewer one-year courses and more semester and mini courses. Thus, minimum time is lost if pupils find that their interests have changed or that their abilities lie elsewhere. Some schools have gone one step further and present the subject matter on an individual basis.

Independent study notwithstanding, the business education curriculums in most high schools usually are classified as accounting, clerical and stenographic-secretarial. The courses offered in each curriculum are listed on pages 6, 7 and 8 of the 1974 Department of Education publication, *The Business Education Curriculum.*

Accounting (USOE 14.01 00, VEMIS 700)

Employment in the field of accounting will continue to increase irrespective of advanced technology and mechanization. This increase is due in large part to an increased need for data by management; continuous changes in complex tax systems; and growth in size and number of publicly held business corporations. While data processing forced a change in the accounting procedures used by business, it has not diminished the need for accountants, bookkeepers and data processing technicians. Nationwide, the number of accountants is expected to increase significantly during the

next several years. By means of on-the-job training and/or further study, beginning bookkeepers, limited only by their ambition and ability, can advance to management positions.

The first question the pupil interested in the accounting curriculum generally asks is, "What is accounting?" and follows it by the second, "Does it mean math?" The school counselor should be prepared to answer both questions knowledgeably and in some detail.

Accounting deals with recording and interpreting financial data resulting from business transactions. It is a discipline of logic wherein a set of checks and balances proves the accuracy of the work. Accounting requires the ability to analyze data, think clearly and logically and take meticulous care in preparing information for further analysis.

Accounting, per se, is not mathematics even though knowledge of elementary addition and subtraction is necessary. In most schools pupils have access to office machines for simple computations just as they would in an office. However, understanding of the mathematical processes and the ability to estimate the outcomes are of vital importance. Adding machines and calculators are not infallible. They sometimes do not operate properly. A pupil who has learned to estimate the correct answer will realize immediately that something is amiss when there is a great discrepancy between the printout and the estimate.

Clerical (USOE 14.03 00, VEMIS 702)

The prediction that computers would eliminate routine tasks performed manually in offices has not materialized. To the contrary, the number of clerks employed has increased each year as managers continually require more detailed and accurate data for immediate decision-making. The projection is that this trend will continue.

However, as small offices are being consolidated into larger ones and as an increasing number of offices convert to word processing, clerical jobs are becoming more differentiated and initial qualifications for entrance positions require proficiency in at least one or two tasks rather than a general knowledge of the entire office routine. For instance, there are file clerks, billing clerks, switchboard operators, receptionists, duplicating machine operators, mail clerks and clerks who type form letters or operate an automatic typewriter.

Business teachers realize that they cannot hope to teach every aspect of the diversified clerical curriculum. Therefore, they try to isolate and concentrate on the more routine clerical tasks. Among the most important of these are the ability to type well, spell correctly and perform mathematical computations accurately. As time permits, highly specialized jobs are taught on the acquaintance and proficiency levels.

Seldom of above-average intelligence, pupils who express a desire to

become clerks often lack high motivation and high self-concept. Therefore, this curriculum is evolving into a meaningful one, designed especially for those pupils who cannot advantageously follow the standard or traditional business courses. With a laboratory-type approach which simulates an office atmosphere, stress can be placed on preparation for two or three entry positions in an office. With emphasis on fundamentals and drill in simple office routines, these pupils may find office work rewarding and learn to perform routine office tasks in an acceptable manner.

Furthermore, those pupils who are considering clerical work as their life's goal are often not capable of asking questions concerning either the course content or the type of work they will be expected to perform. Therefore, business teachers and school counselors should arrange time for these pupils to visit office practice laboratories when classes are in session. There, pupils may be observed operating a number of office machines such as duplicators, key punches and typewriters. Still others may be filing, collating or transcribing. In each case these pupils will be using simulated office procedures as outlined for them in individual learning packets. The office atmosphere of many office practice classrooms or laboratories may stimulate an undecided or apprehensive youngster to select clerical work as a career choice.

Stenographic-Secretarial (USOE 14.07 00, VEMIS 706)

The stenographic-secretarial curriculum is regarded by many educators as the most important curriculum in America's secondary schools. If not planning to go to college, a prestigious comment a pupil can make is that he or she plans to become a secretary. Actually, a recent high school graduate is rarely employed as a secretary if by that is meant a para-professional aide to an executive.

> A secretary can be described as one who acts as an assistant to an executive, has a mastery of office skills, has the ability to assume responsibility without direct supervision, displays initiative, exercises judgment, and makes decisions within the scope of [his or] her authority. The terms stenographer and secretary are often confused. Actually, they are alike in only one major respect: both stenographers and secretaries take dictation and transcribe it into letters, memorandums, or reports. A stenographer's job generally ends there. . . .[7]

Many high school graduates who have completed the stenographic-secretarial curriculum are employed initially as stenographers; some in word processing centers and others, because of company policy, may start as file clerks. This is not to say that an intelligent high school graduate with good skills in shorthand and typewriting needs to remain a stenographer or stay

[7] Garland D. Wiggs, *Career Opportunities—Marketing, Business, and Office Specialists,* (New York: J. G. Ferguson Publishing Company, 1975), pp. 275-76.

in a word processing center indefinitely. Many avenues of advancement into secretarial jobs are available. On-the-job experience sometimes coupled with post graduate work taken in one's spare time at any number of schools offering advanced secretarial courses has helped many a stenographer to advance to a true secretarial position.

The stenographic-secretarial curriculum requires a number of specific abilities to insure success. Intelligence and motivation are the two chief areas of importance. School counselors probably are aware that the national dropout rate from a stenographic-secretarial curriculum is approximately 60 percent at the end of the junior year. This does not necessarily mean that the pupil leaves the business education program. It may simply mean that the pupil transfers into a curriculum of lesser difficulty.

There are three common shorthand systems—alphabetic shorthand which uses letters learned by the pupil in childhood; symbol shorthand which necessitates that the pupil learn a character symbol for each phonetic sound and machine shorthand which combines alphabetic shorthand with a mechanical, typewriter-like device. All have their place in a stenographic-secretarial curriculum. By means of prognostic devices as indicated on pages 29 through 32 in the 1968 Department of Education Bulletin 277, *Shorthand,* the school counselor can, in many instances, suggest the appropriate system for each individual pupil.

Before pupils commit themselves to a stenographic-secretarial curriculum, the school counselor should help them consider the following important concepts.

First, pupils should realize that mastery of shorthand, the core of the curriculum, requires diligent application, regular practice and daily class attendance. Unless they are willing to put forth effort in this area, pupils will not acquire the necessary skills and will have to drop out of shorthand class. Pupils should understand that for proficiency in taking dictation and transcribing notes two years of shorthand instruction are recommended. However, above average pupils with a high degree of motivation whose schedule will permit only one year of shorthand may still acquire an employable skill.

Second, any pupil who elects the stenographic-secretarial curriculum should be knowledgeable in English usage or be willing to take remedial work. An understanding of sentence and paragraph structure, proofreading, spelling, punctuation and capitalization is essential in all secretarial jobs. While most employers do not expect proficiency in specialized vocabulary, general vocabulary should be varied and extensive.

Third, there are certain personal characteristics which are prerequisites to a successful career as a secretary—presentable appearance, acceptable manners, ability to get along with people and capacity to work under pressure.

The school counselor, together with pupils who are interested in pursuing

this curriculum, should spend some time evaluating the pupils' present and potential abilities before they commit their time and energies to a curriculum which is challenging as well as rewarding.

Specialized Offerings

Business education, a terminal high school program, has been known for its adaptability to the conditions controlling the employment market. Within recent years, business teachers working cooperatively with school counselors have been experimenting with a number of alternative approaches which add flexibility of choice for pupils with diverse abilities and life goals.

College Preparatory-Business Curriculum

College preparatory pupils often elect business courses as a form of job insurance if they do not enter or complete college. Business pupils occasionally elect college preparatory courses to meet the minimum college entrance requirements if they decide to pursue higher education. The election of these courses in effect leads to the development of a curriculum, commonly referred to as the college preparatory-business curriculum.

The basic purpose of a college preparatory-business curriculum is to provide occupational education for college-bound pupils. Such training is practical for those who want to attend college, but must support or partially support themselves while doing so. Those young people who start college and do not finish—approximately 50 percent—will appreciate a vocational skill to help them earn a livelihood if withdrawal forces them into the labor market.

This program might be business education's most significant contribution to the "mentally gifted" who plan to pursue further education at a post high school institution. Many pupils who plan to attend college are interested in enrolling in business courses during their last year or two of high school. The following are typical comments that college-bound pupils make about business courses. "If I do not have the money to go to college, then I will have some background to be a secretary if I take shorthand and typewriting." "Now that I have completed two years of high school accounting it will be a lot easier to get a job in a bank or with an insurance company."

When a school does not have an organized college preparatory-business curriculum the business education program should be flexible enough to permit pupils in the college preparatory program to enroll in courses which will enable them to acquire salable or personal-use skills. Such skills as accounting, shorthand and typewriting also can be useful to college-bound pupils when reconciling checking accounts, taking lecture notes and typing term papers.

The recommendation is strongly made for business teachers and school

counselors to work cooperatively to assume the leadership in developing a college preparatory-business curriculum that can be commonly offered in the secondary schools of Pennsylvania. Pupils should be made aware of the alternatives available to them as a result of electing this curriculum.

Mini Courses

Mini courses, sometimes referred to as short courses, add flexibility to the total school program and give an added dimension to the business education program. These courses may be conducted for any number of weeks—perhaps as long as one semester. Most schools find it feasible to set up mini courses that coincide with marking periods. If a school has four marking periods a year, mini courses could be organized for four, 9-week periods. A school that has six marking periods a year might organize these courses into six, 6-week periods or twelve, 3-week periods. These courses should be developed to conform to the needs of each school district.

Occupational preparation necessitates that vocational courses, such as accounting, office practice, recordkeeping, shorthand and typewriting, be offered for a full year or more as needed. Most other business courses can be organized as mini courses.

Advantages of mini courses include availability of additional business courses to nonbusiness pupils, greater flexibility of scheduling, expanded opportunity to meet pupil needs, more extensive use of a variety of teaching materials and less use of textbooks. Possible problems include additional time needed for scheduling, selection of teachers to offer instruction in additional courses, more detailed planning by teachers and availability of classroom space when there is a heavy demand for a given course. Before initiating mini courses, a school should make a survey of pupil interests and a study of schools that have previously initiated these courses.

Summer and Adult Programs

In counseling pupils, school counselors should be aware that many school districts conduct summer remedial and enrichment sessions in a variety of business courses which are available to pupils still in high school.

Adult evening classes are open to high school graduates, nongraduates and, in some instances, high school seniors. Classes in accounting, shorthand and typewriting are generally offered, and sociobusiness courses are becoming increasingly popular.

Cooperative Programs

For years educators have realized that certain aspects of their program can better be learned "on the job" than in the classroom. Cooperative

programs have been expanded to suit the needs of local conditions, school schedules and willingness of the business community to actively participate. Further, these programs have been amplified and refined to the point that presently they are a viable tool in preparing pupils both technically and emotionally for work in offices upon graduation. Developing initiative, overcoming timidity and getting along with people other than one's peer group are important aspects of cooperative business education.

In essence these programs solicit the aid of school and community office personnel to open their offices on a part-time basis to allow high school pupils to receive training in skills which they can best acquire in an actual office situation.

To help insure a successful cooperative experience, all parties—pupils, parents, teachers, counselors, school administrators and employers—should accept its purpose. The employer, particularly, must accept his or her responsibility to contribute to the education of each pupil, while the school administrator needs to allow the coordinating teacher sufficient time to supervise the participants on the job.

Participation in cooperative business education should be voluntary because enrollment is not necessarily in the best interest of every pupil. Each applicant should be screened on an individual basis and placed in a work station suitable to his or her ability. There are two basic types of cooperative programs—the school cooperative and the community cooperative.

School Cooperative Program. In its simplest form, this program places pupils with sufficient basic office skills in high school or district offices for a period of time each day either on a rotating basis during the office practice period or during study or unassigned periods to understudy clerical office employes.

Before attempting a program of this type, objectives should be established and a rating form to evaluate pupil performance should be devised. Pupils should be assigned specific duties which will be beneficial to them in their educational pursuit of office employment. Participants should not be used as errand runners or assigned other activities unrelated to office employment.

The office employe responsible for pupil supervision and each pupil should be fully aware of the reasons for the experience and the types of duties to be performed. Upon completion of the work experience, pupils should be rated on their performances for evaluation and follow-up purposes.

An informal evaluation of existing programs indicates that pupils respond favorably and their growth both in skills and in maturity is quite pronounced.

Community Cooperative Program. This program consists of releasing pupils from school to work in offices of the community in lieu of classroom time. In some schools pupils are released part time each school day, work-

ing only those hours that they normally would be in school. In other schools, pupils work in offices after school or until office closing time. Cooperative programs can vary in length from a period of several weeks to an entire school year; however, the value of a full-year cooperative schedule in business education is questionable. A time schedule of one semester or less is, in all probability, more profitable.

Whatever the schedule and the compensation policy, the program is supervised by a business teacher who works closely with the pupil's employer. The entire program is designed primarily as a learning tool rather than as a financial aid to the pupil. At no time is this program to be confused with part-time jobs which pupils secure to supplement their income. However, the school counselor might point out to the pupil interested in the business education program that, if finances are a problem, the cooperative program does help financially without diminishing the learning processes.

For further information about cooperative programs reference should be made to the November 1968 Department of Education publication, *Guidelines for Organizing and Administering a Cooperative Business Education Program.*

CHAPTER FOUR

EXPANDING COUNSELING SERVICES

Our glory, as a nation, has been the multiplication and remultiplication of choice, but it will become our shame if we fail to help our people cope with choice. Counseling and guidance is imperfect, but it is our best device. It deserves the support and backing of our entire society. . . .

—NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Business teachers and school counselors should keep abreast of the changing nature of office job requirements. The business education program should reflect these changes so that pupils will have the background to secure and to advance in their chosen careers. The guidelines indicated in this chapter should be considered in developing a business education program which will give pupils flexibility and mobility in competing for jobs in the local employment area. As Hoyt stated:

> We don't consider it nearly so important what people choose as we do that they choose from the widest possible range of opportunities. We aren't as concerned about what the counselee decides about his opportunities as we are what he decides about himself in relation to these opportunities. We don't want to make people do things—we want to let them find ways of doing things. We aren't as interested in the something they become as the someone they become.[8]

When counseling pupils careful consideration will need to be given to Title IX of the Education Amendments of 1972 (20 U.S.C. 1681). These amendments prohibit discrimination on the basis of sex.

Opportunities for Minority Groups

During the past decade, significant changes have taken place in the determination of young people to attain personal goals by following their talents and their life aspirations rather than training for job slots prescribed for them by mores and tradition. The attitude of society and employers has changed markedly. Presently, it is not only illegal but poor business relations to discriminate—either by race or by sex—among the applicants for office positions. Indeed, many personnel managers actively seek members of minority groups for representation in their offices.

[8] Kenneth B. Hoyt, "The Challenge to Guidance from Vocational Education," (address given at the American Vocational Association Convention, Miami Beach, Florida, December 7, 1965).

For over 50 years, white females dominated office jobs at the beginning level. Their brief working years between high school graduation and marriage were usually as employes whose commitment to their jobs was minimal. Here, the turnover was high; promotions and advancement were slow or nonexistent. Both the young workers and the employers were all aware of these facts.

Times have changed. Most young people—irrespective of race or sex—expect to work the greater portion of their adult life. Progressively less hampered by sexist attitudes, more opportunities have become open to both sexes in a diversity of job openings and in the upward movement toward supervisory and managerial positions. Women are entering the fields of accounting and business administration in increasing numbers. By the same token, there are now male telephone operators and file clerks.

Counseling Females

Young, nonwhite females are finding office careers especially rewarding, and employers are recruiting them to give balance to their staffs. Nonwhite females are moving into these initial office jobs and are being promoted to supervisory positions in increasing numbers. Their acceptance by other employes and by management has become routine.

School counselors need to be aware of this change in society's attitude toward the nonwhite female career office worker and advise young women in high school of the opportunities they will find in the field of business. The school counselors may find that a lack of basic subject matter background, especially in English and mathematics, will require remedial work. Upon completion of a business education curriculum, a young nonwhite woman will discover many careers open to her.

Counseling Males

Prior to the invention of the typewriter and the telephone, the business office was almost entirely a male preserve. Offices employed male secretaries, male clerks and male bookkeepers. However, as office procedures became more mechanized, male predominance eroded until, by the turn of the century, there came to be a preponderance of white females in most office positions. Until recently, with the exception of supervisory personnel, only the upper echelons of the accounting field remained as the last bastion of male supremacy in the nation's offices.

The lack of male stenographers and secretaries is especially deplorable because there is a great opportunity for the employment of males in these positions, particularly in private industry. Furthermore, the mobility upward still appears to be excellent and men frequently reach managerial positions via the secretarial route. Therefore, when advising males about opportunities for their life's work, school counselors should be sure that

young men do not discount the stenographic-secretarial curriculum as one belonging strictly to young women. They should be apprised of the fact that secretarial skills can be, and often are, a stepping stone into management.

Also, school counselors should acquaint high school males about career possibilities open to young men who are likely to be proficient in accounting. Business education offers these young men the opportunity to acquire an accounting background in high school, thus saving them time and money they would invest in schools of higher education.

Job Information Sources

If today's pupils are to effectively plan their careers, they must be provided with specific up-to-date information concerning the job opportunities that are likely to be available to them upon graduation. Business teachers and school counselors should be aware of all services that can serve the needs of today's vocational pupils as they seek to learn and to understand the competencies necessary for success in the modern business world. The following information is offered as a partial source of reference material that can aid the potential office employe to acquire these competencies.

Pennscript

Thirty states have a project called Vocational Information for Education and Work. In Pennsylvania, the VIEW project is called PENNSCRIPT.

Pennsylvania is divided into 18 employment markets for the purpose of preparing PENNSCRIPT decks that are tailored to the specific information needed in each market area. Each deck, composed of 260 aperture cards, contains information on the business occupations of accountant, bank clerk, bookkeeper, clerk-typist, file clerk, key punch operator, receptionist, secretary and teller—banking. Special PENNSCRIPT decks have been prepared to aid Spanish speaking residents of the southeastern portion of Pennsylvania. PENNSCRIPT has also assembled indices and manuals that accompany PENN decks to facilitate their use. For further information about PENNSCRIPT, write or call: Director, PENNSCRIPT, 5301 Jonestown Road, Harrisburg, Pa. 17112 (717-652-4981).

PENNSCRIPT provides this information in a concise easy-to-read format which is readily accessible and continually updated. These data are collected from several public agencies and private resources, synthesized and localized into a format giving the *who, what, where, why* and *how* about jobs. This information is microfilmed and placed in the window or aperture of a data processing card. Pupils and school counselors must use a television-sized reader to scan the information. If a pupil wants a permanent copy of a particular job description, a "reader-printer" will make an immediate printout.

Government Publications

Another excellent source of job and career information is the *Occupational Outlook Handbook* which is published and updated every two years by the United States Department of Labor. This publication may be used by business teachers and school counselors to provide pupils with information about occupations and assist them with career decisions. This bound volume of occupational briefs provides pertinent information concerning occupations in which over 75 percent of all workers are engaged. Detailed descriptions include the nature of the job, location of employment, training and other job qualifications required, employment outlook, earnings and working conditions and references for additional information.

This handbook may serve to broaden the pupil's background of occupational information by revealing the important factors influencing occupations; how occupations are changing, growing and declining and the necessity for flexible planning in the choice of a career. Copies of the handbook should be available in the guidance office, library and/or business education classrooms.

For information concerning the purchase of this item, write to the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402. Also available from the Superintendent of Documents are reprints taken from the *Occupational Outlook Handbook* of specific occupations. A listing of the reprints applicable to office occupations and available for a nominal amount follows:

Professional, Managerial and Related Occupations—Business Administration and Related Professions.

1700-2	Accounting
1700-3	Advertising, Marketing Research and Public Relations Workers
1700-4	Personnel Workers
1700-5	Industrial Traffic Managers, Purchasing Agents

Clerical and Related Occupations

1700-51	Bookkeeping Workers, Office Machine Operators
1700-52	Cashiers
1700-53	File Clerks
1700-54	Receptionists
1700-55	Shipping and Receiving Clerks
1700-56	Stenographers and Secretaries, Typists
1700-57	Stock Clerks
1700-58	Telephone Operators

Item 1700-3 indicated above costs 15 cents, others cost 10 cents.

Intermediate Unit Media Centers

Business teachers and school counselors constantly are looking for sources of career and employment information in the form of audio and visual aids. One excellent source is the area intermediate unit's instructional materials center. Most area intermediate units provide an instructional materials catalcg which lists the films, filmstrips, records, cassettes and transparencies available upon request to participating schools. A current instructional materials catalog may be obtained by writing to the director of the instructional materials center of the intermediate unit in which the school district participates.

Use of Tests

The goal of both business teachers and school counselors is to help all pupils make career choices consistent with their capabilities, aptitudes and personal values. Tests are valid instruments in acquiring these data expeditiously with minimum investment in time and effort.

However, tests should be administered for reasons other than accumulation of data on the pupil's permanent record card. To warrant expenditure of time and effort on the part of the school counselor and the pupils, tests should be administered only if they help describe some facet of the individual being tested, provide data obtainable in no other way or can be used as a tool to help each pupil attain his or her educational and vocational goal.

Publishing houses which list business education materials provide tests to accompany their specific texts. Many colleges and universities will provide, upon request, lists of the prognostic, diagnostic and achievement tests they have available. South-Western Publishing Company Service Bulletin 11 contains an exhaustive list of names and addresses of testing materials. This bulletin can be acquired by writing to South-Western Publishing Company, 5101 Madison Road, Cincinnati, Ohio 45227.

In using tests business teachers and school counselors should bear in mind the following:

> A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. . . .[9]

[9] *Nondiscrimination on Basis of Sex.* Washington, D.C.: Federal Register, Vol. 40, No. 108, Part II, June 4, 1975. p. 24141.

Placement Service

Nothing determines the strengths of any terminal high school program better than the successful employment of its graduates. Therefore, most schools feel that it is within the scope of their responsibilities to help find initial office positions for their graduates. This in no way means that schools compete with public or private employment agencies whose duties are far more diversified and all-inclusive.

The skill and efficiency with which a school's placement service is conducted are often the criteria for judging the success or failure of any terminal high school program. Business teachers are aware that a healthy rate of placement does more to increase business education enrollments than any other factor. Nothing spreads as quickly or permeates so thoroughly throughout the entire school system—indeed, the entire community—as the knowledge that its business education graduates are sought by the business community.

Yet, the skill and efficiency with which a school placement service operates are not a matter of chance. Effective functioning of a placement service is a procedure which requires a concerted effort by pupils, parents or guardians, business teachers, school counselors and the business education lay advisory committee. Each has a role to play if the pupils, upon graduation, are to secure the initial positions which will be mutually beneficial to them and to their employers.

For best results, the placement of business education graduates should be centralized and managed by one designated person. Ideally, the coordinator of placement should have released time from other duties to maximize the success of the placement program. The requirements essential for the program's inception and successful management include

1. accurate assessment of recent business graduates in relation to attitudes, knowledge and skills;
2. acquaintance with the present needs of the local business offices—preferably through personal contact with office managers;
3. prognosis of future job openings—new facilities moving into the area, expansion of office force, etc.;
4. familiarity with the physical layout of the community in relation to the transportation problems for future employes;
5. accurate grasp of the local mores, established customs and traditions which can and do affect employment practices;
6. knowledge of recent legislation which affects hiring practices;
7. access to information about graduates through a follow-up system and
8. rapport with pupils' parents or guardians, who, in many cases, still have the final say in the work arrangement of the graduates.

The coordinator of placement services performs a public relations function for the school by placing pupils in a job. In seeking leads for employ-

ment, a coordinator is well-advised to address service clubs and business organizations as well as to distribute periodic news releases. All these activities reflect upon the school and what it attempts to do for the community.

Whether office placement is handled by a business teacher, a school counselor or a designated employment coordinator, most initial calls for employment will be routed to the guidance office because most guidance offices handle after-school and post-school job placements. Therefore, all school counselors should have at least a cursory acquaintance with office employment procedures even if they are not directly involved in the placement of pupils. Areas that should be explored and information which should be gathered and retained in the files include

1. names of local firms which employ high school graduates,
2. job descriptions as listed by office managers as opposed to real job requirements,
3. type of interviews conducted by employers,
4. type of tests administered by local industry to its business applicants,
5. advancement potential and on-the-job training opportunities offered beginning employes and
6. number of former graduates who are currently employed by any given firm and their relative success as employes.

The above information, if accumulated over a period of years, can be an invaluable aid in successfully placing pupils upon graduation. It also can serve as a guide for enrolling pupils in the business education program. Knowing the end product, the school counselor can be more successful in directing and advising pupils entering business education at the beginning of their secondary school careers.

An "employment information" bulletin board in a centralized location within the school might be established by either the business education or the guidance department. As business teachers or school counselors are informed by business persons concerning job opportunities, the information should be typed on cards and posted on the bulletin board. This procedure creates competition for the jobs and places the responsibility for initiating an interview with the prospective employe. In this way pupils use the information learned in office practice and other business courses concerning the correct procedures when applying for a job.

Program Evaluation

The success of a high school business education program is determined by the amount of knowledge and level of skills learned by its graduates. Also, its success can be measured by the number of graduates who are hired for initial office positions. Further, these graduates should exhibit a potential for growth and upward movement within the company which employs them.

Traditionally, schools receive feedback through chance encounters of the school personnel with employers of former graduates or with the graduates themselves. Often these encounters are in the nature of complaints delineating deficiencies rather than offering constructive suggestions for improvement of instruction. While better than no communication at all, this feedback often is neither measurable nor specific, and, therefore, of limited value.

Rather than rely upon unmeasurable data such as that indicated above, other ways of evaluating a business education program should be used. First, reliable outside sources can be requested to serve as a sounding board. Here, graduates and prospective employers can respond to questions included in a carefully developed form of inquiry, and a lay advisory committee should be formed for the purpose of meeting periodically to discuss the business education program and offer suggestions for its successful operation. Second, evaluative criteria that include predetermined standards may be secured readily and used easily. These criteria, for the most part, have been designed by accrediting agencies and state departments of education.

Use of Outside Sources

Outside sources provide the most scientific method of evaluating a business education program. Methods that can be used are discussed subsequently.

Questionnaire—Graduates. To help evaluate the effectiveness of the business education program a follow-up study of graduates needs to be made annually. This follow-up study would be in the form of a questionnaire sent to recent graduates at their home address the spring following graduation. The information from such a study should be considered more than a statistical listing of so many successes against so many failures in each school year, interesting as this information is in itself. Primarily, follow-up information should be used as a tool for curriculum revision to make additions or deletions of the existing program to promote better skills or stress more acceptable attitudes in future employees. The study should be used as a basis to develop a long-term forecast of business education needs. A sample questionnaire may be found in the January 1972 Department of Education publication, *Questionnaires for the Use of a School District in Making a Survey of Offices and a Follow-Up Study of Graduates of the Business Program.*

Questionnaire—Employers. In addition to a follow-up of graduates, present and potential employers in local offices should be mailed a questionnaire at least once every five years to obtain the business community's input into possible curriculum revision. Employers may be asked to indicate such information as the number of entry-level positions available, the number of applicants applying each year, description of employment

tests used, job performance standards, recommended training on various types of office machines and suggestions relative to curriculum revision. Business teachers and school counselors may use the questionnaire format indicated in the aforementioned Department of Education publication.

Lay Advisory Committee. A lay advisory committee is formed for the purpose of bringing business education into continuous communication with the business world. Membership on this committee should be composed of executive and nonexecutive office personnel, vocational business education pupils and recent graduates of the business education program. This committee is a viable and important source of oral feedback and gives advice concerning the business education program to business teachers, school counselors and school administrators. An appraisal of the overall performance of graduates of the business education program is only a small portion of the information that can be gathered from this group. Trends, new types of office machines, new job descriptions or modification of the existing ones are all within the province of the lay advisory committee. Development of a long-range forecast of the need for business education graduates in the employment area is one of the more important outcomes of a lay advisory committee.

Use of Predetermined Standards

The March 1968 Department of Education publication, *Criteria for the Use of a School District in Evaluating Its Business Education Program* (a publication presently being revised), contains a series of "Yes" and "No" check lists which have been prepared as a means of giving each high school an opportunity to evaluate its business education program. These check lists are of greatest value when used by business teachers and school counselors as a guide for evaluating a given program against standards recommended by a representative group of Pennsylvania business educators. These criteria can serve as a means of determining areas where improvement can be made.

Making Recommendations

After an analysis is made of the data secured through questionnaires, information offered by the lay advisory committee, and the use of evaluative criteria, the findings should be noted by the business teachers and the school counselors working cooperatively. This is a case of an "evaluation being made of the evaluations." Next, school administrators should be advised concerning trends which will bring about revisions, expansion and general improvement of the business education program. These changes will better meet the needs of the business community and those enrolled in the business education program.

FUTURE BUSINESS LEADERS OF AMERICA

The Future Business Leaders of America was initially organized to develop leadership abilities and competencies for students enrolled in the business education program. Membership in this organization has and continues to help pupils prepare for entry into, and advancement within, a business occupation. Members learn how to engage in business enterprise; how to direct the affairs of a group; and how to compete honorably in competitive events with other FBLA members on the local, regional, state and national levels. During leadership conferences held on these levels, competitive events, such as business mathematics, junior clerk-typist and senior stenographer relate directly to pupils' levels of achievement in the classroom and enable them to gain confidence in their abilities as they prepare to compete for jobs in the labor market. Membership in FBLA provides an opportunity for travel to regional, state and national conferences; to visit other chapters and business enterprises and to maintain contact with successful business persons. These activities help prepare pupils to be better employees.

Today, most pupils want an education over and beyond the two covers of a textbook and the four walls of a classroom. These pupils are ready to assume greater responsibility, crave action and welcome opportunities to help those less fortunate than themselves. Pupils who belong to one of Pennsylvania's 191 FBLA chapters need to assume responsibility and develop leadership talents that are so necessary in today's economic, political and social environment. Therefore, there has been much discussion about making FBLA chapter activities an integral part of the business education program. For a chapter to be an integral part of the program, the activities which are conducted at meetings should be related to the needs of pupils throughout their lifetime and the chapter should meet on school time. Since numerous activities relate to the needs of pupils throughout their lifetime, many educators feel that an FBLA chapter is in effect an integral part of the total education program.

When a chapter is organized as an integral part of the business education program, all members of the business education staff should be involved. A business teacher could serve as an adviser or there could be two or more co-advisers. Other members of the business education staff should be considered as assistant advisers. All courses should include at least one activity that relates directly to the FBLA chapter. In many instances this will include the selection of three contestants to compete in regional leadership conference contests, such as clerical and junior accounting, or in the selection of one contestant to compete in a state leadership conference contest, such as data processing or general business. Members who wish to run for regional or state office and/or compete in contests such as public speaking should be decided upon by the chapter under the guidance of the adviser or co-advisers.

Some knowledge and skills that are taught in one or more business courses might become obsolete or easily forgotten. However, this should not be true of most knowledge and skills that are learned during FBLA meetings—what is learned at meetings should be useful throughout life! Activities that take place during FBLA meetings include those such as parliamentary procedure; public speaking; running for office on the local, regional or state level; applying for a job; public relations; and citizenship awareness. The first four—parliamentary procedure, public speaking, running for office and applying for a job—are self-explanatory. Examples of public relations activities are those such as helping to make follow-up studies of graduates of the business education program, one or more members serving as secretaries at meetings of service clubs, and organizing and holding a dinner meeting to honor the leading business persons in a community. Examples of citizenship awareness activities are visiting veterans' hospitals and raising money for America's Bicentennial.

Participation in the above activities, which are not necessarily found in the classroom, can stimulate interest and the self-motivation needed for pupils to succeed in school and in life. Thus, FBLA activities provide learning situations which can improve knowledge, increase skills and shape attitudes that will enhance one's chances of having a successful business career. Also, these activities supplement, enrich and strengthen the instructional program of business education.

In addition to having the proper type of program, an FBLA chapter needs to be organized in a manner in which very few chapters are presently scheduled to have their meetings. This can be accomplished in many ways and some suggestions for doing so are as follows:

Organized as a Separate Course

Many schools offer courses that are rostered or scheduled for one period a week. An FBLA chapter could be organized and operated on this basis. Since many FBLA activities deal with leadership, a possible course title is business leadership.

Organized During Activities Period

An activities period that is scheduled at least one period a week is another plan that might be followed in operating an FBLA chapter. Here, business pupils can elect to join the FBLA chapter which could meet each week, every other week or at a time such as the first and third Wednesday of each month.

Organized on a Rotation Basis

Assuming a chapter meets once a month, all meetings could be held on a Friday. In September, meetings could be held the first Friday during the

first period; in October, the meetings could be held the first Friday during the second period; etc. Here, FBLA members from each business education class and from other classes when possible would be excused to attend meetings which would be held in a large facility, such as the high school auditorium.

Organized As Part of a Course

There generally are business courses on each grade level that all business pupils take. The majority of the meetings, therefore, could be held during class time in the various courses. For instance, FBLA meetings can be scheduled in all 10th grade business mathematics classes, 11th grade Typewriting II classes, and 12th grade office practice classes. At least once each month, a meeting should be called that would afford all members an opportunity to attend.

Future Directions

The thinking of the last two decades has changed drastically. Both the business teacher and the school counselor should strive to set a climate wherein the pupils will explore all possible alternatives and intelligently select their individual values and moral standards. Society now demands that schools consider areas previously believed to be purely personal concerns—standards of individual values, public ethics, pupils' integrity and morality as adults in a democratic society.

Employers are increasingly demanding that graduates possess the skills and attitudes to become not only reliable, well-trained employes able to enter the job market at entry level, but that they have a code of ethics and a sense of direction which is compatible with democratic principles of justice and morality. The pupils who are in the process of formulating their personal values and subsequent life-styles should be made aware of this fact. This is the challenge of all educators, be they business teachers or school counselors.

The traditional warmup sentence in typewriting class reads, "Now is the time for all good men to come to the aid of their country." Now is the time for business teachers and school counselors to meet and share the information in this bulletin. This interaction should improve the method of assisting pupils to make realistic curriculum choices and to enter the labor market with employable skills.