

THE SELECTION AND APPLICATION OF EVALUATIVE CRITERIA
FOR
BUSINESS EDUCATION STUDENT-TEACHING CENTERS IN VIRGINIA

by

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Thesis submitted to the Graduate Faculty of the
Virginia Polytechnic Institute
in candidacy for the degree of
MASTER OF SCIENCE
in
Business Education

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December, 1951

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ACKNOWLEDGMENTS

Grateful thanks to Dr. Harry Huffman, Head of Business Education at the Virginia Polytechnic Institute, for his kindly encouragement and direction, and to

who was always ready, willing, and able to be of service, down to the smallest detail.

The writer also wishes to express her appreciation to of the for their continued cooperation in investigations of the study and for the use of the facilities of the business education department.

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CHAPTER I
THE PROBLEM

Introduction

Because of the increasing heterogeneity of an expanding secondary school population, which in turn calls for greater diversification in curricular offerings, business education is coming into its own. It is gradually being recognized as a "respectable" field of endeavor and a very practical one. This practicality extends not only to those pupils who are preparing for a specific business vocation but also to pupils in other curricula who may make use of business information in everyday living.

As business education grows in stature and importance, there evolves a corresponding need for more business teachers. There is a corollary to this: Certainly better educational programs are needed for prospective business teachers. Because student teaching is an excellent way of integrating theory with practice, provision should be made in such programs for students to obtain professional laboratory experiences. These experiences should include observation of other teachers, participation in school and community affairs, and actual classroom teaching.

The Need for the Study

In 1950-1951 business education was offered in 379 junior

and senior high schools in Virginia. The total enrollment in all courses was approximately 32,000 and the number of teachers was 509. A full-time state supervisor was appointed in 1945 to strengthen and expand the existing business education program of the state.

Virginia has several institutions that prepare women teachers of business education subjects on the undergraduate level. No facilities have existed for the education of men for business teaching. With the employment of a full-time professor of business education in January, 1950, such a program was inaugurated at the Virginia Polytechnic Institute.

Undergraduate students enrolled in business administration who want to become teachers of business education subjects can now elect a business education option in the third and fourth years of their curriculum. If this option is elected and no provision has been made for supervised student teaching, the students will receive only the collegiate certificate upon graduation. They must then teach satisfactorily for two years before becoming eligible for the collegiate professional certificate. Thus, it is imperative that student-teaching centers be provided to complete satisfactorily the education of those students who want to become business education teachers.

Regarding the importance of student teaching, Donald J. D. Mulkerne¹ states that student teaching is considered one

¹Mulkerne, Donald J. D., "The Nature of Experiences and Practices in the Organization and Administration of Business-Education Student-Teaching Programs," Unpublished Ed. D. Project, Teachers College, Columbia University, New York, 1950, Chapter I.

of the best means of integrating theory with practice.

".....Because student teaching is so important, the whole program of the prospective teacher should center around provisions made for students to secure laboratory experiences."

Mulkerne also stresses the need for ample facilities for providing these experiences.

"It is imperative that the teacher-preparing institutions offering a business teacher education program organize and administer their program in a way to achieve the maximum effectiveness in providing the most desirable experiences in college controlled and non-college controlled laboratory schools."

He presents statistics which indicate an increase in public school enrollment in the next fifteen years. The total is expected to reach eight and one-third million pupils, a fifty per cent increase over the 1945-1946 enrollment. This overall increase will mean a tremendous increase in enrollment in the business education curriculum. Thousands of additional teachers will be needed. It is important that these teachers receive a thorough education, including the experiences obtained through student teaching.

The Business Education Division of the Department of Vocational Education of the Virginia Polytechnic Institute is endeavoring to select suitable schools in which to place prospective business education teachers for a period of student teaching. It was with this thought in mind that this study was conducted.

The Purpose of the Study

The four purposes of this study were:

1. To develop a set of criteria to be used in evaluating the scope and effectiveness of the business education department of a high school.
2. To develop a set of criteria to be used in evaluating a high school as a possible student-teaching center.
3. To apply both sets of criteria to a test high school in Virginia.
4. To determine whether or not the test high school is suitable for use as a business education student-teaching center.

Two separate sets of criteria were required because the set used in evaluating a high school as a possible student-teaching center is more inclusive than that used in evaluating a business education department. The former includes such additional items as the attitude of the superintendent, principal, and faculty regarding student-teaching and the working relationships of these persons. Thus, each set of criteria is treated separately in the discussion appearing in Chapters III and IV.

These criteria were applied to the test high school because it is located so near the College. However, they were formulated from authoritative professional literature with the thought that they could be used in any high school in the state.

The Delimitation of the Study

This study is limited, as far as the application of the evaluative criteria is concerned, to one test high school in Virginia.

The Definition of Terms

In connection with the study, the following terms are defined in this manner:

Student-teaching center--a school where students preparing to become teachers of business education subjects are sent to take part in the teaching program of that school, actually conducting classes, observing other teachers, and taking part in school activities, such as clubs and assembly programs.

Professional laboratory experiences--all those contacts with youth and adults through observation, participation, and student teaching which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

Business education students--those enrolled at the Virginia Polytechnic Institute in the curriculum for preparing business education teachers.

Business education pupils--those taking two or more subjects in the business education department of the test high school.

CHAPTER II
DEVELOPMENT OF CRITERIA

In connection with this study, the following professional literature was searched in order to compile two lists of evaluative criteria, one to be used in determining the effectiveness of the business education program within a high school and the other to be used in determining whether a particular high school is suitable for use as a student-teaching center.

Evaluative Criteria for Business Education Departments

Physical Facilities (Rooms, Equipment, Instructional Materials)

Regarding strengths, weaknesses, and desired changes in laboratory facilities as reported by teachers colleges, Musgrave² says that the most frequently mentioned weaknesses are lack of proper practice teaching facilities and lack of equipment.

"No matter how effectively student teachers are selected, their teaching potentialities will not be developed to the fullest extent if they are placed in undesirable laboratory schools."

Discussing the evaluation of the physical needs of a business education department, S. J. Turille³ states that the

²Musgrave, William A., "Commercial Teacher Training in 92 Teachers Colleges of the United States," Unpublished Ed. D. Project, Texas State University, Austin, Texas, 1944.

³Turille, S. J., "Evaluating the Physical Needs of the Department of Business Education," The Balance Sheet, South-Western Publishing Company, Cincinnati, Ohio, October, 1951, pp. 55-59.

selection of equipment, textbooks, supplies, and other instructional materials is now a very complex matter. Because of the increasing number of duties and problems confronting superintendents of schools, the selection of equipment and instructional materials is now usually delegated to subordinates. Such selection should not be based on cost alone, but also on needs and objectives.

Turille lists seven steps as desirable procedures in the selection and use of instructional materials:

1. Those using the instructional materials should help select them.....
2. Determine materials needed.....through (a) an analysis of the requirements of the course of study which will reveal needs in the light of objectives, (b) a study of the environmental conditions outside of the school room, (c) observation, (d) results of tests that will reveal deficiencies along the line where instructional materials can strengthen the teaching at its weakest point.
3. Evaluate characteristics and adequateness of materials of instruction. The materials to be selected should be adapted to a variety of uses and should fit individual and group demands. Its adequate use should be insured. The serviceability, adequacy, size of class, size of room, and cost per student hour must also be considered.....
4. Establish a vitalized business education library within the system to develop more intelligent participation in and selection of instructional materials. A departmental library is a great promoter of efficiency in use.
5. Determine teacher responsibility with respect to selection of materials and supplies.....
6. Make supplies and materials on hand readily available and easily accessible so that selection and use can be made quickly by

teachers with a minimum loss of time.....

7. An accounting system is to be maintained.....

From the dissertation of Musgrave, the article by Turille, the Virginia state plan for vocational office training, and the bulletin entitled "Business Education, 1950 Edition, D-4" of the Cooperative Study of Secondary-School Standards, the following criteria were developed by the author of this study to be used in evaluating the physical facilities of a business education department:

Space Provisions

1. Are the business education department rooms in a desirable location in the high school:
 - a. Are they away from the main flow of traffic?
 - b. Are they adjacent to each other?
 - c. Are they so located or soundproofed as not to interfere with other classes?
 - d. Are they so located that machines will not be unduly affected by dampness, dust, heat, and cold?
2. Do rooms used for bookkeeping, shorthand, and general business subjects accommodate a maximum of thirty pupils, allowing twenty-five square feet of floor area per pupil?
3. Does the typewriting room provide from twenty to thirty square feet of floor area per pupil?
4. Is there a special room for the office practice class?
5. If no special room is available for the office practice class, is there space in the typewriting room for the machines?

Amount of Equipment

1. Are there built-in lockers and cabinets for storage of wraps, other personal effects, and teaching materials?
2. Are bookcases and magazine racks for specialized reference material provided for each room?
3. Is there a work table in the typewriting room?
4. Are there blackboards and bulletin boards in each classroom?
5. Is part of the blackboard space ruled for use in working bookkeeping problems and for writing shorthand?
6. Are there sufficient wall and floor electric outlets?
7. Are adequate lighting facilities provided in each room?
8. Is adequate provision made for heating and ventilating each classroom?
9. Is a wash basin installed in the typewriting and office machines rooms?
10. Is there a demonstration stand in the typewriting room?
11. Is there a secretarial desk in the typewriting or shorthand room, with office supplies properly arranged in it?
12. Does each classroom have a pencil sharpener and waste basket?
13. Does the department have a stockroom for supplies?
14. Are the tables or desks on which the typewriters are placed adaptable for use in taking dictation?
15. Does the room used for general business subjects have desks and chairs adaptable for use by bookkeeping classes?

16. Is the following equipment available for department use?
- a. An electric typewriter (if only for demonstration purposes)
 - b. Duplicating machines
 - c. Computing machines
 - d. Voicescription equipment
 - e. Visual-aid projection equipment
 - f. Blackout shades and pedestal to be used with the visual-aid equipment
 - g. Stapling machine
 - h. Paper cutter
 - i. Letter trays for incoming and outgoing papers
 - j. Time stamp
 - k. Stop watch
 - l. Interval timer

Variety of Equipment

1. Are the following available for department use?
- a. More than one make of typewriter
 - b. At least one typewriter with type and characters different from that of the other machines
 - c. One long-carriage typewriter
 - d. The following types of duplicating equipment:
 - (1) Gelatin
 - (2) Fluid
 - (3) Stencil
 - (4) Mimeoscope
 - (5) Multigraph
 - (6) Multilith

- e. The following types of computing machines:
- (1) Adding-listing, selective and ten-key
 - (2) Key-driven
 - (3) Rotary
 - (4) Billing
 - (5) Posting
2. Are tables or desks in the typewriting room of varying heights, or adjustable, to provide for short, tall, and average pupils?
 3. Are correct-posture chairs provided in the typewriting room?
 4. Are special desks provided for bookkeeping pupils?

Quality of the Equipment

1. Are typewriters and other office machines purchased from reputable companies?
2. Are the machines recent models?
3. Are all machines serviced regularly to keep them in good working condition?
4. Are the tables, chairs, and desks in the business education classrooms of satisfactory quality?
5. Are the blackboards in the business education classrooms of satisfactory quality?

Amount and Quality of
Materials and Supplies

1. Are up-to-date textbooks being used?

2. Is there a variety of texts available for use as reference books for each class?
3. Does the department have such specialized reference material as business education magazines and bulletins?
4. Does the department have at least one dictionary for each classroom that is suitable for use by high school pupils?
5. Is a shorthand dictionary provided for use by shorthand pupils?
6. Is a secretarial handbook provided for use by shorthand pupils?
7. Is an accountant's handbook provided for use in bookkeeping classes?
8. Do the shorthand classes use regular shorthand notebooks?
9. Does the department provide typewriting erasers for use by typewriting pupils?
10. Does the department provide a variety of filing supplies for use by the pupils?
11. Does the department maintain a supply of correction fluid and correction pencils to be used with duplicating equipment?
12. Does the department make available a variety of supplies required in general business courses, such as maps, blank checks, telegram blanks, and money order blanks?
13. Does the department have supplies necessary to keep the various machines in good working condition, such as typewriter brushes, type cleaner, and cloths?

The Business Education Program of Studies

The Virginia state plan for vocational office training and the bulletin entitled "Business Education, 1950 Edition, D-4" of the Cooperative Study of Secondary-School Standards suggested the following criteria regarding business subjects being taught and the organization of the business program.

Course Offerings

1. Are the following subjects offered in the business education department?
 - a. Typewriting I
 - b. Typewriting II
 - c. Shorthand I
 - d. Shorthand II
 - e. Bookkeeping I
 - f. Bookkeeping II
 - g. Recordkeeping
 - h. General Business
 - i. Secretarial Practice
 - j. Office Practice
 - k. Salesmanship
 - l. Retail Selling
 - m. Consumer Education
 - n. Business Law
 - o. Business Mathematics
 - p. Economic Geography
 - q. Occupational Information
2. Is the business education program so organized that all business subjects are available to those business pupils desiring to take them?
3. Are general business courses based upon study and analysis of the general business needs of the pupils?
4. Are specialized business offerings based upon analysis of jobs and job opportunities?

5. Do typewriting classes have both personal use and vocational objectives?
6. Are such factors as success in typewriting and English considered in admitting pupils to shorthand classes?
7. Is vocational business instruction offered at the grade-level nearest to the time of its use?
8. Do business education classes meet a sufficient number of periods a week?
9. Are business education classes of 45 to 55 minutes duration?
10. Is the teaching load divided according to teachers' experience and to subject offerings?
11. Does the department have a work-experience program?
12. Does a representative advisory committee assist in determining work-experience needs and in coordinating the in-school and work-experience program in vocational business education?

Activities and Facilities of the School Contributing to the Business Education Program

1. Is there a variety of activities within the school, such as clubs and sports, available to pupils in the business education department?
2. Is the library of the school equipped with business education textbooks, magazines, and other reference materials?
3. Does the business department have charge of at least one assembly program during the year?

4. Are the services of a guidance counselor available to the business education department?
5. Does the business education department perform any clerical services for the community?

The Business Education Staff

Raleigh Schorling⁴ discusses the kinds of laboratory experiences that should be undertaken by student teachers.

"Student teaching experiences should include a fair sampling of the things a teacher needs to do in and out of the classroom. This includes such things as actual student teaching participating in extra-school activities such as student clubs, committees, etc., cooperating in social activities of the pupils, field trips, supervising playground activities, organizing exhibits, studying community resources, observing and participating in professional meetings, and many other things."

From the discussion by Schorling, the Virginia state plan for vocational office training, and from the bulletin entitled "Business Education, 1950 Edition, D-4" of the Co-operative Study of Secondary-School Standards, the following criteria were developed by the writer to evaluate the preparation of the business education staff, effectiveness of instructional activities, and to what extent the staff participates in activities within the school and community.

Educational Qualifications and Professional Activities

1. Does each business teacher hold a degree from an accredited

⁴ Schorling, Raleigh, Student Teaching, McGraw-Hill Publishing Company, New York, 1949, Preface X.

school?

2. Has each business teacher had basic background business preparation in such subjects as economics, accounting, business organization, marketing, business law, insurance, and investments?
3. Has each business teacher had adequate specialized preparation in the business areas for which he is to offer vocational instruction, such as typewriting, shorthand, bookkeeping, and office machines?
4. Has each business teacher had preparation in such related subjects as vocational guidance, the making of occupational surveys, follow-up studies, and job analyses?
5. Has each business teacher had specific courses in methods and materials pertaining to subject matter areas in which he is teaching?
6. Has each business teacher had wage-earning business experience in the occupation for which he is offering vocational instruction?
7. Are the business teachers acquainted with current practices in business education?
8. Does each business teacher belong to at least one professional organization?
9. Is the staff continuing its in-service training, such as attending classes in graduate work, and attending conferences and other professional meetings?
10. Do the business teachers act as advisors for clubs and

work on school committees?

11. Do the business teachers take charge of assembly programs?
12. Do business teachers participate in community organizations, such as service clubs and church groups?
13. Is there a frequent turnover of business teachers?

Instructional Activities

1. Are both general and specific objectives established for instructional activities?
2. Are learning activities carried on in business-like situations as nearly as is appropriate and possible?
3. Are business resources of the community and surrounding area used in teaching?
4. Are any provisions made for individual differences?
5. Do general business courses emphasize the consumer and personal-use aspects of business practices?
6. Is vocational typewriting proficiency developed in line with business standards?
7. Does vocational business preparation emphasize personal qualities, social attitudes and conduct, and habits necessary for success in business (occupational intelligence)?
8. Does vocational business preparation provide an insight and understanding of desirable employer-employee relations?
9. Does business education include experiences in locating, applying for, and being interviewed for prospective employment?

10. Does vocational business preparation provide a basis for further business education beyond the high-school level?
11. Are pupils given opportunities to share in planning general business activities?
12. Are instructional activities readily adapted to new or changing conditions?
13. Are pupils acquainted with reasons for drill activities?
14. When it is pertinent to do so, are instructional activities related to other subject areas such as English and mathematics?
15. Are standardized tests, as well as those constructed by the teachers, used in evaluating instruction and pupils' progress?
16. Are performance tests based on realistic situations?
17. Are aptitude and prognostic tests used to aid in helping pupils choose a vocational objective?
18. Are pupils given opportunities to evaluate their own work?
19. Is final evaluation of vocational business skills made in terms of business standards?
20. Is individual progress recorded and used for guidance purposes?
21. Do follow-up studies of graduates constantly guide curriculum revision?

Effective Use of Physical Facilities

1. In so far as possible, are classrooms arranged like business

offices?

2. Is a pupil assigned responsibility for the stockroom?
3. Is an inventory of supplies maintained for the stockroom?
4. Do the business education teachers consistently make use of bulletin board space?
5. Do the business education teachers make use of workbooks and tests that accompany textbooks?
6. Is all available equipment being used; that is, except where the size of the class does not require it?

The Results of Instruction

1. Are pupils adequately prepared in the theory of shorthand?
2. Are pupils adequately prepared in the taking of dictation?
3. Are pupils adequately prepared in the transcribing of shorthand notes on the typewriter?
4. Do pupils receive adequate preparation in the various phases of the bookkeeping cycle?
5. Are pupils able to apply their knowledge of bookkeeping to representative bookkeeping problems?
6. Is the neatness of the pupils' work in bookkeeping satisfactory?
7. Have typewriting pupils acquired a satisfactory speed with a limited number of errors?
8. Are typewriting pupils able to detect their errors and correct them?
9. Are typewriting pupils able to apply their typewriting

skill to actual problem-solving situations in typewriting, such as manuscript typewriting, tabulations, and business letters?

10. Have pupils in the general business classes acquired at least a basic knowledge of the various everyday business transactions?

Evaluative Criteria to be Applied to High Schools

From a bulletin prepared by the Department of Vocational Education of the Virginia Polytechnic Institute⁵, the following criteria were adapted for use in this study:

1. Does the business education department meet the standards as established by the criteria listed in the sections under criteria for use in evaluating business education departments?
2. Are there good working relationships between the local school superintendent and the local board of education?
3. Are there good working relationships between the local school superintendent and the local high school principal?
4. Are there good working relationships between the local high school faculty and the high school principal?
5. Is the local school administrative staff willing to expend time and energy to facilitate business education and the student-teaching program?

⁵ "Criteria for the Selection of Student-Teaching Centers in Vocational Agriculture," Department of Vocational Education Bulletin, Virginia Polytechnic Institute, Blacksburg, Virginia, 1949-1950, pp. 1-2.

6. Is the local board of education willing to expend time and energy to facilitate business education and the student-teaching program?
7. Is the local high school faculty desirous of having student teachers in the school?
8. Do the local high school faculty and high school pupils work together effectively in solving common problems?
9. Does the high school faculty actively participate in community affairs?
10. Does the high school provide maximum services for its staff, such as systematic salary schedules, sick leave, and a professional library?

Validity of the Criteria

In order to establish the validity of the criteria used in this study to evaluate a business education department of a high school, the following authorities were consulted:

a. The Cooperative Study of Secondary-School Standards.

This agency has produced a manual for evaluating high schools; it appeared in two editions, one in 1940 and one in 1950. The first edition was used for ten years and then revised so that the 1950 edition is believed to be much improved over the one published in 1940.

b. United Business Education Association.

Under the auspices of the United Business Education Association a manual was published to help a high school principal evaluate his school. The manual was published cooperatively by the United Business Education Association and the National Association of Secondary School Principals, both of which are departments of the National Education Association.

c. The Business Education Service of the State Department of Education in Virginia.

This service is an agency that works with all high schools in the state for advancement and improvement of the business education program.

d. Persons such as S. J. Turille and William A. Musgrave who have done research or written texts in the field

of business education.

It would appear that these criteria are reliable because they are stated in the form of questions which can be answered by referring to facts and not to judgments and opinion. In most cases the facts may be obtained by direct examination, observation, measurement, interview, counting, and testing. Two persons independently using these criteria at a high school would very likely secure the same results.

In order to establish the validity of the criteria used in this study to evaluate a high school as a possible student-teaching center, the following authorities were consulted:

- a. The United Business Education Association as described under the validity of criteria for use in evaluating a business education department.
- b. The Vocational Education Department of the Virginia Polytechnic Institute.

The department compiled a set of criteria to be used for the selection of student-teaching centers in vocational agriculture. The author of this study adapted some of these criteria for use in evaluating high schools as possible business education student-teaching centers.

- c. Persons such as Donald J. D. Mulkerne and Raleigh Schorling who have done research or written texts in the field of student teaching.

The reliability of these criteria are subject to the same variations that are common to all studies which involve opinions and judgments.

More than one source of authority was used to establish both sets of criteria in order to determine the items considered important by many authorities and to determine whether one authority may have included an item or items not mentioned by another.

All of the criteria were chosen with the thought that they were pertinent in evaluating a business education department and a high school itself as a prospective student-teaching center. There are, perhaps, many criteria that could be added to determine whether or not the entire program of the high school is sufficiently broad in its scope, is effective, and meets the needs of the community it serves. Inclusion of such criteria was thought to be outside the scope of the study and therefore not necessary for its completion.

CHAPTER III

PROCEDURES FOR COLLECTING THE DATA

Selecting the Criteria

Two of the purposes of this study were to compile (a) a set of criteria to be used in evaluating the scope and effectiveness of the business education department of a high school and (b) a set of criteria to be used in determining whether a particular high school could be used satisfactorily as a student-teaching center.

To accomplish these two purposes, recent professional literature was reviewed on the subjects of student teaching and the requirements for an effective business education program in high schools. From this literature criteria were then adapted, as explained in Chapter II.

Applying the Criteria

After the criteria were established, another purpose was to apply them to the test high school. These procedures were followed:

1. The two business education teachers in the school under study were asked to complete a questionnaire published by the Cooperative Study of Secondary-School Standards. This questionnaire, a copy of which is included in Appendix A, contains checklists of items for evaluating the business education pro-

gram of a high school. The items are grouped under the following headings:

- a. Organization
- b. Nature of Offerings
- c. Physical Facilities
- d. Direction of Learning
- e. Outcomes

After the business education teachers completed the checklists, the results were tabulated as discussed in Chapter IV.

2. The following tests were given to those pupils taking business education subjects:

- a. The teacher dictated two letters in an office-like manner to the Shorthand II pupils. These letters were taken from the December, 1949, copy of the Business Education World. The pupils then transcribed these two letters. Copies of these letters appear in Appendix B.
- b. The teacher of the Shorthand II class gave a series of three tests prepared by Edith V. Bisbee of the State Teachers College, Whitewater, Wisconsin. These are known as the Commercial Education Survey Tests, Senior Shorthand. Copies appear in Appendix B.
- c. Those pupils who had completed the third semester of typewriting were given Typewriting Test III of the United Student's Typewriting Tests sponsored by the United Business Education Association.

A copy of this test is found in Appendix B.

- d. A bookkeeping test, known as the Shenwell-Whitcraft Bookkeeping Test, published by the Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kansas, was given to the Bookkeeping I pupils. A copy of this test is found in Appendix B.
 - e. In the general business classes, results were taken from the final examination, covering units VI through XI of the textbook General Business by Crabbe and Salsgiver, published by the South-Western Publishing Company. A copy of this test is found in Appendix B.
3. Senior pupils taking business subjects were asked to complete the following questionnaire:
- a. Are you planning to work ~~immediately~~ after leaving high school? If so, doing what?
 - b. Are you planning to attend a business school school?
 - c. Are you planning to attend college? If so, majoring in what?
4. The business education teachers were consulted to obtain the following information about
- a. The textbooks being used
 - b. How often tests were given and what tests were used
 - c. How many pupils were in each business education class

- d. What classes were offered in the business education department
- e. How the business classes were arranged
- f. The teaching load of each teacher
- g. The activities in which business pupils could participate
- h. Physical facilities of the business education department

In addition to talking with the business education teachers, the author also made personal observations at the test high school to help obtain the above information.

5. By consulting office records of the test high school, information was found regarding the rank in the graduating class of business education pupils and programs of business education pupils.

Analyzing the Data

One of the purposes of this study was to determine whether or not the test high school could be satisfactorily used as a business education student-teaching center. In order to do so, the information obtained from the above-mentioned investigations carried on at the test high school had to be analyzed and applied against the criteria established in Chapter II. The discussion of this analysis is found in Chapter IV of this study.

CHAPTER IV
ANALYSIS OF THE DATA

Introduction

The data in this study, collected according to procedures described in Chapter III, were applied against criteria established in Chapter II.

In the analysis of the data each group of criteria is discussed separately, under the headings:

I. The Business Education Department

A. Physical Facilities, Including Room, Equipment, and Instructional Materials

1. Space Provisions
2. Amount of Equipment
3. Variety of Equipment
4. Quality of Equipment
5. Amount and Quality of Materials and Supplies

B. The Business Education Department Program of Studies

1. Course Offerings
 - a. Programs of Business Education Pupils
 - b. Vocational Objectives of Business Education Pupils
2. Activities and Facilities of the School Contributing to the Business Education Program

C. The Business Education Staff

1. Educational Qualifications and Professional Activities
2. Instructional Activities
 - a. Effective Use of Physical Facilities
 - b. Results of Instruction
 - c. Rank of Business Pupils in the Graduating Class

- II. The Test High School as a Student-Teaching Center
 - A. Criteria Discussed under the Business Education Department
 - B. Additional Factors to be Considered

The Business Education Department

In order for a high school to be suitable for use as a business education student-teaching center, certainly the initial requisite is that the business education department of that high school be acceptable according to established standards. It should have adequate physical facilities and course offerings and a staff that is well prepared and whose teaching is effective. In the investigations carried on in this study the established standards were the criteria selected from authoritative literature in the field of business education. These criteria are discussed in the following pages.

Physical Facilities, Including Rooms, Equipment, and Instructional Materials

The first group of the criteria concerns physical facilities, including not only the classrooms and furniture in them but also heating, lighting, and ventilating facilities and instructional materials such as textbooks and supplies. These are discussed in the following sections.

Space Provisions

Illustration 1 presents a picture of the space provisions

Illustration 1

Space Provisions of the Business Education Department

Criteria	Yes	No
1. Are the business education department rooms in a desirable location in the high school:		
a. Are they away from the main flow of traffic?	X	
b. Are they adjacent to each other?		X
c. Are they so located or soundproofed as not to interfere with other classes?	X	
d. Are they so located that machines will not be unduly affected by dampness, dust, heat, and cold?	X	
2. Do rooms used for bookkeeping, shorthand, and general business subjects accommodate a maximum of thirty pupils, allowing twenty-five square feet of floor area per pupil?		X
3. Does the typewriting room provide from twenty to thirty square feet of floor area per pupil?		X
4. Is there a special room for the office practice class?		X
5. If no special room is available for the office practice class, is there space in the typewriting room for the machines?	X	

of the business education department of the test high school.

The first part of the picture is a favorable one; the two business education classrooms are on the second floor, at one end of the hall, away from the main traffic center. Although not adjacent, they are directly across the hall from each other. The noise of the typewriters does not carry to other classrooms and, because of their location, the machines themselves are not unduly affected by dampness, dust, heat, and cold.

The second part of the picture is not so favorable. The room used for general business, bookkeeping, and first-year shorthand classes has to accommodate more than thirty pupils and therefore does not allow the desired twenty-five square feet of floor area per pupil. Neither does the typewriting room provide twenty to thirty square feet of floor area per pupil. There are twenty-five tables in a room containing about five hundred sixty square feet of floor area. An illustration of the space limitations is that in each row the tables are placed one against the other.

No special room is provided for an office practice class. Although there is table space in the typewriting room for office machines, putting them in this room would reduce the space for effective typewriting instruction.

Thus, the location of the business education rooms is desirable, but space provisions within the rooms are limited.

Amount of Equipment

Information about the amount of equipment in the business

Illustration 2

Amount of Equipment in the Business Education Department

Criteria	Yes	No	Limited
1. Are there built-in lockers and cabinets for storage of wraps, other personal effects, and teaching materials?			X
2. Are bookcases and magazine racks for specialized reference material provided for each room in the business education department?		X	
3. Is there a work table in the typewriting room?	X		
4. Are there blackboards and bulletin boards in each business education classroom?	X		
5. Is part of the blackboard space ruled for use in working bookkeeping problems and for writing shorthand?		X	
6. Are adequate lighting facilities provided in each classroom?			X
7. Is adequate provision made for heating and ventilating each classroom?	X		
8. Are there sufficient wall and floor electric outlets?		X	
9. Is a wash basin installed in the typewriting and office machines rooms?		X	
10. Is there a demonstration stand in the typewriting room?		X	
11. Is there a secretarial desk in the typewriting or shorthand room, with office supplies properly arranged in it?		X	

Illustration 2 (Continued)

Amount of Equipment in the Business Education Department

Criteria	Yes	No	Limited
12. Does each classroom have a pencil sharpener and a wastebasket?	x		
13. Does the department have a stockroom for supplies?		x	
14. Is the following equipment available for use by the business education department?			
a. An electric typewriter, (if only for demonstration purposes)		x	
b. Duplicating machines		x	
c. Computing machines		x	
d. Voicescription equipment		x	
e. Visual-aid projection equipment	x		
f. Blackout shades and a pedestal for use with the visual-aid equipment		x	
g. Stapling machine		x	
h. Paper cutter		x	
i. Letter trays for incoming and outgoing papers?			x
j. Time stamp		x	
k. Stop watch	x		
l. Interval timer	x		
15. Are the tables or desks on which the typewriters are placed adaptable for use in taking dictation?	x		
16. Does the room used for general business subjects have desks and chairs adaptable for use by book-keeping classes?	x		

education department of the test high school, as given in Illustration 2, indicates that it is definitely limited.

1. The storage space is limited to the following:
 - a. Each room has a closet for wraps.
 - b. The typewriting room has a four-shelf wood cabinet containing miscellaneous materials for use in the department. Next to the cabinet is a work table on which is a two-drawer metal filing cabinet.
 - c. In the typewriting room two small work tables are in the closet where the wraps are kept. These are not being used.
 - d. In the other business education classroom there is no storage space.
2. There are no wall or floor electric outlets.
3. From observation, lighting facilities in the typewriting room appear to be adequate. There are six large windows to the right of the machines and four ceiling lights. From observation, lighting in the other business education classroom does not appear to be satisfactory on dark days. The room is not on the side of the building that gets adequate natural light while classes are in session, and the four ceiling lights do not sufficiently alleviate the situation.
4. The typewriting room lacks a wash basin, demonstration stand, and secretarial desk, all of which are

desirable in a well-furnished department.

5. The department has no office machines except typewriters. In the typewriting room there are two small hand-operated, obsolete mimeographs. The school has a mimeograph, one Rexograph duplicating machine, and one World-Famous ten-key calculator, but these are not available for use in the business classes. Business pupils do cut stencils for the mimeograph for material to be printed in the school paper, but those pupils on the school paper do the actual mimeographing. The only small equipment available is a stop watch, an interval timer, and a letter tray, which does not provide for the separation of incoming and outgoing papers.
6. Visual-aid projection equipment is available to the business education department, but there are no electric outlets for its use in the business education classrooms. Neither classroom has blackout shades nor a pedestal on which to place a projection machine.
7. The department has no stockroom for supplies and no facilities, other than the work tables, on which to display reference material.
8. There is ample blackboard space, but none of it is ruled for use in bookkeeping and shorthand classes.

Variety of Equipment

The information found in Illustration 3 indicates that

Illustration 3

Variety of Equipment in the Business Education Department

Criteria	Yes	No	Limited
1. Are the following available for department use?			
a. More than one make of typewriter		X	
b. At least one typewriter with type and characters different from that of the other machines?			X
c. One long-carriage typewriter?			X
d. The following types of duplicating equipment:			
(1) Gelatin			X
(2) Fluid			X
(3) Stencil	X		
(4) Mimeoscope	X		
(5) Multigraph			X
(6) Multilith			X
e. The following types of computing machines:			
(1) Adding-listing, selective and ten-key			X
(2) Key-driven			X
(3) Rotary			X
(4) Billing			X
(5) Posting			X
2. Are tables or desks in the typewriting room of varying heights, or adjustable, to provide for short, tall, and average pupils?			X
3. Are correct-posture chairs provided in the typewriting room?		X	
4. Are special desks provided for bookkeeping pupils?			X

there is a very decided lack of variety in equipment in the business education department of the test high school. Even in instances where the department has the equipment, it has only one make or type; for example, in the case of typewriters, there is no long-carriage machine, only one make of typewriter, and no typewriter with type or characters different from that of the other machines.

As is common in many schools, there are no correct-posture chairs in the typewriting room, and the chairs now being used are not adjustable. Some of the tables and chairs in the typewriting room vary in height, but there are not enough available in the different heights to accommodate the differences in the heights of the pupils. As in the case of the chairs, the tables are not adjustable.

Quality of the Equipment

Information presented in Illustration 4 indicates that the quality of all of the available equipment is satisfactory.

The typewriters were purchased from a well-known and reliable company and the school has a contract for the servicing of these machines.

The construction of the tables, desks, and chairs in the business education classrooms is rigid enough for everyday use by pupils.

The blackboards are made of slate and are satisfactory for ordinary use.

Illustration 4

Quality of the Equipment in the Business Education Department

Criteria	Yes	No	Limited
1. Are typewriters and other office machines purchased from reputable companies?	x		
2. Are the machines recent models?	x		
3. Are all machines serviced regularly to keep them in good working condition?	x		
4. Are the tables, chairs, and desks in the business education classrooms of satisfactory quality?	x		
5. Are the blackboards in the business education classrooms of satisfactory quality?	x		

Amount and Quality of Materials and Supplies

Illustration 5 presents information about the amount and quality of materials and supplies used in the business education department of the test high school.

Up-to-date textbooks by recognized authors are being used, but a variety of supplementary texts is not provided for use as reference sources in the business education classes. The business education teachers receive various business publications and bulletins, which they make available to the pupils. Each classroom has a dictionary, and the department has a shorthand dictionary, but neither a secretarial nor an accountant's handbook is provided.

The department lacks a variety of filing supplies, such as folders, index cards, trays, guides, and tabs. There is a limited supply of forms used in common business transactions, such as checks, money orders, and telegram blanks. Some of these are provided in the workbook that accompanies the general business text, and a small supply can be obtained from business places in town, but not in quantities sufficient for all classes that need them. There is an ample supply of materials to keep the machines in the department in good working condition.

The Business Education Department Program of Studies

The second group of criteria evaluating the business edu-

Illustration 5

Amount and Quality of Materials and Supplies in the
Business Education Department

Criteria	Yes	No	Limited
1. Are up-to-date textbooks being used?	X		
2. Is there a variety of texts available for use as reference sources for each class?		X	
3. Does the department have such specialized reference material as business education magazines and bulletins?	X		
4. Does the department have at least one dictionary for each classroom that is suitable for use by high school pupils?	X		
5. Is a shorthand dictionary provided for use by shorthand pupils?	X		
6. Is a secretarial handbook provided for use by shorthand pupils?		X	
7. Is an accountant's handbook provided for use in bookkeeping classes?		X	
8. Do the shorthand classes use regular shorthand notebooks?	X		
9. Does the department provide typewriting erasers for use by typewriting pupils?		X	
10. Does the department provide a variety of filing supplies for use by the pupils?		X	

Illustration 5 (Continued)

Amount and Quality of Materials and Supplies in the
Business Education Department

Criteria	Yes	No	Limited
11. Does the department maintain a supply of correction fluid and correction pencils to be used with duplicating equipment?	X		
12. Does the department make available a variety of supplies required in general business, bookkeeping, and typewriting classes, such as maps, blank checks, telegram blanks, money order blanks, and invoice forms?			X
13. Does the department have supplies necessary to keep the various machines in good working condition, such as typewriter brushes, type cleaner, and cloths?	X		

education department concerns the program of studies of the department. Course offerings, including programs and vocational objectives of pupils, and activities and facilities of the school that contribute to the business education program, are discussed.

Course Offerings

Illustration 6 presents information which indicates that the subject offerings of the business education department of the test high school are limited. No instruction is offered in the following areas: distributive occupations, office machines, office practice, secretarial practice and such basic business subjects as business law and economic geography.

The program of studies now being offered appears to be weak in the following respects:

1. The present programming does not make available all business education subjects to all business education pupils.
2. General business courses and specialized offerings are based on study and analysis of needs, jobs, and job opportunities only to a limited degree.
3. No special method is used in admitting pupils to shorthand classes.
4. There is no work-experience program and representative advisory committee.

The program of studies is adequate in the following respects:

1. Vocational instruction is offered nearest to the

Illustration 6

Course Offerings of the Business Education Department

Criteria	Yes	No	Limited
1. Are the following subjects offered in the business education department?			
a. Typewriting I	X		
b. Typewriting II	X		
c. Shorthand I	X		
d. Shorthand II	X		
e. Bookkeeping I	X		
f. Bookkeeping II		X	
g. Recordkeeping		X	
h. General Business	X		
i. Secretarial Practice		X	
j. Office Practice		X	
k. Salesmanship		X	
l. Retail Selling		X	
m. Consumer Education		X	
n. Business Mathematics		X	
o. Business Law		X	
p. Economic Geography		X	
q. Occupational Information		X	
2. Is the business education program so organized that all business subjects are available to those business education pupils desiring to take them?		X	
3. Are general business courses based upon study and analysis of the general business needs of the pupils?			X
4. Do typewriting classes have both personal use and vocational objectives?	X		
5. Are specialized business offerings based upon analysis of jobs and job opportunities?			X

Illustration 6 (Continued)

Course Offerings of the Business Education Department

Criteria	Yes	No	Limited
6. Are such factors as success in typewriting and English considered in admitting pupils to shorthand classes?		x	
7. Is vocational business instruction offered at the grade-level nearest to the time of its use?	x		
8. Do business education classes meet a sufficient number of periods a week?	x		
9. Are business education classes of 45 to 55 minutes duration?	x		
10. Does the department have a work-experience program?		x	
11. Does a representative advisory committee assist in determining needs and in coordinating the in-school and work-experience program in vocational business education?		x	
12. Is the teaching load divided according to teachers' experience and subject offerings?	x		

time of its use except in the case of bookkeeping, in which both juniors and seniors are enrolled.

2. Business education classes meet a sufficient number of periods a week (five) and are of fifty-five minutes duration.
3. The teaching load is divided satisfactorily. Each teacher has five classes a day, with one free period.
4. Typewriting classes have both personal-use and vocational objectives.

Programs of Business Education Pupils

Those pupils who are in the business education department of the test high school, as well as pupils in other departments, are required to take the following classes:

English-----Four Years

History-----Three Years

Science-----One Year

Mathematics-----One Year

Twenty-four programs of senior business education pupils were selected at random to determine the subjects they took in the business education department and the ones they chose as non-business electives. According to this information, which is presented in Tables 1 and 2, it appears that most business education pupils are taking all the subjects offered by the department and that they are also getting at least an acquaintanceship in various other areas. It will be seen, however,

Table 1

Business Education Subjects Taken by Twenty-Four Pupils

Subjects	One Year	Two Years
Bookkeeping	16	
Typewriting	24	17
Shorthand	21	11
General Business	21	

Table 2

Non-Business Electives Taken by Twenty-Four Pupils

Subjects	One Semester	One Year	Two Years	Three Years	Four Years
Additional Mathematics		14	3	3	
Additional Science		12	8		
Additional History		4			
Home Economics		7	6		
Physical Education		1	11	6	6
Latin		2	1		
Speech	1	2			
Bible	1				
Glee Club		3			

that typewriting was the only subject in which all the pupils were enrolled for at least one year.

Vocational Objectives of Business Education Seniors

A brief questionnaire was submitted to forty-four seniors in the business education department to discover what they planned to do after being graduated from high school, and whether or not the subjects offered by the business education department had furthered these objectives.

Table 3 presents these questions with the answers as given by the pupils. From this information, it appears that about two-thirds of the seniors planned to work, at least temporarily, after being graduated from high school. Of these two-thirds, two pupils thought they would attend college at a later date. About three-sevenths of the business education seniors planned to attend college the next fall after graduation. Of this group, only two intended to major in business education and three in business administration. Of the entire group, only one pupil planned to attend a business school.

It appears that the business subjects taken by the seniors should have given them at least a foundation for the occupations they listed as being ones they wished to pursue. However, additional preparation for all except a typist or clerk-typist would be advisable. For example, a girl who wants to be a secretary should at least have a course in secretarial practice where she can learn to apply basic skills, but no

Table 3

Vocational Objectives of Business Education Seniors

Questions	Number of Pupils Answering		
	Yes	No	Undecided
1. a. Do you plan to work immediately after being graduated from high school?	28	16	
b. If so, doing what?			
Typist	10		
Bookkeeper	2		
Clerical Worker	1		
Secretary	4		
Sales Clerk	4		
Miscellaneous	5		
Undecided	2		
2. Do you plan to attend a business school?	1	43	
3. a. Do you plan to attend college?	18	25	1
b. If so, majoring in what?			
Mathematics	1		
Business Administration	3		
Business Education	2		
Elementary Education	1		
Fine Arts	4		
Home Economics	1		
Nursing	1		
Undecided	5		

such course is offered at the best high school.

For those pupils who planned to attend college, the skills acquired in either typewriting or shorthand would be of benefit. The two pupils who chose business education as their college major and the three who chose business administration could certainly use the basic knowledge acquired in high school.

Activities and Facilities
Contributing to the Pro-
gram of Studies

Information concerning activities and facilities of the school that enrich the business education program of studies is presented in Illustration 7.

Business education pupils may participate in any two of the following clubs:

1. Commercial Club, meeting every two weeks. This club has engaged in such activities as typing booklets for a professional organization, taking a trip to the bank, sewing typewriter covers, inviting business and professional men to speak before the club, and sponsoring social activities such as a square dance.
2. Dramatics Club.
3. Pan-American Club (for pupils taking Spanish).
4. Glee Club.
5. Future Homemakers of America (Home Economics).
6. Library Club.

Illustration 7

Activities and Facilities of the School Contributing to the
Business Education Program

Criteria	Yes	No	Limited
1. Is there a variety of activities within the school, such as clubs and sports, available to pupils in the business education department?	x		
2. Is the library of the school equipped with business education textbooks, magazines, and other reference materials?		x	
3. Does the business education department have charge of at least one assembly program during the year?		x	
4. Are the services of a guidance counselor available to the business education department?	x		
5. Does the business education department perform any clerical services for the community?	x		

7. Science Club.

8. Beta Club (Scholarship).

Physical education classes and activities are also available.

No definite dates are set for assembly programs. They are called only for special purposes. If the business education department has a worthwhile program to present, it may ask for permission to do so in an assembly.

The business education department has performed various clerical services for the community, such as typing booklets and programs.

The services of a well-prepared, helpful, efficient guidance counselor are available to all pupils.

The library is not equipped with business education texts and other business education reference material.

The Business Education Staff

In order for a business education department to function efficiently and effectively, it is necessary to have teachers who are well prepared in both formal education and business experience, who are keenly interested in their profession, and who make use of effective instructional materials and procedures.

In this study the business education staff is discussed under two headings: (a) educational qualifications and professional activities and (b) instructional activities.

Educational Qualifications and Professional Activities

Information presented in Illustration 8 indicates that, on the whole, the educational qualifications of the business education teachers are satisfactory. Their preparation is weak in that they have not had specific courses in methods and materials pertaining to subject matter areas in which they are teaching and have had only limited preparation in related subjects, such as guidance. Both had business experience in addition to their teaching experience.

As for their professional activities, both admitted they were not so well acquainted with current business education practices as they might be and were continuing in-service preparation only to a limited extent.

Each business education teacher belonged to at least one professional organization and took part in community affairs.

There has been a frequent turnover of business education teachers at the test high school, due mainly to the fact that many are wives of college students and leave when their husbands have completed their college education. In this respect this community is similar to others that are located near a college.

Instructional Activities

Illustration 9 presents information concerning instructional activities of the business education staff.

Illustration 8

Educational Qualifications and Professional Activities
of the Business Education Staff

Criteria	Yes	No	Limited
1. Does each business teacher hold a degree from an accredited school?	X		
2. Has each business teacher had basic background business preparation in such subjects as economics, accounting, business organization, marketing, business law, insurance, and investments?	X		
3. Has each business teacher had adequate specialized preparation in the business areas for which he is to offer vocational instruction, such as typewriting, shorthand, bookkeeping, and office machines?	X		
4. Has each business teacher had preparation in such related subjects as vocational guidance, the making of occupational surveys, follow-up studies, and job analyses?			X
5. Has each business teacher had specific courses in methods and materials pertaining to subjects he is teaching?		X	
6. Has each business teacher had wage-earning business experience in the occupation for which he is offering vocational instruction?	X		
7. Are the business teachers acquainted with current practices in business education?			X

Illustration B (Continued)

Educational Qualifications and Professional Activities
of the Business Education Staff

Criteria	Yes	No	Limited
8. Does each business teacher belong to at least one professional organization?	X		
9. Is the staff continuing its in-service preparation, such as attending classes in graduate work, and attending conferences and other professional meetings?			X
10. Do the business education teachers act as advisors for clubs and work on school committees?	X		
11. Do the business teachers take charge of assembly programs?		X	
12. Do business teachers participate in community organizations, such as service clubs and church groups?	X		
13. Is there a frequent turnover of business teachers?	X		

Illustration 9

Instructional Activities of the Business Education Staff

Criteria	Yes	No	Limited
1. Are both general and specific objectives established for instructional activities?	x		
2. Are learning activities carried on in business-like situations as nearly as is appropriate and possible?	x		
3. Are business resources of the community and surrounding area used in teaching?			x
4. Are any provisions made for individual differences?	x		
5. Do general business courses emphasize the consumer and personal-use aspects of business practices?	x		
6. Is vocational typewriting proficiency developed in line with business standards?	x		
7. Does vocational business preparation emphasize personal qualities, social attitudes and conduct, and habits necessary for success in business (occupational intelligence)?	x		
8. Does vocational business preparation provide an insight and understanding of desirable employer-employee relations?	x		
9. Does business education include experiences in locating, applying for, and being interviewed for prospective employment?	x		

Illustration 9 (Continued)

Instructional Activities of the Business Education Staff

Criteria	Yes	No	Limited
10. Does vocational business preparation provide a basis for further business education beyond the high-school level?	X		
11. Are pupils given opportunities to share in planning general business activities?	X		
12. Are instructional activities readily adapted to new or changing conditions?		X	
13. Are pupils acquainted with reasons for drill activities?	X		
14. When it is pertinent to do so, are instructional activities related to other subject areas, such as English and mathematics?	X		
15. Are standardized tests, as well as those constructed by the teachers, used in evaluating instruction and pupils' progress?	X		
16. Are performance tests based on realistic situations?			X
17. Are aptitude and prognostic tests used to aid pupils in choosing a vocational objective?		X	
18. Are pupils given opportunities to evaluate their own work?	X		
19. Is final evaluation of vocational business skills made in terms of business standards?		X	
20. Is individual progress recorded and used for guidance purposes?		X	
21. Do follow-up studies of graduates constantly guide curriculum revision?		X	

Weaknesses noted are the facts that business resources of the community are used to a limited extent only, instructional activities are not so readily adaptable to new and changing conditions as they might be, performance tests are based on realistic situations to a limited degree only, and not enough vocational guidance is given within the department.

Instruction is adequate in that the business education teachers attempt to carry on their activities in business-like situations where it is possible, provisions are made for individual differences, occupational intelligence as well as vocational proficiency in line with business standards is stressed, experiences are given in helping pupils locate employment and prepare for interviews, and pupils share in planning activities.

Various types of tests, including standardized tests, are used for evaluation purposes and pupils are given opportunities to evaluate their own work. Activities are also related to other subject areas where it is feasible.

Effective Use of Physical Facilities

In Illustration 10 is found information concerning whether or not the business education department of the test high school is using effectively the space, equipment, and supplies which it has.

The furniture in the business education classrooms is practical in that it is not restricted to use by one class;

Illustration 10

Effective Use of Physical Facilities

Criteria	Yes	No
1. In so far as possible, are classrooms arranged like business offices?		x
2. Is a pupil assigned responsibility for the stockroom?		x
3. Is an inventory of supplies maintained for the stockroom?		x
4. Do the business education teachers consistently make use of bulletin board space?	x	
5. Do the business education teachers make use of workbooks and tests that accompany textbooks?	x	
6. Is all available equipment being used; that is, except where the size of the class does not require it?		x

each table in the typewriting room has a sliding leaf that can be used by shorthand classes for taking dictation. The desks in the other business education classroom, although not the special type used in many bookkeeping classrooms, are large enough to be used for bookkeeping purposes, as well as for classes in general business and shorthand. The furniture and other equipment in the two classrooms could be arranged to resemble more closely a business office, such as providing a receptionist's desk for each classroom and arranging desks and chairs in groups according to work to be done. The tables, desks, and chairs are not fastened to the floor, so they could be moved easily.

The business education teachers make effective use of bulletin board space for the display of material relating to both business and current events. They also use workbooks and standardized tests that accompany textbooks.

The department has no stockroom for supplies; a few miscellaneous supplies are kept in the four-shelf cabinet in the back of the typewriting room, but no pupil is in charge of them and no inventory is maintained.

All available equipment is not being used. The two work tables in the closet in the typewriting room could be placed in the classrooms to be used for either display of reference material or for work purposes, such as the assembling of papers and the like. The mimeographs now in the typewriting room and not in use could either be repaired or disposed of,

so that the table on which they sit could be used.

Results of Instruction --Analysis

The following tests were given at the test high school to help determine the proficiency of the business education pupils in typewriting, shorthand, and bookkeeping and the knowledge they had gained from general business classes:

- Typewriting-----Student's Typewriting Tests sponsored by the United Business Education Association--Typewriting III Test, for pupils completing the third semester of typewriting instruction.
- Shorthand-----Two letters, dictated office style, taken from The Business Education World, December, 1949; Commercial Education Survey Tests, Senior Shorthand, prepared by Edith V. Bisbee.
- Bookkeeping-----Shenwell-Whitcraft Bookkeeping Test II, Form A, by E. C. Shenwell, J. E. Whitcraft, and H. E. Schrammel.
- General Business-----The final examination for the text-book General Business by Crabbe and Salsgiver, Fourth Edition.

In the following sections of this chapter the results of these tests are discussed separately. The first to be discussed is the test given to the typewriting II pupils.

There are four parts to the typewriting test:

- Part I-----Five-Minute Timed Writing
- Part II-----Manuscript Typewriting
- Part III---Tabulation
- Part IV-----Business Letter

About sixty-five per cent of the test, as far as total points are concerned, is designed to determine the pupils' proficiency in problem typewriting. The total time allowed for this part of the test (sections II, III, and IV) is thirty minutes; if a pupil completes them in less time, he is not to retype any of the work he has done. The scoring plan of the test is so constructed that each pupil receives credit for what he types.

This test was given to thirty-two pupils in Typewriting II. It is significant that no pupil completed all four parts of the test and only two completed three parts. Only ten started part III and only two part IV.

Tables 4 and 5 present the results of the timed writing and Table 6 the results of the manuscript writing.

On the timed writing less than one-half of the pupils made forty-five or more points out of a possible sixty. Nine pupils made only half or less than half of the possible sixty points; one pupil made no points at all.

Comparing the second column of Table 4, Gross Words, with the last column, Total Points, it appears that the pupils made too many errors, as shown in column 3, Total Errors. The errors reduced the total number of points attained. For example, pupil No. 1 made thirty-two gross words with no errors, receiving a total of forty-five points; pupil No. 23 typed thirty-three gross words with six errors, receiving only twenty-seven points; pupil No. 31 had thirty-one gross words,

Table 4

Scores of Thirty-Two Pupils on the Timed Writing
of the
Student's Typewriting Test, Part I

Pupils	Gross Words	Total Errors	Total Points
1	32	0	45
2	41	15	12
3	47	11	30
4	49	5	48
5	46	3	51
6	40	4	45
7	43	9	30
8	49	8	39
9	44	12	24
10	46	7	42
11	47	6	42
12	46	13	24
13	49	1	54
14	47	9	36
15	34	5	33
16	44	6	39
17	51	10	39
18	49	5	48
19	49	11	33
20	36	2	45
21	39	20	0
22	52	8	42
23	33	6	27
24	53	6	48
25	40	3	48
26	48	9	36
27	45	3	51
28	49	1	54
29	36	9	24
30	38	4	39
31	31	5	30
32	40	4	45

Table 5

Distribution of the Total Points Made by Thirty-Two Pupils on the Timed Writing of Student's Typewriting Test, Part I

Points	Number of Pupils
56-60	0
51-55	4
46-50	4
41-45	7
36-40	6
31-35	2
26-30	4
21-25	3
16-20	0
11-15	1
6-10	0
0-5	1

Table 6

Scores of Thirty-Two Pupils on the Manuscript Writing of Student's Typewriting Test, Part II

Scores	Pupils
56-60	7
31-35	20
26-30	4
21-25	0
16-20	1
11-15	0
6-10	0
0-5	0

five errors, and a total of thirty points.

It is apparent that these pupils should reduce the number of errors made, while striving to maintain a high speed. If necessary, though, the speed should be reduced to the point where excessive errors can be eliminated.

As shown in Table 6, all but five of the pupils made better than seventy-five per cent of the possible forty points on the manuscript writing. In this part of the test, as in parts III and IV, pupils were permitted to erase errors, which may account for a larger number of pupils making a higher number of points than on the timed writing. However, the fact that no pupil finished all four parts, and only two finished part III, may indicate that too many errors were made and too much time was spent correcting them.

The second part of the testing program concerned shorthand, which began with dictation.

Two letters were dictated to nineteen shorthand II pupils in an officelike manner, with pauses, corrections, and instructions. The pupils were then given the remainder of the period to transcribe these. The first letter was the shorter of the two.

The results presented in Table 7 do not appear favorable; many of the errors were typographical ones, but there were also errors of omission and incorrect words. This indicates that dictation speed and knowledge of subject matter was not what

Table 7

The Mailability of Letters Produced by Nineteen Pupils
in a Transcription Test

	Letter 1	Letter 2
Mailable	1	1
Mailable with Corrections	4	1
Unmailable	14	1
Unfinished		16

it should have been. A slow rate of taking dictation and of transcription is also indicated by the fact that only three pupils finished the second letter.

The second part of the shorthand testing program was the administering of the Commercial Education Survey Tests, Senior Shorthand.

These tests were given to nineteen shorthand II pupils. They are designed to cover five phases: knowledge of subject matter, ability to take dictation, ability to read notes, ability to transcribe on the typewriter, and spelling ability.

In Test I pupils wrote in shorthand sentences given in longhand. The number of errors in principle and in phrasing were recorded. Table 8 indicates that results of this test were not very favorable. Less errors were made in phrasing, however, than in principle. The highest number of errors in phrasing was thirty-eight, the highest in principle was ninety-seven, with five pupils making over fifty errors in principle. A lower number of errors in phrasing might indicate that pupils had learned phrases as they had brief forms, by memorizing them, but lacked sufficient knowledge of theory to form words that had not been memorized.

In Test II three letters were dictated to the pupils, which they transcribed in a later period. Letter 1 was given at ninety words per minute for one minute; letter 2 at eighty words per minute for three minutes; letter 3 at one hundred words per minute for one minute. Transcripts were checked for errors in transcription (these errors are either words added,

Table 8

Number of Errors Made by Nineteen Pupils on Test I
of the Commercial Education Survey Tests

<u>Errors in Principle</u>		<u>Errors in Phrasing</u>	
<u>Errors</u>	<u>Pupils</u>	<u>Errors</u>	<u>Pupils</u>
0-5	1	0-5	3
6-10	3	6-10	9
11-15	1	11-15	3
16-20	3	16-20	1
21-25		21-25	1
26-30	1	26-30	1
31-35	1	31-35	
36-40	3	36-40	
41-45	1	41-45	1
46-50		46-50	
51-55		51-55	
56-60	1	56-60	
61-65		61-65	
66-70	1	66-70	
71-75	1	71-75	
76-80	1	76-80	
81-85		81-85	
86-90		86-90	
91-95		91-95	
96-100	1	96-100	

omitted, or different from copy), spelling, and punctuation. The number of errors in Test II is given in Table 9.

In all three letters most of the errors were transcription ones, with punctuation next highest. The least number of errors was made in spelling.

Only eleven of the nineteen pupils completed letter 2 and six completed letter 3. This, along with the fact that most of the errors made were transcription one, indicates that pupils were weak in transcription skills even though they had completed a two-year course in shorthand. Results of the letter transcription test, as shown in Table 7, indicated this same fact.

Test III is simply a spelling test. Part of the sentence is printed in the test. The teacher read the entire sentence and the pupils wrote in the missing words in longhand. As indicated in Table 10, results of this test were favorable. Twelve of the nineteen pupils made between forty and fifty points out of a possible fifty.

The Shenwell-Whitercraft Test was designed to measure the bookkeeping knowledge of the pupils in both subject matter and its application in practical problems. The first four parts cover journalizing, classification of accounts, adjusting and closing entries, and definitions of important business terms. The fifth part contains the problems.

Table 9

Number of Errors Made by Nineteen Pupils on Test II
of the Commercial Education Survey Tests

		Errors in Transcription		Errors in Spelling		Errors in Punctuation	
		Errors	Pupils	Errors	Pupils	Errors	Pupils
Letter 1	0-5	14		0	6	0	6
	6-10			1	3	1	3
	11-15	1		2	5	2	5
	16-20	2		3	2	3	2
	21-25	2		4	1	4	1
						5	2
Letter 2	0-20	6		0	6	0	2
	21-40	1		1	2	1	1
	41-60	1		2	1	2	2
	61-80			3	1	3	3
	81-100	1		4		4	3
	101-120			5			
	121-140			6	1		
	141-160						
	161-180	1					
181-200	1						
Letter 3	0-5	1		0	4	0	
	6-10			1		1	1
	11-15	2		2	1	2	2
	16-20	2		3	1	3	1
	21-25					4	1
	26-30					5	
	31-35					6	
	36-40						
	41-45						
	46-50						
	51-55						
	56-60	1					

Table 10

Spelling Scores Made by Nineteen Pupils on Test III
of the Commercial Education Survey Tests

Scores	Pupils
46-50	6
41-45	6
36-40	3
31-35	2
26-30	1
21-25	
16-20	1
11-15	
6-10	
0-5	

In Table 11 are given the percentile rankings of the bookkeeping scores, together with the number of pupils whose scores fell in each percentile. These norms were computed from scores made by pupils in bookkeeping classes 553 schools in many states.

This test was given to twenty-three bookkeeping pupils; results of the test are not very good. One pupil is in the 91-95 percentile and is the only pupil in the seventy-fifth percentile or higher. Five pupils are in the 46-50 percentile and the rest are below that. Pupils completed very little of the problem-solving section, which was the last one in the test, either because they could not apply their knowledge or because they did not have enough time.

The general business test was given to two sections of pupils, both taught by the same teacher. One section had forty pupils, the other, thirty-two.

Of the seven parts of the test, five cover a variety of topics, one covers alphabetizing, and one contains problems involving time zones. Pupils in both sections were weak in alphabetizing and in the problems pertaining to time zones.

Total scores of the combined sections of pupils are given in Table 12. Thirty-five of the seventy-two pupils made seventy-five per cent or better on the test.

Table 11

Percentile Ranks of Twenty-Three Pupils on the
Shemwell-Whitcraft Bookkeeping Test

Percentiles	Pupils
96-100	
91-95	1
86-90	
81-85	
76-80	
71-75	
66-70	
61-65	
56-60	
51-55	
46-50	5
41-45	1
36-40	3
31-35	
26-30	2
21-25	1
16-20	2
11-15	2
6-10	3
0-5	3

Table 12

Distribution of Test Scores Made by Seventy-Two Pupils
on the General Business Test

Scores	Pupils
136-145	0
121-135	4
106-120	31
91-105	19
76-90	15
61-75	3
46-60	0
31-45	0
16-30	0
0-15	0

Results of Instruction --- Summary

Tables 4 through 12, together with observations of the writer, provided the evaluations to the criteria found in Illustration 11, Results of Instruction.

It appears that shorthand II pupils could not take and transcribe dictation satisfactorily, which indicates that their basic knowledge of shorthand and transcription was limited or that they did not have enough experience in applying this knowledge.

In bookkeeping, pupils received instruction in all phases of the bookkeeping cycle, but evidently did not have enough practice with each phase. They could not work satisfactorily representative bookkeeping problems. The pupils' work was not neat enough to meet business bookkeeping standards. Not enough care was taken in making figures, correcting errors, drawing lines, and in writing explanations.

Typewriting pupils apparently had attained speed without too much regard for errors. Many apparently were not able to detect their own errors, or if they were able, did not consider it important to correct them. They were not proficient in the practical application of basic skills, as evidenced by their performance on manuscript writing, tabulations, and business letters.

In the general business classes, pupils had gained a basic knowledge of many everyday business transactions, but were weak

Illustration 11
The Results of Instruction

Criteria	Yes	No	Limited
<u>Shorthand</u>			
1. Are pupils adequately prepared in the theory of shorthand?			X
2. Are pupils adequately prepared in the taking of dictation?		X	
3. Are pupils adequately prepared in the transcribing of shorthand notes on the typewriter?		X	
<u>Bookkeeping</u>			
4. Do pupils receive adequate preparation in the various phases of the bookkeeping cycle?			X
5. Are pupils able to apply their knowledge of bookkeeping to representative bookkeeping problems?		X	
6. Is the neatness of the pupils' work in bookkeeping satisfactory?		X	
<u>Typewriting</u>			
7. Have pupils acquired a satisfactory speed with a limited number of errors?		X	
8. Are the pupils able to detect their errors and correct them?			X
9. Are pupils able to apply their typewriting skill to actual problem-solving situations in typewriting, such as manuscript writing, tabulations, and business letters?			X
<u>General Business</u>			
10. Have pupils acquired at least a basic knowledge of most of the everyday business transactions?	X		

in others, such as filing and reading time tables. Part of this may be due to a lack of sufficient supplies and forms with which to work, as already indicated in Illustration 5, part to the fact that teachers may not have emphasized certain topics.

All in all, it appears that the business education pupils in the test high school were not so well prepared nor so proficient in the application of business knowledge and skills as they might have been.

Rank of Business Education Pupils in the Graduating Class

Of fifty business education pupils in the 1950 graduating class of the test high school, twenty-five were in the upper half of the class and sixteen in the upper third. Three of the pupils were in third, fourth, and sixth places; the ones in third and fourth places each were taking three business education subjects. This would apparently indicate that the business education department has a distribution of good, average, and poor pupils as might another curriculum.

The High School as a Student-Teaching Center

Illustration 12, The High School as a Student-Teaching Center, lists additional criteria for determining whether a high school is satisfactory for use as a student-teaching center.

In addition to the important fact that the high school

should have an acceptable business education department, certain relationships among administrative staff, faculty, pupils, and community are significant. The various services provided the teaching staff by the school administration also merit consideration.

The information presented in Illustration 12 indicates the relationships listed above are favorable in the test high school. This information was obtained through opinions of persons connected with the school and by observations of the writer.

A systematic salary schedule is in effect at the test high school and teachers receive sick leave. There is no professional library in the school itself, but because of the proximity of the Virginia Polytechnic Institute and Radford College, teachers are able to use the facilities of these two schools.

Illustration 12

The High School as a Student-Teaching Center

Criteria	Yes	No	Limited
1. Does the business education department meet the standards as established by the criteria in <u>Illustrations 1 through 12</u> ?			x
2. Are there good working relationships between the local school superintendent and the local board of education?	x		
3. Are there good working relationships between the local school superintendent and the high school principal?	x		
4. Are there good working relationships between the local high school principal and the high school faculty?	x		
5. Is the local school administrative staff willing to expend time and energy to facilitate business education and the student-teaching program?	x		
6. Is the local board of education willing to expend time and energy to facilitate business education and the student-teaching program?	x		
7. Is the local high school faculty desirous of having student teachers in the school?	x		
8. Do the local high school faculty and high school pupils work together effectively in solving common problems?	x		
9. Does the high school faculty actively participate in community affairs?	x		
10. Does the high school provide such maximum services for its staff as systematic salary schedules, sick leave, and a professional library?			x

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of conducting this study was to select criteria to be used in determining whether or not a high school might be used satisfactorily as a business education student-teaching center and then to apply these criteria to a test high school in Virginia. The findings in the study are based on the compiling of the criteria and results obtained by applying them to the test high school.

The analysis of the data made in the foregoing chapter indicates that the test high school would be acceptable for use as a business education student-teaching center with limitations. Following are the conclusions of the study and the recommendations, which include those designed to alleviate the limitations of the test high school, or of any high school wherein similar conditions exist.

Conclusion No. 1

Criteria were developed to measure the following things in the business education department: space provisions, amount of equipment, variety of equipment, quality of equipment, amount and quality of materials and supplies, course offerings, activities and facilities of the school contributing to the business education program, educational qualifications and professional

and instructional activities of the business education staff, effective use of physical facilities, and results of instruction.

Recommendation. It is recommended that these criteria be used in all student-teaching centers or in high schools that are being considered for use as student-teaching centers.

Conclusion No. 2

Criteria were established to evaluate a high school as a possible student-teaching center.

Recommendation. It is recommended that these criteria be used to evaluate high schools now being used as student-teaching centers and those that are being considered for use as such.

Conclusion No. 3

The classrooms used by the business education department are not large enough to provide adequate working space for all business education purposes.

Recommendation. If it is feasible, it is recommended that larger classrooms be obtained for use by the business education department. If not, it is suggested that the furniture be arranged to permit more working area per pupil.

Conclusion No. 4

The business education department lacks adequate storage space for teaching materials and supplies.

Recommendation. In order to provide more storage space, it is suggested that the equipment in the business education classrooms be rearranged. For example, since there are two work tables in the closet in the typewriting room, it is suggested that they be moved into the two classrooms. They could then be used for storage of business education reference materials as well as for work purposes.

Conclusion No. 5

Both business education classrooms lack wall and floor electric outlets.

Recommendation. It is recommended that at least one wall outlet be put in each classroom to permit use of such equipment as visual-aid projection machines or other electrically operated machines.

Conclusion No. 6

The business education department lacks a pedestal on which to place a visual-aid projection machine and neither classroom has blackout shades for the windows.

Recommendation. It is suggested that blackout shades and a pedestal be placed in at least one of the business education classrooms for use by the department.

Conclusion No. 7

Lighting facilities in the business education classroom

used for general business, bookkeeping, and first-year shorthand are not adequate on dark days.

Recommendation. It is recommended that daylight bulbs of higher wattage replace the present bulbs, or, preferably, that fluorescent lighting be installed in both classrooms.

Conclusion No. 8

The typewriting room lacks a wash basin, demonstration stand, and secretarial desk.

Recommendation. It is recommended that a demonstration stand be placed in the typewriting room and that a wash basin be installed, either in the room itself or in the closet in the front of the room. Since no classes are taught in secretarial practice at the present time, a secretarial desk is not a necessity.

Conclusion No. 9

The business education department is using no office machines except typewriters.

Recommendation. It is suggested that the two small, hand-operated mimeographs be repaired and made available for use by business education pupils.

Conclusion No. 10

The business education department lacks a variety of typewriters, duplicating, and computing machines.

Recommendation. If feasible, it is suggested that at least one machine of the following types be purchased or rented for use by the business education department:

1. Long-carriage typewriter
2. Electric typewriter
3. Typewriter of a make different from that now in use
4. Gelatin duplicator
5. Ten-key adding machine
6. Selective-keyboard adding machine
7. Rotary calculator

Conclusion No. 11

A limited amount of reference material is available for use in the business education department.

Recommendation. The following reference material should be provided for the department:

1. Secretarial handbook
2. Accountant's handbook
3. Two or three texts other than the one being used, for general business and bookkeeping classes.
4. Supplementary practice material for shorthand and typewriting classes

Conclusion No. 12

Elements of filing are taught in general business classes but the department lacks filing supplies. It also lacks an

adequate supply of other forms needed in general business, bookkeeping, and typewriting classes.

Recommendation. If it is not possible to purchase these supplies, it is suggested that either the business education teachers or teachers and pupils together make the forms needed.

Conclusion No. 13

The department has no stockroom for supplies, but all the supplies it has could be kept in the four-shelf cabinet and the two-drawer filing cabinet.

Recommendation. It is suggested that a pupil be assigned responsibility for the supplies and that an inventory of them be maintained.

Conclusion No. 14

Some of the business education subjects are offered at times when they are not available to all business education pupils.

Recommendation. If possible, it is recommended that the schedule of business education classes be so arranged that all business subjects are available to those business education pupils desiring to take them.

Conclusion No. 15

General business courses are based on business needs of the pupils to a limited extent only.

Recommendation. It is suggested that at the beginning of each school year the business education teachers seek to discover the practical business needs of their pupils and build the course around these, as well as strive to give the pupils general background business information.

Conclusion No. 16

Specialized business offerings are not based upon job and job-opportunity analyses to the extent they might be.

Recommendation. It is recommended that the business education teachers make a survey, either prior to the beginning of the school year or at the earliest time during the school year, of jobs and job opportunities in their own community and use this information to make their teaching realistic and effective.

Conclusion No. 17

No special method is used in determining which pupils shall take shorthand.

Recommendation. It is suggested that the business education teachers make use of previous records of the pupils, as well as facilities of the guidance department, in selecting those pupils who appear best qualified to take shorthand.

Conclusion No. 18

The business education department has no work-experience program.

Recommendation. Since business education is chiefly vocational, it is recommended that a work-experience program be established, together with a representative advisory committee to assist in determining needs and in coordinating the in-service and work-experience program.

Conclusion No. 19

There are a variety of clubs available to business education pupils, but no Future Business Leaders of America club is in existence at the test high school.

Recommendation. Since the Future Business Leaders of America is a nationally recognized organization, as the Future Homemakers of America and Future Farmers of America, and can be of much benefit to business education pupils, it is suggested that one be organized at the test high school.

Conclusion No. 20

The high school library does not have business education reference material.

Recommendation. It is recommended that at least some business education texts and magazines be purchased and placed in the library for use by both business education pupils and teachers.

Conclusion No. 21

Since no regular assembly programs are scheduled at the test high school, the business education teachers are not required to have charge of at least one program during the year.

Recommendation. It is suggested that the business education department prepare a worthwhile, informational program at least once a year to be given in an assembly.

Conclusion No. 22

Business education teachers are not attending professional meetings as often as they might nor keeping in touch with current business practices to the extent they might.

Recommendation. It is suggested that whenever possible the business education teachers attend local conferences and professional meetings and take advantage of local facilities for further study in business education.

Conclusion No. 23

Business resources of the community and surrounding area are used very little to supplement classroom activities.

Recommendation. It is suggested that business education teachers contact various business places in the community to arrange for visits by business education classes and then strive to work such visits into their schedules.

Conclusion No. 24

Instructional activities are not readily adaptable to new and changing conditions.

Recommendation. In so far as time and resources will permit, it is recommended that teachers keep their instruction in line

with current business practices, striving to have their pupils attain proficiency in line with business standards.

Conclusion No. 25

No records are maintained in the business education department for guidance purposes other than the pupils' grades. Recommendation. It is recommended that the business education teachers work closely with the guidance department in administering aptitude and prognostic tests to help pupils choose vocational objectives and in maintaining records that will help the business education department to function more effectively as producers of vocationally prepared persons.

Conclusion No. 26

Business classrooms are not arranged to approximate actual office situations.

Recommendation. By rearranging furniture and other equipment in the classrooms, it is suggested that they be made to resemble more closely actual office conditions.

Conclusion No. 27

All available equipment is not being used.

Recommendation. It is recommended that the two mimeographs in the typewriting room be repaired and put into use and that all available work tables be moved into the classrooms for display, storage, and work purposes.

Conclusion No. 28

Business education pupils are not so proficient as they should be in applying basic knowledge and skills to actual business situations.

Recommendation. It is suggested that business education teachers relate all vocational teaching to actual business situations and afford their pupils many opportunities to use their knowledge and skills in such situations.

Conclusion No. 29

The test high school would be limited in its use as a student-teaching center.

Recommendation. If the Virginia Polytechnic Institute wishes to use the test high school as a student-teaching center, it is suggested that the findings and recommendations of this study be made available to the administration of the school for consideration.

Conclusion No. 30

The criteria established in this study were found to be usable. Answers to the criteria could be readily obtained through investigations at the high school and no other information appeared that was not covered by the criteria.

Recommendation. It is recommended that these criteria be used by those persons desiring to evaluate a business education department or a high school itself as a possible student-teaching center.

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VITA

**The vita has been removed from
the scanned document**

Attention Patron:

Page 102 repeated in numbering

Business Education

Business education should be given to all pupils, and should be made of instruction designed to give the pupils a general knowledge of all phases of the vocational business world, and to give them the opportunity to gain practical business experience.

The general business education should be given to all pupils, and should be made of instruction designed to give the pupils a general knowledge of all phases of the vocational business world, and to give them the opportunity to gain practical business experience.

The vocational business education should be given to all pupils who are interested, and should be made of instruction designed to give the pupils a general knowledge of all phases of the vocational business world, and to give them the opportunity to gain practical business experience.

APPENDIX A

Checklist

- () 1. General business education is given to all pupils for all necessary career needs.
- () 2. General business education is given to all pupils for all necessary career needs.
- () 3. Vocational business education is given to all pupils who need and can profit by such training.
- () 4. Vocational business education is given in advanced grade levels.
- () 5. Elementary vocational instruction is available to all pupils.
- () 6. Pupils are given practical work with the business field as a part of their education and specialization in vocational business education.
- () 7. Selected vocational work programs or activities are provided pupils preparing for employment.
- () 8. A representative advisory committee assists in determining training needs and coordinating the in-school work experience program in vocational business education.

BUSINESS EDUCATION

Statement of Guiding Principles

Business education consists of those courses, activities, and units of instruction designed to meet the business living needs of all pupils and the vocational business needs of pupils who desire to prepare for employment in business occupations.

The general business program, provided for all pupils, is determined by an analysis of the business activities and business problems common to most people. General business education provides the basic knowledges, skills, habits, attitudes, ideals, and appreciations for successful living in the business aspects of one's environment. The general business program also provides orientation experiences for pupils who will elect the vocational business program.

The vocational business program--available to those pupils who have definite interest, ability, and need for specialized business training--is based upon a survey of the business employment opportunities in the school service area and an analysis of the kinds of positions for which the school may offer preparation. The program is designed to develop knowledges, skills, habits, attitudes, and ideals necessary for successful beginning and future advancement in business. The vocational program is concerned with the personal as well as the technical development of pupils.

I. Organization

Checklist

- () 1. General business courses or activities are required for all secondary-school pupils.
- () 2. General business experiences before grade 9 consist of business knowledges and skills integrated with other subject-matter areas.
- () 3. Vocational business education is provided pupils who need and can profit by such training.
- () 4. Vocational business subjects are offered in advanced grade levels.
- () 5. Elementary typewriting instruction is available to all pupils.
- () 6. Counseling by persons acquainted with the business field assists pupils in their entrance and specialization in vocational business subjects.
- () 7. Related work-experience programs or activities are provided pupils preparing for employment.
- () 8. A representative advisory committee assists in determining training needs and coordinating the in-school work-experience programs in vocational business education.

- () 9. General business courses meet a sufficient number of periods a week. The number of periods per week is _____.
- () 10. The vocational business courses are available a sufficient number of periods per week. The number of periods per week is _____.
- () 11. Business education periods are of sufficient length. The length of periods is _____ minutes.
- () 12. Variation in time allotments is provided for pupils with particular needs.

Evaluations

- () a. To what extent is general business education provided for all pupils?
- () b. To what extent is vocational business education available to pupils with vocational business needs?
- () c. Do time allotments for general business education meet needs of pupils satisfactorily?
- () d. Do time allotments for vocational business education meet needs of pupils satisfactorily?

Comments:

II. Nature of Offerings

Checklist

- () 1. General business courses are based upon study and analysis of the general business needs of pupils.
- () 2. Vocational business offerings are based on survey of job opportunities and job analyses.
- () 3. General business offerings provide introductory exploratory experiences in a variety of business areas.
- () 4. General business experiences emphasize the consumer and personal-use aspects of business practices.
- () 5. Typewriting instruction for non-vocational pupils provides for development of skills necessary for personal typewriting.
- () 6. Specialized typewriting instruction, in conjunction with other business experiences, develops typewriting efficiency required by employers.
- () 7. Instruction in stenography is provided.
- () 8. Such factors as success in typewriting and English are considered in counseling pupils who wish to elect stenography.

- () 9. Instruction in bookkeeping is provided.
- () 10. Instruction in general clerical practice is provided.
- () 11. Instruction for the distributive occupations is provided.
- () 12. Work experiences are provided for the business occupations for which training is given.
- () 13. Pupils specializing in vocational areas are assisted in developing at least one skill to job-standard competency.
- () 14. Vocational business training duplicates business situations as nearly as is appropriate and possible.
- () 15. Vocational business education emphasizes personal qualities, social attitudes, and habits necessary for success in business.
- () 16. Opportunity is provided for the study of business law and business procedures.
- () 17. Opportunity is provided to train pupils for switchboard operation.
- () 18. Attention is given in all business education to helping pupils improve their personal appearance and social conduct.
- () 19. Vocational business education provides an insight and understanding of desirable employer-employee relations.
- () 20. Vocational business education provides a basis for further business education beyond the secondary school.
- () 21. Experiences are provided in locating, applying for and being interviewed for prospective employment.
- () 22. Experiences attempt to prepare pupils to adjust to changes in business conditions and procedures.
- () 23. All experiences emphasize the need for development of ethical practices and standards for the conduct of all business activities.

Evaluations

- () a. How adequate is the variety of general business experiences to meet needs of all pupils?
- () b. How adequate is the content of general business experiences to meet needs of all pupils?
- () c. How adequate is the variety of specialized business experiences to meet needs of vocational pupils?
- () d. To what extent are the specialized business offerings based upon analysis of jobs and job opportunities?

- () e. How adequate is the content of specialized business experiences to meet needs of vocational pupils?
- () f. To what degree are training activities carried on in business-like situations?

Comments:

III. Physical Facilities

Checklist

- () 1. Rooms used for business education are grouped together.
- () 2. Rooms used for business machines and typewriters are so located or soundproofed as not to interfere with learning in other areas of the program of studies.
- () 3. Washing facilities are readily accessible.
- () 4. Adequate lighting facilities are provided.
- () 5. Office materials and supplies are provided.
- () 6. Storage facilities are provided for materials and supplies.
- () 7. Space is provided for storage of pupil work.
- () 8. Typewriter desks are adjustable in height or of different heights.
- () 9. Correct-posture chairs are provided.
- () 10. At least one secretarial desk is provided and equipped in typical office fashion.
- () 11. Typewriters are provided in a variety of makes and type characters.
- () 12. Typewriters are maintained in good working condition.
- () 13. Filing equipment is provided.
- () 14. Visual-aid projection equipment is available.
- () 15. The following business machines are provided in the classroom or available to students in work-experience programs:

<input type="checkbox"/> Adding machines	<input type="checkbox"/> Multigraph
<input type="checkbox"/> Billing machines	<input type="checkbox"/> Posting machines
<input type="checkbox"/> Addressing machines	<input type="checkbox"/> Spirit or gelatin duplicators
<input type="checkbox"/> Calculating machines	<input type="checkbox"/> Timers
<input type="checkbox"/> Electric typewriters	<input type="checkbox"/> Voice recording units
<input type="checkbox"/> Mimeograph machines	<input type="checkbox"/> Switchboard

Evaluations

- () a. How adequate are the space provisions to meet curricular and enrollment needs?
- () b. How adequate is the amount of business education equipment?
- () c. How adequate is the variety of business education equipment?
- () d. How up-to-date is the business equipment?
- () e. How adequate is the quality of the equipment?
- () f. How adequate is the amount of business education materials and supplies?
- () g. How adequate is the quality of business education materials and supplies?
- () h. To what extent do the physical facilities for business education approximate actual business situations?
- () i. How effectively are pupils using the physical facilities?

Comments:

IV. Direction of Learning

- A. Preparation of Staff (for data on preparation of individual staff members see Section J)

Checklist

Each member of the business education staff

- () 1. Has had comprehensive basic background business training in such subjects as economics, accounting, business organization, marketing, business law, insurance and investments.
- () 2. Has had adequate specialized business training in the business areas for which he is to offer vocational instruction.
- () 3. Has had successful wage-earning business experience in the occupation for which he is to offer vocational instruction.
- () 4. Has had preparation in such related subjects as vocational guidance, the making of occupational surveys, follow-up studies and job analyses.
- () 5. Has had specific courses in methods and materials pertaining to the subject-matter areas in which he is teaching.
- () 6. Has had preparation in interview techniques and personnel management.
- () 7. Is acquainted with current developments in business education.

Evaluations

- () a. How adequate is the preparation of the staff in basic business subject matter?
- () b. How adequate is the preparation of the staff in specialized business training?
- () c. How adequate has been the business experience of the staff?
- () d. To what extent does the staff keep its business experience current by periodic business employment?
- () e. To what extent is the staff continuing its in-service training?
- () f. How adequate is the preparation of the staff in methods of teaching business studies?

Comments:

B. Instructional Activities

Checklist

- () 1. General objectives are set up for the instructional activities.
- () 2. Specific objectives are set up for the instructional activities.
- () 3. There is evidence of careful planning and preparation for the classroom activities.
- () 4. Business resources of the community are utilized in the instructional activities.
- () 5. Opportunity is provided for pupils to share in the planning of the general business activities.
- () 6. Individual differences of pupils are considered in selecting, planning and conducting the activities.
- () 7. Instructional activities are readily adapted to new or changing conditions.
- () 8. The reasons for drill activities are understood by the pupils.
- () 9. Flexible or differentiated assignments are used to provide for individual differences.
- () 10. The instructional activities are related when desirable with such other subject areas as English and mathematics.

- () 11. Opportunity is provided for field trips to business firms.
- () 12. Pupils are guided in cooperatively sharing the business education facilities.

Evaluations

- () a. How adequate is the preparation for instructional activities?
- () b. How well are instructional activities adapted to individual differences of pupils?
- () c. To what extent are effective teaching methods practiced?
- () d. To what degree are business resources of the community and area used?

Comments:

C. Instructional Materials

Checklist

- () 1. Carefully selected texts are provided.
- () 2. Dictionaries are provided.
- () 3. Reference materials are provided.
- () 4. A teacher's file of supplementary materials is maintained.
- () 5. Teacher-prepared materials (such as study guides) are used in the instructional activities.
- () 6. Samples of business forms and records are available.
- () 7. Newspapers and periodicals concerning business and business education are available.
- () 8. Such materials as handbooks, pamphlets, and training manuals prepared by business concerns are available.
- () 9. Such materials as charts, maps, posters, graphs, and business display materials are provided.
- () 10. Secretary's handbooks are provided.

Evaluations

- () a. How adequate is the variety of instructional materials to meet business education needs?

- () b. How adequate is the content of instructional materials in terms of present business education needs?
- () c. How effectively are pupils guided in the use of instructional materials?

Comments:

D. Methods of Evaluation

Checklist

- () 1. Evaluation activities are an integral part of the instructional activities.
- () 2. Aptitude and prognostic tests are used as aids in counseling pupils regarding their choice of a vocational objective.
- () 3. Such testing techniques as standardized tests, teacher-made objective tests and essay examinations are used in evaluation.
- () 4. Evaluation results are used in planning instruction and revising the curriculum.
- () 5. Evaluation is in terms of individual aptitudes and abilities as well as in terms of business standards.
- () 6. Final evaluation of vocational business skills is made in terms of business standards.
- () 7. Individual progress is recorded and used for guidance purposes.
- () 8. Follow-up studies of graduates constantly guide curriculum revision.
- () 9. Evaluation of pupil achievement in work-experience programs is made by representatives of the school and business.
- () 10. Pupils participate in self-evaluation activities.
- () 11. The type of evaluation activities used is determined by the objectives to be achieved.
- () 12. Speed tests are not overemphasized in the development of manipulative skills.
- () 13. Performance tests are based on realistic situations.

Evaluations

- () a. How comprehensive are the evaluation procedures in business education.
- () b. How appropriate are the evaluation procedures in business education.

- () c. To what extent do evaluation procedures help the pupil understand the nature of his growth in business education?
- () d. To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching?

Comments:

V. Outcomes

Evaluations

- () a. To what extent are all pupils developing business knowledges and skills necessary for present and probably future daily living?
- () b. To what degree are all pupils developing desirable attitudes and appreciations concerning business?
- () c. To what degree are individual pupils developing skills and techniques necessary for successful beginning employment in business?
- () d. To what degree are individual pupils developing knowledges and understandings necessary for beginning employment in business?
- () e. To what degree are individual pupils developing attitudes and appreciations necessary for desirable employer-employee relations?
- () f. To what degree are individual pupils developing moral and ethical standards of benefit to business and society?
- () g. To what degree do representatives of business indicate satisfaction with the secondary-school business education program?
- () h. To what extent do pupils obtain employment in the kind of work for which they received training?
- () i. To what extent are pupils who pursued the general business program successful in managing their personal business affairs and solving personal business problems?
- () j. To what extent does the business education program form a basis for advanced business study beyond the secondary school?
- () k. To what extent do follow-up data reveal that pupils are successful in the occupational areas for which they were prepared?

Comments:

UNITED STUDENT'S TYPEWRITING TEST S

Sponsored by

UNITED BUSINESS EDUCATION ASSOCIATION
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

Revision prepared by
Theta Chapter of Delta Pi Epsilon
under direction of
ELVIN S. EYSTER AND
IROL W. BALSLEY
Indiana University

formerly published by
TYPEWRITER EDUCATION RESEARCH BUREAU
L. C. SMITH AND CORONA
ROYAL

Revised tests for
SEMESTERS I, II, III, AND IV
VOLUME XII

VOLUME XII

TEST 3

TYPEWRITING III

For Students Completing Third Semester of Typewriting Instruction

- 1** GENERAL DIRECTIONS: This examination consists of four parts: Part I, a five-minute timed writing; Part II, a manuscript typing problem; Part III, a tabulated report problem; and Part IV, a business letter writing problem. You are to type the parts in the order given.
- 2** You will need a minimum of four sheets of typewriting paper, two sheets of onionskin or similar paper for file copies, one small (3 $\frac{5}{8}$ by 6 $\frac{1}{2}$ inch) business envelope, a typewriting eraser, and any other erasing supplies you usually use.
- 3** Erasing is permitted on all work except the five-minute timed writing.
- 4** As you insert *each* sheet into the machine, typewrite your

name and the name of your school in the upper right-hand corner; in the upper left-hand corner, the date.

- 5** Your teacher will tell you when to prepare for the timed writing. As soon as time has been called on the timed writing, you are to begin immediately on Part II without taking time to check your errors or compute your rate.
- 6** You will be given 30 minutes for the completion of Parts II, III, and IV. Be sure to read carefully the directions for each problem before you begin to type it. As soon as you have finished one problem, begin work on the next. Continue working until time is called, as you will be given credit for partially completed problems. If you complete the test before time is called, turn in your papers and your teacher will give you other work to do.

DO NOT BEGIN WRITING UNTIL YOU ARE DIRECTED TO DO SO.

Type or Print

Name _____	Date _____
First Initial Last	
School _____	Street _____
City _____	State _____

SUMMARY OF RESULTS

	Maximum Possible Score	Score Earned by Student
Part I. Timed writing	60	
Part II. Manuscript typing	40	
Part III. Tabulated report	35	
Part IV. Business letter	25	
Total points	160	

This is to certify that the student whose name appears above has taken the Student's Typewriting Test sponsored by the United Business Education Association and is entitled to the UBEA Typewriting Awards noted below. Check (x) type of award desired.

	Bronze	Silver	Gold	
Certificate				Signed _____ (Teacher to whom awards are to be sent)
Pin				

PART I—FIVE-MINUTE TIMED WRITING

DIRECTIONS: Use a 70-space line, double spacing, and a five-space indentation for paragraphs. Type at your BEST rate; do not hurry but try to keep the carriage moving continuously. Your line of writing may not be exactly the same as in the copy. If you complete the copy before time is called, begin typing again from the first of the test.

	<u>Strokes</u>
Many taxes are levied on business by national, state, and local govern-	70
ments. Many businessmen have become keenly aware of the necessity for keeping	149
a careful accounting of their increases or decreases in property from the opera-	228
tion of various enterprises. The government wants to make sure that it collects	309
all the revenues to which it is entitled; the businessman wants to make sure that	391
he doesn't pay more taxes than he owes and yet pays what he should to the govern-	471
ment. Thus, the only way to meet the needs of both government and the business-	550
man is to keep adequate records of the operation of the business.	617
That one of the "ear-marks" of a good business is good records is recog-	688
nized. Nevertheless, every year there are many businessmen who have to close	766
their doors and turn their property over to their creditors in payment of their	846
debts because they did not keep complete enough records or failed to use the	923
information to be gained from those they did keep. Such failures work real hard-	1003
ships on those persons directly affected; they are tragic in that with a little	1083
planning and organization they could have been avoided.	1140
We, of course, know that we can find many examples of the uses of records	1214
other than in the business world. In our clubs, churches, lodges, and even in	1293
our homes we find records are needed. They can give necessary information that	1373
may be protection against losses, and they avoid misunderstandings that may	1449
result from forgetfulness or carelessness. As we stop to think of it, then, we	1529
realize that records are vital in many aspects of our daily living. Without	1606
them we would be as "lost" as the aviator would be who tried to fly his plane	1684
without a compass or a radio.	1713

PART II—MANUSCRIPT TYPING

DIRECTIONS: You are to type the first page of a manuscript, making one carbon copy. The title is to be typed in solid capitals 1¼ inches from the top of the paper. The left margin is to be 1½ inches wide; and the right margin, 1 inch wide. Triple-space between the title and the first line of the manuscript. Double-space the rest of the material. Use a seven-space paragraph indention. Correct any errors you may make both on the original and on the carbon copy.

OBJECTIVES OF BUSINESS

In any type of planned organization ~~there~~ ^{the venture is to be successful.} must be certain objectives established if ~~there is to be success.~~ Particularly is this true in ~~the field~~ of business. No type of business can exist for any length of time if its objectives are not based upon sound principles. According to Collin¹ the three major objectives of business are: to give service, to make profit, and to promote ~~to promote~~ social welfare.

The Service Objective

By "service ^b objective" is meant the service ^{given} ~~rendered~~ to the consumer. The service must be of benefit to the consumer and fall within the requirements set by law. The peddler of dope may be ^{giving} ~~rendering~~ a service to an individual, but such service may ^{not only} lead to the destruction of the person ^{but may be} and also considered unlawful. The service ^{given} is generally one that ~~is necessary to~~ an individual ^{is} likely to consider ^{necessary to the} ~~he can~~ carry out his daily activities. An example of ~~this is shown~~ ^{such a service is that given} by the Treblig Men's Store. A report by the National Association of Clothiers ^{contains} ~~has~~ ^{statement about} this ~~to say of the~~ store: "The store prides itself on the fact that any man, no matter how tall or short, how broad or thin, can be fitted from stock with every conceivable item of apparel."²

¹Paul L. Collin, The Objectives of Business (New York: United Publishing Company, 1946), p. 13.

²Annual Report of the National Association of Clothiers, 1946 (New York: State's Printing Office, 1947), p. 109.

PART III—TABULATED REPORT

DIRECTIONS: Type the following report in attractive form. Type the title in solid capitals. Center each columnar heading over the appropriate column. Triple-space between the title and the columnar headings. Double-space the rest of the material. Correct any errors you may make.

Annual Magazine Contest Report

<i>Place</i>	<i>Name</i>	<i>Subscriptions</i>	<i>Total Cash Collected</i>
1	<i>Martha Wilson</i>	<i>35</i>	<i>\$132.00</i>
2	<i>Henry Joskity</i>	<i>32</i>	<i>129.50</i>
3	<i>Mary Ann Brown</i>	<i>29</i>	<i>118.73</i>
4	<i>Gordon Holmes</i>	<i>15</i>	<i>70.15</i>
	<i>All others</i>	<i>262</i>	<i>1048.10</i>
	<i>Total</i>	<i>373</i>	<i>\$1498.48</i>

PART IV—BUSINESS LETTER

DIRECTIONS: Type the letter below, setting it up attractively on the page. Make a carbon copy and address an envelope. Make the corrections indicated.

January 5, 1949

The K. C. Cairns Stores
 2969 Boulevard Place
 # Indianapolis, Indiana

Attention Mr. Eugene Bond

Gentlemen
~~Dear Mr. Cairns:~~

Subject: New Jiffy-Fill Pen

We want to call your attention to the enclosed advertisement, which appeared in the December issue of the Businessman's Buying Guide. This latest creation fits every pen user's need.

The following major selling ideas should make any pen purchaser consider our product:

1. They are medium-priced (anyone's budget will permit ~~their~~ ^{its} purchase)
2. They come in three sizes (small, medium, and large)
3. Many kinds of points are available (for the secretary, book-keeper, housewife, etc.)

tr If you will fill out ~~the~~ enclosed blank and forward it to us in the stamped, self-addressed envelope, a Jiffy-Fill pen will be sent to you immediately for demonstration ~~reasons~~ ^{Purposes}.

Yours very truly,

Cps The National Supply Co., Inc.

Vice President in Charge of Sales

HN/al

Enclosures 3

OFFICE-STYLE DICTATION

The following two letters were taken from the December, 1949, issue of the Business Education World, page 198. They were dictated at a rate suitable to the class, and the transcripts of both letters were to be completed within twenty minutes after the dictation was given.

The teacher read these instructions to the pupils:

"You are secretary to Walter A. Harris. Mr. Harris' is president of St. Margaret's Guild, an organization interested in therapeutic work at the City Hospital. The Guild is sponsoring its annual Christmas Charity Ball, and you are asked to help Mrs. Harris with her plans. Sign her letters (Mrs.) Walter A. Harris, President, St. Margaret's Guild. In actual practice you would have Guild stationery, but in this case use any available letterhead. Date all correspondence December 1, 1949. Additional names and addresses: Chet Fleming's Orchestra, 425 Beaux Arts Building, Cleveland, Ohio; Mr. A. H. Howard, Business Manager, Lee Club, Cleveland, Ohio."

The underscored words in the following letters represent corrections, deletions, or instructions given by the teacher and should not appear in the transcription.

Letter 1

Please write this letter to the orchestra; make file copies and address envelopes. Gentlemen: On the evening of December 30, St. Margaret's Guild will sponsor its annual Christmas Charity Ball at the Lee Club. Paragraph. The dinner preceding the Ball will be held in the regular Club dining room from 8 to 10 p.m. The dance is to--No, change that will be held in the Gold Room from 10 p.m. to 1 a.m. Paragraph. If your orchestra is interested--No, say this Would your orchestra be interested in submitting a contract for the evening's dance in the Gold Room for the hours specified? Paragraph. If so, may we hear from you promptly. Very truly yours,

Letter 2

Write this letter to Mr. Howard, of the Lee Club; make a carbon and an envelope. Dear Mr. Howard: This confirms our telephone conversation of last week regarding the St. Margaret's Guild Charity dinner and ball for December 30. Cut out the word Charity in the preceding sentence. Paragraph. We understand that the Gold Room will be available to the Guild's guests from 10 p.m. to 1 a.m. Change that to will be available for dancing from 10 p.m. to 1 a.m. We will have the director of the orchestra get in touch with you soon regarding its needs. Since some of our guests will come to the ball from private dinner parties, we hope that the checkroom facilities near the ballroom will be available to them. No, will be staffed and available to them. Paragraph. We understand that the dinner will be in the regular dining room from the hours of 8 p.m. to 10 p.m. and that each reservation will cost the Guild \$3. Parenthesis no tips Parenthesis period. The approved menu has already been returned to you. Paragraph. We further understand that the Club lounges and the usual Club services will also be available to our guests. Paragraph. The Guild is deeply appreciative of your generosity and cooperation in this enterprise. Very truly yours,

COMMERCIAL EDUCATION SURVEY TESTS: SENIOR SHORTHAND

Prepared by

EDITH V. BISBEE

State Teachers College, Whitewater, Wisconsin

Name..... School.....

Date..... City.....

Age: Years..... Months..... State.....

High School Year..... Semester..... Teacher.....

General Instructions

1. Do not open this test booklet until told to do so.
2. Fill out the blank spaces given above.
3. Use either pen or pencil, as you prefer, or according to instructions given you.
4. Be sure your name is on every paper handed in.
5. Do not hurry to finish the tests. Work carefully and thoughtfully through them.

SCORES

	No. Errors in Principle		No. Errors in Phrasing	Total
Test 1 Sentence Test				
Test 2 Dictation Test	Errors in Transcript	Errors in Spelling	Errors in Punctuation	
Letter 1				
Letter 2				
Letter 3 or 4				
Test 3 Spelling Test	Number Right			Score

DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO

TEST 1

SENTENCE TEST

Directions: Write in shorthand on the lines below each sentence. Phrase wherever suitable phrases can be made.

1. We are very much surprised that our sales for the month of June were so much larger than usual.

.....
.....

2. There has been a decided increase over the sales of any month last year.

.....

3. This is not true of the northern territory, however.

.....

4. In this part of the state, sales fell off or barely held their own as compared with former years.

.....
.....

5. We hope to be given an extension of time on this note, for we shall not be able to meet it this month.

.....
.....

6. It is the opinion of the engineer in charge that the final expense to the county of the new bridge with its approach from Broadway will exceed \$60,000.

.....
.....

7. This is a larger sum than it was planned to spend on this improvement, and taxes must be higher to pay for it.

.....
.....

8. We have secured several shares of stock in the Bennett & Burns Building & Loan Association, for which we gave our check for \$800.

.....
.....

9. To-day the exact place where a ship lies on the high seas is determined by the use of the radio.

.....
.....

10. We wish you would send us promptly whatever information you have been able to get on the subject of the financial backing which this industry has received from the national government during this decade.

.....
.....
.....

11. We have had many letters asking for copies of these books, but we have sent out as many as we can spare.

.....
.....

12. We hope that no other firm will ask for them before fall.

.....

13. The case starts before Judge Blank in the fall term.

.....

14. You will not win it if you do not know how the whole affair happened.

.....

15. I cannot do anything to help you because I was away at that time.

.....

16. Are you looking for an opportunity to invest in a business which is already well established?

.....
.....

17. This concern is ready to expand if sufficient capital can be found.

.....

18. Even if we could not give better service, it would pay to organize because of the saving both in time and in money.

.....
.....

19. I notice that Mr. Wolfe has been appointed science teacher at the boys' school at Dayton.

.....
.....

20. This package weighs only a few ounces.

.....

21. As soon as man used fire, he learned to temper his tools.

.....

22. He also found that it was possible to make his food taste better by cooking it.

.....
.....

TEST 3

SPELLING TEST

Directions: You are to fill in the blank spaces with words given you. The teacher will read each sentence to you and you are write the word in the blank where it belongs. The teacher will repeat the word. Do not ask questions.

1. We..... of your..... of our offer.
2. Please send us a..... list of these.....
3. The..... on the check is..... Such carelessness is.....
4. We should..... you if we could. We are sorry to..... you.
5. Please send a..... for your next payment, including the..... interest.
6. Our chief..... that all reports be.....
7. We are..... for an increase in the..... to cover..... increases in our.....
8. We are..... this..... to our main office,..... upon the..... of our.....
9. My..... have been increased..... by the bills which have..... during my..... from the city.
10. We..... find..... to secure..... goods at..... rates.
11. As soon as a..... is reached with..... to the new..... of prices for this.....,..... will be made through the newspapers.
12. The..... of this concern is a..... with..... twenty years of experience.
13. This..... is..... to reach you in..... condition.
14. It will be..... to follow the..... outlined in the.....
15. We must give some..... for our notes, but not..... these bonds.

TEST II

FORM B

Time: 40 minutes

Published by
Bureau of Educational Measurements
Kansas State Teachers College, Emporia

Shemwell-Whitcraft
BOOKKEEPING TEST

By E. C. Shemwell, High School, Ottawa, Kansas
J. E. Whitcraft, State Dept. of Education, Albany, N. Y.
and H. E. Schrammel, Teachers College, Emporia, Kansas

Possible score 150

Number wrong
and omitted

FINAL SCORE

Name Age Grade

School State Date

PART I

DIRECTIONS: Read the following sentences carefully. If the statement is true, place a plus (+) in the parenthesis before the statement, as in example A below. If the statement is false, make a minus (-) in the parenthesis, as in example B.

Examples:

- A. (+) Increases in expenses are recorded as debits.
- B. (-) Increases in liabilities are recorded as debits.

- () 1. The proprietorship increases whenever the assets and liabilities increase equally.
- () 2. The profit and loss statement shows the results of operations of a business over a period of time.
- () 3. A requisition and an invoice are terms used to represent the same business form.
- () 4. If the closing inventory is understated, the profit for the period will be overstated.
- () 5. The totals of the columns in the Cash Receipts Journal should be posted daily to the ledger.
- () 6. When merchandise is sent by express, the receipt given the shipper is called a Bill of Lading.
- () 7. In posting from a Cash Payments Journal, the total cash paid is posted to the credit side of the Cash account.
- () 8. If the depreciation is not recorded, the net profit is overstated.
- () 9. When starting a new business if the proprietor invests both cash and merchandise, both should be recorded in the cash book in the opening entry.
- () 10. Failure to include Unpaid Salaries in figuring the profit for the period will overstate the profit for that particular period.
- () 11. Loss on Bad Debts is an expense account.
- () 12. A business form which records the facts relative to a transaction is called a voucher.
- () 13. Freight and Cartage Out is a part of the cost of goods sold.
- () 14. Trade discounts are applied to the list price before the cash discounts are deducted.
- () 15. The Purchase Discount account is an operating expense account.
- () 16. The Accrued Salaries account is usually closed into the Salaries account.
- () 17. A qualified endorsement passes title without rendering the endorser liable for payment.
- () 18. Accrued Salaries is a liability account.
- () 19. Nominal or temporary accounts are closed into the Profit and Loss account at the end of the period.
- () 20. Reserve for Bad Debts is closed into the Profit and Loss account.
- () 21. A controlling account will act as a check on posting a debit or credit to the wrong customer's account or creditor's account.
- () 22. When payment is received on a C. O. D. sale, the C. O. D. account is credited and cash is debited.
- () 23. The terms "F. O. B. Detroit" signify that the seller must pay all freight and charges from Detroit.
- () 24. A note receivable discounted at the bank becomes a contingent liability to the business.
- () 25. The stockholders in most corporations are not personally liable for the debts of the corporation.
- () 26. A credit memorandum may be issued by the seller to the purchaser for defective merchandise.
- () 27. Insurance paid in advance is usually charged off immediately as an expense.
- () 28. The entry to record returned merchandise should not be made until the credit memorandum is received.
- () 29. Payment upon presentation is the most common method of dishonoring a draft.

- () 30. The balance of the check record should equal the bank deposit plus the amount of the unpaid checks.
- () 31. A certified check is charged to the drawer's account at the time of certification and not at the time of payment.
- () 32. The holder of a check is the person who usually presents it at the bank for certification.
- () 33. The same note may be a note receivable to one party and a note payable to another.
- () 34. All checks sent through the mail should be endorsed "in blank."
- () 35. The best procedure in writing a check is first to write the check and then fill in the check stub.
- () 36. Trade acceptances are often used as a substitute for book accounts.
- () 37. If the deferred credits to income are not adjusted, the capital at the end of the period will be overstated.
- () 38. If the accrued expenses are not recorded, the profits for the next period will be overstated.
- () 39. If no adjustments are made for accrued income receivable, the profits for the next period will be overstated.
- () 40. If depreciation on fixed assets is not recorded, the capital at the end of the period will be understated.
- () 41. If merchandise worth \$5000 is inventoried at \$5200, the net profit for the period will be understated.
- () 42. If the market price of merchandise in stock is lower than the cost price, the cost price should be used in making up the balance sheet.
- () 43. The balance of a "deduction from expense" account is recorded in the trial balance as a credit.
- () 44. The balance of the Unexpired Insurance account is listed on the balance sheet.
- () 45. The Sales Returns and Allowances account is usually closed into the Profit and Loss account.
- () 46. To close the Loss on Bad Debts account, you should debit Reserve for Bad Debts and credit Loss on Bad Debts.
- () 47. When a customer becomes insolvent and cannot pay his account, a debit is made to Reserve for Bad Debts and a credit to the customer's account in the Accounts Receivable Ledger.
- () 48. The loss from uncollectible accounts is usually recorded as general expense rather than a selling expense.
- () 49. If the Trading account shows a credit balance, a gross profit has been earned.
- () 50. The Merchandise Discount on Sales Column appears in the Cash Payments Journal.

PART II

DIRECTIONS: Read each of the transactions and select from the "List of Accounts" the appropriate debit and credit for each in making a journal record, and write their numbers in the parenthesis before the transaction. Write the debits in the column of parenthesis marked "Debit" and the credits in the column marked "Credit." Some transactions may require two debits or two credits. Be sure you include both of them. The first transaction has been correctly marked.

Debit	Credit		List of Accounts
0. (8)	(16)	An entry to close the Interest Income account.	1. Accounts Payable
51. ()	52. ()	Create a reserve for depreciation on the office equipment.	2. Accounts Receivable
53. ()	54. ()	One of the partners withdraws \$500 from his investment in the business.	3. Cash
55. ()	56. ()	Make an entry to close the balance of the partner's drawing account into the investment account when profits exceed the withdrawals.	4. Depreciation Expense
57. ()	58. ()	Paid cash for desk and chairs to be used in the office.	5. Depreciation Reserve
59. ()	60. ()	Sold merchandise and received cash and a note in full for the invoice.	6. Office Equipment
61. ()	63. ()	Discounted our note at the bank and received credit for the proceeds less bank discount.	7. Discount on Sales
62. ()	66. ()	Paid cash for stamps, pencils, and ink to be used in the office.	8. Interest Accrued
64. ()	68. ()	Make an entry to close the Profit and Loss account at the end of a fiscal period when a profit is made.	9. Interest on Notes Receivable
65. ()	70. ()	Make an entry to record the interest accrued on notes receivable at the end of the period.	10. Interest Income
67. ()	72. ()	Gave one of our creditors a note in full of account.	11. Interest Paid in Advance
69. ()	74. ()	Received cash from a customer in full of account less discount.	12. Notes Payable
71. ()			13. Notes Receivable
73. ()			14. Office Equipment
75. ()			15. Office Supplies
			16. Inventory
			17. Partner's Drawing
			18. Partner's Investment
			19. Profit & Loss
			20. Sales

PART III

DIRECTIONS: On the line below each item write the word or words that are necessary to complete the meaning of the statement.

76. Discounts allowed by creditors to us are known as ****.

Ans.

77. The ledger which contains the accounts with creditors is called the ****.

Ans.

78. The Reserve for Building Depreciation is shown on the balance sheet as a deduction from the **** account.

Ans.

79. The book value of a fixed asset is found by deducting the **** from the cost of the fixed asset.

Ans.

80. The results of operation over a period of time are shown on the ****.

Ans.

81. The time covered by the Statement of Profit and Loss is known as the ****.

Ans.

82. A decrease in proprietorship resulting from operating the business is known as ****.

Ans.

83. All financial obligations of the proprietor to others due in less than one year are considered as ****.

Ans.

84. The interest of the owner in the assets of the business is known as ****.

Ans.

85. Implied and oral promises of customers for financial obligations are called ****.

Ans.

86. If a sight draft is paid upon presentation, it is said to have been ****.

Ans.

87. If all parts of an invoice have been examined, approved, and checked, the invoice is said to have been ****.

Ans.

88. Checks which the bank has stamped paid or perforated are called **** checks.

Ans.

89. Each transfer of title written on the back of a check is called an ****.

Ans.

90. An endorsement which consists of the name of the endorser only is referred to as an endorsement ****.

Ans.

91. The record of the transaction in the journal is called the ****.

Ans.

92. The receipt from a transportation company for merchandise shipped by freight is known as ****.

Ans.

93. A **** line ruling in an account implies that the account is in balance.

Ans.

94. A **** line ruling across an amount column indicates addition.

Ans.

95. A collection of related debits and credits under one descriptive title is called an ****.

Ans.

96. Written promises to pay others made by a person or business are called ****.

Ans.

97. The time, conditions, and method of payment indicated in the invoice are known as the ****.

Ans.

98. An order drawn by a creditor upon a debtor to pay a sum of money at some future day is a ****.

Ans.

99. The excess of all incomes over all expenses of the business are known as ****.

Ans.

100. Depreciation on office equipment is classified as an **** expense.

Ans.

PART IV

DIRECTIONS: In the parenthesis at the left place the number of the term in the accompanying list of "Classes of Accounts" which correctly classifies each item in the list of accounts below. The example has been correctly marked.

Classes of Accounts

- (1) Asset
- (-1) Minus Asset
- (2) Liability
- (3) Proprietorship
- (-3) Minus Proprietorship
- (2) Accounts Payable
- () 101. Accounts Receivable
- () 102. Freight In
- () 103. Brown & Higby (Creditor)
- () 104. Depreciation on Delivery Truck
- () 105. Reserve for Depreciation on Delivery Truck
- () 106. Store Room Equipment
- () 107. Expired Insurance
- () 108. Interest Accrued on Notes Payable
- () 109. Interest Accrued on Mortgage Receivable
- () 110. Prepaid Insurance
- () 111. Proprietor's Investment
- () 112. Purchase Discount
- () 113. Telephone
- () 114. Accrued Salesmen's Salaries
- () 115. Discount on Office Supplies Purchased
- () 116. Advertising Supplies Inventory
- () 117. Accrued Property Taxes
- () 118. Store Supplies Inventory
- () 119. Loss on Bad Debts
- () 120. Petty Cash
- () 121. Postage & Parcel Post Insurance
- () 122. Property Taxes
- () 123. Commissions Received
- () 124. Partners' Drawing
- () 125. Freight Out
- (4) Income
- (-4) Deductions from Income
- (5) Expense
- (-5) Deductions from Expense

PART V

DIRECTIONS: Solve the following problems and write the answers on the lines left for them. You may use the edges of this test to make your mathematical calculations. (Each problem counts 5 points).

126. On July 1, we bought merchandise for \$800 less trade discounts of 25%, 15%, and 5%. An additional cash discount of 2% was allowed if paid within 10 days. What amount should be sent in payment on July 10?

Ans.

127. Find the cost of Merchandise sold from the following data: Merchandise Inventory, January 31, \$3700; purchases during the month, \$2690; Merchandise Inventory, March 1, \$3350; Freight In, \$168.

Ans.

128. A and B are partners having investments of \$7,000 and \$7,500 respectively. A's drawing account is credited with \$150; B's drawing account has a debit balance of \$200. If they made a total net profit of \$660, and divided profits and losses equally, what is the proprietary interest at the end of the month?

Ans.

129. Henry Jones received a monthly bank statement from his banker showing a balance on deposit of \$472. It also showed a deposit for interest of \$7.40 of which Mr. Jones had had no previous knowledge. By comparing the cancelled checks with his own check record, he found there were three outstanding checks, \$9.25, \$14.65, and \$7.60. Assuming that no errors had been made, what was Mr. Jones' check book balance?

Ans.

130. Find the accrued interest on December 31 on a note receivable signed by B. Smith, dated December 1, at 90 days, for \$1220, with interest at 6% per annum.

Ans.

FINAL EXAMINATION

FOR GENERAL BUSINESS

(Fourth Edition)

UNITS VI - XI

This final examination includes seven pages of testing material on this and the following sheet. If periods are short or if it is desired to give a relatively small amount of testing material in each of two days, the first sheet (including pages 2, 7, and 8) may be used in one day and the second sheet (including pages 3, 4, 5, and 6) on another day.

Published by

SOUTH-WESTERN PUBLISHING COMPANY

CINCINNATI

NEW YORK

CHICAGO

DALLAS

SAN FRANCISCO

Pupil _____ Date of Test _____

Teacher _____ School _____

SCORING RECORD

	Perfect Score	Pupil's Score
Page 2—Yes or No Test	30	
Page 3—True or False Test	30	
Page 4—Matching Test	20	
Page 5—Multiple-Choice Test	15	
Page 6—Time Test	10	
Page 7—Problem Test	20	
Page 8—Completion Test	20	
Total Score	145	

GENERAL DIRECTIONS

Fill in all the blanks above. Directions are given at the beginning of each section regarding the work to be done. Do the work as rapidly as you can, but carefully and accurately.

Page 2—Yes or No Test

Directions: After each question given below, indicate your answer by drawing a line under "yes" or "no" at the right.

			For Scoring
1. May the income received from an investment be more than the investment itself?	yes	no	1.
2. Is it more important to save money than to invest it wisely?	yes	no	2.
3. Does the offer of a high rate of interest by a prospective borrower indicate that investors believe there is danger of loss?	yes	no	3.
4. Does the offer of a low rate of interest guarantee that an investment is safe?	yes	no	4.
5. Is a high rate of return the most desirable feature of an investment?	yes	no	5.
6. When a person buys a United States savings bond, is he lending money to the Federal Government?	yes	no	6.
7. Do busses usually have higher rates than do trains?	yes	no	7.
8. Are the motor vehicle laws of all states the same?	yes	no	8.
9. Do people who ride in Pullman cars have to pay a fare in addition to the regular train fare?	yes	no	9.
10. Are there different standard times for the various parts of the country?	yes	no	10.
11. Is buying a railway ticket several days before one starts on a trip more important than making a Pullman reservation in advance? ..	yes	no	11.
12. May Pullman reservations for a trip extending over several roads be made at one ticket office?	yes	no	12.
13. Does the postage required for a third-class package depend on the distance that the package is to be sent?	yes	no	13.
14. Is it permissible to include personal correspondence in parcel-post packages?	yes	no	14.
15. Does the post office issue a receipt to the sender of a package that is insured?	yes	no	15.
16. Can packages be sent by special delivery?	yes	no	16.
17. Do express rates include insurance up to fifty dollars for the value of a package weighing one hundred pounds or less?	yes	no	17.
18. Do parcel-post rates include insurance up to fifty dollars for the value of a package weighing seventy pounds or less?	yes	no	18.
19. Should all material that is filed be kept the same length of time? ..	yes	no	19.
20. Does a <i>vertical file</i> get its name from the fact that the filing cabinet stands on the floor?	yes	no	20.
21. Should a person requesting a folder fill out a requisition slip?	yes	no	21.
22. If a club has not maintained records of past income and expenditures, will it be possible for it to make estimates for the future? ...	yes	no	22.
23. Should a club keep the member record in a bound book if membership changes frequently?	yes	no	23.
24. Are sole proprietorships most common among large businesses? ..	yes	no	24.
25. Is it probable that a business operating as a sole proprietorship will last longer than a business operating as a corporation?	yes	no	25.
26. Does a sole proprietor have more freedom in the operation of his business than does a partner in a partnership?	yes	no	26.
27. Does the Government prohibit the formation of monopolies in most lines of business?	yes	no	27.
28. Do the stockholders in a business corporation also act as managers for the business?	yes	no	28.
29. Does one person ever bear the expense of tax even though another pays it?	yes	no	29.
30. May a state levy a tax on inheritances?	yes	no	30.

FINAL EXAMINATION—Continued

Page 3—True or False Test

Directions: After each statement below that is true, draw a line under "true." After each statement that is false, draw a line under "false."

		For Scoring
1. The cash surrender value of an ordinary life policy increases from year to year	true false	<u>1.</u>
2. A twenty-payment life insurance policy is also known as a limited-payment policy	true false	<u>2.</u>
3. A person who is twenty-two years old can obtain a 20-year endowment policy at the same cost as one who is eighteen	true false	<u>3.</u>
4. The examination of the title to property by a lawyer insures that the property is worth the amount paid for it	true false	<u>4.</u>
5. A railway ticket purchased on Monday for use on the following day may be returned to the ticket office on the next Friday for a refund.	true false	<u>5.</u>
6. A Pullman ticket purchased on Monday for use on the following day may be returned to the ticket office on the next Friday for a refund.	true false	<u>6.</u>
7. The quantity of hand baggage carried free of charge on an airplane is limited to fifty pounds	true false	<u>7.</u>
8. Travelers' checks can be purchased from express companies	true false	<u>8.</u>
9. A passport is required for most foreign travel	true false	<u>9.</u>
10. The salutation of a letter is usually followed by a comma	true false	<u>10.</u>
11. The post office makes an extra charge for forwarding first-class letters to a new address	true false	<u>11.</u>
12. All telephone numbers can be located in the classified section of the directory	true false	<u>12.</u>
13. When a dial telephone is used, the number should be dialed before the receiver is removed from the hook	true false	<u>13.</u>
14. The address on an envelope should include the name of the city even though that city is the one in which the letter is mailed	true false	<u>14.</u>
15. A person making a long-distance call may ask the operator to notify him when the minimum time is up	true false	<u>15.</u>
16. Air-mail letters must bear special air-mail stamps	true false	<u>16.</u>
17. A report charge may be made when a person cannot be located in a person-to-person call	true false	<u>17.</u>
18. A Sunday and night rate is offered on person-to-person telephone calls	true false	<u>18.</u>
19. A parcel-post package may be sealed if it bears a printed label giving the postmaster permission to open the package for examination.	true false	<u>19.</u>
20. In the collection of packages, express companies render less service than does the Post Office Department	true false	<u>20.</u>
21. Postage must be paid in advance on a c.o.d. mail shipment	true false	<u>21.</u>
22. The cost for air express is less than that for rail express	true false	<u>22.</u>
23. Parcel-post packages are delivered without extra charge in rural districts	true false	<u>23.</u>
24. In making a shipment over a long distance, it is necessary for a shipper to obtain bills of lading from several railroads	true false	<u>24.</u>
25. In alphabetic filing the guides are arranged to show city and state divisions	true false	<u>25.</u>
26. The latest correspondence should be placed at the back of a folder.	true false	<u>26.</u>
27. In a club budget the estimated expenditures must exactly equal estimated income	true false	<u>27.</u>
28. It is undesirable that a telephone company should be a monopoly ..	true false	<u>28.</u>
29. An inventor who has patented his invention may charge more for the product than he could if everyone could manufacture the product.	true false	<u>29.</u>
30. Business conditions affect the amount governments receive from income taxes	true false	<u>30.</u>

Score

Page 4—Matching Test

Directions: In the parenthesis at the right of each group of words in Column II, place the number of the corresponding word or group of words in Column I.

Column I	Column II	Answers	For Scoring
	GROUP A		
(1) Endowment Insurance	1. Insurance that permits a policyholder to share in the earnings of the company ()		1.
(2) Group Insurance	2. Insurance on which the insured is to pay premiums throughout his life ()		2.
(3) Industrial Insurance	3. Insurance issued to an entire group as one unit. . ()		3.
(4) Limited-payment Life Insurance	4. Insurance, payable only on the death of the insured, on which premiums are paid for only a stated number of years ()		4.
(5) Nonparticipating Insurance	5. Insurance that permits the policyholder to collect the face value of the policy at the end of a definite period of time ()		5.
(6) Ordinary Life Insurance	6. Insurance on which small payments are collected weekly ()		6.
(7) Participating Insurance			
	GROUP B		
(8) Alphabetic Section	7. A telegraph message sent immediately during the day or night for which the minimum charge is the charge for ten words ()		7.
(9) Classified Section	8. A telegraph message sent before 2 a. m. to be delivered during the following morning ()		8.
(10) Day Letter	9. A message sent by radio principally to and from ships ()		9.
(11) Fast Telegram	10. The division of a telephone directory in which the names are arranged according to occupation. . . ()		10.
(12) Night Letter			
(13) Radiogram			
(14) Serial Service			
	GROUP C		
(15) Consignee	11. Circulars, miscellaneous printed matter, and merchandise weighing not more than one-half pound. ()		11.
(16) Consignor	12. Newspapers and periodicals ()		12.
(17) First-class Mail	13. Circulars, other printed matter, and merchandise weighing over one-half pound ()		13.
(18) Fourth-class Mail	14. A service whereby a package can be sent as quickly as first-class mail ()		14.
(19) Second-class Mail	15. A person who sends a shipment by freight ()		15.
(20) Special Delivery			
(21) Special Handling			
(22) Third-class Mail			
	GROUP D		
(23) Income Tax	16. A tax collected by the Government directly from the producer of goods, the amount collected depending upon the amount of goods produced. . . ()		16.
(24) Inheritance Tax	17. A tax on the amount received by one person upon the death of another person ()		17.
(25) Manufacturers' Excise Tax	18. A tax that is paid by the retailers but that is collected from the consumers in addition to the amount charged for the merchandise ()		18.
(26) Pay-roll Tax	19. A tax upon the salary of an employee for which the employer is responsible to the Government. . ()		19.
(27) Property Tax	20. A tax on an import ()		20.
(28) Sales Tax			
(29) Tariff			

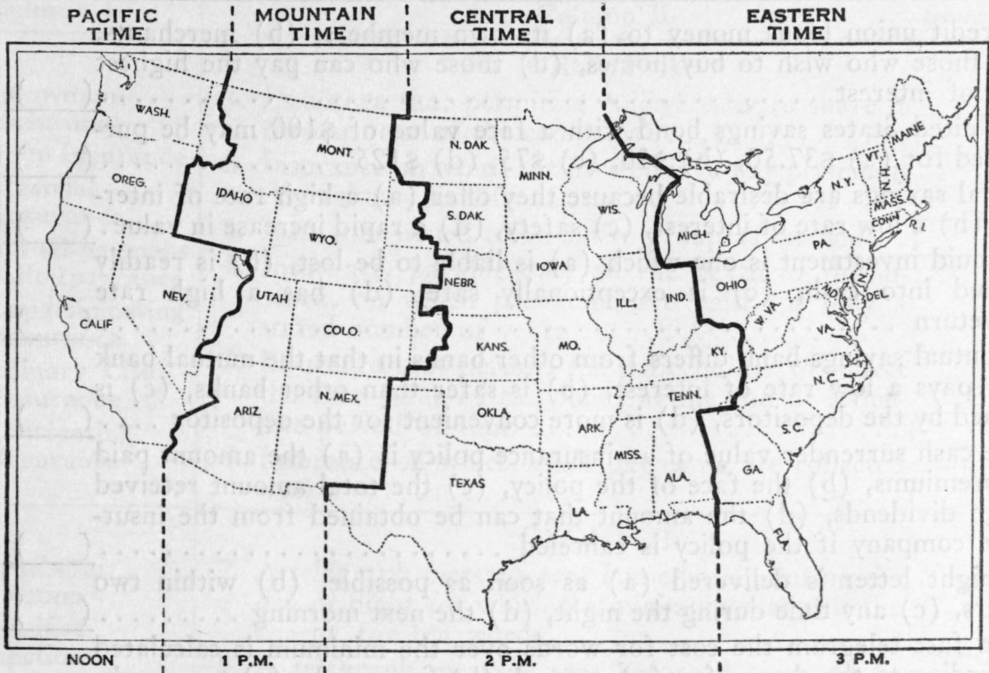
Page 5—Multiple-Choice Test

Directions: Place in the parenthesis at the right of each of the following statements the letter that represents the group of words correctly completing the statement.

	For Scoring
1. A credit union loans money to (a) its own members, (b) merchants, (c) those who wish to buy homes, (d) those who can pay the highest rate of interest ()	1.
2. A United States savings bond with a face value of \$100 may be purchased for (a) \$37.50, (b) \$50, (c) \$75, (d) \$125 ()	2.
3. Postal savings are desirable because they offer (a) a high rate of interest, (b) a low rate of interest, (c) safety, (d) a rapid increase in value. ()	3.
4. A liquid investment is one which (a) is liable to be lost, (b) is readily turned into cash, (c) is exceptionally safe, (d) has a high rate of return ()	4.
5. A mutual savings bank differs from other banks in that the mutual bank (a) pays a low rate of interest, (b) is safer than other banks, (c) is owned by the depositors, (d) is more convenient for the depositor . . . ()	5.
6. The cash surrender value of an insurance policy is (a) the amount paid in premiums, (b) the face of the policy, (c) the total amount received from dividends, (d) the amount that can be obtained from the insurance company if the policy is canceled ()	6.
7. A night letter is delivered (a) as soon as possible, (b) within two hours, (c) any time during the night, (d) the next morning ()	7.
8. In a fast telegram the cost for words over the minimum is calculated according to the charge for (a) a word, (b) five words, (c) ten words, (d) fifty words ()	8.
9. If an error is made while one is dialing a telephone number, he should (a) call the operator, (b) immediately re-dial the number, (c) hang up the receiver and dial again a little later, (d) listen for the ringing signal ()	9.
10. In a night letter the cost for words over the minimum is calculated according to the charge for (a) a word, (b) five words, (c) ten words, (d) fifty words ()	10.
11. Money is frequently paid by telegraph instead of by other methods, because this method (a) does not require the payee to be identified, (b) is safe, (c) is cheap, (d) is rapid ()	11.
12. A business organized as a partnership is usually owned by (a) one person, (b) two to five persons, (c) hundreds of persons, (d) any number of persons ()	12.
13. The corporation form of business organization is desirable because it (a) gives great freedom of action, (b) relieves the business from the need of making reports to the government, (c) gives each owner the opportunity to manage the business directly, (d) enables persons of limited resources to combine these resources in making a business investment ()	13.
14. The Government gives inventors the right to patent their inventions in order that (a) people will be encouraged to develop new inventions, (b) higher income taxes can be collected, (c) inventors will become rich, (d) the patent office can issue patents ()	14.
15. A monopoly is said to exist when one person or group (a) has complete control of the supply of a service or a commodity, (b) has formed a corporation, (c) owns and operates a factory, (d) is earning large profits ()	15.

Score

Directions: In the parenthesis at the right of each question, write the answer.



	Answers	For Scoring
1. If a passenger train left Pittsburgh, Pennsylvania, for St. Louis, Missouri, at 2:00 a.m. and required twelve hours for the trip, at what hour did it arrive in St. Louis?	()	1.
2. If an airplane left New York City at 3:00 p.m. and arrived in Indianapolis, Indiana, at 8:00 p.m. the same day, how many hours did the trip take?	()	2.
3. If an airplane left Phoenix, Arizona, at 4:00 p.m. and arrived in Oklahoma City at 1:00 a.m., how many hours did the trip take?	()	3.
4. If a passenger train left Helena, Montana, for Memphis, Tennessee, at 10:00 a.m. and required twenty-five hours for the trip, at what hour did it arrive in Memphis?	()	4.
5. If an airplane left Seattle, Washington, at 5:00 p.m. and arrived in Chicago, Illinois, at 8:00 a.m. the next morning, how many hours did the trip take?	()	5.
6. If a passenger train left San Francisco, California, at 10:00 a.m. on Tuesday and arrived in Chicago, Illinois, at 7:00 a.m. on Friday, how many hours did the trip take?	()	6.
7. If an airplane left Cleveland, Ohio, for Tuscon, Arizona, at 9:00 a.m. and the trip required sixteen hours, at what hour did it arrive in Tuscon?	()	7.
8. If an airplane left Casper, Wyoming, at 5:00 a.m. and arrived in Detroit, Michigan, at 8:00 p.m., how many hours did the trip take?....	()	8.
9. If a passenger train left New Orleans, Louisiana, for San Antonio, Texas, at 11:00 a.m. on Monday and the trip required sixteen hours, at what hour did it arrive in San Antonio?	()	9.
10. If an airplane left Los Angeles, California, at 9:00 a.m. and arrived in Philadelphia, Pennsylvania, at 6:00 a.m. the next morning, how many hours did the trip take?	()	10.

Page 7—Problem Test

Directions: Twenty-one groups of names are given below. In each group the names are numbered according to the order in which they are printed on this page. In the space at the right, enter the numbers of the names in each group in the order in which the names in that group would appear in an alphabetic index. Group A is given as a sample.

Group	Names			Alphabetic Order			For Scoring
A	1. Harry R. Brown	2. C. J. Cody	3. Harry J. Brown	3	1	2	A
B	1. Thomas William	2. Alfred Williams	3. John Williamson				B
C	1. S. R. Johnson	2. Sam Johnson	3. Samuel Johnson				C
D	1. S P Garage	2. George E. Smith	3. G. R. Smith				D
E	1. Edw. Meyers	2. Edwin S. Meyers	3. Edouard Meyers				E
F	1. Carl McAndrews	2. Hazel MacDonald	3. L. O. Macy				F
G	1. Mrs. A. M. Julian	2. Wm. A. Julio, Jr.	3. Dr. D. L. Julian				G
H	1. Fosdick Advertising Agency	2. Frederick & Marshall Co.	3. Forth Worth Shoe Corp.				H
I	1. James Warren	2. Worth & Brandt Company	3. Warden & Harper				I
J	1. Williams Bros.	2. Chas. Williams & Company	3. Ben Williams Sons Co.				J
K	1. Harold Wilson	2. Wilson's Clothing Store	3. Wilson's Garage				K
L	1. Health Department, City of Erie	2. Park Department, City of Westchester	3. Board of Education, City of Philadelphia				L
M	1. J. M. Morris	2. Florence C. Morriss	3. James L. Morris				M
N	1. O. K. Snack Shop	2. James Okrent	3. O'Leary Tire Co.				N
O	1. Charlotte Nieman	2. Chas. Nieman	3. Nieman's Grocery Store				O
P	1. Dr. A. L. Murray	2. The Martin Clothiers	3. Ralph Millard				P
Q	1. Harding Bros. Company	2. Harry, the Hatter	3. Wm. Hardin Tile Co.				Q
R	1. Lange's Art Goods Store	2. Mildred B. Lange	3. Lange Bros. Company				R
S	1. The B. R. Robins Company	2. Roberts & Wills Company	3. Frank N. Roberts, Inc.				S
T	1. Andrew B. Browne	2. Jos. S. Brown	3. J. L. Brown				T
U	1. Clyde D. Walter, Jr.	2. N. J. Walters	3. C. W. Walter				U

Score.....

Page 8—Completion Test

Directions: Write one word in each blank space given below to make the statement complete and accurate.

	For Scoring
1. A bank that handles only savings accounts and that is owned by its depositors is called a _____ savings bank	1.
2. A regular payment on an insurance policy by the policyholder is called a _____	2.
3. The income received by depositors from deposits in a savings bank which they own is called _____	3.
4. A business in which two or more persons combine their skill and capital is a _____	4.
5. A business organization owned by the people it serves and managed in their interest is a _____	5.
6. A business that is owned entirely by one individual is a _____	6.
7. The form of business organization that requires that a charter be obtained from a state is a _____	7.
8. A document granted by a state giving several persons permission to conduct a business in the name of a corporation is called a _____	8.
9. A person who owns stock in a corporation is known as a _____	9.
10. The profits divided among the stockholders of a corporation are called _____	10.
11. A tax collected on goods imported into one country from another country is a _____	11.
12. A government grant to a person by which he is the only one allowed to make or sell a new invention for a certain number of years is a _____	12.
13. The right granted by a government giving the owner of some written thing sole authority to print, copy, or publish the material is a _____	13.
14. A sheet of paper on which the name and the address of the writer is printed is known as a _____	14.
15. The words "Yours truly" following the body of a letter are called the _____	15.
16. The part of a letter that contains the address of the person to whom the letter is being sent is called the _____	16.
17. The word "Gentlemen" preceding the body of a letter is known as the _____	17.
18. The name of the writer written at the bottom of a letter is called the _____	18.
19. A long-distance call in which a connection is to be made with a particular person is known as a _____ call	19.
20. A message sent by wires laid on the bottom of the ocean is a _____	20.