

CRITERIA FOR EVALUATING EXISTING PART-TIME
COOPERATIVE OFFICE TRAINING PROGRAMS
IN VIRGINIA DURING 1949-1950

by

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MINISTRY OF DEFENSE

REPUBLIC OF THE UNITED STATES OF AMERICA

OFFICE OF THE SECRETARY OF DEFENSE

WASHINGTON, D.C.

MEMORANDUM FOR THE SECRETARY OF DEFENSE

SUBJECT: [Illegible]

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4. [Illegible]

DATE: 1951

REFERENCE: [Illegible]

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CHAPTER I
INTRODUCTION

Statement of the Problem

In 1947 seven cooperative part-time office training programs were organized in the State of Virginia. In 1949 the number of programs was increased to fifteen. Plans have been made to add seventeen more such programs by 1952.

The office training programs are in both the small and large schools of the cities and counties. Vocational office training is at present offered in the following cities: Richmond, Bristol, Hopewell, Suffolk, Norfolk, Portsmouth, Martinsville, Roanoke, Charlottesville, and Fredericksburg. Where the school service area is large, as it is in the case of Norfolk, two city high schools and one county high school offer vocational office training. The coordinators of the county high schools of Warwick, Craddock, and Fairfax send their pupils to the nearby cities of Newport News, Portsmouth, and Washington respectively for part-time employment. The requirements then for establishing a vocational office training program do not, depend entirely on the size or location of a school but on the desire of the local school to meet a need in setting up a program whereby the pupils may put into practice, on a part-time basis, those office skills and knowledges they have learned in

school. This type of training provides an opportunity to bridge the gap between the classroom and the business office.

The achievements of the fifteen currently existing programs should be evaluated so that the (a) teacher-coordinator, (b) school administrator, (c) businessmen, (d) parents and pupils themselves can appraise the value of these programs. The reason that each of these should appraise the program will be described in turn.

(a) The teacher-coordinator should know whether pupils have acquired vocational competency in school. For a long time skills have been stressed in the high school. While it is necessary for office workers to be trained as typists, clerks, stenographers or bookkeepers, they must also be prepared to do more. A stenographer, for example, must not only have ability to typewrite and take dictation but also have the ability to transcribe accurately and quickly and place the letters properly on the page. She must meet callers, answer the telephone, and get along with others in the office. By supervising a prospective stenographer on a part-time job and by talking to her employer, the teacher-coordinator discovers weaknesses in her training. As a result she may receive remedial instruction. If other pupils have the same weaknesses, this information may be used as a basis for curriculum change.

(b) The school administrator should know whether the vocational office training practice pupil is successful when he enters full-time employment. The pupils from the local high school who enter business offices of the community are often the very ones who are

used as a basis for judging how well the school is teaching grammar, arithmetic, handwriting, and the like.

The follow-up of pupils supplies information to the teacher-coordinator concerning current threshold office jobs and possible lines of promotion therefrom. An example of a report of a follow-up made by the teacher-coordinator will demonstrate to the principal the success of the vocational office training program. The example follows:

Audrey, a former member of our vocational office training class, was hired as a clerk in the business office of the A. & P. Electric Company. She was expected to answer the telephone, meet callers as they came into the office, do straight copy work on the typewriter, fill in certain office forms, write receipts and do other clerical work. One day the clerk in charge of mimeographing was ill. The office secretary could cut the stencils but could not operate the machine. When a piece of work came up which involved mimeographing, Audrey volunteered. She had had experience operating our mimeograph machine while in the vocational office training class. The manager told her that she was the first girl that he had hired who had been trained to operate the machine. He said further that when he needed a mimeograph clerk he just hired a typist and requested a representative of the company to instruct her in the operation of the machine. Audrey has since been promoted because her vocational office training has stood her well in every instance of normal office routine.

(c) The businessmen of the community should be interested in what is taught in the business department of the high school. Most businesses find that the skills of shorthand and typewriting are mastered but other phases of office procedures are not. The following example will illustrate:

An employer dictated six short letters to his new stenographer just before he left the office on an out-of-town trip. He asked her to sign the letters for him and put them in the afternoon mail. When he returned the next afternoon, he

asked for the carbon copies. The girl could not produce them nor any carbon copies for the work she had done for the last four days at which time her employment began. The girl said she had forgotten all about carbon copies since she had never been made to do them in school. It is true that the teacher had demonstrated to the class how to make carbon copies, but they had never done it.

Obviously the school had neglected this very important training, which can be taught in typewriting, transcription, and filing, and should be automatic with a beginning stenographer.

(d) Parents and pupils should know whether the training given will enable the pupil to enter and become successful in office employment. Some parents will point out that part-time employment allows their son or daughter very little time for extra-curricular activities. The parents and pupil will then have to weigh the matter and decide which will be of the most benefit to the pupil. The following example shows how such decision was reached.

Following a conference with the guidance director Jane Smith, a sophomore, had taken some aptitude tests. As a result of the conference and tests she decided to follow the stenographic course. During her junior year Jane joined the school choir. She did exceptionally well in her shorthand and typewriting classes. The terminal semester of her senior year Jane was selected to be a member of the vocational office training class. The coordinator explained that she had a part-time stenographic job for her in a lawyer's office. Jane was reminded of the fact that she would be expected to work from two to five every afternoon and from nine to twelve on Saturday. Jane had been enthusiastic about working until she remembered that she was to have a leading role in the operetta. The coordinator told Jane she would be glad to call on her parents and discuss the situation with the three of them. Mr. and Mrs. Smith thought the office training program offered splendid opportunities for training a beginning worker. Mrs. Smith said she wished that she had had training similar to that offered in the office training program. She said that she would not have made so many mistakes if she had. Mrs. Smith felt that Jane really wanted to go into office work but that she also wanted to sing the lead in the operetta. After some

discussion the coordinator left. The next day Jane told her that she had decided that since she wanted to go into office work full-time upon graduation that the office training program would be of most lasting value to her.

Purposes of the Study

The four purposes of the study are as follows:

1. To provide teacher-coordinators with a definite means of appraising the worthwhileness of their part-time cooperative office training programs in relation to what is being done by other teacher-coordinators in the State of Virginia and in other sections of the country. The teacher-coordinator then will know the weak points of his program after completing the checklist and can give special consideration to those points the following year. One teacher-coordinator may find that his program can be given additional publicity and assistance through an advisory committee. Another may discover that the standards of his program are not what the businessmen of the community expect and so he may decide to use the National Office Management Association tests.

2. To determine for the State Department of Education standards by which it can evaluate the existing cooperative part-time office training programs throughout the State of Virginia. These evaluative standards can be used in the recommendations for the installation of other such programs in the state. For example, the State Department knows that each teacher-coordinator should give his program some publicity. The checklist will show to what extent the teacher-coordinator has been successful in securing publicity for

his program. If the teacher needs assistance, he may be given suggestions as to how he can improve his publicity program.

3. To make available to administrators, principals, and supervisors the value and effectiveness of the cooperative part-time office training programs in the business curriculum where such programs have been successfully established. For example, administrators may not know the value of teaching the operation of such machines as the calculator, adding or voice scription machines until it is pointed out to them the number of office occupations which require a knowledge of the use of these machines. By the use of job analyses the teacher-coordinator can show the administrator the number of jobs in which these machines are used. Administrators often think a great deal of money is spent on equipment for the vocational office training laboratory. However, when the teacher-coordinator can show the administrator that businessmen want employees who know how to operate machines they are likely to want to add additional machines.

4. To make available to businessmen evidence of the effectiveness of cooperative part-time office training programs and to encourage their participation. One way to let businessmen know is to invite their help through the advisory committee. This committee may be composed of three to five businessmen of the community who will assist in promoting business education, in placing students, in setting standards, in determining the initial employment opportunities, and in developing the curriculum. These men thus would be brought into close contact with the school and could give valuable

assistance to the school staff. In working with the school they would take information to their friends, club associates, and other businessmen of the community. In addition, they would do much in selling the idea of part-time employment to others as a means of helping to train future office workers.

Background of the Problem

While the part-time cooperative office training program is comparatively new in the State of Virginia, the plan of cooperative training is by no means new. The apprentice learned his craft by working beside the master workman during the handicraft era. Since that time the medical and law professions have recognized the value of internship in the training process. Part-time cooperative training is merely a plan whereby the student shares his time between the classroom and the job.

The cooperative plan of alternating periods of academic study and practical experience was originated by the late Herman Schneider who instituted it at the University of Cincinnati. In 1899 Herman Schneider asked himself the question, "How could theoretical knowledge and first-hand experience be hitched together." The first part of Mr. Schneider's question was answered by courses offered by the university itself. At the university, the theory could be mastered. The theory could be applied in a nearby steel plant which had the latest and most expensive equipment. In 1906 a plan was worked out whereby students of the university could alternate

attending classes and working. After five years the engineering students began to benefit from the cooperative plan.¹ The plan that Mr. Schneider originated of (a) learning the theory in class, (b) obtaining a demonstration of it in the laboratory, and (c) practicing it on the job is followed by the pupils participating in the part-time office training programs in Virginia.

Carrol Nolan states that the values of the cooperative business education are as follows: (a) to bridge the gap between school and initial employment, (b) to permit young trainees to make a social as well as a business adjustment of the highest caliber, and (c) to gain first hand an opportunity to appreciate how business operates before his education is completed.² The part-time work experience does just this.

Since 1926 Wilmington, Delaware has successfully conducted an office training program. During World War II an effective part-time cooperative program was operated in Washington, D. C. There was an agreement between the schools and certain government offices to employ seniors on a part-time cooperative basis who were in their terminal semester at school and had passed the Civil Service examination.

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1. Manda B. Haecker, "The Birth and Development of the Cooperative Plan," Distaphane Educational Forum, September-October, 1947, 18.
 2. Carrol A. Nolan, "Functional Cooperative Business Education," The National Business Education Quarterly, Winter, 1947, 47-50.

Delimitations

This study will be delimited to part-time cooperative office training programs for in-school youths who are preparing for full-time employment as stenographers, bookkeepers, and general clerical workers.

No instructional units will be developed as a part of this study since twenty-one units have been developed and are available for use in the vocational office training programs.

The fifteen existing part-time cooperative office training programs of the state of Virginia for the school year 1949-1950 will be used in the study.

Definitions

In order to clarify certain terms to be used in the study the following definitions are given:

The term "cooperative part-time office training" refers to a systematic work and study schedule, in which vocational instruction is coordinated with job experiences in the office occupation in which the trainee expects to become a full-time worker.

"Teacher-coordinator" refers to the person in charge of the part-time training program whose duty is to place students in proper work stations, to work closely with students and employees, to give remedial instruction to students when needed, and to give help to students when new and different tasks arise in their work experience.

"Work stations" for the cooperative part-time office training programs are places of business, usually located down town, in which pupils in the office training class are placed for job experiences.

The study will contain six chapters. This chapter has stated the problem and given the background of the study. Chapter II will review the Virginia State Plan for Vocational Office Training. Chapter III will give the procedures used in making the study. Chapter IV will deal with checklist topics. Chapter V will give an analysis of the checklist data. Chapter VI will contain the findings and recommendations.

CHAPTER II

THE VIRGINIA VOCATIONAL OFFICE TRAINING PROGRAM

In the fall of 1947 under the direction of Arthur L. Walker, State Supervisor of Business Education, the first vocational office training programs were introduced in the State of Virginia. Thus the Virginia program is only three years old. The schools desiring to participate in the program cooperated with Mr. Walker in selecting the vocational teacher-coordinator and the equipment needed to put the program in action.

In order to study the vocational office training program in Virginia and to set up criteria for evaluating it, it is necessary to review the purpose, basic philosophy, and working principles of the State Plan.

The purpose of the vocational office training program in Virginia is as follows:

To provide for the public schools of Virginia a program of vocational office training that is consistent with employment needs of business and employment opportunities for youth and adults in the school service area.¹

Establishing a Part-time Cooperative Program

Provisions were made in the State Plan for establishing part-time cooperative training programs in the high schools which

1. A. L. Walker and Marguerite Crumley, *Vocational Office Training*, Monograph 70. (New York: South Western Publishing Company, 1948).

desired the program and met the requirements set up by the State Department of Education to participate in such a program. The school division must agree to provide the students with class instruction in vocational office training and on-the-job experience in an office occupation. This instruction and job experience were to be under the direction and supervision of a teacher-coordinator. The teacher-coordinator must be approved by the State Department of Education if the school division was to receive financial reimbursement from the State.

In order to know the number and kinds of jobs available in the school service area, the jobs available each year, and the type of training the business graduate needed for the initial job a community survey was made of the school service area.

After the teacher-coordinator knew what jobs he must train pupils to fill, it was necessary that instruction be given which was based directly on the skills and application of the skills, attitudes, techniques and standards of performance of the job for which training was given. It was suggested that a different office occupation be made the basis for a job analysis each year.

Guidance and Placement

The teacher-coordinator ^{must} should work with the guidance department in assisting pupils who are following the business curriculum of the school to choose the courses best suited for their needs. He should ^{must} help in placing the pupils in full-time employment upon

graduation. By following up students who drop out and those who graduate he should be able to make suggestions in regard to curriculum revisions which may prevent other pupils from leaving school before graduation. Follow-up would also provide better instruction for the pupils who remain to enter the business offices.

Types of Office Training

The vocational teacher-coordinator who is approved must qualify under one of three types of office trainings: (a) pre-employment, (b) cooperative part-time or (c) adult extension. A brief discussion of these three types follows:

(a) The first type of qualification is the competency to handle pre-employment training. The purpose of this training is to develop skills, knowledge, and attitudes which will enable a pupil to enter successfully an initial office occupation. A pupil in this type of training must spend fifteen school periods a week in instruction of vocational and related office training for at least one semester and preferably the last semester of pre-employment training. The office training school consist of a laboratory practice for at least two consecutive school periods daily. There must be a minimum average daily attendance of eight pupils in the class all of whom intend to enter full-time office employment upon graduation.

(b) The second type of qualification is the ability to direct and train pupils for the cooperative part-time office training pro-

gram. This training involves a definite work and study schedule which combines vocational training and job experience in office occupations. As a result the pupil is prepared to accept full-time employment upon graduation. The length of the course may vary from eighteen to thirty-six weeks. Pupils should be enrolled in a minimum of ten class periods a week and have not less than fifteen nor more than twenty-five hours per week of job experience.

Suitable work stations for at least 60 per cent of the class must be available before a cooperative program is set up. The class instruction should be related to the office occupational duties which the pupil will meet in his part-time and later full-time office employment. Pupils must be of an employable age, have a valid work permit and be paid wages comparable to other beginning employees. All pupils entering the cooperative office training program must agree to accept part-time employment at the beginning of the training or as soon thereafter as placement can be arranged.

The minimum equipment for the office training laboratory must be based upon the employment needs and opportunities for employment in the school service area as evidenced by the occupational survey and the particular office occupations for which training is to be given. For example, training must be given on such machines as adding, calculators, duplicating, voices, bookkeeping, electric typewriters or other machines if there is a need for the pupil to have this training for employment.

The work stations selected must have job activities which provide real education value for the trainee. An example of a

station which does not have educational value would be one in which the trainee is employed as a clerk-typist and who does nothing but type envelopes for fifteen hours per week. If this type of work experience continues for three months the trainee has not profited as he should from part-time employment. He has missed the clerical aspects of the job which might include filing, writing receipts, checking papers, and the like. The trainee must have supervision from the employer and be advanced from one job activity to another. There should be a written agreement between the employer and the trainee to be jointly signed by the principal, parent or guardian, and the teacher-coordinator.

The vocational teacher-coordinator who has charge of the instruction and job experience of the trainee is a competently trained specialist known as "coordinator." The coordinator is designated by the State Department of Education and the local school authorities. The teacher-coordinator must have at least ten hours per week set aside in his schedule for making community contacts, surveys, job analyses, conferences with employers and trainees, counseling, visiting trainees, and preparing instructional materials.

The instructor for either pre-employment training or part-time cooperative training must have met the minimum requirements for holding special vocational ratings in office training.

(c) A third qualification is the ability to carry on adult extension office training which will improve the occupational efficiency of the employed office worker and will enable him to be

prepared for advancement. The coordinator has charge of the organization and administration of the adult extension classes. He must send the State Department of Education a detailed report on November 1 and March 1 concerning the material taught, results, length of class, place, instructor, and the like. Local school boards may be reimbursed fifty per cent of the instructional cost of the class if certain requirements are fulfilled. These requirements state that eighty per cent of the class must be employed in full-time office jobs to which the subject matter is related. In addition the instructor must be approved as being qualified for the training being given.

Vocational Teacher Qualifications

Teachers who are engaged in the pre-employment and cooperative types of office training must have a Collegiate Professional Certificate and at least two years of successful teaching and business experience. One year of the teaching experience and at least three months of the business experience must have been in the specialized field in which the teacher is teaching.

Business teachers qualifying for coordinators must have had a minimum of three months' or four hundred and eighty clock hours of full-time, paid office experience within the last three years. A record of this experience must be furnished the State Department of Education.

Vocational Rating Scale

In addition to the qualifications set forth in the paragraphs above there are four classes of special vocational ratings. The chart on the following page shows the requirements for each rating.

The "Program of Professional Education for Vocational Teachers-coordinators in Office Occupations" mentioned in classes A, B, and C refer to four groups of courses which may be divided into general background courses, program development, improvement of instruction, and research in business education. These courses can be used by the teacher-coordinator to improve her rating and also to apply as graduate work leading to a Master's Degree. Other courses may be taken elsewhere if the courses have been approved.

Reimbursement from Vocational Fund

According to the State Plan for Vocational Office Training the amount of vocational reimbursement for office training will be based upon:

1. The class of vocational rating held by the teacher-coordinator.
2. The amount of normal base salary that would have been paid to the teacher in the absence of such vocational reimbursement.
3. The proportion of full-time the teacher-coordinator devotes exclusively to working in the vocational program.
4. The type of training program offered.

CHART I

VOCATIONAL TRAINING SCHEDULE

| | Class D | Class C | Class B | Class A |
|--------------------------|-------------------------------|-------------------------|--|---|
| Certificate Required | College Professional | College Professional | College Professional | College Professional |
| Graduate Credit | | Six semester hours | Eighteen semester hours | Twenty-four semester hours |
| Work Experience | | | Four hundred and eighty hours approved work experience done within three years prior to when taking was granted | Additional four hundred and eighty hours work experience |
| Number Years Valid | One year and not renewable | Two years | Three years | Four years and renewable upon completion of six semester hours of post- secondary training or four hundred and eighty additional hours of approved work experience |

The rate of reimbursement from vocational funds will be governed by:

1. The type of vocational rating held by the teacher.
2. Adequacy of instructional equipment.
3. Provisions for effective vocational guidance services.
4. Provisions for continuous program development through community occupational studies and investigations.

The State Plan sets forth the duties of the local school authorities and the teacher-coordinator in establishing a vocational office training program. In addition to this it offers help in the form of funds and assistance from the State Board of Education to the schools meeting the requirements.

The author will use the State Plan as a basis for additional study of the problem.

CHAPTER III

PROCEDURES

This chapter deals with the procedures of the study and the following items will be discussed: (a) survey of literature, (b) preparation of the questionnaire, (c) validation of the questionnaire, and (d) pilot study.

Survey of literature

A survey of the professional literature and related studies in the field of office training provided background information concerning the first cooperative plans of education. It also provided many suggestions to be incorporated in the checklist. This is evidenced by the references which follow.

Objectives

The Virginia State Plan for Vocational Office Training serves as a basis for the organization and operation of all the programs in the state. In selecting the topics to be included in the checklist the Plan was carefully studied so as to include all the major topics discussed in it. For example, the general objectives on the first checklist which include providing for a program of vocational office training consistent with employment needs and opportunities in the school service area, cooperative part-time

training for in-school youth, guidance, placement, follow-up, and adult extension are taken from the State Plan.¹

In a recent business magazine certain objectives listed for vocational office training courses include: (a) acquaintance of the machines in the laboratory, (b) knowledge of rules of filing, (c) appreciation of getting along with others, and (d) the fact that detail work is necessary to the efficient handling of daily business routine.²

Administration

The whole-hearted support of the administrator is necessary for the success of the vocational office training program. He has a complete picture of the school, its relation to the community, its history, objectives, and the peculiar problems of scheduling and organization.³

Teacher-Instruction

The class instruction and the job experiences of the trainees are under the continual observation and supervision of a competent trained specialist designated as the "coordinator" by the State

1. Walker and Bradley, op. cit., p. 1.

2. Bernice Hartman and George Segesser, "What Happened to the Graduates of our Office Practice Course," *Business Education World*, March, 1930, 329.

3. Estelle Phillips, "Coordinating Various Phases of the School System," *National Business Education Directory*, Summer, 1933, 11-14.

Department of Education and the local school authorities. The coordinator is to have ten clock hours per week for conferences, counseling, making community surveys, and job analyses.⁴

The responsibility for the operation of a cooperative part-time training program should be delegated to a teacher who would serve as an intermediary, linking the students, the employers, and the school.⁵

Supervision

The teacher-coordinator is to visit each trainee at his assigned work-station and make periodic reports to the local school administrators and the state supervisor concerning the visits.⁶

Public Relations

A recent year book states that developing a good public relations program for vocational business education training depends upon the thorough understanding, willing participation, and cooperative attitude of businessmen, employees, and school faculty.⁷ In addition to a thorough understanding, good community relations

4. Walker and Crumley, op. cit., p. 3.

5. Mildred W. Stumert, "Internship Training for Secretarial Accounting Students," United Business Education Forum, Vol. 3, No. 8, May, 1949, 12.

6. Walker and Crumley, op. cit., p. 3.

7. Lester I. Sluder, "Evaluating a Public Relations Program," American Business Education Yearbook, Vol. V, 1943, 235.

may be promoted by service to community groups, organization of student clubs, visits to business concerns, invitations to businessmen to talk to school groups, career days, follow-up studies and the like.⁸ An advisory committee helps to promote good community relations. It acts in an advisory capacity and makes recommendations as to what should be included in the curriculum.⁹

Selection of Students

According to the State Plan, cooperative part-time office training is intended for seniors, post-graduates, and other persons who have left full-time school and who have entered upon part-time employment. Students shall be of legal employable age and shall have a work permit issued by the proper authorities. Students not assigned part-time work at the beginning of the course must agree to accept part-time employment as soon as appropriate placement can be arranged.¹⁰

Personal Records

The high school administrator can render a valuable service to personnel men by helping them realize the amount of information

8. Clara J. Voyer, "Business Education Contributes to Good Community Relationship," *The Bulletin of the National Education Association of Secondary-School Administrators*, Vol. 35, Nov., 1949.

9. William E. Jennings and Carlos L. Hayden, "Using the Advisory Committee," *American Business Education*, Vol. VI, 1949, 89-91.

10. Walker and Crowley, *op. cit.*, p. 2.

available to them from the high school records. When a businessman employs a pupil without reference to school data, he cannot in all fairness, criticize the school if it develops that the one employed is below average.¹¹

Office Training Laboratory and Equipment

The amount and kind of physical equipment a school should purchase for office training should be based upon the employment needs and opportunities in the school service area as evidenced by the results of an approved occupational survey, the particular jobs or occupations for which definite training is planned, and the equipment in local businesses that is available for school use. The rooms and physical equipment of the office training laboratory must be adequate for the training of office workers.¹²

Subject Matter

The units in the State Bureau of Study, Part III, for Clerical Practice and Vocational Office Training are provided by the State Department for the teacher-coordinators to use as a basis for class instruction in the vocational office training class.¹³

11. Earl Clevenger, "The Administrator and the Businessman," *The National Business Education Quarterly*, Summer, 1944, 51-54.

12. Walker and Orsley, *Op. cit.*, pp. 3, 4.

13. Business Education Service of the Division of Vocational Education, State Bureau of Study, Part III, Clerical Practice and Vocational Office Training, Richmond, Virginia, 1950.

Instructional Material

Teachers will have to organize their instructional material in such a manner that individual pupils may develop initiative and learn to assume personal responsibility for specific assignments.¹⁴ The rules from the State course give suggestions for the teacher-learner for preparing instructional units or to say the least, which will apply more specifically to the local community.

Standards

There are many factors and conditions that must exist in every program of vocational business training if adequate instructional standards are to be achieved. These factors are in themselves really standards which in turn determine the vocational effectiveness of the instructional program. The most important factors are: (a) proper guidance of students into vocational business training program and their placement into positions in which their training will function most effectively, (b) instructional content and standards based upon the requirements of the position for which training is offered, (c) exceptionally competent teachers, and (d) part-time, representative experience in the business occupation for which the student is being trained.¹⁵

14. L. S. Bostick, "Cooperation Between Education and Management," *Journal of Business Education*, June, 1947, 17-18.

15. Frank B. Myers, "Factors That Contribute to the Achievement of Standards in Vocational Business Education," *The National Business Education Journal*, Spring, 1944, 100.

Preparation of the Questionnaire

The checklists in a Handbook for Studying Business Education¹⁶ were studied for the form and design to secure evaluations. These checklists contained a principle of business education which was followed by questions which determined whether the principle is satisfactorily operating in the program. The questions were to be answered by a "yes" or "no" answer. If the statement did not apply, the respondent was requested to express his point of view on the principle by a restatement in the space marked for comments.

The plan for marking the checklists used in this study follows that given above. Space is provided at the end of each list for the teacher-coordinator to add additional statements concerning his program. Following the evaluative statements, space is provided under the heading "Comments" for any additional information the teacher wishes to give.

Another checklist namely, The Evaluative Criteria,¹⁷ was studied for form, symbols used in marking, checklists, and evaluative statements. Since this form is familiar to most teachers, the author decided to follow this as a pattern for setting up the checklists to be used. Instead of using the four symbols 0 or 1 to mark the statements, it was decided to use just two marks + and - to indicate affirmative or negative answers. The evaluative

16. Helen Reynolds, Handbook for Studying Business Education, Bulletin 29, The National Association of Business Training Institutions, January, 1943.

17. Cooperative Study of Secondary-School Standards, Business Education, 1930 Edition, Washington, D. C.

statements were to be marked using a grading scale as follows: one, very inferior; two, inferior; three, fair; four, superior; and five, very superior. These statements are marked exactly like the evaluative statements are marked in the "Criteria."

The following topics were selected to be used in the checklist:

1. Objectives--Each teacher-coordinator must have definite objectives set up for his program to be successful.

2. Administration--The teacher-coordinator must work with the school principal and other administrative officers on the different administrative problems which arise from the vocational office training program.

3. Teacher-coordinator--The teacher-coordinator must have educational background in business subjects, general education, and work experience in different kinds of office occupations.

4. Supervision--The teacher-coordinator supervises the part-time employee and works with the employer in helping the employee make the adjustment from the classroom to the business office.

5. Public Relations--The teacher-coordinator can secure the cooperation of the businessmen and of the community through a good public relations program.

6. Selection of Students--The students who enter the vocational office training program are selected by the teacher-coordinator. These students must meet the requirements as set up in the different schools.

7. **Personal Records**--This record is prepared by the teacher-coordinator and is kept in the business education department for job referral purposes.

8. **Office Training Laboratory and Equipment**--The equipment of the office training laboratory should be comparable to that of the offices of the community.

9. **Subject Matter**--The units which are provided in the *State Series of Books, Part III, for Electrical Function and Vocational Office Training* are used as a basis for subject matter in the vocational office training class.

10. **Instructional Material**--After the teacher-coordinator has set up objectives for the vocational office training class he may select the units from the *State Series of Books* or he may prepare units using material which will apply more specifically to the local community.

11. **Standards**--The teacher-coordinator uses various ways and means of setting up standards for the vocational office training class.

Each topic listed above is introduced by a paragraph which is followed by a group of statements which are marked + and - (affirmative and negative). The extent to which the statements are true are marked by a one to five rating.

Validation of the Questionnaire

A copy of the tentative checklist was sent to several business educators for criticism and suggestions. These brought about the

classification of general statements. For example, the State Supervisor of Business Education, Mr. J. L. Walker, suggested re-writing the introductory paragraphs on "Personal Records" and "Office Training Laboratory and Equipment." He also suggested adding a statement "Has had adequate general education and education courses such as methods, practice teaching and the like" to the checklist on the "Teacher-Coordinator." This statement plus the ones regarding specialized business education training, basic business training, and work experience completes the training picture for the successful teacher-coordinator.

The Seminar in Business Education which met in the Summer of 1950 at Boston University discussed the instrument and was favorably impressed with the study.

A suggestion from Dr. J. H. Trytton of the University of Michigan resulted in an explanation given to each teacher-coordinator as he was interviewed that he should indicate the extent to which the evaluative statements applied to his school situation.

Pilot Study

The checklists were given to the teacher-coordinators to try it out before giving it to the fifteen coordinators. The only change they suggested was that of marking the statements. They suggested that to mark the statements with a plus or a minus would enable the teacher to mark the statement easily and quickly. This change was incorporated in the checklist.

After the suggestions noted were incorporated in the study the checklists were reimagined. When the teacher-coordinators met at Virginia Polytechnic Institute in August of 1950 for their annual workshop, the author asked the eleven who were present for an appointment to discuss the checklist with each of them. All were kind enough to listen to an explanation of the material and to fill in a checklist. They were asked to make comments when they thought such would add to or explain a marking of any statement. All checklists had some comments. The four teacher-coordinators who were absent were sent a personal letter and asked to complete the checklist and return it. These were all returned.

When all checklists were returned they were tabulated. The results of the tabulations are given in Chapter V.

CHAPTER IV

CHECKLIST TOPICS

The topics in the checklists were selected because they seemed to have direct bearing on the success or failure of the cooperative part-time vocational office training program. These topics are grouped under general objectives, specific objectives, administration, teacher-coordinator, supervision, public relations, selection of students, personnel records, office training laboratory and equipment, subject matter, instructional material, and standards.

General Objectives

The general objectives were taken directly from the Vocational Office Training, Virginia State Plan, which is a guide for all the vocational office training programs in the state.

Specific Objectives

The specific objectives deal with those personal qualities and knowledge which should be developed in the part-time vocational office training student in order for him to be successful on the job. Miss Florence J. McGill in an article says that vocational efficiency does not itself guarantee an intellectual order of society. Skills must be supplemented by attitudes, ideals and

traits of character which cannot be taught directly but which are needed for success in business.¹

A recent article states: "The course (vocational office training) stresses (a) vocational competency in operating one machine, (b) acquaintance with the operation of several other office machines. The objectives of the course center around the word adaptability—adaptability to people, conditions, and machines."²

Administration

A third set of topics deals with the administration of the program. The teacher-coordinator must work closely with the school principal, and other school officials on administrative problems in regard to the vocational office training program. Such problems may include the following:

1. Adequate time for supervision—the teacher-coordinator must secure the whole-hearted support of the principal. Otherwise he will have trouble scheduling the cooperative part-time pupils for work, in securing credit for their work experience, and even in scheduling the class itself. The teacher-coordinator must be provided with time to supervise and coordinate the vocational

1. Florence J. Moffitt, "Business Education in New York City Vocational High School," *Journal of Business Education*, June, 1930, 10-12.

2. Bernice Hartman and George Heyman, "What Happened to the Graduates in our Office Practice Course," *Business Education* World, March, 1930, 329.

office training program. With the help of the principal, he can obtain the time.

2. Public relations--the administrator render a valuable service to the business department in their relations with business people at meetings of civic organizations. They and the teacher-coordinator can render a valuable service to the community by informing the businessmen of the type of training given to the vocational business pupil, telling them about the part-time work program, in letting businessmen know that the school is interested in the business graduate after he leaves school for full-time employment.

3. Follow-up--the coordinator should plan his follow-up program with the help and approval of the high school principal. Information gained from the follow-up may lead to curriculum revision and changes in courses.

Teacher-coordinator

The teacher-coordinator must have background knowledge of business subjects. A section of the checklist deals with training. He must have had training in some of the basic business subjects such as business law, economics, money and banking, and marketing. In addition he must have specialized training in the different areas of vocational training such as shorthand, typewriting, bookkeeping and office machines.

The formal school training must be supplemented by actual business experience. This experience should be fairly recent because

practices change and in order to teach future office employees the teacher-coordinator must know himself.

Dr. Frazier in a recent article states that "business teachers have an obligation with regard to the product they are preparing for the industrial market. The need to know what problems the young worker faces when he looks for a job, and when he finally gets the job."³

Supervision

The teacher-coordinator needs time from school classes to investigate work stations for the part-time trainee. He must spend time working with the employer and supervising the trainee on the job. In finding out the weaknesses of the trainee he is able to give remedial help. This contact with business and the businessness of the community helps the teacher-coordinator to be closer to the needs and requirements of the business offices of the community.

The cooperative vocational training depends upon a thorough understanding and cooperative attitude on the part of businessmen, employers, and school faculty to be successful.

Public Relations

Public relations with businessmen is more than interpretation. It is a cooperative affair--it is the teacher, the school administrator-

³ Haddon L. Frazier, "The Business Teacher's Job," *Michigan Educational Review*, October, 1949, 12-15.

for and the businessmen working together for business education.

An advisory committee made up of business people organized for the purpose of working with the school to promote business education and the vocational office training program can do much to further public relations.

Public relations may be promoted by pupils through the organization of Future Business Leaders of America Clubs. The business teacher can help develop good community relationships by making direct contacts with business firms, community surveys, job analyses, inviting businessmen to talk to school groups, field trips and follow-up studies.

Selection of Students

The use of the cumulative record provides the teacher-coordinator with a background of information concerning the pupil wanting to enter the vocational office training program.

The pupils applying for entrance must realize that they are expected to work part-time and apply on the job the skills and knowledge acquired in high school.

The prerequisites for entrance in the vocational office training class vary in different schools.

Personnel Records

Personnel records are prepared by the teacher-coordinator to be used by him in keeping a record on the cooperative vocational office training pupil. The record gives personal data, skill

ratings, personality ratings, part-time work experience, and a place for a two year follow-up.

This record can be filed with the cumulative record card and serves as a permanent record. It has proved one of the most helpful records in planning the business pupil.

Office Training Laboratory and Equipment

The vocational office training laboratory should be placed close to the other business classrooms. It is desirable that the laboratory be easily accessible from the other room which would make it possible for the machines to be used by other business classes.

Working facilities should be easily accessible since pupils must work with carbon and duplicating material.

The laboratory should have good light, storage space, book cases, bulletin board, electric outlets for machines and audio visual aids.

Subject Matter

Units suggested for study in the vocational office training class are outlined in the State Board of Junior, High III, *General Education and Vocational Office Training*. Twenty-one units are given. The teacher-coordinator may select the units which best suit the group of students he has in his vocational office training class. Sometimes units are combined and sometimes part of units are used.

An understanding of the principles and application of filing rules are taught. An acquaintance with is offered for all the various machines in the vocational office training laboratory.

Instructional Material

The instructional units set up in the State Bureau of Public Health form a basis for class instruction in the vocational office training class.

Reference material is available in connection with the teaching of each unit.

In order for the vocational office training laboratory to be as near like a business office as possible the teacher-coordinator should use actual business forms whenever possible.

In addition to the business forms the teacher-coordinator draws on the resources of the community in the form of speakers, demonstration of equipment, and field trips. This adds for a closer relationship between the business offices of the community and the school.

Standards

Standards must be set up for judging the work done by the vocational office training pupil. An advisory committee, the pupils, former graduates, employers can be of assistance in setting up these standards. Standard tests such as those given by the National Office Managers Association would be helpful in establishing standards.

CHAPTER V

ANALYSIS OF THE CHECKLIST DATA

Part I

The results of the tabulation of the checklists are shown in graphs on the following pages. The items on each checklist are rearranged in descending order according to frequency of occurrence which is indicated by a number. The graph of the results of each checklist pictorially shows the frequency with which each statement is answered by the fifteen respondents with a plus (affirmative).

Objectives

The first page of the checklist deals with the general objectives of the vocational office training program which were taken from the Virginia Vocational Office Training Plan. The first five statements were answered with a plus by all fifteen teacher-coordinators. The sixth statement had only four plus answers. These responses are pictorially shown on Chart II.

The comments made by those who negatively checked the sixth statement which deals with adult education are as follows: (a) Business colleges provide adult education in our community (two respondents). (b) Adult education is offered in a nearby city. (c) A community survey showed there was no need for adult education.

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[illegible]

(d) In our high school, adult education is a part of the regular night school program (three respondents).

The strongest features of the general objectives appear to be that of providing (a) the school with a cooperative part-time program (b) training consistent with employment needs and opportunities, and (c) guidance, placement and follow-up. The weakest feature is that of providing for adult extension training.

The specific objectives were answered affirmatively by all fifteen teacher-coordinators as indicated on Chart III. The strong points of the specific objectives include development of (a) occupational intelligence, (b) appreciation of the need of getting along with others, (c) acquaintance with machines, (d) appreciation of necessary detail work, (e) knowledge of fundamentals of filing, and (f) ability to apply knowledge gained in skilled classes.

Administration

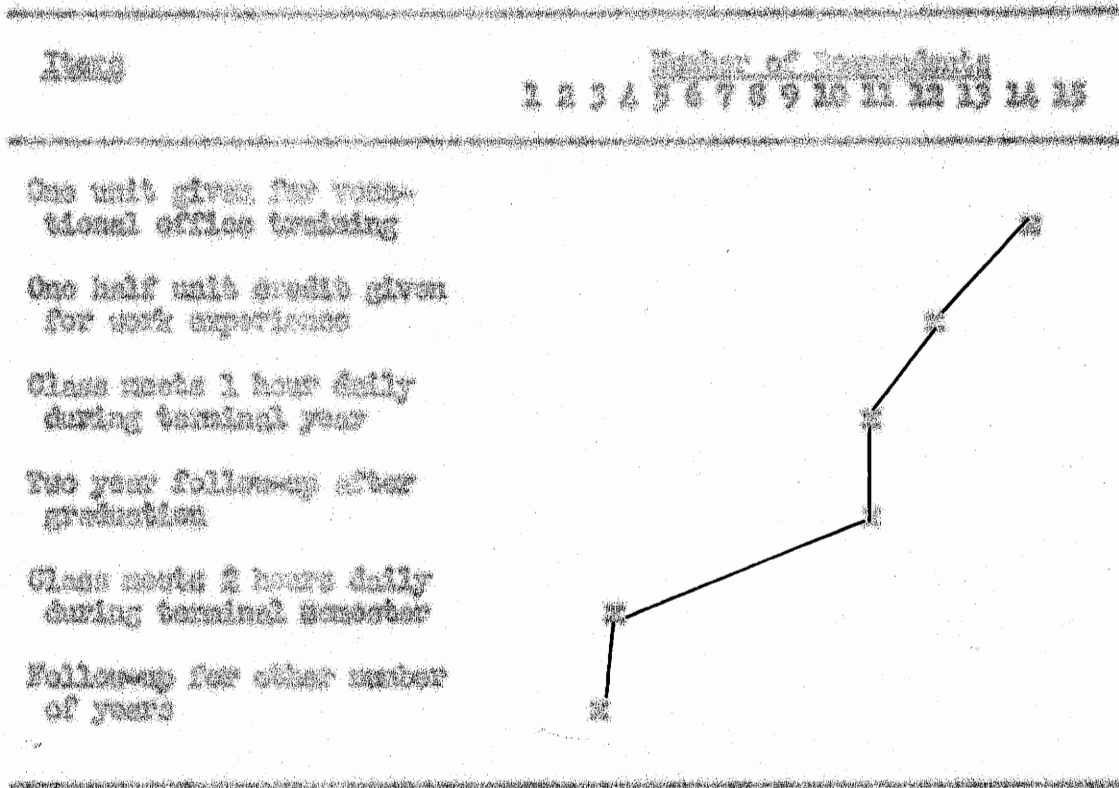
The administrative problems of the teacher-coordinator, the school principal and other administrative officers are graphically shown on Chart IV.

Fourteen teacher-coordinators answered that one unit of credit is given to students taking the vocational office training class. The fifteenth failed to respond.

Twelve respondents indicated that their schools give one-half unit credit for part-time work experience; one respondent's school gives no credit; and two respondents failed to answer this statement.

CHART IV

ADMINISTRATION



One teacher commented that it was difficult for pupils to earn one unit credit for part-time work experience because the pupils did not average fifteen hours a week work for the entire year.

Eleven teacher-coordinators meet the vocational office pupils one hour daily during the terminal school year. Four meet their pupils for two hours daily during the terminal school semester. One respondent commented that if more than one hour daily were provided he could teach the units of work more thoroughly.

Eleven schools provided for a two year follow-up of the cooperative part-time office training pupil after graduation. One school provides for one year follow-up, others for three and five years. One school answered that no formal follow-up had been provided in the past year but that it would be started during the 1950-1951 school year. One teacher commented that the follow-up had revealed weakness in certain courses, such as lack of skills and inability of former pupils to adjust properly to the job.

One unit of credit for the vocational office training rated the highest on this checklist. A one year and three year follow-up received the lowest rating.

Teacher-Coordinator

Chart V gives the rating the fifteen teacher-coordinators have given themselves in regard to their special training and work experience.

Fifteen respondents indicated that they had had adequate specialized business training to offer instruction in the different

areas of vocational training and that they had had adequate general education and education courses. In addition to the training mentioned above they had all had in-service training.

Fourteen teacher-coordinators had had work experience within the past five years. One indicated that recent work experience had been obtained through short summer jobs lasting two or three weeks.

Fourteen respondents had had basic business training in such subjects as business law, economics, money and banking and marketing. One coordinator has a degree in law.

Fourteen respondents had had training in making occupational surveys. The other commented that he had had training only at the summer workshop.

Thirteen of the teacher-coordinators had had approximately three hundred hours of office employment. They had successfully filled more than one kind of office positions. They had had work experience in different office occupations such as clerical workers, receptionists, stenographers, and accountants.

The statement receiving the highest affirmative answers indicate that the teacher-coordinators have had adequate specialized business training, adequate general education, and in-service training. The statements receiving the lowest number of affirmative answers pertained to the number of office hours of employment, the success with which office jobs were filled, and the number of different kinds of office jobs that had been filled by the teacher-coordinators.

Supervision

The results of the tabulation of the checklist on supervision are shown by Chart VI. Fifteen coordinators responded that they investigate work stations, that supervision is given by employer and that the teacher-coordinator visits the work stations of the pupil trainees.

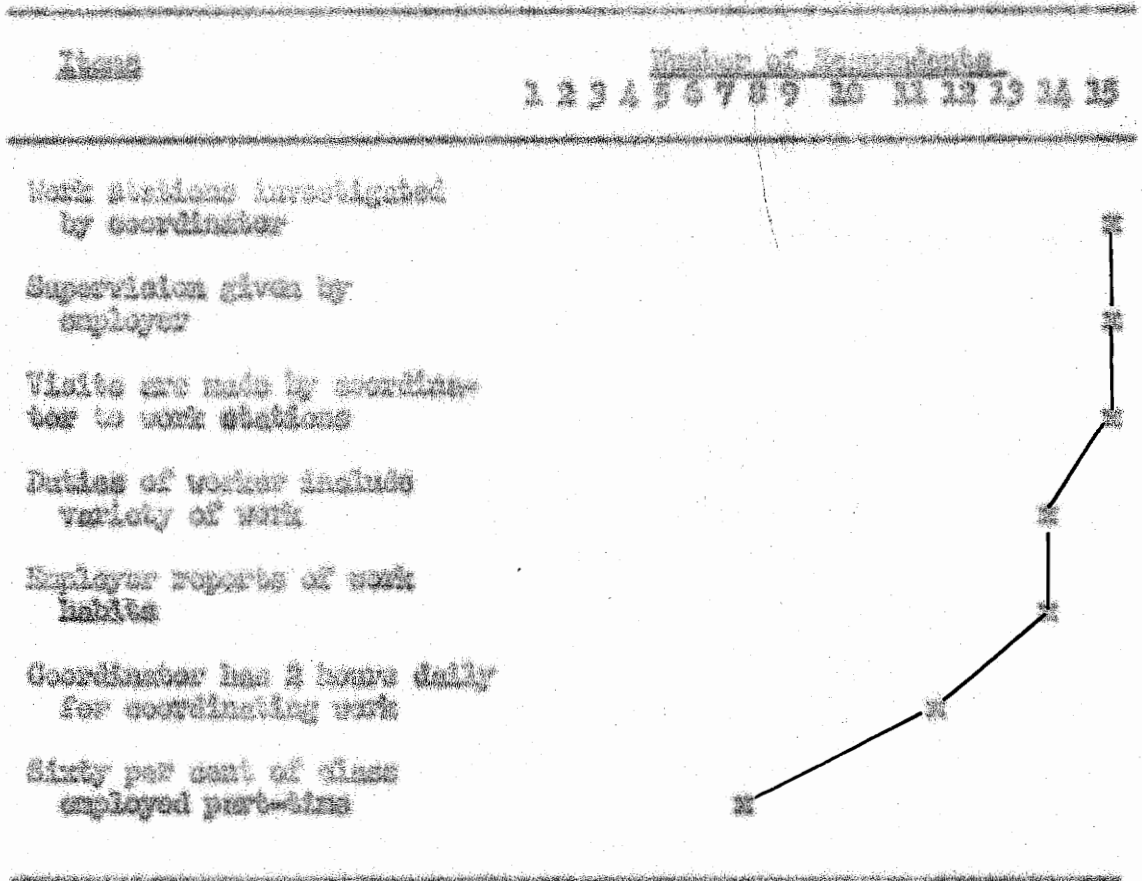
Fourteen coordinators indicated that the trainees had a variety of work. The same number of coordinators indicated that the employer fills out a form on the work habits of the trainee with suggestions for improvement of these habits every six or more weeks.

Twelve coordinators reported that they spent at least two hours in supervision and coordinating work each day. One comment in regard to this statement was that the two hours assigned for supervision had to be used for other duties, such as department chairman and in doing other school activities. One coordinator reported that prior to the school year 1947-1950 he had had three hours for supervision and that the extra hour provided time for additional coordinating activities.

Only eight coordinators had 60 per cent of the vocational office training class employed in part-time work. One coordinator noted that 60 per cent were employed at various times during the year but not 60 per cent at all times. Another reported that many of the work stations were some distance from the school and that there was a good deal of time lost by the trainee in getting to work. One coordinator reported 100 per cent of the vocational office training class were employed.

CHART VI

SUPERVISION



The fact that work stations are investigated and visited by the teacher-coordinator, and that supervision is given by the employer are the strongest features of supervision in the vocational office training program. That less than 60 per cent of all the pupils in the vocational office training program are employed in part-time work is the weakest point of the supervision program.

Public Relations

Public relations plays an important part in the success of any cooperative vocational office training program. The tabulation of the data from the checklist is shown by Chart VII.

Fifteen coordinators indicated that publicity for the office training program had been secured through high school students. All coordinators agreed that publicity had been secured by calls made on local businessmen in accumulating data for the community survey and job analyses.

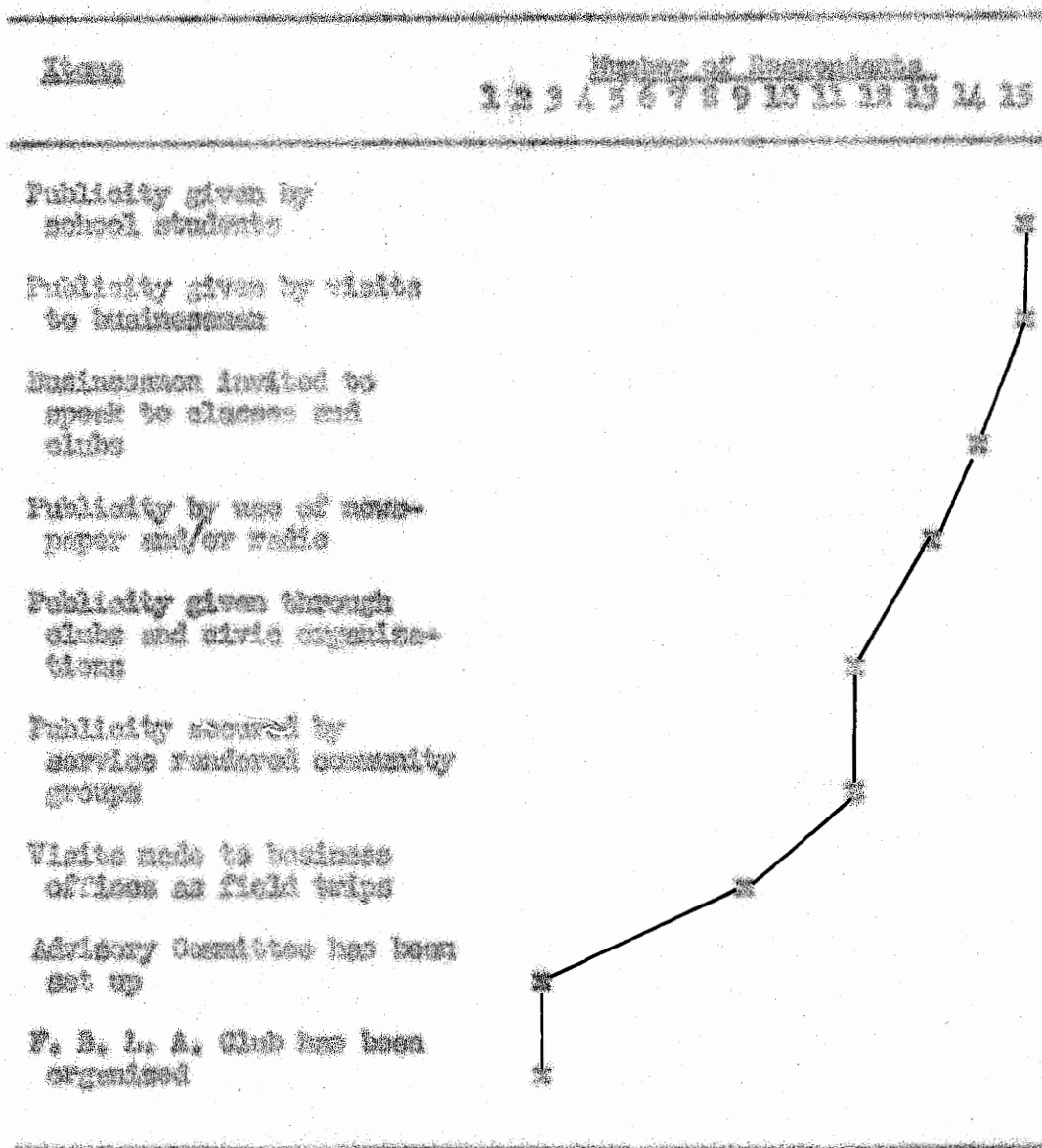
Fourteen respondents had invited businessmen to speak to the various clubs and civic organizations. The same number gained publicity for their programs by rendering service to various community groups such as the Red Cross and the Community Fund.

Ten respondents had taken their classes on field trips to business offices. Another said that the business district was too far from the school for a visit to be made.

Only one teacher-coordinator had an active advisory committee and only one had a Future Business Leaders Club. In the comments, three coordinators indicated that plans for the 1930-1931 school

CHAPTER VII

PUBLIC RELATIONS



year include an advisory committee. One coordinator had had one meeting of an advisory committee and decided that it would be worthwhile to organize an active committee.

In regard to the Future Business Leaders of America Club one teacher-coordinator presented that the present commercial club was in the process of reorganizing into a Future Business Leaders of America Club. One school had no activity period and since the pupils all traveled by bus to school there was no time available for club meetings.

Other means of publicity were listed such as window displays during American Education Week, employer-employer banquet, and mailing of informational brochures to businessmen.

The strongest features of the public relation program appear to be that provided through the students and that resulting from the teacher-coordinators' visits to the local businessmen. The

weakest features were those pertaining to advisory committees and extra-class activities.

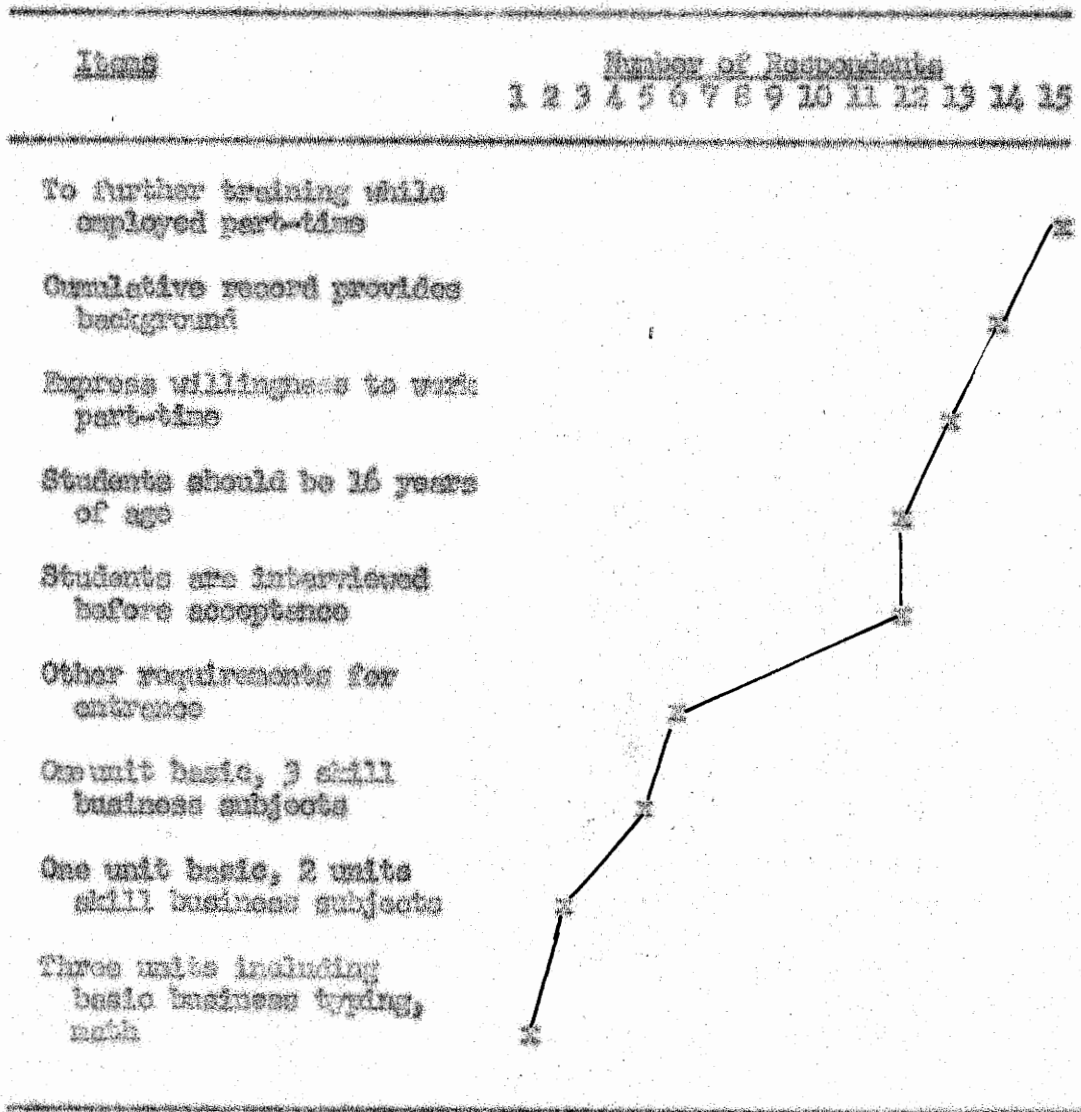
Selection of Students

The different requirements for a student to enter the vocational office training program are shown graphically on Chart VIII.

Fifteen teacher coordinators agree that students are enrolled in the vocational office training program to secure an acquaintance with various machines, to apply knowledge learned in skill classes, and to acquire part-time work experience before entering full-time employment.

CHART VIII

SELECTION OF STUDENTS



Fourteen coordinators use a detailed cumulative record card for background data concerning the future vocational office training student. This record provides such information as test scores, subjects and grades received, extra curricular activities and other facts which help the coordinator in interviewing the pupils.

Thirteen teacher coordinators said that the students must express a desire to work part-time providing a work station is found for him.

Twelve respondents said that students should be sixteen years of age before they enter the vocational office training program. The same number of respondents interviewed all students before they accepted them in the vocational office training program.

Six schools have other requirements than those listed for entrance to the vocational office training program. These requirements are as follows: (a) One unit of business math, two years of typewriting, one of shorthand or two years of typewriting and one of bookkeeping. (b) One year of typewriting and preferably one year of bookkeeping and one year of business arithmetic. (c) One year of typewriting with a grade of "C" or above, but adds that most students have had two years of typewriting and one or more business subjects. (d) One year of typewriting and basic business. (e) A "C" grade in shorthand if the student is a secretarial student.

Five schools require that students must have completed one unit of general or basic business, one and one-half years of type-

writing and one and one-half years of shorthand; or one unit of general or basic business, one and one-half years of typewriting and one and one-half of bookkeeping to enter the vocational office training program.

Three schools require students to have completed one unit of general or basic business, one year of typewriting and one year of shorthand, or one unit of general or basic business, one year of typewriting and one year of bookkeeping to enter the vocational office training program.

One school requires students to have completed one unit of general or basic business, one unit of typewriting and one unit of business arithmetic.

To further the training of the pupil while he is employed part-time is the strongest feature in selecting pupils for the vocational office training program. The requirements of only one unit each of basic business, typewriting and business arithmetic is the weakest feature in the selection of pupils for entrance in the program.

Personnel Records

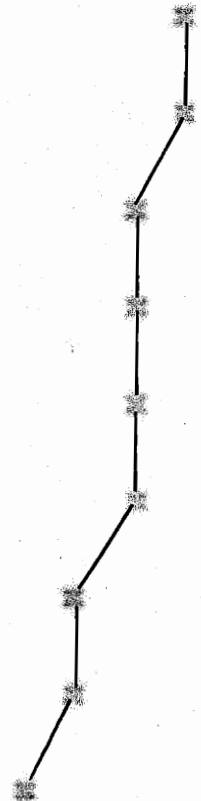
The information found on the personnel records used by the teacher-coordinators is shown on Chart II.

Fifteen teacher-coordinator use records which provide space to record skill ratings and to record part-time work experience.

CHART II

PERSONNEL RECORD

Item

Index of Adequacy
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15Provides space to record
skill ratingsProvides space to record
part-time workProvides for picture of
studentProvides space for personal
dataProvides space to record
personality ratingProvides for noting
deficiencies in trainingProvides space for statement
of healthProvides space for 2 year
follow-upProvides space for extra
curricula activities

Fourteen respondents use records that provides space for a picture of the student, personal data, personality rating and deficiencies in training.

Thirteen teacher-coordinators use records that provide space for a statement concerning the health of the student, and for a record of two years follow-up. Two teacher-coordinators reported that there were no records for the previous year. One indicated that at present provisions were made for only one year of follow-up.

Twelve respondents used records which provided space for recording extra curricular activities.

The strongest features of the personnel records is that they provide space to record skill ratings of the cooperative part-time student and that they provide a space to record part-time experience. The weakest feature seems to be that concerning space for recording extra curricular activities.

Office Training Laboratory and Equipment

Every vocational office training program should have an adequate laboratory and equipment for training the part-time student. The results of this checklist are listed on Chart I. Fifteen teacher-coordinators responded in the affirmative to the following items: (a) That the equipment of the laboratory is comparable to that of the offices of the community. (b) Filing equipment is provided. (c) Office materials and equipment are available

CASE

OFFICE TRAINING LABORATORY AND EQUIPMENT

[illegible]

for use. (d) Adding machines, rotary calculators, voice machines, voice recording machines, stencil and fluid duplicators, and typewriters are available for students in the office training laboratories.

Fourteen respondents answered in the affirmative to the following items: (a) The vocational office training laboratory is located near the other business classrooms. (b) An adequate number of electrical outlets are provided. (c) A variety of typewriters are available in the laboratory. (d) Visual aid equipment is available for use. (e) An illuminated drawing board is provided.

Eleven teacher-coordinators reported that adequate lighting facilities were provided and that at least one secretarial desk and chair are provided in the vocational office training laboratory. Two commented that the lighting in their laboratories was very bad, one indicated that the secretarial desk was out of date.

Nine respondents indicated that their laboratory is equipped with posture chairs and key driven calculators. Eight laboratories have an electric typewriter. The same number have washing facilities which are readily accessible to the office training laboratory.

Seven teacher-coordinators reported sufficient laboratory space. Two commented that more room space was needed. Seven indicated that adjustable typewriting desks and chairs are provided in the office training laboratory.

Six laboratories have bookkeeping machines available for use by vocational office training students.

Two teachers-coordinators said that the single pedestal drop head desks were used in the vocational office training laboratory. Other equipment provided in some of the various laboratories include a check writer, adding-posting machines, check protector, and an addressograph.

The fact that equipment of the office training laboratory is comparable to that of the nearby offices and that the laboratory has filing equipment, office materials and machines such as typewriters, adding machines, video, stencil and fluid duplicators are the strongest factors in regard to equipment used in training the part-time worker. The fact that four office laboratories have bookkeeping machines indicates that this is the weakest factor in the equipment provided in the vocational office training laboratories.

Subject Matter

Units from the State Course of Study, Part III for General Practice and Vocational Office Training are listed on the checklist entitled subject matter. The results of the tabulation of this checklist are shown in Chart XI.

Fifteen teachers-coordinators indicate that they use the following units: Filing principles, machine acquaintance, job orientation, handling office mail, communication, transportation,

CHAPTER XI

SUBJECT MATTER

Items

Number of Recipients

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Units one

Filing Principles

Machine Acquaintance

Job Orientation

Handling Office Mail

Communication

Transportation

Office Duplication

Adding Machines

Rotary Calculators

Machine Transcription

Securing Position

Receiving Calls

Auditing and Verifying

Payroll Problems

Special Typing Problems

Preparing Quantity Mail

Rough Draft Copy

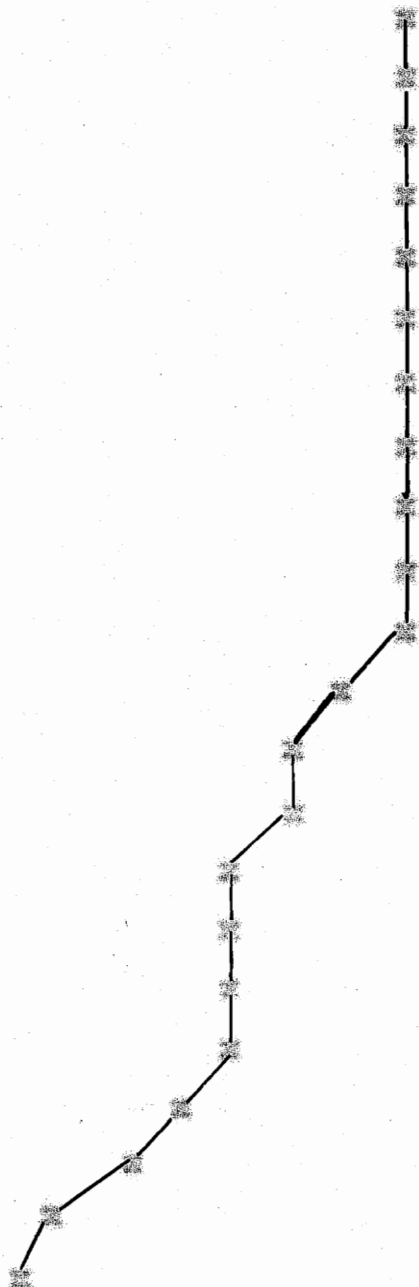
Composing Business Letters

Secretarial Procedures

Ordering and Receiving Goods

Typing from Dictation

Key Driven Calculator



office duplication, adding machines, rotary calculators, machine transcription, and securing a position.

Four respondents use the unit receiving orders. Thirteen use the units for adding and verifying and pay roll problems. Twelve use the units entitled special typing problems, preparing quantity mail, rough drafts, and composing business letters. Eleven use the unit on secretarial procedures, while ten use the unit on ordering and receiving goods; eight typing from dictation; and seven key driven calculators.

Some teacher-coordinators use parts of different units since time does not permit including every unit.

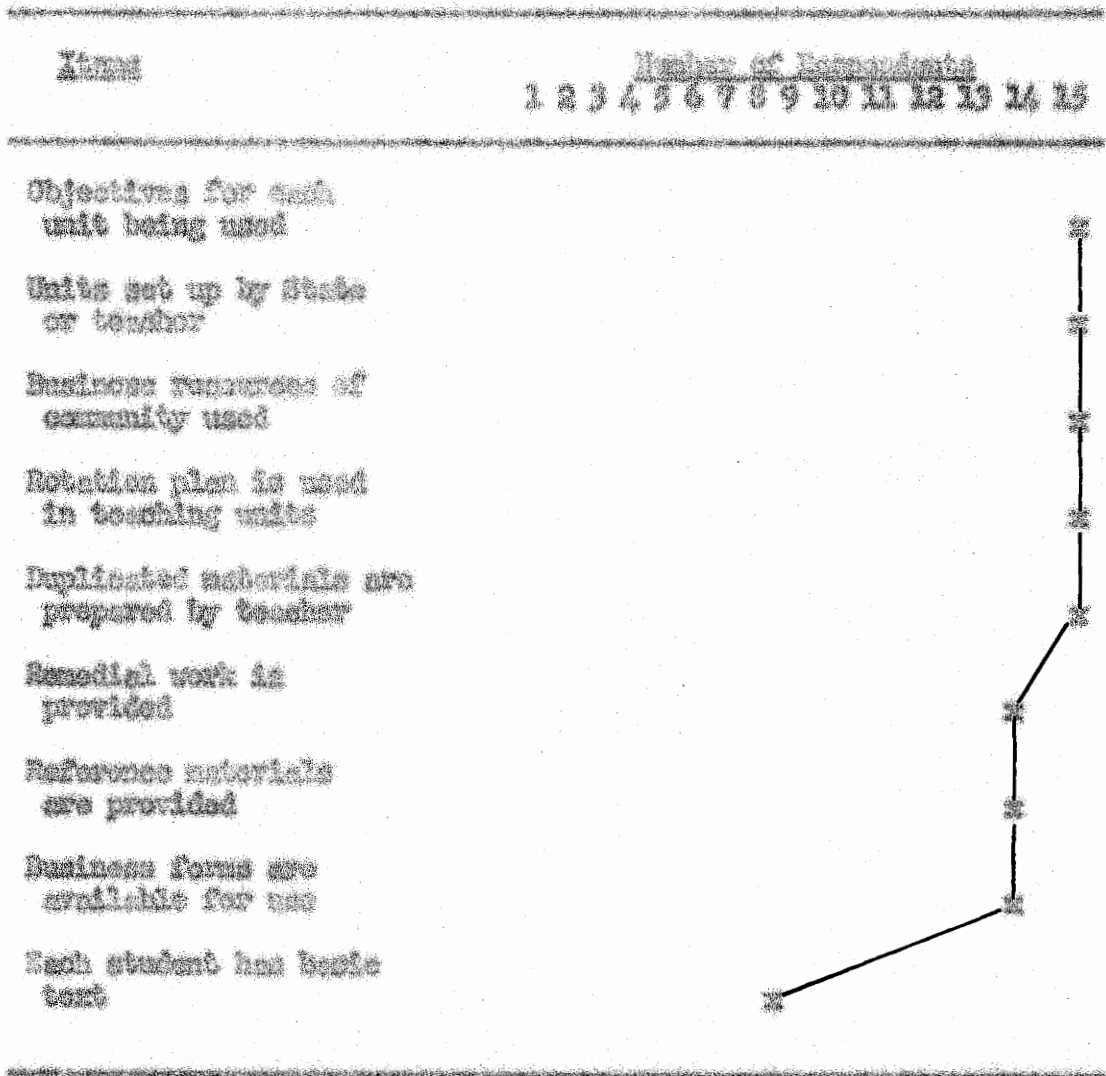
Units on filing, machine acquaintance, job orientation, handling office mail, communication, transportation, office duplication, adding machines, rotary calculators, machine transcription, and securing a position appear to be the strongest subject matter units used in teaching vocational office training. The unit on key driven calculator appears to be the weakest.

Instructional Material

When the teacher-coordinator has set up objectives of the vocational office training class he may elect to use some of the units listed on Chart II or he may prefer to use units using material which will apply more specifically to the local community. Chart III lists the material used by different teacher-coordinators.

CHART III

INSTRUCTIONAL MATERIAL



Fifteen teacher-coordinators responded in the affirmative to the following items: (a) The teacher can state the objectives for each unit being used in the vocational office training class. (b) Instructional units set up by the business education service or the teacher-coordinator are used as a basis for the course. (c) Business resources of the community are utilized by the class. (d) A rotation plan is used in teaching the machines available for the class. (e) Duplicated forms or materials prepared by the teacher-coordinator are used with each unit.

Fourteen respondents provide remedial work for students needing additional training. The same number provide reference materials and business forms for class use. Five stated that each student had a basic text book.

One teacher-coordinator said that every student should be provided with a filling text book. One suggested an additional unit of problems covering any of the areas of subject matter to be used as a terminal unit.

The strongest features of the instructional material include the fact that objectives are set up for each unit, material is based on units set up by the State Department, business resources are used, a rotation plan is used in teaching, and duplicated material are prepared by the teacher-coordinator. The weakest feature is that not all students have a basic text.

Standards

Chart XIII shows the different methods used by teacher-coordinators in setting up standards.

Fifteen teacher-coordinators stated that part-time trainees themselves help to establish standards. They also indicated that employers help to establish standards.

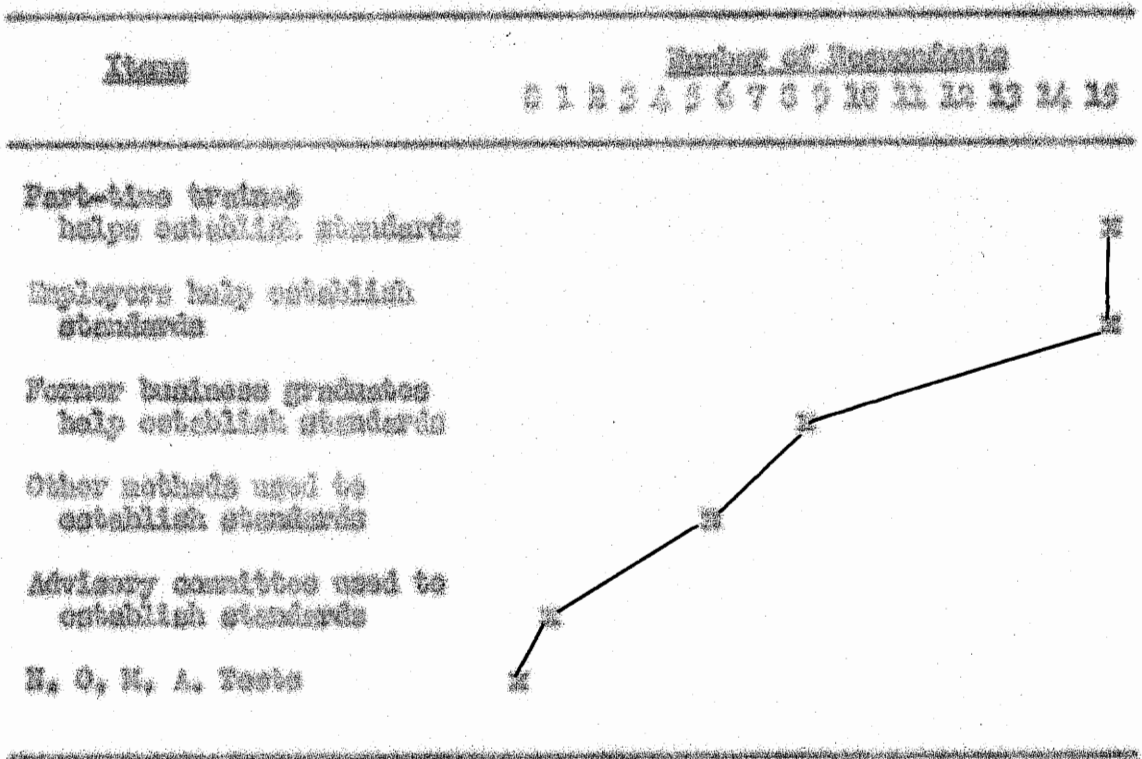
Nine respondents have set up standards through the help of former business graduates. Six coordinators gave the following methods of setting up standards: (a) From their own work experience. (b) Tests given by local employment offices. (c) Information obtained from job analyses. (d) Standard tests to determine clerical aptitude and achievement. (e) Information obtained from the community survey.

One teacher-coordinator used the National Office Management Association tests for all students. One commented that it was given to some students. One indicated that each student has different standards since his standards are based on his own ability to perform.

The part-time trainees and the employers help in establishing standards appears to be the strongest feature of the standards program. That National Office Management Association tests are not given part-time trainees is the weakest feature of the program.

CHART XIII

STANDARDS



Part II

Each checklist provided an opportunity for the vocational office training teacher-coordinator to evaluate his program with respect to the topic considered. The results of the tabulation of the evaluative statements are shown by bar graphs on the following pages. The numbers refer to the statements as they appear on each checklist. Each statement was given a numerical rating by the fifteen teacher-coordinators as explained in the directions for marking the checklists and evaluative statements. The ratings range from one to five, One being very inferior; two, inferior; three, fair; four, superior; and five, very superior. The numerical ratings are given at the bottom of the graph. The number of respondents is listed to the left.

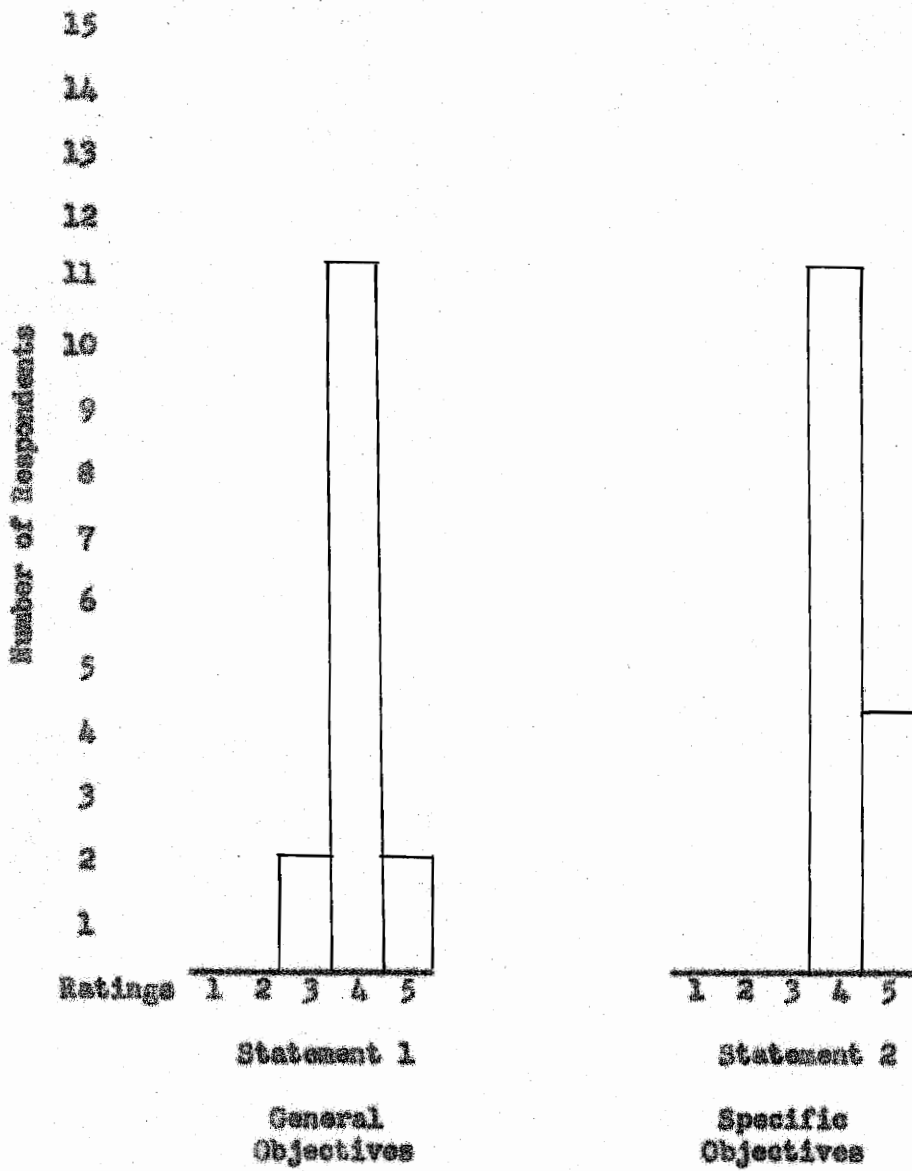
Objectives

Chart XIV shows pictorially the ratings of the fifteen teacher-coordinators on reaching the goals of the general objectives. The first statement deals with the extent to which the accomplishments of the general objectives meet the needs of the vocational office training program. Thirteen per cent¹ of the teacher-coordinators rated fair; 74 per cent, superior; and 13 per cent, very superior.

1. These percentages are rounded to the nearest whole number.

CHART XIV

OBJECTIVES



The second bar of the chart shows that 73 per cent of the teacher-coordinators rated superior, and 27 per cent very superior in regard to the extent that the accomplishments of the specific objectives are meeting the needs of vocational office training.

The average rating obtained by the fifteen respondents on objectives was 4.1

Administrative

Chart XV consists of three bar graphs. The first evaluative statement asks for ratings as to whether the class time was sufficient for training the cooperative part-time student. Twenty-seven per cent of the teacher-coordinators rated fair; 60 per cent, superior; and 13 per cent, very superior.

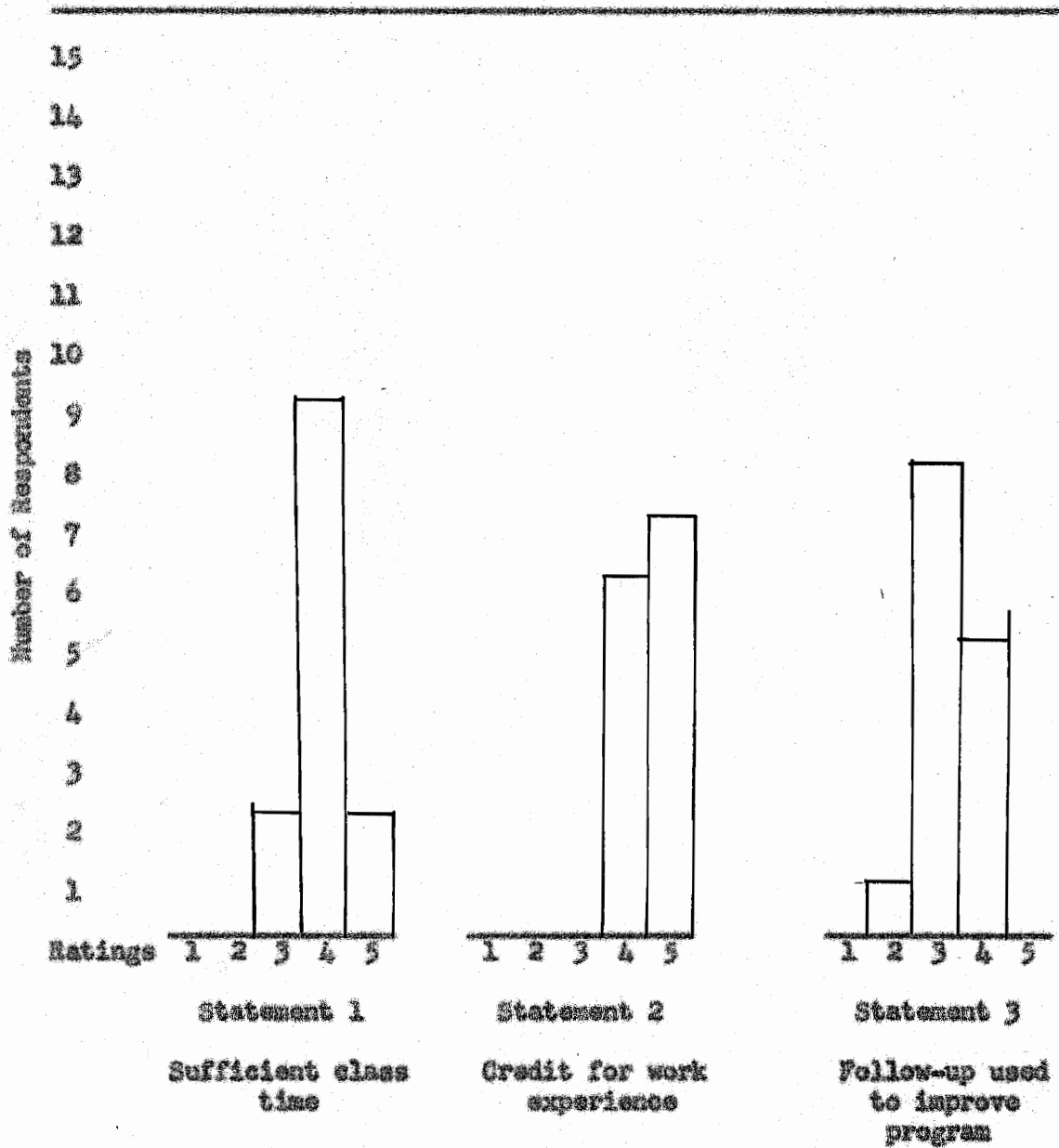
The second statement deals with whether adequate credit is given to the students participating in the work experience program. Forty per cent of the respondents rated superior, and 47 per cent, very superior. Thirteen per cent failed to answer.

The third statement deals with the extent to which the data collected in follow-up enabled the teacher-coordinator to improve his program. Six per cent rated inferior; 54 per cent, fair; and 34 per cent, very superior. Six per cent failed to reply.

The average rating of the fifteen respondents was 3.8.

CHART XV

ADMINISTRATIVE



Teacher-Coordinator

The three evaluative statements of Chart XVI deal with the background of the teacher-coordinator. The first statement asks how adequate is the subject training of the teacher-coordinator. Thirteen per cent of the respondents rated fair; 34 per cent, superior; and 33 per cent, very superior.

The second statement asks how adequate is the work experience of the teacher-coordinator. Six per cent answered very inferior; 6 per cent, inferior; 60 per cent, superior; and 28 per cent, very superior.

The third statement asks how well does the teacher-coordinator apply the knowledge obtained from in-service training courses in teaching the cooperative part-time student. Twenty per cent rated fair; 53 per cent, superior; and 27 per cent, very superior.

An average of 3.9 was obtained by the teacher-coordinators on these three evaluative statements.

Supervision

Chart XVII deals with supervision given the part-time employee by the teacher-coordinator and the employer. The first statement is in regard to the adequacy of the supervision given by the teacher-coordinator. Twenty per cent of the teacher-coordinators rated fair; 67 per cent, superior; and 13 per cent, very superior.

The second statement deals with the adequacy of the record filled in by the employer of the part-time employee. Six per cent

CHART XVI

TEACHER-COORDINATOR

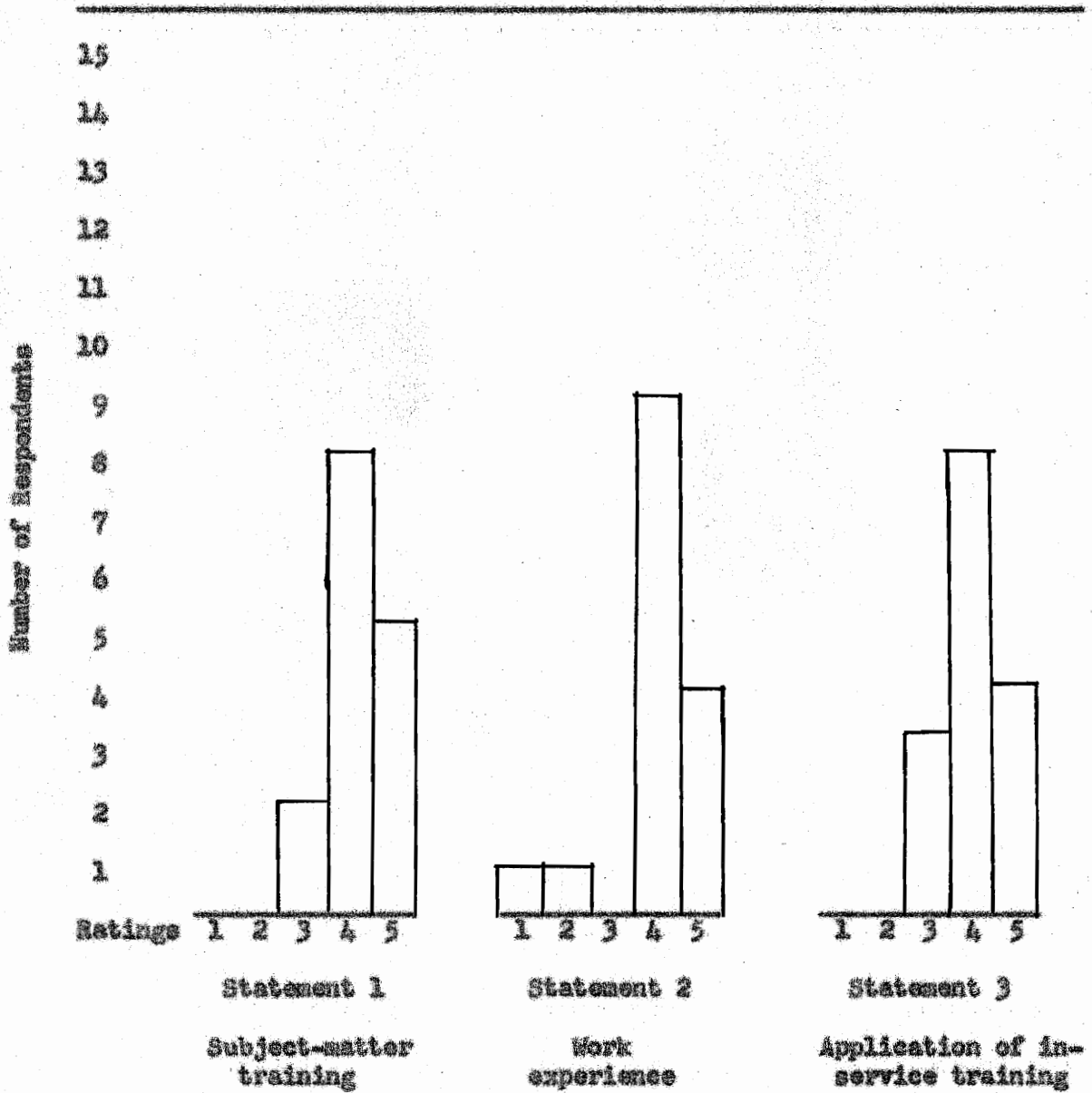
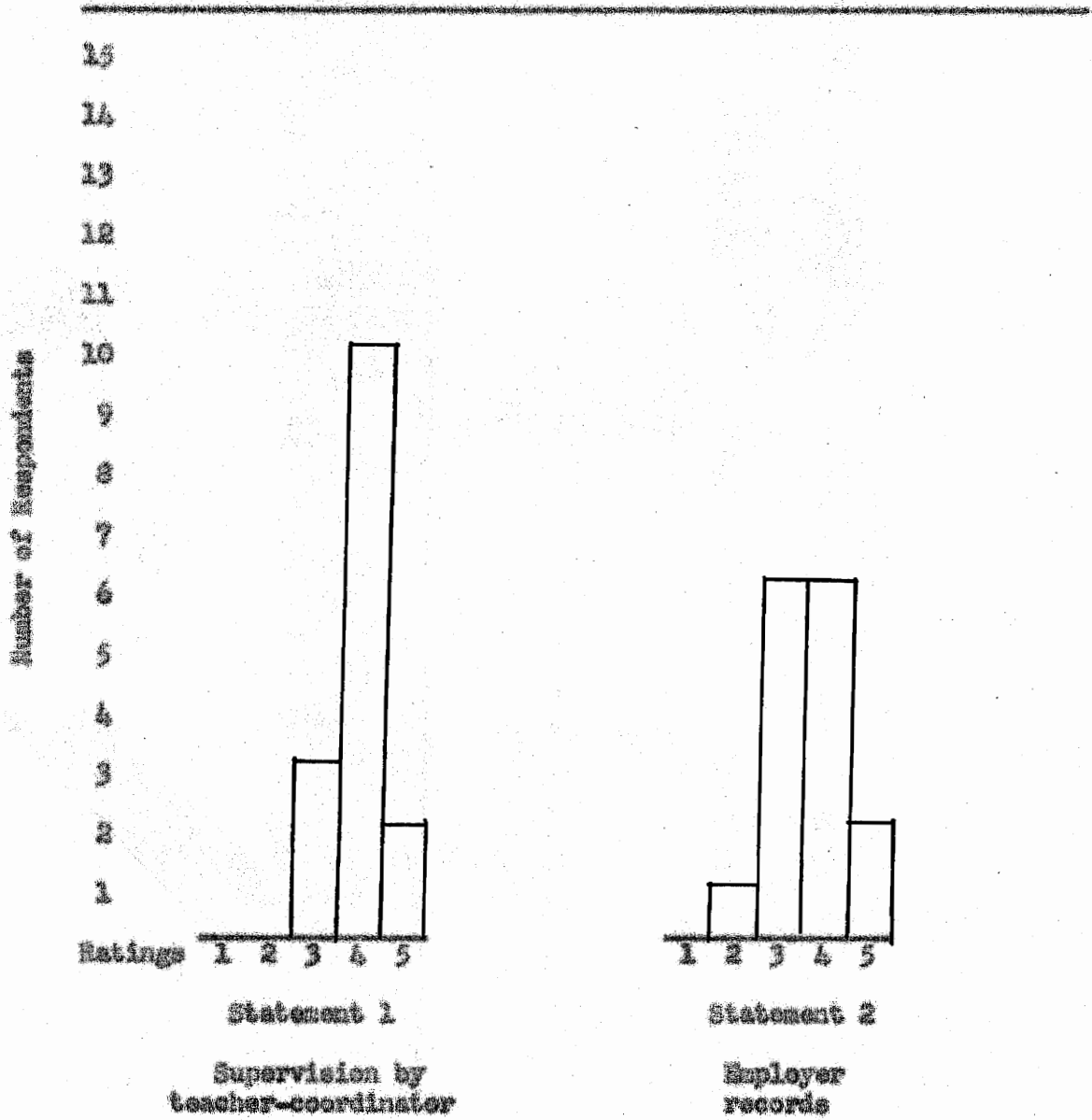


CHART XVII

SUPERVISION



of the teacher-coordinators rated inferior; 40 per cent, fair; 40 per cent, superior; and 14 per cent, very superior.

The fifteen respondents received an average rating of 3.7 on these two evaluative statements.

Public Relations

Chart XVIII deals with public relations and the part it plays in a successful part-time cooperative office training program. The first statement deals with the extent to which the advisory committee helps in establishing good community relations. Six per cent of the respondents rated fair. The other 94 per cent had no advisory committee.

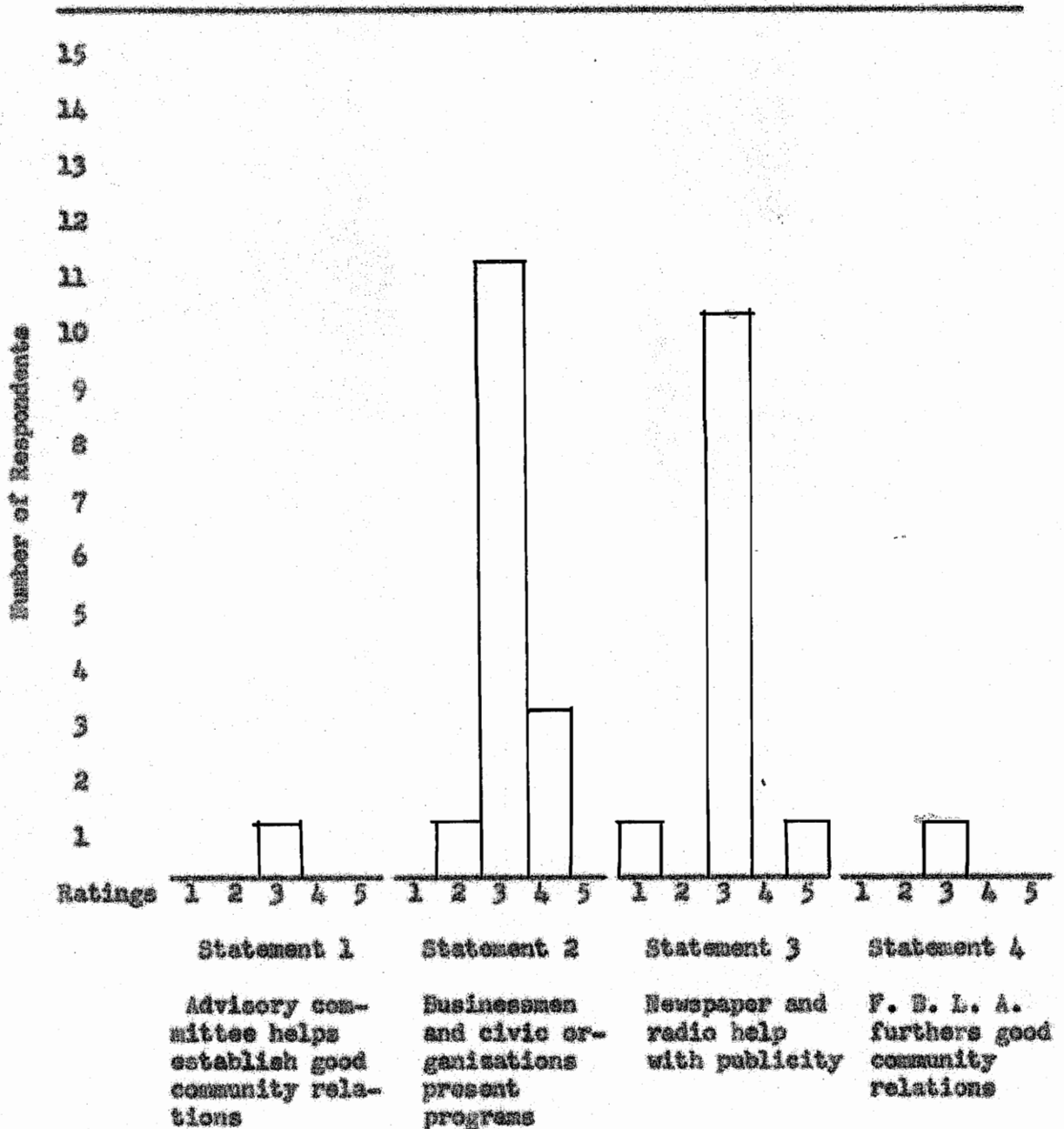
The second statement deals with the extent to which the businessmen and civic organizations help in presenting the cooperative part-time program to the community. Six per cent rated inferior; 74 per cent, fair; and 20 per cent, superior.

The fourth statement deals with the extent to which the Future Business Leaders of America Club helps in furthering good community relations. Six per cent of the respondents rated fair. The other 94 per cent had no Future Business Leaders of America Clubs.

The average of the respondents on these four statements was 1.7.

CHART 18

PUBLIC RELATIONS



Selection of Students

Chart XII is concerned with the selection of students for the vocational office training program. The first statement asks to what extent the students are willing to accept the objectives of the office training program. Six per cent of the respondents rated fair; 47 per cent, superior; and 47 per cent, very superior.

The second statement asks how adequate are the requirements for entrance into the office training program. Six per cent rated inferior; 47 per cent, fair; 27 per cent, superior; and 20 per cent, very superior.

The respondents averaged 4 on the two statements listed above.

Personnel Records

Chart XIII is concerned with the adequacy of personnel records kept by the teacher-coordinator on the business student. The first statement deals with the adequacy of personnel records in helping the teacher-coordinator in placing students. Six per cent of the respondents rated very inferior; 47 per cent, superior; and 47 per cent, very superior.

The second statement deals with the adequacy of personnel records in following up the student after graduation. Six per cent rated very inferior; six per cent, fair; 49 per cent, superior; and 33 per cent, very superior. Six per cent failed to reply.

The average obtained by the respondents on these two statements was 3.8.

CHART XIX

SELECTION OF STUDENTS

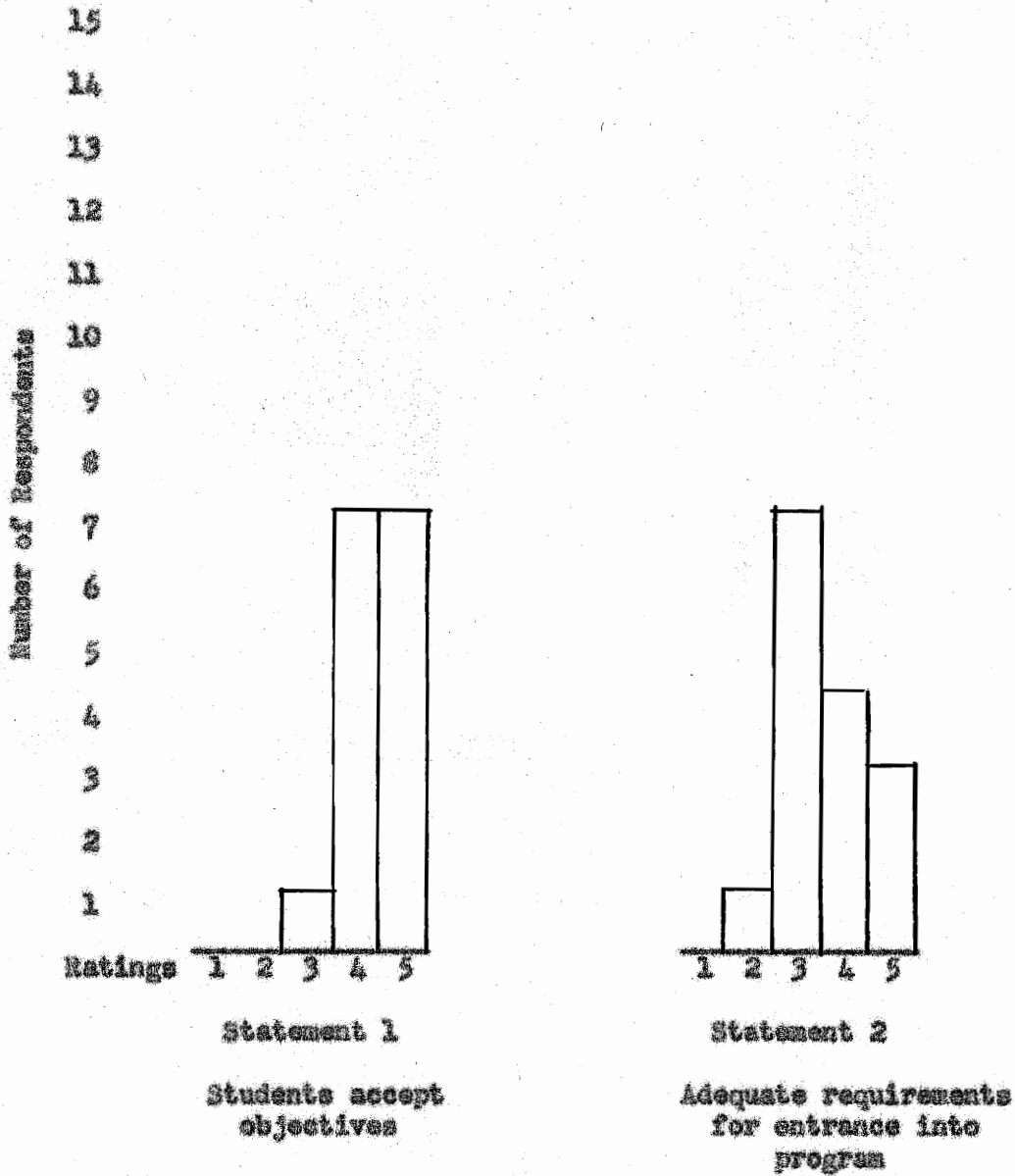
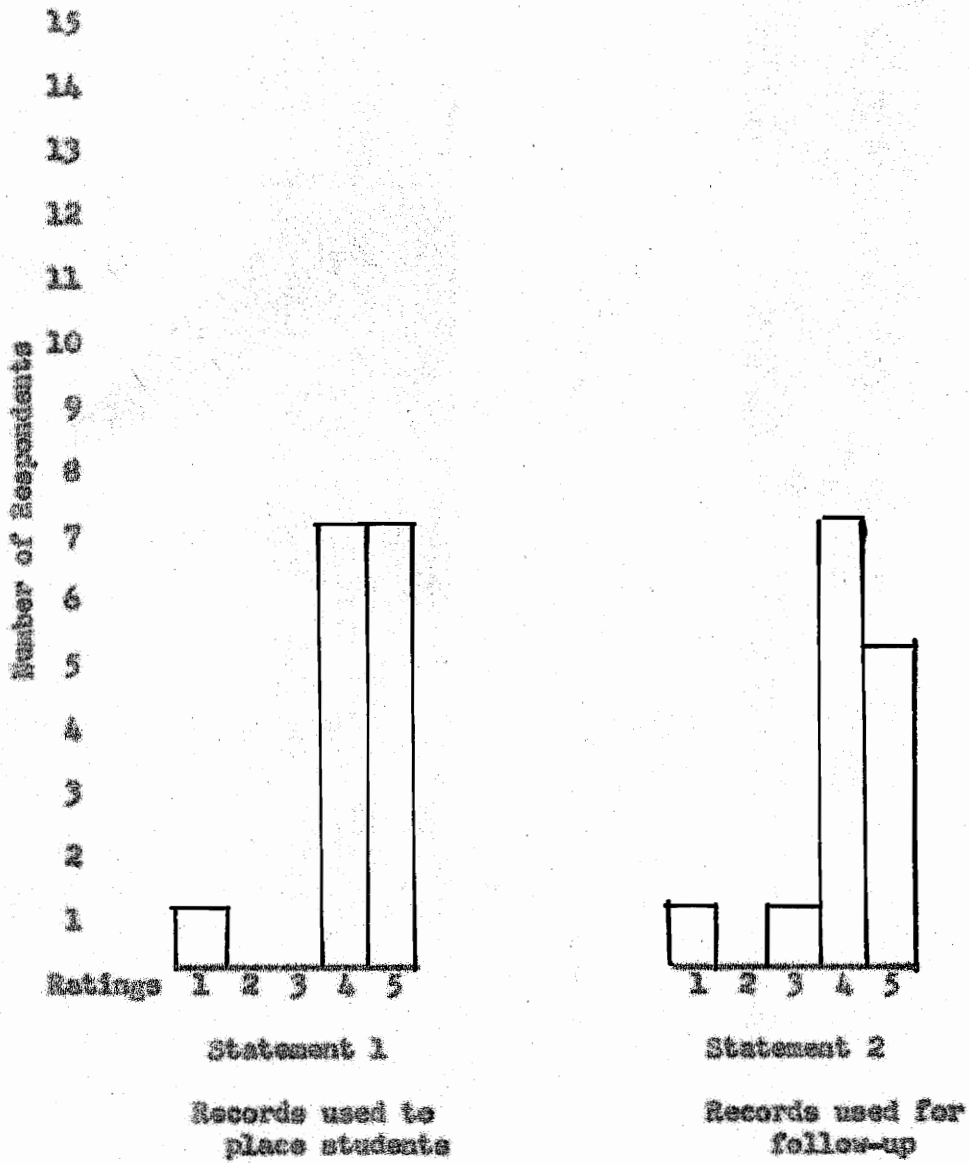


CHART XX

PERSONNEL RECORDS



Office Training Laboratory and Equipment

Chart XII deals with the adequacy of the facilities provided for in the vocational office training laboratory. Twenty-seven per cent of the teacher-coordinators rated fair; 40 per cent, superior; and 33 per cent, very superior.

In regard to the extent that the laboratory was comparable, or better than the business offices of the community, ratings were as follows: 5 per cent inferior; 20 per cent, fair; 47 per cent, superior; and 27 per cent, very superior.

The ratings given to the adequacy of the equipment revealed 27 per cent of the respondents rated fair; 33 per cent, superior; and 40 per cent, very superior.

The fifteen respondents obtained an average rating of 4.1 on the evaluative statements given above.

Subject Matter

Chart XIII gives the results of the vocational training which is given to the vocational office training student through the different units taught to make him more competent on the job.

Statement one asks for an evaluation on the extent to which the areas of vocational office training covered make the part-time office training pupil vocationally competent. Thirty-three per cent of the teacher-coordinators rated fair; 61 per cent, superior; and 6 per cent, very superior.

The second statement deals with the adequacy of the principles and application of filing rules in helping the student on the job.

CHART XXI

OFFICE TRAINING LABORATORY AND EQUIPMENT

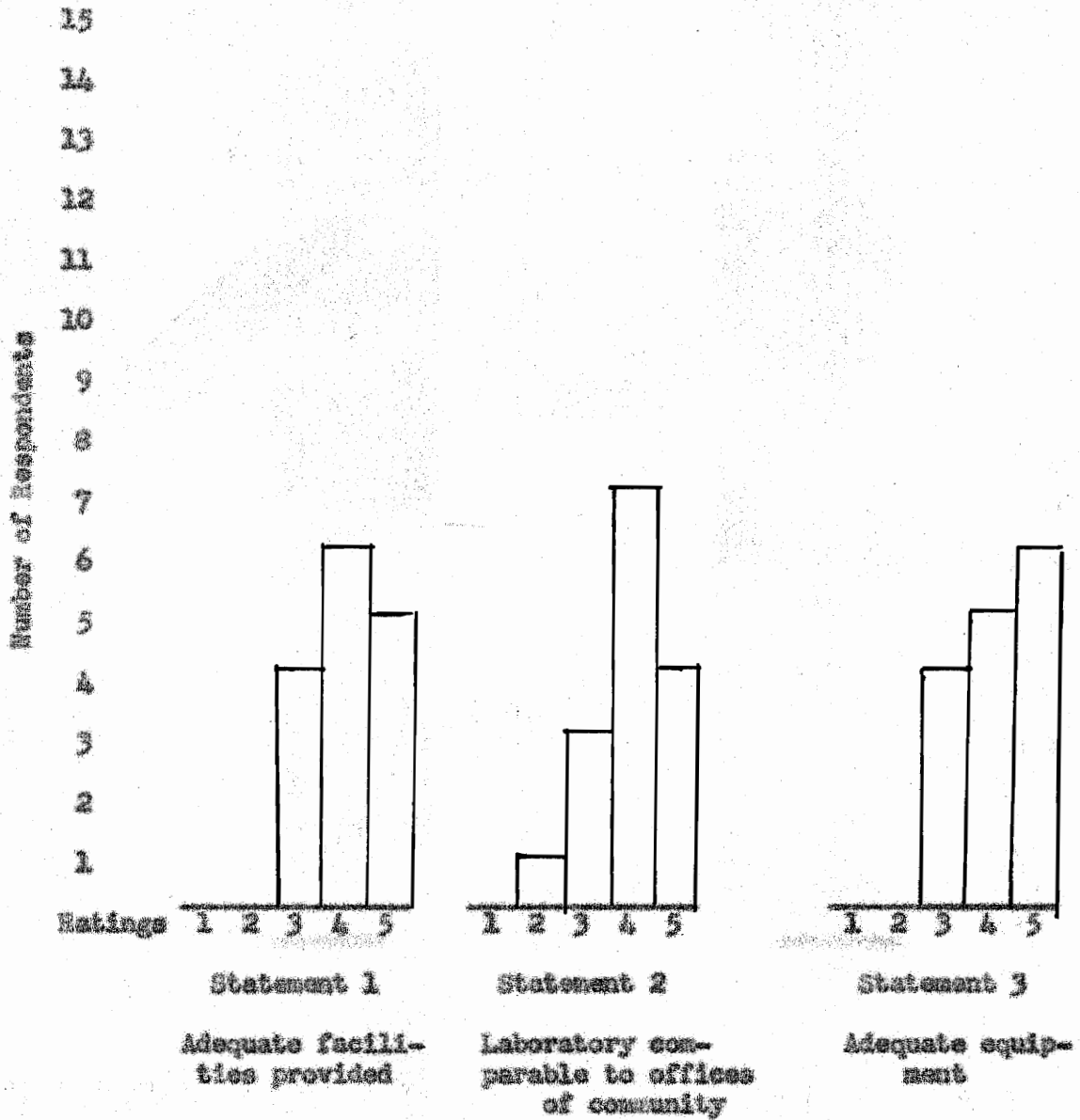
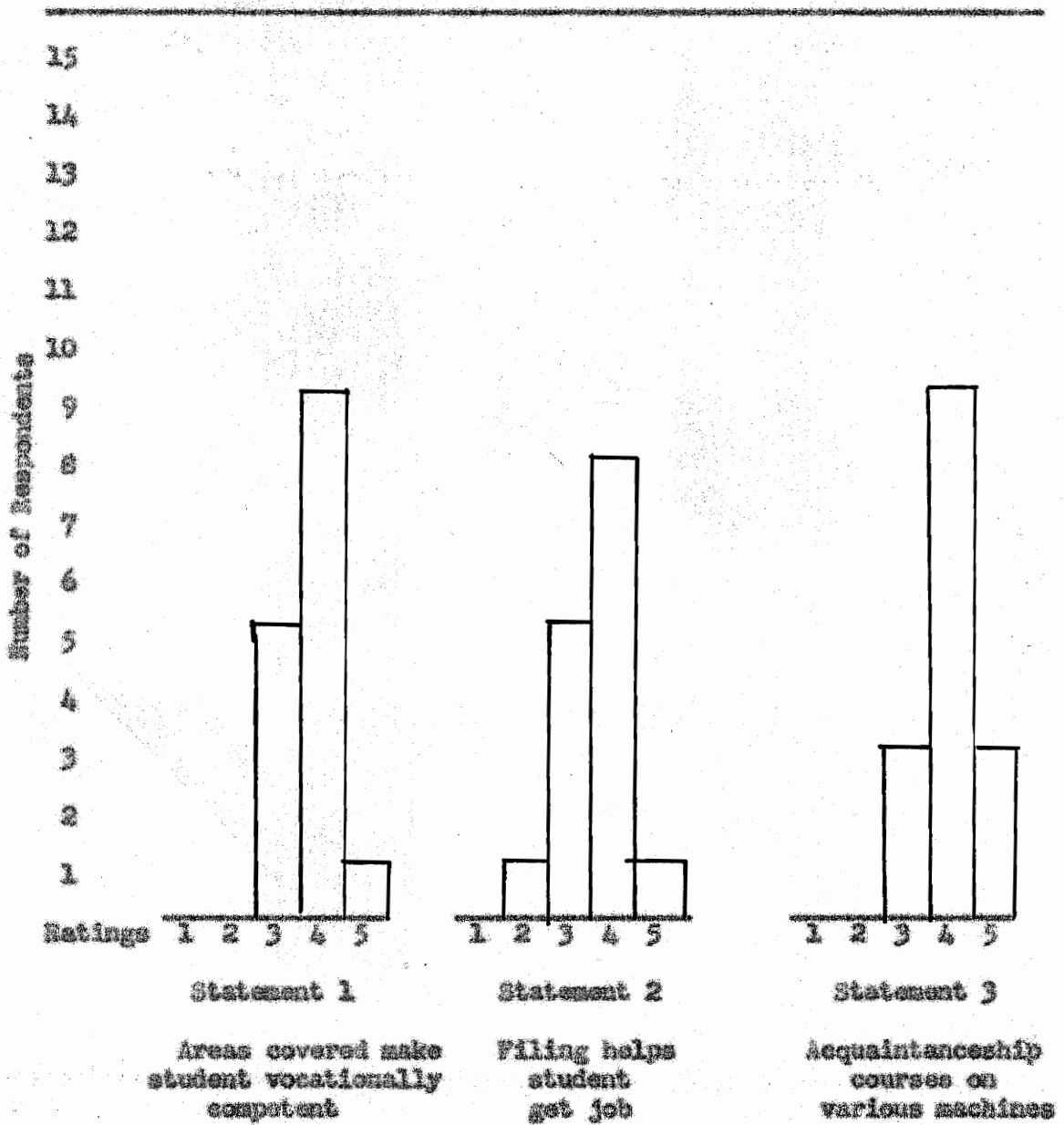


CHART XXII

SUBJECT MATTER



Six per cent of the respondents rated inferior; 33 per cent, fair; 55 per cent, superior; and 6 per cent, very superior.

The third statement deals with the adequacy of the acquaintance-ship courses given for the various machines in the laboratory. Twenty per cent of the respondents rated fair; 60 per cent, superior; and 20 per cent, very superior.

Instructional Material

Chart XIII is concerned with the instructional material used in the vocational office training class. The first evaluative statement asks to what extent business forms are used in the vocational office training class. Six per cent of the teacher-coordinators rated inferior; 6 per cent, fair; 75 per cent, superior; and 13 per cent, very superior.

The second statement asks to what extent the students use the reference material provided. Six per cent rated inferior; 60 per cent, fair; 20 per cent, superior; and 13 per cent, very superior.

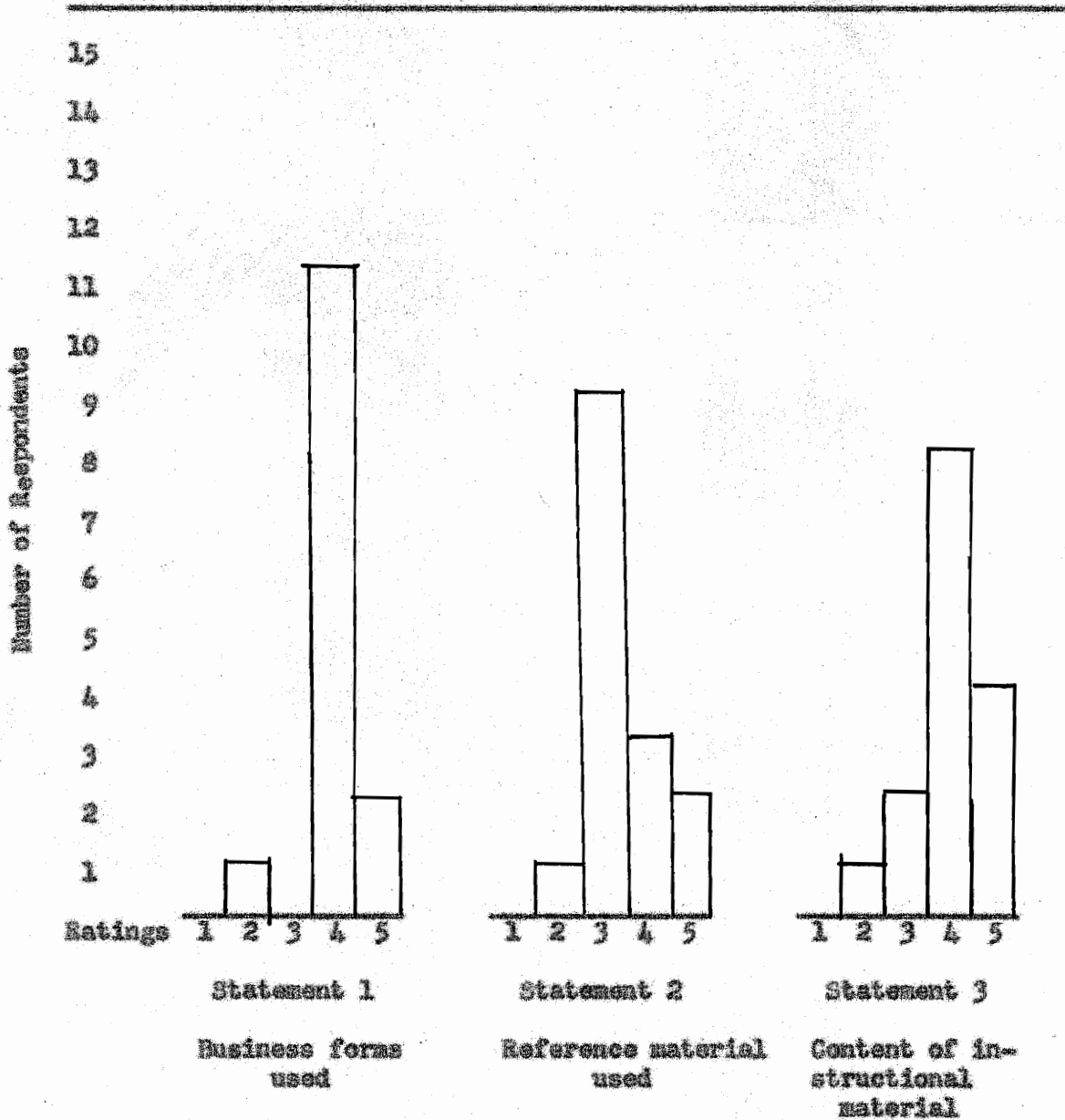
The second statement asks to what extent the students use the reference material provided. Six per cent rated inferior; 60 per cent, fair; 20 per cent, superior; and 13 per cent, very superior.

The third statement deals with the adequacy of the content of the instructional material. Six per cent rated inferior; 13 per cent, fair; 53 per cent, superior; and 27 per cent, very superior.

The fifteen teacher-coordinators had an average of 3.6 on this group of evaluative statements.

CHART XXIII

INSTRUCTIONAL MATERIAL



Standards

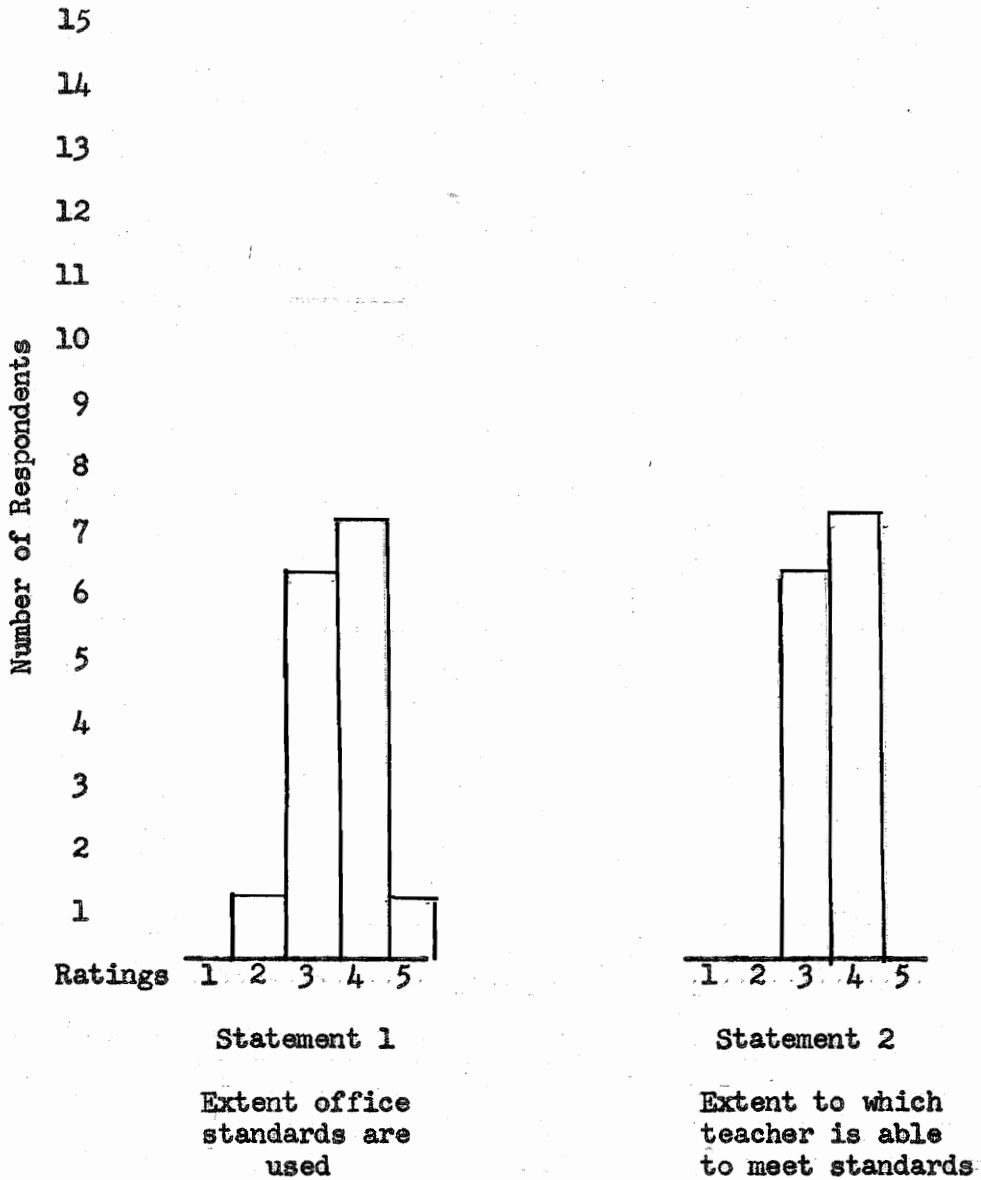
Chart XXIV is concerned with standards used in evaluating the work of the part-time student. The first statement asks for a number rating of the extent to which office standards are used. Six per cent of the teachers-respondents rated inferior; 40 per cent, fair; 48 per cent, superior; and 6 per cent, very superior.

The second statement asks to what extent the teacher is able to meet the standards used. Forty per cent rated fair; and 47 per cent, superior. Thirteen per cent failed to answer.

The average rating given by the respondents to the evaluative statements on standards was 3.6.

CHART XXIV

STANDARDS



Chapter VI

FINDINGS

After compiling the checklists which were completed by the teacher-coordinators of Virginia the following results were found to be true:

1. All of the teacher-coordinators rated positively on the general objectives except on the one concerning adult education. Adult education was rated negatively because it seemed not advisable to compete with other schools in the school service area, offering this training.

2. Some school systems find it better administratively to have the vocational office training class meet one hour for two semesters and others to meet for two hours during the terminal semester. Although provision has not been made for follow-up in some of the programs for two years, all schools offering vocational office training will provide it starting with the fall of 1930. Some provide for a three year follow-up. Most of the schools allow credit for work experience although it is difficult sometimes for a pupil to work an average of fifteen hours per week for a year to earn this credit.

3. The teacher-coordinators have had adequate subject matter training. All except two have successfully filled more than one office position. All except one have had business experience within the past five years.

4. Twelve teacher-coordinators spent at least two hours in supervision and coordination work each day. The other three were given additional duties and found it impossible to have two hours each day. The lowest rating on this checklist was that 60 per cent of the part-time trainees in the vocational office training classes were not employed. Some commented that sixty per cent were employed during the year but not at all times.

5. On the checklist regarding public relations there were two low ratings. Only one teacher-coordinator had an advisory committee or a Future Business Leaders of America Club. Four commented that plans for the 1950-1951 school year included the organization of such a committee and club.

6. The cumulative record is used as a background information in selecting pupils to enter the vocational office training program by every teacher-coordinator. The requirements for entrance into the vocational office training program vary in the number of business subjects completed and the grade specifications.

7. Personnel records are kept by the teacher-coordinators, and comments indicate that this is the best source of information they have on vocational office training students. Two teacher-coordinators indicated they had no records for the previous year but would start records in the fall of 1950.

8. Eight teacher-coordinators reported that they did not have sufficient space for the vocational office training laboratory.

Several of the coordinators indicated that they were to get additional space as soon as room could be obtained. The equipment varies in the different schools. All have typewriters, adding machines, rotary calculators, transcription machines, a stencil duplicator, a fluid duplicator, and filing equipment.

10. The teacher-coordinators use the units in the State Bureau of Health, Unit III, *For Classical Training and Vocational Office Training*. They do not all use the same number of units but choose the ones best suited for their own programs. All teach principles and application of filing and offer an apprenticeship unit for each machine in the laboratory.

11. The units set up by the State are used as a basis for instruction. However, the teacher-coordinators are at liberty to draw on the community for speakers, business forms, and field trips.

12. The National Office Management Association tests have not been used to set up standards nor have advisory committees been used for this purpose. Only the part-time student, former graduate, and employers have been used to establish standards.

Recommendations

In view of the findings listed above the following recommendations are made:

1. To provide each teacher-coordinator with a checklist similar to the one used in this study. By checking each year he will become

sure of his short comings and work for improvement on this item the following year.

2. To tabulate the results of the checklists of all the teacher-coordinators for the purpose of comparing the low ratings, and the high ratings of the various programs. The state department could use these items for discussion in the teacher-coordinator workshop held each summer prior to the opening of school.

3. The school administrator should be given a copy of the state report of all the programs so that he can compare the program in his school with that of the other programs of the state. The comparison will indicate to him the strong and weak points of the program in his own high school.

4. From the results of the tabulation of the checklists the following items have low ratings and could be used as a basis of study by the teacher-coordinators at the present time:

- (a) To organize an active advisory committee to further public relations and to help set up standards.
- (b) To organize a Future Business Leaders of America Club in each high school having business education and especially those having vocational office training.
- (c) To provide sufficient space for the vocational office laboratory and see that it has adequate equipment.
- (d) To provide a standard testing program such as that given by National Office Management Association so that standards for the entire state as well as each individual program can be set up.

APPENDIX

20/08

DIRECTIONS FOR MARKING CHECKLISTS AND EVALUATIVE STATEMENTS

Statements are to be marked by the teacher-coordinator in the light of his own program as it exists. In marking the checklists, place a plus sign (+) in the space provided at the left of the statement if it is true of your program and a minus (-) if it is not true.

If the statements do not entirely cover your situation use the blank spaces for indicating your response.

Indicate the summary of the checklist by placing the appropriate figure of the rating scale opposite each statement. The rating scale is identical to that found in the Evaluative Criteria used in the Cooperative Study of Secondary Schools Standards.

- 5.--Very superior; the provisions or conditions are very extensive and are functioning excellently.
- 4.--Superior;
 - a. the provisions or conditions are extensive and are functioning fairly well, or
 - b. the provisions or conditions are moderately extensive but are functioning excellently.
- 3.--Fair; the provisions or conditions are moderately extensive and are functioning fairly well.
- 2.--Inferior;
 - a. the provisions or conditions are moderately extensive but are functioning unsatisfactorily, or
 - b. the provisions or conditions are very limited in extent but are functioning fairly well.
- 1.--Very inferior; the provisions or conditions are very limited in extent and are functioning unsatisfactorily.

OBJECTIVES

The teacher-coordinator has definite objectives as set forth in the State Plan for Vocational Education. Mark the statements below with a plus or minus to show whether you are accomplishing the general objective of the vocational office training program.

General Objectives:

- _____ 1. To provide for the school a program of vocational office training.
- _____ 2. To provide vocational office training consistent with employment needs of business.
- _____ 3. To provide vocational office training consistent with employment opportunities for school youth in the school service area.
- _____ 4. To provide cooperative part-time training program for in-school youth.
- _____ 5. To provide for additional guidance, placement, and follow-up of vocational business students.
- _____ 6. To provide for adult extension programs for retraining and upgrading employed office workers.
- _____ 7.
- _____ 8.

Specific Objectives:

- _____ 1. To develop an appreciation of the need of getting along with others.
- _____ 2. To develop occupational intelligence, such as proper office dress, conduct, etc.
- _____ 3. To develop an acquaintanceship with use and operation of machines available in the office training laboratory.
- _____ 4. To develop an appreciation of the fact that detail work is necessary to the efficient handling of daily business routine.
- _____ 5. To develop a knowledge of the fundamental rules of filing.
- _____ 6. To apply knowledge gained in skilled classes.
- _____ 7.
- _____ 8.

Evaluation:

- _____ 1. To what extent are the accomplishments of the general objectives listed above meeting the needs for vocational office training?
- _____ 2. To what extent are the accomplishments of the specific objectives listed above meeting the needs for vocational office training?

Comments:

ADMINISTRATION

The teacher-coordinator works with the school principal and other administrative officers on administrative problems in regard to time, credit and follow-up of part-time cooperative students.

- _____ 1. (a) The office training class meets 1 hour daily during the terminal school year,
OR
_____ (b) The office training class meets 2 hours daily during the terminal school semester.
- _____ 2. One unit credit is given for students taking the vocational office training class.
- _____ 3. One-half unit credit is given for the student participating in the cooperative part-time work experience program.
- _____ 4. (a) Provision is made to follow-up the cooperative part-time student after graduation for two years.
OR
(b) Provision is made to follow-up the cooperative part-time students after graduation for _____ years.
- 5.
- 6.

Evaluation:

- _____ 1. Is the class time optimum for training the cooperative part-time student?
- _____ 2. Is adequate credit given to the student for participation in the work experience program?
- _____ 3. To what extent does the data collected in the follow-up enable the teacher-coordinator to improve the program?

Comments:

100
TEACHER-COORDINATOR

The teacher-coordinator needs to have a background knowledge of business subjects and to have had work experience in different kinds of office occupations.

- _____ 1. Has had recent work experience in a business office within approximately the past 5 years.
- _____ 2. Has had approximately 300 hours of employment in an office as a stenographer, bookkeeper, or clerical worker.
- _____ 3. Has filled more than one kind of office position successfully.
- _____ 4. Has had basic business training in such business subjects as business law, economics, money and banking, marketing, etc.
- _____ 5. Has had adequate specialized business training to offer instruction in the different areas of vocational training, such as, shorthand, typewriting, bookkeeping, office machines, etc.
- _____ 6. Has had adequate general education and education courses, such as, methods, practice teaching, etc.
- _____ 7. Has had work experience in different kinds of office occupations so that he can help the part-time employee to meet the business standards.
- _____ 8. Has had in-service training for teaching vocational office work.
- _____ 9. Has had training in making occupational surveys and job analyses.
- _____ 10.
- _____ 11.

Evaluation:

- _____ 1. How adequate is the subject training of the teacher-coordinator?
- _____ 2. How adequate is the work experience of the teacher-coordinator?
- _____ 3. How well does the teacher-coordinator apply the knowledge obtained from the in-service training courses in teaching the cooperative part-time students?

Comments:

SUPERVISION

The teacher-coordinator supervises the part-time employee and works with the employer in helping the employee make the adjustment from school to office work.

- _____ 1. Work stations are carefull investigated by the teacher-coordinator.
- _____ 2. Employers agree to supervise or have some one in the work station supervise part-time employee.
- _____ 3. Duties of the part-time employees include a reasonable amount of time on the different office jobs.
- _____ 4. Teacher-coordinator visits work station of the part-time employee at intervals to confer with employer and to observe the trainee.
- _____ 5. Employer fills out a form on work habits, suggestions for improvement, and work performance every six or more weeks.
- _____ 6. The teacher-coordinator spends at least 2 hours in supervision and coordinating work each day.
- _____ 7. Sixty per cent of the vocational office training class is employed in part-time office work.
- 8.
- 9.

Evaluation:

- _____ 1. How adequate is the supervision given by the teacher-coordinator?
- _____ 2. How adequate are the records which are filled in by the employer of the part-time employee?

Comments:

PUBLIC RELATIONS

Public relations plays an important part in securing the cooperation of the businessman and of the community in the successful part-time cooperative office training program.

- _____ 1. An advisory committee has been set up to give advice about equipment, employment, course offerings, etc.
- _____ 2. Publicity of the cooperative part-time office training program has been given to the public through clubs and civic organizations.
- _____ 3. Publicity has been secured through the newspaper and/or radio to acquaint the public with the cooperative part-time office training program.
- _____ 4. Publicity has been given by calls made on businessmen of the community in accumulating data for the community survey and job analyses.
- _____ 5. Publicity has been secured by the service that has been rendered to community groups.
- _____ 6. Public relations have been furthered by the F. B. L. A. Club.
- _____ 7. Businessmen of the community have been invited to the school to speak to classes and club groups.
- _____ 8. Class visits are made by students as field trips to various business concerns.
- _____ 9. Visits are made by individual students to various business concerns.
- _____ 10. Publicity is given by students in your own school.
- _____ 11.
- _____ 12.

Evaluation:

- _____ 1. To what extent does the advisory committee help in establishing good community relations?
- _____ 2. To what extent do businessmen and civic organizations help in presenting the cooperative part-time program to the community?
- _____ 3. To what extent does the newspaper and/or radio help in getting the cooperative part-time program before the community?
- _____ 4. To what extent does the F.B.L.A. further good community relations?

Comments:

SELECTION OF STUDENTS

The requirements for entrance to the part-time cooperative programs vary in different schools.

- _____ 1. A detailed cumulative record is maintained which gives background data concerning the student, such as, family, test scores subjects taken and grades received, extra curricula activities, etc., to assist in interviewing students for admission to the vocational office training program.
- _____ 2. Students are interviewed by the teacher-coordinator before acceptance for the office training class.
- _____ 3. Students are enrolled in the vocational office training program to secure acquaintanceship with various machines, to apply knowledge learned in skill classes and to acquire part-time work experience (if work stations can be secured) before securing a full-time job upon graduation from high school.
- _____ 4. Students must express a willingness to work part-time.
- _____ 5. Students should be 16 years of age before entering the cooperative office training program.
- _____ 6. (a) Students must have completed 1 unit of general or basic business, 1 year of typewriting and 1 year of shorthand; or 1 unit of general or basic business, 1 year of typewriting and 1 year of bookkeeping to enter the vocational office training program;
OR
_____ (b) Students must have completed 1 unit of general or basic business, 1½ years of typewriting and 1½ years of shorthand; or 1 unit of general or basic business, 1½ years of typewriting and 1½ years of bookkeeping to enter the vocational office training program;
OR
_____ (c) Students must have completed 1 unit of general or basic business, 1 unit of typewriting and 1 unit of business arithmetic;
OR
_____ (d) _____

7.

8.

Evaluation:

- _____ 1. To what extent are the students willing to accept the objectives of the office training program?
- _____ 2. How adequate are the requirements for entrance into the office training program?

Comments:

PERSONNEL RECORDS

The personnel record is prepared by the teacher-coordinator. This record which is maintained in the business education department is used for job referral purposes.

- _____ 1. The personnel record, provides for a picture of the student for the purpose of recall.
- _____ 2. The personnel record provides space for recording personal data about the student such as, address, telephone, date of birth, parent or guardian's name and occupation, date of graduation, or date of withdrawal and the reason.
- _____ 3. The personnel record provides space to record ratings of the student in different skills.
- _____ 4. The personnel record provides space to record personality ratings of the student.
- _____ 5. The personnel record provides space for recording participation in extra curricula activities.
- _____ 6. The personnel record provides space for a statement concerning the health of the student.
- _____ 7. The personnel record provides space for recording part-time work experience of the student.
- _____ 8. The personnel record provides space for a two year follow-up of the student after he leaves school.
- _____ 9. The personnel record provides space for noting deficiencies in previous training, additional training that is needed, and remarks.
- 10.
- 11.

Evaluation:

- _____ 1. How adequate are the personnel records in placing students?
- _____ 2. How adequate are the personnel records in follow-up of student?

Comments

OFFICE TRAINING LABORATORY AND EQUIPMENT

Every vocational office training program should have an adequate laboratory and equipment for training the part-time cooperative students. The equipment should be comparable to that of the office of the community. How does your office training laboratory meet the requirements listed below?

- _____ 1. The vocational office training laboratory is located near the other business classrooms.
- _____ 2. Equipment in the office training laboratory is comparable to that in the offices of the community.
- _____ 3. The office training laboratory has sufficient space.
- _____ 4. Adequate lighting facilities are provided.
- _____ 5. Adequate number of electrical outlets are provided.
- _____ 6. Washing facilities are readily accessible.
- _____ 7. Filing equipment is provided.
- _____ 8. Typewriters are provided in a variety of makes and models.
- _____ 9. Visual aid equipment such as blackboards, bulletin boards, projectors, etc., are available.
- _____ 10. Posture chairs are provided.
- _____ 11. Adjustable typewriting desks and chairs are provided.
- _____ 12. At least one secretarial desk is provided and fully equipped.
- _____ 13. Office materials and equipment are available for use.
- _____ 14. The following machines are available to students in the office training laboratory:

| | |
|-------------------------------|---------------------------------|
| _____ Adding machines | _____ Stencil duplicator |
| _____ Rotary calculators | _____ Fluid duplicator |
| _____ Key driven calculators | _____ Illuminated drawing board |
| _____ Voice machines | _____ Bookkeeping machine |
| _____ Voice recording machine | _____ Others: |
| _____ Electric typewriter | _____ |

15.

16.

Evaluation:

- _____ 1. How adequate are the facilities provided for in the vocational office training laboratory?

Evaluation continued:

- _____ 2. To what extent is the laboratory comparable, or better than,
the business offices of the community?
- _____ 3. How adequate is the amount of equipment?

Comments:

SUBJECT MATTER

The units in the State Course of Study, Part III, for Clerical Practice and Vocational Office Training are list below.

- _____ 1. The following areas of subject matter are covered during the vocational office training class:
- _____ 1. Job Orientation
 - _____ 2. Handling Office Mail
 - _____ 3. Using Communication Services
 - _____ 4. Transportation
 - _____ 5. Office Duplication
 - _____ 6. Operating Adding-Listing Machines
 - _____ 7. Operating Rotary Calculators
 - _____ 8. Operating Key-Driven Calculators
 - _____ 9. Auditing and Verifying
 - _____ 10. Secretarial Procedures
 - _____ 11. Receiving Office Callers
 - _____ 12. Special Typewriting Problems
 - _____ 13. Machine Transcription
 - _____ 14. Securing and Holding a Position
 - _____ 15. Preparation of Quantity Mail
 - _____ 16. Papers Used in Ordering and Receiving Goods
 - _____ 17. Payroll Problems
 - _____ 18. Typewriting from Dictation
 - _____ 19. Typewriting from Handwritten Copy and Rough Draft
 - _____ 20. Composing Business Letters at the Typewriter
- _____ 2. An understanding of the principles and the application thereof are taught in the filing course.
- _____ 3. An acquaintanceship unit is offered on the various machines in the vocational office training laboratory.
- _____ 4.
- _____ 5.

Evaluation:

- _____ 1. To what extent are the areas of vocational office training covered to make the cooperative part-time office training student vocationally competent?
- _____ 2. How adequate are the principles and application of filing rules in helping the student on the job?
- _____ 3. How adequate are the acquaintanceship courses on the various machines?

Comments:

INSTRUCTIONAL MATERIAL

When the teacher-coordinator has definitely set up the objectives for the vocational office training class he may use the State Course of Study, Part III, Clerical Practice and Vocational Office Training, which provides a number of instructional units or he may prefer to prepare units using material which will apply more specifically to the local community.

- _____ 1. The teacher can state the objectives for each instructional unit being used in the vocational office training class.
- _____ 2. Instructional units as set up by the teacher-coordinator and the Business Education Service of the State Board of Education are used as a basis for class instruction, or additional instructional units are prepared by the teacher-coordinator.
- _____ 3. The business resources, such as, business speakers from the community, office equipment salesmen to demonstrate new equipment forms from various businesses of the community, are utilized in the vocational office training class.
- _____ 4. A rotation plan is used in teaching the machines available in the vocational office training class.
- _____ 5. Remedial work is provided students who need additional training on some particular phase of their part-time job.
- _____ 6. Each student has available a basic text book.
- _____ 7. Reference materials are provided in connection with each instructional unit.
- _____ 8. Business forms are available for class use.
- _____ 9. Duplicated forms or materials prepared by the teacher-coordinator are used with some instructional units.
- _____ 10.
- _____ 11.

Evaluations:

- _____ 1. To what extent are business forms used in the office training class?
- _____ 2. To what extent do students use the reference materials provided?
- _____ 3. How adequate is the content of the instructional material?

Comments:

STANDARDS

The teacher-coordinator uses different ways and means of setting up standards to be met by the part-time cooperative student.

- _____ 1. The NOMA tests are used to set up standards.
- _____ 2. The advisory committee is used to help establish standards.
- _____ 3. The part-time trainee helps to establish standards.
- _____ 4. Former business graduates are asked to help establish standards.
- _____ 5. Employers of business students help establish standards.
- _____ 6.
- _____ 7.

Evaluation:

- _____ 1. To what extent are office standards used?
- _____ 2. To what extent is the teacher able to meet the standards used?

Comments:

My elementary and high school education was received in Roanoke, Virginia. In 1932 I graduated from Jefferson High School.

For two years (1932-1934) I attended Mary Washington College in Fredericksburg, Virginia. The summers of 1936, 1937, 1938, 1939 and 1940 were spent at Mary Washington completing work for a B.S. degree in Business Education.

The last four summers (1947-1950) I have attended Virginia Polytechnic Institute in Blacksburg completing work for a Master of Science degree in Business Education.

From 1934-1936 I taught business subjects at the Rocky Mount High School in Rocky Mount, Virginia. The following year I spent as secretary to the principal of Highland Park Elementary School in Roanoke, Virginia.

In the fall of 1937, I taught business at Lee Junior High School in Roanoke. I held this position for two years. The school year 1939-1940 I was secretary to the principal at Lee Junior High School.

From 1940 to 1950 I taught business at Jefferson High School in Roanoke, Virginia. From 1947 to 1950 I was the vocational office training teacher-coordinator at Jefferson.

I have had five years experience in adult education teaching at the night school in Roanoke. In addition to the two years of secretarial work given above I have worked in various office positions for short periods of time during the summer.

Since September 1950 I have been teaching in the Business Education Department at Radford College, Radford, Virginia.

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