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THE ROLE OF THE BUSINESS AND OFFICE EDUCATION STATE SUPERVISOR
AS VIEWED BY SCHOOL ADMINISTRATORS AND TEACHERS

By

Janet Hughes

B.S., Montana State University, 1963

Presented in partial fulfillment of the requirements
for the degree of

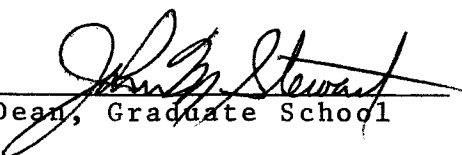
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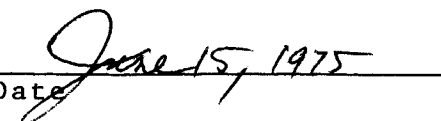
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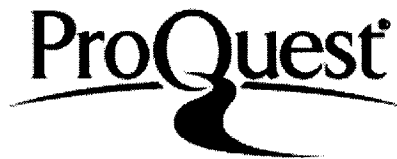


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The Role of the Business and Office Education State Supervisor as Viewed by School Administrators and Teachers

Director: Donald Koeppen *DBK*

The primary purpose of this study, "The Role of the Business and Office Education State Supervisor as Viewed by School Administrators and Teachers," was to provide information which would help state supervisors evaluate their role and locate effectiveness gaps which might hamper communication and progress. The secondary purpose of this study was to help persons who affect the office of the state supervisor, such as legislators, and persons affected by the office of the state supervisor, such as teachers and administrators, to understand the potentialities and limitations of the office of the state supervisor.

The Delphi Technique, which is designed to obtain expert opinion without face-to-face contact, was used to collect data. A series of four questionnaires was used to draw information from a population sample of 75 teachers and administrators in Montana, Wyoming, Colorado, North Dakota, and Idaho.

Results indicated that teachers and administrators would like the state supervisor of business education to: a) be available for consultative purposes, b) keep the State Superintendent informed of activities and developments in business education, c) inform teachers and administrators of innovations and current trends in business education, d) assist in planning new programs in accordance with the state plan, and e) act as a resource person for teacher training institutions for revision and updating of programs. Factors, such as school size and relative geographical isolation were apparent in what needs were emphasized by teachers and administrators. Respondents from smaller schools indicated a need for information, ideas, and suggestions. Respondents from large schools indicated more reliance on co-workers and local industry for information.

Future studies should take into consideration differences in school size, school budget, relative industrialization of the state, and goals of business education in that state.

ACKNOWLEDGEMENTS

I acknowledge with gratitude the help I have received in preparing this thesis. First, I would like to thank all the respondents for their interest and enthusiasm in contributing to the study. Their cooperation in answering the mailed questionnaires made the study possible. Secondly, I would like to extend a special thank-you to Dr. Donald Koeppen for his extra assistance in on-campus coordination of this project. His help has made it possible for me to complete my program while living in another state.

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CHAPTER I

STATEMENT OF PROBLEM

A state supervisor of business education can have a great impact upon the business education practices within his state. As William Selden and Kenneth Swatt pointed out, "No position offers a wider variety of professional experiences, a greater responsibility for policy-making decisions, and a better opportunity to serve youth and adults through business education than does the position of state supervisor."¹

Yet, the role of the supervisor of business education is largely undefined in most states and varies widely from state to state. A few states have no supervisor of business education² and others have no job description for the position so that the role varies with each person who assumes the job. In many states the role of the state supervisor of business education has developed from tradition, habit, or political expediency rather than any considered

¹William Selden and Kenneth A. Swatt, "Ethics in State Supervision of Business Education," Business Education Forum 25 (May 1971), 39.

²C. A. Nolan, Carlos K. Hayden, and Dean R. Malsbary, Principles and Problems of Business Education (Cincinnati: South-Western Publishing Company, 1967), p. 357.

advance planning. There are many possible responsibilities and duties for a state supervisor of business education, but frequently limitations of resources make it impossible for the state supervisor to fulfill all of them. The problem dealt with in this study, then, is defining the role of the state supervisor of business education by delimiting the possible responsibilities and duties of the office, then establishing the priorities of these responsibilities and duties.

The purpose of this study is to provide information which will help state supervisors of business education evaluate their role and locate effectiveness gaps which may hamper communication and progress. A secondary purpose of this study is to help persons who affect the office of the state supervisors, such as legislators, and persons affected by the office of the state supervisor, such as teachers, to understand the potentialities and limitations of the office of the state supervisor.

CHAPTER II

RELATED LITERATURE

FEDERAL-STATE-LOCAL RELATIONSHIPS IN EDUCATION

Some perspective may be gained from considering the states in terms of their relationship to other levels of government. The states are essentially the middlemen in a tri-level system of administration, especially in the area of education. The federal government, while providing essential financing, has tended to leave administration of education to the states. Thus, "the scope of state action in education has been increased specifically by rapid growth of federally financed categorical programs and provision of federal funds for their state administration."³ At the same time, the states have been expected to coordinate and supervise local educational programs so that they conform to certain minimum standards established by the state. Yet, state education agencies are also expected to provide leadership which encourages development of educational programs that not only meet, but exceed minimum require-

³State and Local Responsibilities for Education: A Position Statement, Council of Chief State School Officers (1968), p. 13.

ments. The California State Department of Education explained the problem.

Without educational leadership, however, the programs ultimately devised could be ineffective and haphazard, despite the minimum requirements originally laid down by the state. And since all states proclaim the education of their citizens to be a state function, it is within the state education agency that primary responsibility for educational leadership resides.⁴

Thus, "there is a need for improving the administrative, supervisory, and leadership services for education at all levels--federal, state, and local--but at this particular time, the most critical need is to provide more adequately for these services at the state level"⁵ since "the state is finally responsible for acceptable levels of quality programs of instruction within its borders."⁶

THE ROLE OF THE STATE SUPERVISOR OF BUSINESS EDUCATION

The state supervisor of business education plays an important part in the development and use of business

⁴California State Department of Education, Personnel Administration in State Education Agencies in the Years Ahead, Report on the Improvement of Personnel Administration in State Education Agencies Project Under Section 505, Title V, Public Law 89-10, 1966-67.

⁵R. L. Johns, "State Organization and Responsibilities for Education," in Designing Education for the Future--Implications for Education of Prospective Changes in Society, ed. Edgar Morphet and Charles O. Ryan (New York: Citation Press, 1967), p. 255.

⁶Council of Chief State School Officers, p. 24.

education practices. The decisions that are made by the state supervisor may have a great impact on the development of education programs. Additionally, the state supervisor is in contact with all levels of business education. Selden and Swatt described the contacts of the state supervisor.

This relatively small group of professional educators work with their colleagues in state departments of education, with school administrators, with business education department chairmen and teachers, with guidance counselors, with curriculum coordinators, with teacher educators, and with businessmen. . . In state departments of education that give leadership to youth groups. . .there may be a direct working relationship with high school students.⁷

Since each of the contacts of the state supervisor may perceive the role of the state supervisor differently and have different expectations stemming from their perceptions, it is important to begin collecting data that indicates how these people perceive the role of the state supervisor of business education.

Swanson, in his study of the organization and administration of vocational and technical education at the state level, found "marked differences in the role perception of personnel in state divisions of vocational education as compared with the perception of others outside the department, particularly from local school districts."⁸ These

⁷Selden and Swatt, p. 38.

⁸Chester J. Swanson, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level (Berkeley, California: University of California, 1967).

differences in role perception can create an effectiveness gap if local teachers expect the state supervisor to perform certain duties and the state supervisor fails to perform these duties while performing duties more in line with his own perception of his role.

In 1971, the New Jersey Department of Education compiled a study to analyze state supervision and leadership. This study utilized random samples from national business authorities, New Jersey high school educators, New Jersey private business school educators, and New Jersey two-year college business educators; as well as all state supervisors of business education in New Jersey and all New Jersey four-year college business educators. The study was concerned with finding effectiveness gaps, which were defined as any difference between perceived present effectiveness and desired effectiveness. While educators at all levels found an effectiveness gap in the supervision and leadership of business and office education at the state level, the high school educators perceived the smallest effectiveness gap. State supervisors did not perceive as large an effectiveness gap in their performance as the classroom teachers did.⁹ However, the total population sample was so large and varied that it is questionable

⁹ Ellis R. Thomas, "An Analysis of State Supervision and Leadership of Business and Office Education with Implications For and Recommendations to the State of New Jersey," Trenton, New Jersey 1972. (Mimeographed.)

whether it does reflect the way teachers perceive the role of state supervisor.

The only other study which has been done concerning perception of the role of the state supervisor of business education was developed at a National Clinic of State Supervisors. It reflects, however, the supervisors' view of the role of a state supervisor of education.¹⁰ Other studies done in this area have generally dealt with a specific part of the state supervisor's role in relationship to a given subject, such as change. Given these limitations it seems necessary to study specifically how teachers and local administrators view the role of the state supervisor of business education. Whited pointed out that "effective teamwork is possible when the individual teacher's views are known and valued."¹¹ This seems to call for an assessment of what teachers and administrators expect of the state supervisor of business education.

THEORETICAL FRAMEWORK

There have been few empirical studies or surveys which dealt with the perceived role of the state supervisor of business education. As noted in the previous section,

¹⁰ Department of Health, Education and Welfare, Office of Education, National Clinic for State Supervisors of Office Occupations Education, 1968.

¹¹ Donald L. Whited, "Teachers 'Speak Out' on Supervision," The Balance Sheet 51 (October 1969), 66.

the studies and surveys done are incomplete. None of them has dealt with the specific question of what teachers and administrators expect of the state supervisor of business education.

Many national business education authorities have definite views of the responsibilities and duties of the state supervisor of business education. Since these authorities would seem to have some influence upon the perceptions of persons in the business education field, it would be useful to review these ideas.

Nolan, et al., defined the two primary responsibilities of the state supervisor as being legal responsibilities and leadership responsibilities. The legal responsibilities include interpretation of federal and state laws as well as the establishment of the guidelines and rules necessary to implement these laws. The leadership responsibilities are composed of such duties as organizing conferences for teachers and in-service training programs, giving help with curriculum development, and related functions.¹² Other authorities would add a third responsibility of service, which would include such functions as maintaining effective public relations with the business community and others, providing consultative services for

¹² Nolan, Hayden, and Malsbary, p. 539-40.

persons other than business educators, and so forth.¹³

These responsibilities, though do not define what specific duties might be expected from a state supervisor of business education. Using the major divisions listed above, a more precise listing of the duties of the state supervisor can be made. The first two areas: legal responsibility and educational leadership, are common to any state supervisor, irrespective of curriculum area. The duties involved with the service area are unique to the state supervisor of business education.

Educational leadership is difficult to define operationally. In its second report the Advisory Council on State Departments of Education recommended that "state departments of education increase their efforts to provide vigorous leadership in total overall planning for education."¹⁴ The Council of Chief State School Officers suggested, "The state department of education should encourage educational experimentation and innovation by directing attention to their quality and worth."¹⁵ The Council failed to enumerate specific methods to accomplish

¹³Responsibilities of State Departments of Education for Instruction: A Policy Statement, Council of Chief State School Officers (1958), p. 3.

¹⁴ Department of Health, Education, and Welfare, Focus on the Future--Education in the States, Third Annual Report on the Advisory Council on State Departments of Education, (Washington, D. C.: Government Printing Office, 1968), p. 5.

¹⁵ Council of Chief State School Officers, p. 31.

this goal or to cope with those local educators who remain unconvinced of the worth of these innovations. They were slightly more specific when they suggested:

The state education agency should provide leadership in determination of the instructional programs to be provided in the schools, working in close cooperation with local educational authorities in establishing and maintaining instructional programs of increasing quality. Such activities are consistently changing, as dictated by new needs and new emphases.¹⁶

The specific duties involved in educational leadership are not discussed by most education authorities. The absence of this discussion may be related to the non-uniformity of the situation among the states which makes generalizations difficult; or it may be an attempt to allow state supervisors to tailor their role to their personal strengths and weaknesses. Regardless of the reason, there is almost no specific discussion as to what actions create educational leadership.

However, the authorities are far more specific when they discuss the office of the state supervisor of education as an administrative or regulatory agency. Although the specific regulatory powers of the office vary from state to state, most authorities are fairly unanimous about what duties should be performed. When discussing the regulatory duties of the state supervisor of education, it is important

¹⁶ Council of Chief State School Officers, p. 24.

to remember that the state department of education has a legal relationship with, and responsibility to, all three levels of government. Often the state supervisor of education is the middleman between the federal or state government and the local school administrators.

Edgar Fuller explained how the federal government regulations which affect education are developed:

After a program has been authorized and funded, the Office of Education begins to develop a formal communication structure. The first responsibility of the Office is to develop regulations which supplement and clarify the legislation, which it can do more effectively if state agencies are involved at once. Usually much more detailed and restrictive than the law, regulations reflect the legislative history of the program, intents of Congress which may not have been written into the law, the prevailing philosophy of the executive branch and the attitudes of the Office of Education staff.¹⁷

He further notes that "state agencies occasionally will be invited to review and comment on the draft regulations, particularly if there is likely to be controversy on certain points."¹⁸ It is important, then, for the state supervisors of business education to be aware of their potential impact upon the political development of laws and regulations concerning education. R. L. Johns pointed out that this political impact exists both at the federal and state level when he stated, "Only strong state departments

¹⁷Edgar Fuller, Evidence for Administrative Changes in Federal-State-Local Education (Baltimore, Md.: Port City Press, 1971), p. 30.

¹⁸Ibid.

of education provide the needed linkage between local school systems and political decision making at the state and federal levels."¹⁹

Once the regulations have been enacted, the state supervisor of business education becomes a middleman between the federal or state government and the local school administrators, by becoming involved in the interpretation of the regulations, and by helping the local administrators with the paperwork often engendered by the regulations. Fuller's description of the regulations leaves little doubt that interpretation of the regulations is necessary. Selden and Swatt note that "the state supervisor should work with school administrators to develop a procedure by which administrators can gather accurate data and file necessary reports."²⁰

As the Council of Chief State School Officers noted, "The scope of state action in education has been increased specifically by the rapid growth of federally financed categorical programs and provision of federal funds for their state administration."²¹ Federal funds for public elementary and secondary education "total no more than 7% of the total cost; nevertheless, the 93% state and local

¹⁹Johns, p. 257.

²⁰Selden and Swatt, p. 39.

²¹Council of Chief State School Officers, p. 13.

funds are so completely vested in ongoing school operations that the federal government is now a principal source of funds to serve important new needs."²² Another measure of the federal government's influence over education is the amount of personnel involved in federally subsidized education programs. The Advisory Council on State Departments of Education noted that:

The increase of Federal involvement in education has brought to the State education agencies the marked growth reflected not only in the personnel increases mentioned but in the functions they perform. . . For example, already by 1950, out of some 4,100 professionals employed in State departments of education, half were involved in federally subsidized programs; that percentage has kept increasing. Ten years later, in a fourth of the States as many as 70% of the State educational agency professional personnel were assigned to federal programs.²³

Despite federal government demands upon the office of the state supervisor, the state government usually creates even more responsibility for the state supervisor. In most states, the department of education is, to some degree, responsible for development of standards for teachers. The Council of Chief State School Officers recommended that the state department of education should be involved in the process of professional teaching. Among

²² Fuller, p. 7.

²³ Advisory Council on State Departments of Education, p. 5.

their recommendations were:

State departments of education should seek continuously to simplify, democratize, and improve the administration of teacher education. . .should develop sound state standards or criteria for accreditation or approval of teacher education programs within the state. . .should formulate both qualitative and quantitative standards or criteria for accreditation (of teachers).²⁴

Beyond accreditation for teacher education programs and the accreditation of teachers by the state department of education, the Council urged that better organized and supported in-service training be made available to teachers and other educational personnel by the state department of education.²⁵ This recommendation places the responsibility for creating good teachers almost entirely upon the state department of education. In another policy statement, the Council noted that "good education, when interpreted in terms of good teaching, cannot be derived from legislation alone. It must emerge through the leadership of professional personnel at both the state and local levels."²⁶ It is clear that the state supervisor is the person most accountable for this leadership, both in providing general educational leadership and in establishing standards for accreditation. The Council explains this double

²⁴Council of Chief State School Officers, pp. 35-37.

²⁵Ibid., p. 34.

²⁶Council of Chief State School Officers, Responsibilities for Instruction, p. 2.

responsibility by saying, "State departments of education should emphasize quality incentives far more than minimum standards, but enforcement of the minimums should not be avoided because it may be distasteful or difficult."²⁷

Selden and Swatt suggest that giving local educators help with curriculum development is also a responsibility of the state supervisor. They noted:

It is the responsibility of the state supervisor to urge school administrators and teachers to search continuously for information necessary for successful curriculum planning and development. In addition, he is obligated to use his best professional persuasion to encourage curriculum development in accordance with the acquired information and the findings of applicable research.²⁸

However, they do caution that actual curriculum development is the responsibility of the educator, not the state supervisor. They indicate this limitation by saying, "The state supervisor's responsibility ends with providing information on equipment and instructional aids that are available and suggesting criteria for evaluating them."²⁹ Other specific administrative duties are less unanimously agreed upon. Most authorities agree that accreditation of teachers and curriculum development are the two most important administration responsibilities given by the state to the state supervisor.

²⁷ Council of Chief State School Officers, p. 41.

²⁸ Selden and Swatt, p. 38.

²⁹ Ibid., p. 40.

Finally, most authorities would agree that the state supervisor has the responsibility of providing special services such as information dispersal to persons outside the field, assistance to those doing research in the field, and so forth.

The most important service in terms of gain for business education is assistance to those providing research. Selden and Swatt note that "the state supervisor should feel a strong professional obligation to provide direct assistance to graduate students who are engaged in research which involves the business education programs of his state."³⁰ At its 1969 annual convention, the American Association of School Administrators, an affiliate of the National Education Association, adopted a resolution which said in part: "They (the States) are responsible for employment of sufficient well-prepared staff members, not only for planning and coordination of programs and administration of funds, but for educational research and experimentation too costly for local systems to undertake."³¹ The Council of Chief State School Officers cited the benefits of research in the area. "Research should provide important foundations for educational policies as established

³⁰Selden and Swatt, p. 39.

³¹Advisory Council on State Departments of Education, p. 8.

by law, administrative rules and regulations, and in the continuing development of educational goals by the people."³²

Another primary service responsibility is that of serving as a communication link for professionals within the field. Selden and Swatt noted the impact of this service:

By virtue of his daily experience with the many facets of business education, the state supervisor has a unique opportunity to know the implications that a suggested solution to one problem holds to other problems within the field. . . This awesome responsibility mandates that the state supervisor consult with leading business educators on all professional levels within his state and throughout other states. Likewise, he has a professional obligation continuously to disseminate research findings and other information to business educators through conferences, newsletters, curriculum bulletins, articles in professional journals and correspondence.³³

This ability to collect and disseminate information about the field is probably the most valuable tool the state supervisor has to fulfill such duties as aiding in curriculum development. It is also a means of expressing educational leadership. Johns explained the relationship when he noted:

But probably the most important leadership function now being requested of the state departments of education is that it provide a linkage between innovators and local school systems. State departments of education personnel are now expected

³²Council of Chief State School Officers, p. 29.

³³Selden and Swatt, p. 39.

to serve as "change agents" in spreading desirable innovations, developed not only by universities but also by innovative local school systems throughout the nation.³⁴

Johns explained why this communication function is a responsibility of the state supervisor rather than being left to the local educators themselves. ". . .some of the characteristics of a social system such as a school. . .The individuals within a social system interact with each other more often and more readily than they interact with persons (outside the system). . .It takes more energy and effort to pass information within the system."³⁵ Since local educators might not attempt to gather information on innovations, or might not be able to gather such information, it becomes the responsibility of the state supervisor to make such information available to them.

The state supervisor of business education is also responsible for maintaining contact with persons outside the field of business education. For example, Fuller notes that "state and local vocational educators have been urged to meet employment needs by establishing improved communications with business and industry. The law recognized that these mandates can best be achieved at the state and local

³⁴Johns, p. 259.

³⁵Ibid., p. 249.

levels, where education is closer to the people and to the homes of the persons to be served."³⁶ In addition, the state supervisor is expected to perform consultative services to "local educational agencies, other state agencies, state government officials, other organizations and the public."³⁷

Finally, the state department of education is usually responsible for general public understanding of the status and needs of educational programs.³⁸

It is apparent after reviewing the literature that there are a multitude of possible responsibilities for the state supervisor of business education. Very little has been written by teachers or local administrators as to what responsibilities they would like to see the state supervisor undertake. Since educational leadership depends upon professional rapport, and rapport is based upon mutual understanding, it is imperative to discover how teachers and local administrators view the role of the state supervisor of business education.

³⁶Fuller, p. 87.

³⁷Council of Chief State School Officers, p. 31.

³⁸Ibid., p. 110.

CHAPTER III

RESEARCH METHOD

RESEARCH QUESTION

The importance of the office of the state supervisor of business education and the present lack of information about his role as perceived by others suggests the research question: What do local business education teachers and local administrators consider to be the role of the state supervisor of business education?

DATA COLLECTION

The Delphi Technique was used to collect the data. The Delphi Technique was explained by Anderson.

The Technique, which is built on the strength of informed intuitive judgment, is intended to get expert opinion without bringing the experts together in a face-to-face confrontation. Contact is generally made with the experts through successive questionnaires and feedback with each round of questions being designed to produce more carefully considered group opinion.³⁹

More specifically, the Delphi Technique uses a number of serial questionnaires. The respondents initially

³⁹Donald Anderson, "The Delphi Technique," speech presented at the 1969 Leadership Development Seminar for State Directors of Vocational Education, Columbus, Ohio, September 1969.

indicate their feelings about a certain issue, usually of an interdisciplinary nature. These responses are collected, then sent to all the respondents in order to acquaint them with the thoughts of the others in the group. Each respondent is invited to modify his opinion or give some justification for his differing opinion. These responses are collected and disseminated again. This procedure continues until consensus has been reached, or until there is a majority consensus and a well defined minority consensus. This technique attempts to simulate face-to-face interaction.

A variation of the procedure suggested by Pfeiffer for collecting information relating to education was used.⁴⁰ In order to conduct this study in a specific time period, it was decided to make only four contacts with the respondents. This allowed three different points at which the respondents could modify their opinion. Due to duplication and time problems, only ranking procedures were used on all the questionnaires but the final one. This eliminated the necessity of having the respondents write several justifications of their responses. In the ranking procedure, the mean was defined as being the majority consensus of the group.

⁴⁰John Pfeiffer, New Look at Education (Poughkeepsie, New York: Odyssey Press, 1968), pp. 152-157.

The original population sample was defined as ten local teachers and five local administrators from each of the six states within Region VIII of the U. S. Office of Education, which includes Montana, Wyoming, Colorado, Idaho, North Dakota, and South Dakota. The state supervisor of business education in each state was asked to supply a list of the names and addresses of all business education teachers and administrators in the state. All of the state supervisors of business education complied except the state supervisor for South Dakota. Since there was no list, South Dakota was dropped from the total sample. From the list of names and addresses, the names of ten business education teachers and five administrators from each state were chosen at random with the aid of a random numbers table.

The first questionnaire (see Appendix B) was sent to all seventy-five members of the sample. An accompanying cover letter (see Appendix A) introduced the project and explained the purpose of the questionnaire. The questionnaire asked the respondent to list at least five statements which illustrated their concept of the role of state supervisor of business education. These statements could be typical of the present state supervisor or could deal with the concept of an "ideal" state supervisor. A stamped, self-addressed return envelope accompanied all four letters and questionnaires.

Fifty-three questionnaires were returned. This

represented a return of 70.6%. The statements on these questionnaires were compiled in a master list. Statements which listed actions that the state supervisor of business education should not take were eliminated. Negatively phrased statements were reworded to express positive actions the state supervisor should take. Duplicate statements were eliminated. The remaining statements were reworded if not sufficiently clear. Forty-three items were collected through this process and were used to produce the second questionnaire (see Appendix D).

All respondents who answered the first questionnaire were sent a second letter (see Appendix C) which explained the purpose of the second questionnaire, and the second questionnaire. This second questionnaire asked the respondent to rate each item on a scale of 1-4, with 1 being not important, and 4 being most important. The respondents were asked to distribute the ratings so that each rating was used at some point in the questionnaire. The results of this questionnaire yielded a prioritized list of the concepts of a state supervisor of business education.

Forty-two questionnaires were returned; a return of 57.6% of the total sample. The results were computed and a mean was found for each item. Each respondent who had returned the second questionnaire received a copy of the second questionnaire with the number of each item for which his response differed from the mean, for that item, by more

than one point, circled. The mean for each item was written in the right margin. Respondents were instructed to consider the mean as representative of group opinion. If their response to a given item differed, from the mean for that item, they were asked to consider changing their answer to conform, although they were not required to change their answer.

This step in the Delphi Technique is an attempt to simulate the impact group opinion might have on the participant's decision to modify an opinion. Unlike a group discussion, however, the respondents were informed only that the group mean was divergent without knowing why the others in the group had responded as they had.

The respondents returned the questionnaire after indicating what changes they preferred to make, if any.

The fourth, and final letter (see Appendix F), sent to everyone who had returned the copy of the second questionnaire, included both another copy of the second questionnaire for reference, and the third questionnaire. The third questionnaire listed the numbers of the items for which the respondent's answer still differed from the item mean by more than one point. For each listed item the respondent was asked to write a short justification supporting his answer. At this point, there should have been a well defined majority consensus and minority

opinion on each item, if not total consensus. However, provision was made for data analysis if the above did not occur.

DATA ANALYSIS

Since each item had a possibility of only four answers, any attempt to determine whether significant differences between means existed would be severely limited. This particular data analysis would consist primarily of frequency data. In that case, the mode would replace the mean as the best indicator of central tendency of data.

A chi-square would be used to indicate the independence (or lack of it) in the responses. A chi-square test is used to determine the probability of association between a population sample and a variable or set of variables.⁴¹ If significance is found, then the response behaviors are not associated with membership in a specific sample.

In this study, there was a possibility persons from the same state or education level (teacher v. administrator) might give similar responses. If there were an association between being in a specific state or education level sample, then each group would have to be analyzed separately since the total study sample would not be homogeneous. Two sets

⁴¹Mueller, John H., Schuessler, Karl F., and Costner, Herbert L. Statistical Reasoning in Sociology, (Boston: Houghton Mifflin Company, 1970).

of chi-square tests were done. One set of chi-square tests measured the possibility that the respondents, when grouped by state of employment, were associated with the way to which each item was responded. The other set of chi-square tests measured the possibility of association between respondents, when grouped by education level, with the way in which each item was answered.

Since no previous research indicated that there is a difference in the responses given, the respondents are grouped either by state of employment or education level. There was not a prior reason to assume such differences exist between samples. For this reason, the level of expected frequency of responses were set at the chance level (what the responses would be if the entire study sample was homogeneous). If significant chi-square results were found, it would indicate that the entire sample study was not homogeneous, and each grouped sample would have to be analyzed separately. If significant results were not found, then the entire study sample could be treated as a whole since specific sample membership and response behaviors were not associated.

CHAPTER IV

ANALYSIS OF DATA

Since there was no consensus reached, the chi-square was applied to determine if the results were random, or if there were statistically significant differences between the levels or among the states. Since the cell sizes are extremely small, a significance level of .01 was used. The conservative significance level was used to eliminate findings of significance which were due only to the small cell size.

At the .01 level, two chi-square tests were significant. The first was the difference between administrators and teachers in their responses to item #28 "The business education supervisor should assist local districts in Advisory Committee development and operation." (See Appendix H). Administrators tended to rank this item as being more important than teachers thought it was. The majority of administrators (57.9%) rated the item as important and 10.5% rated it as most important. 31.6% of the administrators rated it as being less important, while no administrator thought it was not important. Teachers, on the other hand, rated the item primarily as less important (68.2%), with 13.6% of the teachers rating it as not important. Only 18.2% of the teachers thought this was

an important duty of the supervisor, and none thought it was most important.

The second significant difference was among the states in their responses to item #16 "The business education supervisor should recommend approval or disapproval of applications for vocational business education programs." (See Appendix I). Montana respondents showed the greatest range of answers, and was the only state in which some respondents rated the item as not important. 16.7% of those from Montana rated it as not important; 8.3% rated it as less important; 33.3% as important; and 41.7% as most important. Thus, 75% rated the item as important or most important. North Dakota rated the item as important (33.3%) or most important (66.7%). Colorado respondents were unanimous (100%) in rating the item as important. Respondents from Idaho overall rated the item a little lower. 83.3% rated the item as important, and 16.7% rated the item as less important. Next to Montana, Wyoming showed the greatest range of answers. 50% rated the item as important; 40% rated it as less important; and only 10% rated it as most important. Wyoming showed the most low responses with 40% answering it was less important, although no one from Wyoming said it was not important.

Four other items would have been significant at the .05 level. These were differences in levels in relation to responses to #11 ". . . should develop curriculum

guidelines." and #24 ". . .should provide leadership at conferences and conventions." There were two differences involving the states in response to #21 ". . .should give advice on layout and facility planning." and #37 ". . .should inform teachers of the services available through the supervisor's office."

Since the means have a limited range (3.26 to 2.1) (See Table 1), they are not particularly discriminating. Therefore, any further description of the data would be better expressed in terms of the mode or frequency of answers. (See Table 2).

In only three cases did more than 50% of the respondents rank an item as being most important. None of the items received a majority of not important responses. Seventeen items had 75% or more of the respondents rate them as being most important or important. Eight more items had the majority of responses in the important or most important categories. Seventeen items had over 75% responses in the important or less important categories. What this seems to illustrate is that none of the possible duties of the business education supervisor was generally considered unimportant. As one respondent noted, "I feel guilty using a 1 (not important) or even a 2 (less important). All of these things are important. But I'll follow your instructions and try to use all the numbers."

Table 1
Questionnaire Items Ranked by Mean Scores

Item	Rank	Mean
1. Be available to the Administration and teachers for consultative purposes.	(1)	3.26
14. Be responsible for overall direction of business education through enthusiastic leadership.	(2)	3.26
40. Keep the State Superintendent informed of activities and developments in business education.	(3)	3.24
33. Inform teachers and administrators of innovations and current trends in business education.	(4)	3.21
17. Assist in planning and developing new programs in accordance with the State Plan.	(5)	3.21
15. Prepare state plan for business education.	(6)	3.05
30. Act as a resource person for teacher training institutions for revision and updating of programs.	(7)	3.02
8. Act as a public relations person selling vocational business education to the administration community.	(8)	3.00
10. Provide information on legislative developments in vocational education.	(9)	3.00
16. Recommend approval or disapproval of applications for vocational business education programs.	(10)	3.00

Table 1 (continued)

Item	Rank	Mean
35. Help coordinate all levels of instruction (secondary, vocational school, private business school, junior college, college.)	(11)	3.00
34. Complete and submit the necessary Federal Reports.	(12)	2.98
12. Visit with business teachers, administrators and guidance counselors in their school to get acquainted with the people and the program.	(13)	2.93
3. Arrange in-service training in various areas around the state and invite all schools to attend.	(14)	2.93
11. Develop curriculum guidelines.	(15)	2.88
19. Send out complete and current knowledge of the job market in the business field.	(16)	2.86
22. Assist business teachers in developing program proposals for financial assistance.	(17)	2.86
2. Evaluate the business education department and make recommendations at the request of the administration.	(18)	2.81
27. Work with the State Board to formulate plans and credential requirements.	(19)	2.81
37. Inform teachers of the services available through the supervisor's office.	(20)	2.81
39. Administer state and federal funds and lobby to see that these funds are available.	(21)	2.76
41. Set up a special accreditation program to see that teachers have vocational orientation.	(22)	2.76

Table 1 (continued)

Item	Rank	Mean
23. Work with businessmen in determining vocational areas that need strengthening.	(23)	2.76
31. Be responsible for organizing workshops.	(24)	2.76
24. Provide leadership at conferences and conventions.	(25)	2.74
25. Maintain an active liaison between business and business education.	(26)	2.71
5. Get acquainted with the business education teachers, especially in the small schools.	(27)	2.69
32. Meet with other state supervisors to discuss similar problems and possible solutions.	(28)	2.62
36. Publish statistics relating to business education which would be helpful in keeping business teachers informed of the current scene.	(29)	2.60
20. Send out newsletters to help keep business educators informed.	(30)	2.60
29. Maintain records and correspondence relating to business education programs.	(31)	2.57
43. Develop and distribute resource materials.	(32)	2.55
4. Attend and represent the business teachers at national conventions and state association meetings.	(33)	2.54
9. Inform teachers of coming professional meetings.	(34)	2.50

Table 1 (continued)

Item	Rank	Mean
38. Make business career information available.	(35)	2.50
13. Assist with coordination and articulation of local programs.	(36)	2.45
7. Provide information on schools where students can seek more advanced training.	(37)	2.36
28. Assist local districts in Advisory Committee development and operation.	(38)	2.33
42. Encourage membership in professional organizations.	(39)	2.33
21. Give advice on layout and facility planning.	(40)	2.19
26. Provide a library of reference materials.	(41)	2.14
18. Distribute a business teacher directory telling who the teachers are and where they are teaching.	(42)	2.12
6. Help organize business education clubs.	(43)	2.10

Table 2

Responses to Questionnaire Items Grouped by Category*

A. EDUCATIONAL LEADERSHIP

1. Overall

<u>Item Number</u>	<u>Not Important</u>	<u>Less Important</u>	<u>Important</u>	<u>Most Important</u>
1	4	3	13	22
5	5	10	16	10
12	2	12	15	13
14	1	8	12	21

2. Dealing with Conferences and Conventions

<u>Item Number</u>	<u>Not Important</u>	<u>Less Important</u>	<u>Important</u>	<u>Most Important</u>
4	1	17	20	3
24	1	13	24	4
32	3	13	23	3

B. ADMINISTRATION

1. Legislative Process

<u>Item Number</u>	<u>Not Important</u>	<u>Less Important</u>	<u>Important</u>	<u>Most Important</u>
39	4	8	16	12
10	3	6	21	12
34	4	8	15	15

*Figures represent number of respondents rating each item.

Table 2 (continued)

2. Supervision of Teachers, Accreditation, and In-Service Training

<u>Item Number</u>	<u>Not Important</u>	<u>Less Important</u>	<u>Important</u>	<u>Most Important</u>
30	1	7	24	10
27	2	13	18	9
41	3	13	17	9
3	2	10	19	11
31	1	14	21	6

3. Curriculum Development and Supervision

<u>Item Number</u>	<u>Not Important</u>	<u>Less Important</u>	<u>Important</u>	<u>Most Important</u>
11	4	8	19	11
15	2	7	20	13
17	1	7	16	18
22	1	11	23	7
16	2	6	24	10
2	3	11	19	9

C. SERVICE

1. Information About the Job Market and Training

<u>Item Number</u>	<u>Not Important</u>	<u>Less Important</u>	<u>Important</u>	<u>Most Important</u>
19	3	13	13	13
38	5	18	12	7
36	2	17	19	4
7	6	18	15	3
35	1	11	17	13

2. Communication Within the Field

<u>Item Number</u>	<u>Not Important</u>	<u>Less Important</u>	<u>Important</u>	<u>Most Important</u>
20	4	11	25	2
33	3	4	26	9
29	2	19	16	5
9	3	20	14	5

Table 2 (continued)

2. Communication Within the Field (continued)

<u>Item Number</u>	<u>Not Important</u>	<u>Less Important</u>	<u>Important</u>	<u>Most Important</u>
26	7	23	11	1
43	4	15	19	4
18	4	29	9	0

3. Conducting a Liaison with Business Community

<u>Item Number</u>	<u>Not Important</u>	<u>Less Important</u>	<u>Important</u>	<u>Most Important</u>
23	3	11	21	7
25	5	10	19	8
6	9	21	11	1

4. Assistance for Local Administrations

<u>Item Number</u>	<u>Not Important</u>	<u>Less Important</u>	<u>Important</u>	<u>Most Important</u>
8	3	8	17	14
13	7	15	14	6
28	3	21	15	2
21	8	19	14	1

D. MISCELLANEOUS

<u>Item Number</u>	<u>Not Important</u>	<u>Less Important</u>	<u>Important</u>	<u>Most Important</u>
37	3	11	19	9
40	2	5	19	16
42	9	15	13	5

Since some of the items are grouped together, they will be analyzed as a group rather than in the order in which they appeared on the questionnaire. (See Table 2).

First, those duties which seem to relate to educational leadership will be analyzed. Item #1, that the business education supervisor should "be available to the Administration and teachers for consultative purposes" was one of the most highly rated items. 52.6% of the respondents felt that this duty was most important. 31% felt it was important, while only 7.1% rated it less important, and 9.5% rated it as not important. Overall, the comments that were made to explain deviation from the mean did not deny the importance of the function. One respondent indicated that "smaller schools need more consultative services." Another stated, "They should be available, but one or two in the state couldn't possibly do the job." Finally, a respondent indicated his low rating was due to his position that this was not an independent duty. He said, "It is important, but should be taken care of during school visitations."

As a part of leadership functions, it was suggested the state supervisor should become better acquainted with local teachers and their programs. Two items dealt with this. First, item #5, ". . .should get acquainted with the business education teachers especially in the small schools." Opinion was almost evenly divided upon this item. 39%

answered this duty was important; while 24.4% indicated it was most important and less important. Fewer respondents, 12.2%, thought it was not important. Comments about this item were both pro and con. One person stated, "It is the small school district that is unaware of federal guidelines and opportunities provided for improving programs.

Administrators in these districts have virtually no time to develop curriculum. Consequently, direct linkage between the State Department and the small school district is crucial." Another person noted, "Business teachers need this additional support, especially in small schools where the teachers are often new to the system, have no research facilities, and sometimes not even a fellow business teacher to discuss problems with." One teacher commented, "It helps cure feelings of small town aloneness."

A further teacher complained, "All business teachers could benefit from this effort." Another said, "Personal relationships are needed to break through the local district-State Department gap." Other respondents disagreed with the whole duty. One said, "The business education teacher's time can be best utilized in other ways. However, it is important that it be made easy for the teachers to become acquainted with the supervisor, if they want to." Another teacher agreed by saying, "With a very small amount of awareness on their (teachers) part they can attend state conventions and get acquainted with the supervisor there.

Travel time by the supervisor takes away from other activities."

A related item, #12, ". . .should visit with business teachers, administrators, and guidance counselors in their schools to get acquainted with the people and their program," received an equally divided response. 35.7% felt this duty was important; 31% felt it was most important; 28.6% felt it was less important; and only 4.8% felt it was not important. The comments were also equally divided. Explaining the importance of this duty, one person noted, "The dictums handed down by the state supervisor cannot and should not take the place of individual contacts. The supervisor needs to know the people, their successes, and failures if she is to provide the leadership they need and expect." Another said, "State Department employees have consistently been most criticized for their lack of personal appearance in school districts. In order to keep communications open, it is crucial that they do visit the schools and get to know people." One teacher explained his high rating of the item saying, "It is through this kind of communication that state people and local people can compare and merge their philosophies of vocational education." Small schools seemed to value this type of interchange since "Small schools normally change both instructors and administrators frequently, so there is no continuity."

Those who felt this duty was not important explained their reasons. One said, "This may be beneficial to a point, but the supervisor would waste a lot of time." Another agreed, "To become acquainted with the programs and people in every school, the state supervisor would have to devote about 100% of his time to simply travelling and spending time with each teacher. One visit and regular correspondence could be twice as effective in half the time." To another respondent, even this compromise was inadequate, "Visitations are nice, but the supervisor can't visit all the schools. More can be done for all the schools in other areas. Visiting the schools is more for the supervisor's benefit than for the school's."

Although there are many who feel personal contact by the supervisor would be beneficial, especially in smaller schools, given the limited time and resources of the supervisor, there may be some question as to whether these duties have really high priority.

One of the highest ranked items was #14, which said, "The business education supervisor should be responsible for overall direction of business education through enthusiastic leadership." 50% of the respondents indicated this was most important; 28.6% rated it as important; 19% rated it as less important; with only 2.4% rating it as not important. Many of the comments reflected a feeling that the statement was ambiguous. One person said, "What is

enthusiastic leadership? What is meant by overall direction? What things would a supervisor do to meet this 'duty'?" Another person was skeptical about placing the responsibility entirely upon the supervisor. "You can leap up and dance and be really enthusiastic about business education, and still not achieve what you want to. It is not entirely the supervisor's responsibility." Others who rated the item low explained that they felt the statement implied administrative control. One said, "The goals and objectives of any program should be those of the district, and state personnel should be service personnel, and not have supervisory or directive powers." Another agreed, "Leadership of business education in a state, but not necessarily direction--not regulatory, that is. Lead the way, but do not force change."

This objection to use of state control or regulation is reflected in a number of responses to items. Respondents generally wanted assistance available, but also wanted to exercise as much local control as possible.

A final way in which leadership might be exercised would be at conventions, meetings, and conferences. Three items dealt with this type of responsibility.

The first item, #4, stated that ". . .should attend and represent the business teachers at national conventions and state association meetings." Opinion was primarily divided between this being important, 48.8%, and less

important, 41.5%. Only 7.3% rated this as being most important, and 2.4% rated it as being not important. Comment tended to reflect this impression of conditional importance. Those who ranked the item highly reasoned, "The state should be well aware of what is going on both nationally and locally. This cannot be done through reading the literature only. Personal contacts are frequently more fruitful and informative than reading the literature." Another person stated, "The state supervisor should provide the required leadership at all functions, whether locally, statewide or on a national level." One respondent indicated, "They (supervisors) should attend national and state meetings so they can be with teachers. This provides them a time for up-dating themselves with new ideas and methods." Another respondent disagreed, "National conventions are designed more for people in a supervisory capacity." One respondent limited his rating by saying, "They should be going only if they have the time and funds." Those who felt this type of leadership was not important were represented by the respondent who noted, "State representatives in all occupational areas attend too many meetings and disperse too little information back to the districts."

A second item, #24, stated, ". . .should provide leadership at conferences and conventions." There were slightly more respondents, 57.1%, who rated this item as important; while 31% rated it as less important. There was

a slight increase in the number rating the item as most important, 9.5%; with 2.4% rating the item as not important.

Fewer comments were made about this item. A number of respondents indicated that their feelings about the preceding item (#4) also held true for this one. There were some additional justifications for rating this item slightly higher. One person noted, "Because of the supervisor's knowledge of the business education teachers within the state, he could help bring the right people together for a more efficient convention." Another person questioned whether the supervisor should automatically be expected to provide leadership. "At conferences and conventions there is usually a host group (such as the MBEA, MVA) who should provide the leadership. If the state supervisor is hosting the conference, then it is his responsibility to provide the leadership."

A third item, #32, was slightly different. It said, ". . .should meet with other state supervisors to discuss similar problems and possible solutions." The responses remained much the same as for the preceding two items. 54.8% rated this as an important duty; 31% rated it as less important; with 7.1% rating it most important; and 7.1% rating it as not important. Although many comments referred to the preceding items, there were some comments directed specifically to item #32. Those who rated the item highly explained their ratings this way. "This is the best chance

for expanding the understanding of the supervisor to the national scope of the program." Another saw far reaching consequences. "This allows a transfer of ideas from state to state. Our business education should be geared to include the needs of other states because most of our young people leave for more populated areas." The objections to this item were much the same. Time was wasted and the benefits were limited. "Occasionally, this tends to dominate all the supervisor's time. The linkage between the State Department and local teachers and administrators is more important than between states." Another respondent commented, "Although communication lines should be kept open at all levels, I am not sure that states have so many of the same problems."

The proponents of leadership at conventions and meetings seemed to see the same benefits occurring as they felt would come from visits and personal contacts--communication between the state supervisor and teachers and administrators. Opponents found the same faults. Personal contacts are time consuming and must be weighed against the benefits which could be derived from other programs which would be less time consuming. Additionally, there is some question as to whether conventions or conferences actually provide significant input for the supervisor, or, if there is input, whether it is ever passed on to local teachers and administrators. The same question which existed in the

literature still persists: What comprises educational "leadership"?

Under the responsibilities of administration, a number of possible duties were mentioned in the literature. Most of these were represented by at least one item on the questionnaire. First, was the suggestion that the supervisor should lobby for, or at least try to influence, legislation pertaining to education. Item #39 stated, ". . .should administer state and federal funds and lobby to see that these funds are available." Opinion was fairly evenly divided. 40% of the respondents felt this was an important duty; 30% felt it was most important; 20% felt it was less important; while 10% felt it was not important. Comments were generally favorable to the item. One person noted, "These are two different ideas. The supervisor's office should not administer federal or state funds, but should do all in its power to secure necessary funding for an all-inclusive business education program." Most comments emphasized the position of the supervisor as being an asset in lobbying. "The supervisor is in an excellent position to know where the various needs for funds are throughout the state. If we don't lobby for funds and sell others on the importance of our mission, then the importance of what we are doing will be negated as evidenced by only token monies allocated to our programs." Another respondent noted that he was hesitant to place the sole responsibility for

lobbying with the supervisor, but "the lobby function must at least be coordinated at the supervisory level." Most saw the outcome of lobbying -- funding -- as making the duty imperative. As one person noted, "Assistance in getting funds and encouraging districts by such support would make program leaders more willing."

Once the legislation is in effect, the supervisor (often by law) becomes responsible for interpreting it and insuring compliance with the law. Item #10 listed the duty as ". . . should provide information on legislative developments in vocational education." This duty was rated relatively high. 50% rated it as an important duty; 28.6% rated it as most important; 14.3% rated it as less important; and 7.1% rated it as not important. The comments were diverse. Those who rated the item highly felt that "understanding the legislation is essential for vocational education." A number of persons commented upon the difficulty of keeping up with legislative developments. "Local superintendents and teachers have very little opportunity to learn of federal program changes until long after the fact. Consequently, this is a major role of the state supervisor." Another person noted, "Most educators are too occupied to keep current on all the latest legislative developments affecting them. If this information were isolated and made available, they would be better able to stay current." Those who rated the item lower had a variety of reasons for

doing so. One of the primary reasons was that this information was available elsewhere. "Teacher professional organizations already make this information available." Some urged greater use of professional bulletins. "The supervisor could get more teachers from the small schools alerted to the important materials available through Business Teacher, Forum, etc." Other respondents disagreed with the effectiveness of this approach. "It is very difficult to sift through all the news media to keep informed on legislative developments pertaining specifically to vocational education. If the supervisor could occasionally put out the most important developments in a newsletter, it would be helpful."

There were other reasons for rating the item low. One administrator noted, "This should be the responsibility of the schools. Another respondent denied that most legislative developments affected teachers. "Most legislation doesn't affect vocational education and what little does often is not related to teaching, but finance."

Most respondents seem to feel that the supervisor should capsule news of legislative developments to save them the time and effort of sorting through publications to gather such information.

Another item, #34, dealt with compliance with the law in the form of required reports. It stated, ". . .should complete and submit the necessary Federal

reports." Again there was divided opinion, although most thought it was important or most important with 35.7% in each category. 19% thought this was a less important responsibility, and 9.5% rated it as not important. The comments were divided between upholding the responsibility of the local district and the belief that the state supervisor was better equipped to handle these reports. All agreed with the observation, "To receive Federal funds, the required reports must be made." Those who felt the school district was responsible agreed with the respondent who stated, "This is the school's responsibility. The supervisor should be available for help, but that's all." Other respondents placed limitations upon this generalization. "If there is a large school systems co-ordinator, then possibly aid would be all the supervisor would have to do. But one person or group of persons would be more efficient than thirty small schools each trying to do their own report." This emphasis upon the ability of the supervisor to fill out the form was reflected in a number of comments. "The supervisor should have a better understanding of what is to be on these reports and how to fill them out than the individual teacher." Another agreed, "The supervisor is more familiar with Federal forms by working with them constantly." Other respondents indicated that they either felt inadequate about coping with these forms or they resented the time required to fill them out. As one

respondent conceded, "Somebody at the state level must do this. It may not, however, be the specific responsibility of the state supervisor." However, another respondent felt it was the supervisor's responsibility. "Federal subsidies channeled through the state is beginning to be a very important facet in the financing of all vocational departments. Why shouldn't they be the agency through which Federal reports are submitted?"

In working with legislation, the general feelings seem to be that the supervisor can make a positive action by lobbying or coordinating lobbying for favorable legislation. In other matters, many respondents preferred that the assistance be available, but not mandatory.

The second primary area under administration dealt with supervision of teachers, including teacher education, the accreditation process, and in-service training. The first item in this area, #30, stated, ". . .should act as a resource person for teacher training institutions for revision and updating of programs." 57.1% rated this item as important; 23.8% rated it as most important; 16.7% rated it as less important; and only 2.4% rated it as not important. Most comments were critical of teacher training institutions and their reluctance to change. "Most teacher training institutions are so far removed from actuality that change within them is terribly slow." Another respondent agreed, "Most teacher training institutions are from three to ten

years behind the needs of the public schools." Those who rated the item highly tended to do so primarily because they felt the supervisor was a good resource person and because the supervisor's position of authority gave him leverage to push for changes. "The supervisor should be a knowledgeable person and be able to act as a resource person for making recommendations to institutions of higher learning. Many teachers are not learning what they should be learning. If someone in a position of authority, such as the supervisor, put pressure on the colleges, there might be some curriculum reform." One person defined the problem. "Our weakest area is the teacher training programs--they have great theory, but they need to practice reality." Another person suggested, "Being exposed to the problems in the field could make the supervisor an excellent resource person for helping colleges develop realistic training programs." Further respondents agreed. "The supervisor is in an excellent position to see a variety of programs in operation around the state, as well as around the nation. These experiences should be shared with the teacher training institutions." There was some disagreement as to whether the supervisor was the most appropriate person to act as a liaison with the universities and colleges. One respondent noted, "Teachers in the field can do this as well or better, especially when they work as a group." An administrator agreed, "Recognized business education teachers are the best resource people."

The general feeling seemed to be that teacher training institutions were not doing their job and someone had to try to change this. Most respondents felt the state supervisor would carry the most authority, but no one suggested that pressure from both the supervisor and teachers would not be beneficial.

Two items were concerned with accreditation, one with the general situation, and one with accreditation for vocational teachers. The first, #27, stated, ". . .should work with the State Board to formulate plans and credential requirements." Opinion was somewhat divided. 42.9% felt this was an important duty; 31% felt it was less important; 21.4% felt it was most important; and 4.8% felt it was not important. Most of the comments were favorable. One person stressed, "The state boards need input from experts. This is especially true in the occupational fields where certification must depend as much on experience and being able to do the job as it does on theory from college training." Another respondent agreed, "A qualified supervisor may be the liaison between the teachers and the State Board which is badly needed. It may be that members of the Board have no business background." One teacher emphasized the importance of this item to vocational education. "The supervisor needs to present an overall state picture which will be of value to business education, as it

is unique in its discipline." Those who disagreed did not disagree with the importance of the item, but mentioned various legal limitations which existed within various states.

A second item, #41, dealing with accreditation stated, ". . .should set up a special accreditation program to see that teachers have vocational orientation." 40.5% of the respondents rated this item as important; 31% rated it as less important; 21.4% rated it as most important; and 7.1% rated it as not important. The comments were almost uniformly favorable. One respondent said, "This is necessary to insure that the instructors and administrators are really oriented to the business world." Another respondent agreed, "This would prevent disinterested persons who are only interested in a job from teaching vocational education." A teacher noted, "A requirement like this would be a real incentive to get teachers to attend workshops, summer sessions, etc." One administrator modified his response by saying, "This should be a joint venture of the state supervisor and the local district." One person who rated the item low explained that he thought this was important, but "in some states this already exists." There were almost no comments which revealed the reasons respondents had for rating this item low.

There were two items which dealt with in-service training. The first item, #3, states, ". . .should arrange

in-service training in various areas around the state and invite all schools to attend." 45.2% rated this as an important duty; 26.2% rated it as most important; 23.8% rated it as less important; and 4.8% rated it as not important. The comments were unanimous in their approval of such a duty. One respondent said, "It represents to me the main area of help that a State Department can offer a local district." An administrator noted, "With multiple areas of responsibility, the local administrative people are not the specialists they should be. We desperately need help to do our function at the local level." A teacher agreed, "In-service training is invaluable in that it gives educators in a field a chance to exchange ideas and suggestions." Such training seems to be especially important to persons in smaller schools. "Only the larger, population-wise, school districts have the resources and personnel to provide in-service training for teachers. Therefore, the state supervisor should assume a leadership role in providing such in-service training." A teacher in a small school agreed, "Only by coming nearer to the scattered schools can you reach business education teachers in smaller schools." Some of the respondents had reservations about this responsibility, although they did not deny its importance. "The supervisor can take the lead and get area teachers together. Ideally, it would be better if local initiative would further the cause, but often this doesn't happen." Another

teacher noted that the supervisor's position lends support to such training. "School administration would probably be quite receptive to in-service meetings arranged by the state supervisor's office." One respondent objected to in-service training sponsored by the supervisor if this means it was limited to a single state. "Regional workshops are necessary to attract large enough crowds for nationally recognized authorities."

A second item, #31, relating to in-service training stated, ". . .should be responsible for organizing workshops." 50% of the respondents felt this was important; 33.3% felt it was less important; 14.3% felt it was most important; and only 2.4% felt it was not important. There were few comments. Most respondents referred to their answer to the preceding item, #3. Workshops were generally considered to be part of the in-service training. As one respondent put it, "Workshops are an ideal in-service training situation. The guidelines should be emanating from above and teachers need the mental stimulation, places where they can gather resource material and ideas for a more effective program."

Overall, most respondents expect that the supervisor will be involved in the accreditation process. Most persons who commented on accreditation requiring vocational orientation were more persuaded by the merits of such an accreditation, rather than any specific part the supervisor

played in it. Almost all respondents who commented on in-service training were enthusiastic about it and noted that they welcomed all the help in this area they could get. Small town personnel seemed to be particularly reliant upon the supervisor for help in this area.

The third area under administration dealt with curriculum development and supervision. The first item, #11, to deal with this stated, ". . .should develop curriculum guidelines." 45.2% rated this as important; 26.2% rated it as most important; 19% rated it as less important; and 9.5% rated it as not important. Most comments agreed that guidelines would be helpful. "Curriculum savvy is one of the weakest areas in the average business teacher's background experience. Also, accountability laws being passed in many states will change the nature of curriculum guides." Another teacher agreed, "Many people teaching in the field do not understand performance and/or behavioral objectives and how to adequately design curriculum guidelines. If this were done by the supervisor, one could be assured of some adequate guidelines to follow." A teacher in a small school noted, "Departments, especially in smaller districts, do not have the time, resources, or expertise to establish and upgrade curriculum. As a result, most curriculums are dictated by the company from which materials are purchased. If guidelines were developed by a capable person who understands changing needs, students would benefit."

Other respondents stressed that the guidelines should be developed locally or, if coming from the supervisor, should be only guidelines. "Curriculum guidelines should be written to meet local needs, but it seems a general outline developed at the state level could give direction for getting local guidelines started."

The next two items in this area dealt with the state plan. The first of these, #15, stated, ". . .should prepare state plan for business education." 47.6% rated this item as important; 31% rated it as most important; 16.7% rated it as less important; and 4.8% rated it as not important. Most of the comments reflected the view that the state plan was designed to give direction. "The state plan being the operating manual for the state should be of prime importance. Preparation for it is more than rewriting certain sections each year, and it has a great impact on the programs within a state." Another respondent agreed, saying, "The state plan gives total program direction." Several respondents emphasized that the plan only indicated a direction, which might be modified to meet local needs. "The state plan should be used only to give direction for the local plan." "A state plan should be an outgrowth of local and individual needs." One respondent concluded, "The preparation of a state plan which allows for local flexibility is a must if vocational business education is to move forward with purposeful direction." However, one respondent remarked,

"The state plan is part of the expected office work."

The second item dealt with applying the state plan through specific programs. Item #17 stated, ". . .should assist in planning and developing new programs in accordance with the state plan." The ratings were even higher than for the preceding item. 42.9% rated this as most important; 38.1% rated it as important; 16.7% rated it as less important; and only 2.4% rated it as not important. There were few comments. Most persons referred to their comments on the previous item, #15. One respondent noted, "Most teachers do not see the state plans. It might be a good idea to just advise them of the contents of the state plan." Another respondent again emphasized the local responsibility. "Local curriculum groups only need some advice and ideas. They can usually deal quite adequately with curriculum change if they get the needed time and assistance."

Two items dealt with program development. The first, #22, emphasized assistance by saying, ". . .should assist business teachers in developing program proposals for financial assistance." 54.8% rated this as an important duty; 26.2% rated it as less important; 16.7% rated it as most important; and 2.4% rated it as not important. There were few comments, but of those, most emphasized the importance of such assistance. One administrator noted the impact the proposal could have. "Very often the writing of such proposals determines the approval or disapproval of the

proposal. The supervisor's help could make a difference." A teacher agreed, "Many teachers are lacking in the information and skill to prepare a good proposal." Another respondent pointed out the ever present problem of the small schools. "Small schools do not have the necessary personnel to develop proposals." Although this item was not rated particularly high, none of the comments gave any reason for the low ratings.

A second item in this area, #16, dealt with actual supervisory control. It said, ". . .should recommend approval or disapproval of applications for vocational business education programs." 57.1% rated this as important; 23.8% rated it as most important; 14.3% rated it as less important; and 4.8% rated it as not important. The comments were divided into the usual pattern: the benefits of such responsibilities and the question of local versus state control. Those who ranked the item high had two primary reasons. First, one commented, "The state supervisor is legally responsible for the programs. Consequently, it is very important that he be responsible for accepting or rejecting them." The second reason dealt with the potential upgrading of programs which would result. "It is very important that the state supervisor approve or disapprove programs to maintain quality and to spend wisely monies received for this purpose." Another person agreed, "This gives the supervisor a chance to upgrade the area on a

state-wide basis." An administrator noted, "We must have strong direction from the state on our vocational programs. Many are very poor--local school boards many times do not know the difference." The respondents who disagreed did not deny the benefits, but were concerned that local control be maintained. "This is a function of a district and its board--state interest, yes, but authority to disapprove, no." An administrator stated, "You are assuming state control, which shouldn't be the case."

Most of the comments related to assistance with curriculum fall into a pattern. Some of the respondents, including both teachers and administrators, are concerned about teachers who are not properly trained to develop a curriculum, or who do not have time to do an adequate job. These people would like to see the supervisor use his authority and experience to assist in, or regulate, an upgrading of programs and curriculums. The rest of the respondents do not deny that the supervisor could be of assistance, but they prefer that the supervisor function mainly as a resource person who will assist when asked. The primary concern is that local control of education be maintained.

Although the last item in this section does not relate specifically to either teacher supervision or curriculum, it does delineate attitudes toward supervisor evaluation of local schools. Item #2 stated, ". . .should

evaluate the business education department and make recommendations at the request of the administration." 45.2% felt this was an important responsibility; 26.2% felt it was less important; 21.4% felt it was most important; and 7.1% felt it was not important. Comments were almost uniformly favorable. Three major reasons were listed: benefit to the school, help for the teachers, and increased information for the supervisor. "The administration needs the evaluation results and recommendations for their own use since most are not familiar with each course area." Teachers commented that they could use the help. "This would result in upgrading many programs currently existing." Another teacher agreed, "The State Department must be involved in the evaluation of local programs to give us that broad view of overall state and local needs that meet industry demand. The subject specialist is the only person with this expertise." It was felt the supervisor needed the type of information which could be gained through such evaluation. "How else can the reimbursements and man hours involved be justified without knowing what is going on."

There was the familiar comment, "This is a local responsibility," voiced by several participants. One teacher summed up the feelings of a number of respondents by saying, "There is so little evaluation done by individual teachers. The state supervisor, by the merits of his office, would be in a position to make accurate evaluations.

A teacher teaching five classes a day, among other duties, could hardly make an effective evaluation."

Other persons indicated that in larger school systems the evaluation might be done by teams of teachers. However, those in smaller schools, especially where there was a single business teacher, indicated they needed the outside help. In fact, one teacher indicated even where team evaluation was possible there was some benefit in getting an objective opinion from someone outside the system.

Although not all respondents agreed this was the most important responsibility of the supervisor, almost all who commented noted the benefits such evaluation would yield.

The rest of the items are grouped under the heading of the service responsibility. Most of these involve services which help the teacher function more effectively.

The first service involves informing teachers of trends in the job market, and of schools for advanced training. Three items dealt with information about the job market. The first, #19, stated, ". . .should send out complete and current knowledge of the job market in the business field." This question was evenly split. 31% answered in each category of most important, important, and less important; whereas, 7% rated this item as not important. The comments accompanying this item indicated most people interpreted it as meaning information about potential jobs

in the area of business for which teachers should be training students. Using this interpretation, most persons who commented were emphatic about the importance of the item. Many respondents wrote over a full page explaining how important this type of information is to them. All felt it was essential for students to be prepared for jobs which do exist, or will be opening up. One teacher noted, "Preparing students for entry-level jobs is the primary goal of vocational business education. Many business education programs, even in large cities, have had a business education program geared to teaching courses such as typewriting, bookkeeping, and shorthand rather than helping students for jobs currently in demand in the employment market." Another teacher agreed, "As business education enters the career education field, it becomes more and more necessary that we have accurate projections of the job potential in order that such education can prepare the kids for jobs that exist or will probably exist when they graduate." Several teachers felt they lacked time to collect such information on their own and that the supervisor's position was more adequate for collecting such information. "Current job information is essential for program operation, revision, and planning. The local programs do not have the resources for data collection. We must look to the supervisor to keep us current in the field." Another teacher wrote at great length about the importance of this information:

It is imperative for students to be prepared for a vocation. This requires classroom preparation for jobs that are available and since teaching is a full-time job, a co-ordinator could do much to help. As a resource person, the supervisor could furnish teachers with suggestions concerning types of jobs that are available and requirements of employers. New trends in business could be updated. Teachers don't have time to do everything necessary for a complete, successful placement service, and many students who are qualified fail because of training for obsolete positions.

A teacher from a small town noted, "Local staffs, especially in rural areas, are not usually familiar with metropolitan job markets." One teacher concluded, "The State Department has access, or should have access, to much more current and better information regarding the job market in business fields, and this should be one of the main things that they communicate to those working in the field."

Only one person who rated the item low wrote a comment. His interpretation of the item seemed to be that the supervisor should provide information about jobs for teachers in business education. He commented, "This is not important. The supervisor is not a placement bureau for teachers."

A second item, #38, stated, ". . .should make business career information available." Surprisingly, the ratings were much lower. 42.9% rated the item as less important; while 28.6% rated it as important; 16.7% rated it as most important; and 11.9% rated it as not important.

This item was one of the very few which did not have the highest percentage of responses either in the important or most important category. The comments do not reveal why the item was rated lower. Most respondents refer to their comments about the preceding item, #19. Only one person explained his low rating, saying, "The teacher can get this information if he is alert."

A third item, #36, stated, ". . .should publish statistics relating to business education which would be helpful in keeping business teachers informed of the current scene." Responses were slightly higher, although almost exclusively centered in the two middle categories. 45.2% rated this item as important; 40.5% rated it as less important; while only 9.5% rated it as most important; and 4.8% rated it as not important. The most frequent comment seemed to be that "these statistics are a part of the data talked about in other items." Those who rated the item highly seemed to do so because of the convenience of having the supervisor compile the statistics. "Statistics from throughout the state come into the state office and can be summarized and disseminated from there more easily." Those who rated the item low had two reasons for doing so. "This information is available from other sources." The other reason was related to the time involved. "This could become a really time consuming activity and where published statistics would be of some help, there is no comparison

to what that would do in relationship to what personal visits in the field would accomplish."

There is some question about the meaning of the results of the three preceding items. If the comments to the first item, #19, are an indication of opinion, then this type of service is extremely important. Yet, when the question is asked specifically in item #38, the responses are among the lowest in this survey. Another survey of opinion about this service would be helpful before making a decision about its importance.

A related type of service pertains to providing information about advanced training for students. Item #7 stated, ". . .should provide information on schools where students can seek more advanced training." Overall response was low. 42.9% of the respondents rated the item as less important; 35.7% rated it as important; 14.3% rated it as not important; while only 7.1% rated it as most important. The comments were equally divided. One teacher noted, "Advanced training is very important. Students don't know that much about various schools--especially in specialized areas." On the other hand, several respondents felt "this is a duty of the local teacher and guidance personnel." Several commented that such information was easily obtained. "Many schools advertise in newspapers, magazines, and yellow pages if the teacher would seek such sources, or when possible, encourage the counseling center to do so."

Another teacher agreed, "This information is readily available to all teachers for just a postcard sent to all educational institutions. A teacher should have some type of guidance program for his students. The supervisor may provide some additional information, however." One administrator felt local personnel were not always able to provide sufficient information. "Business education teachers and guidance counselors do this to the best of their ability. However, shouldn't a business education supervisor, who is a specialist in one field, be better able to give this information?"

A related item, #35, dealt with coordination of various levels of business education. It stated, ". . .should help coordinate all levels of instruction (secondary, vocational school, private business school, junior college, college)." Responses were divided. 40.5% rated this item as important; 31% rated it as most important; 26.2% rated it as less important; and 2.4% rated it as not important. There were few comments, but of those few, all were favorable to the item. One teacher noted, "Business education is occupational in nature and the offerings of all institutions should be coordinated in order that the needs of the individual person may be met in an orderly, continuous fashion." Another teacher agreed, "Coordination is necessary to avoid duplication, but still insure that the student receives all the training he needs. There should

be coordination and the supervisor is in a better position to do this than anyone else." An administrator noted, "The supervisor is the only one who can see the whole scope of training."

Overall, there seems to be some demand for information about job markets, although which job markets is not clear. Providing information about schools for advanced training is somewhat useful, but more emphasis was placed upon coordinating levels of business education.

A second group of services are related to communication. Some deal with communication between the supervisor and local district, and some with communication between the supervisor and other persons.

The first item, #20, dealing with communication with local districts stated, ". . .should send out newsletters to help keep business educators informed." 59.5% rated this as an important responsibility; 26.2% rated it as less important; 9.5% rated it as not important; and only 4.8% rated it as most important. There were few comments, but they were all favorable. One teacher commented, "Although a lot of information comes from professional journals, the supervisor could supplement the information and draw attention to important highlights." Another teacher felt the supervisor was in an advantageous position for collecting information. "The supervisor has access to a lot of information that would be helpful." The small school issue was also raised.

"Rural departments may lose touch with current developments if not kept informed." "If for no other reason," commented one teacher, "the P. R. is good."

Another item, #33, stated, ". . .should inform teachers and administrators of innovations and current trends in business education." This item drew a relatively high response. 61.9% rated it as important; 21.4% rated it as most important; 9.5% rated it as less important; and 7.1% rated it as not important. There were several comments, most of which were favorable, although some included reservations. One teacher explained her high rating. "The supervisor should have access to information, pamphlets, professional organization information, what other districts in the state are doing, and also what is being done nationally. This information does not always filter down to the local district." Another teacher agreed, "The supervisor, by receiving information from other states and schools and businesses, is in a very good position to have this information, and should be able to do a better job of compiling it than we as individual teachers." Several teachers stated they were aware it was their responsibility to keep up, but that they needed help. "Although teachers have a responsibility to keep up, it would help if the state acted as a dissemination center for this type of material." A teacher from a small school commented, "Many teachers are too busy or too isolated to really keep up without help." An

administrator had some reservations about ranking this as a most important responsibility. "This is important, but a more perfunctory role if the supervisor has good help from competent media people. Personal contact is more effective, but considering the limitations of the supervisor in terms of time, etc, it is not completely realistic." A few teachers commented that they regarded this as part of the in-service training, so if adequate in-service training were offered there would be no need for a separate information effort.

A third item, #29, stated, ". . .should maintain records and correspondence relating to business education programs." There were more respondents who rated this item as less important, 45.2%, than usual. 38.1% rated it as important; 11.9% rated it as most important; and 4.8% rated it as not important. There were few comments. One teacher called such correspondence "the main source of communication with instructors and administrators." Another teacher perceived a sort of clearing house for information. "As individual school districts formulate their own philosophy, objectives, and programs, it is a help to be able to research what others are doing at one place without a lot of individual correspondence." Most respondents agreed with the teacher who said, "Any efficient office maintains complete and accurate records." There was an overall

impression such correspondence was an expected function of an office and did not require high ratings as a desirable responsibility.

A more specific item, #9, stated, ". . .should inform teachers of coming professional meetings." This did not receive relatively high ratings. 47.6% rated it as a less important duty; 33.3% rated it as an important duty; 11.9% rated it as most important; and 7.1% rated it as not important. The comments were divided. Those who ranked the item high had the following reasons. "Since the supervisor has contact with all the teachers throughout the state, he has more access to information about meetings and more concern that the others are notified." "The supervisor's office is the only place where you are apt to have an accurate, current mailing list." "Notification from the supervisor often encourages attendance at meetings." Those who disagreed generally felt teachers had other means of information. "Supervisors have more important things to do than spend time telling teachers of their own meetings." "A teacher who joins a professional organization should know of coming meetings. A reminder by the supervisor would more than suffice." One teacher was not concerned if he did not get the information because "not all meetings are that important for everyone to attend." One administrator suggested a form of compromise. He felt an annual calendar could be put out with a listing of the meetings. Then each

teacher would be responsible for checking the calendar to keep track of meetings. Any organization sponsoring an unlisted meeting would be responsible for notifying the teachers.

Beyond the correspondence and communication functions, it was suggested the supervisor's office could become a sort of repository for reference materials. Two items dealt with this responsibility. Item #26, the first one, stated, ". . .should provide a library of reference materials." This item was not rated as being very important. 54.8% rated it as less important; 26.2% rated it as important; 16.7% rated it as not important; and only 2.4% rated it as most important. The persons who rated the item high commented primarily upon the need for teachers to be able to get information. "Such a library of current materials should be kept and made available to all teachers in the state." Others commented upon its convenience. "The supervisor has a central location so that anyone needing material would know where to go." Those who rated the item low disagreed with the convenience issue. "A state office library is inconvenient for instructors to readily use. The schools should have their own." An administrator agreed, "More might be accomplished if the supervisor had a list of recommended material and some funds were made available for local people to obtain such material." One person suggested the libraries at the state universities would be sufficient.

"The library available at state supported institutions should not be duplicated at extra state expense in the state supervisor's office."

A second item, #43, stated, ". . .should develop and distribute resource materials." Although this item was rated slightly higher than the preceding item, it was still rated fairly low compared to most others. 45.2% rated this as an important duty; 35.7% rated it as less important; and 9.5% rated it as not important and most important. The comments were similar to those for the preceding item.

"Many teachers do not have the time, nor the resources to prepare resource materials to the degree of sophistication needed in today's educational environment." A teacher noted, "The supervisor has access to a much broader source of material and industrial-business contacts." One teacher had reservations about the scope of such a project.

"Developing the material might be too much of a job. The distribution of resource material would be very helpful."

Others felt such material should come from other sources.

"Since teacher training institutions do this all the time, it would be a duplication of effort." "Advisory committees should develop resource materials for their own areas."

Finally, the last item in the communication service, #18, stated, ". . .should distribute a business teacher directory telling who the teachers are and where they are teaching." This item was rated low, with 69% rating it as

less important; 21% rating it as important; and 10% rating it as not important. Comments indicated that "this is nice, but I don't see why it is important"; and "this much effort was largely a waste of time because teachers aren't very interested." Availability of the information from other sources seemed to negate the need for this to become an important responsibility of the state supervisor.

Overall, most respondents agreed on the importance of teachers and administrators being informed. The primary disagreement seemed to be whether the supervisor or some other source should provide the information. Other important issues seemed to be how information is available from other sources, how convenient it would be to have the supervisor perform such a function, and whether the supervisor had sufficient time and resources, given the other responsibilities he has.

There were three questionnaire items which dealt with the role of the supervisor as a liaison agent with the businesses. The first item, #23, stated, ". . .should work with businessmen in determining vocational areas that need strengthening." 50% rated this as important; 26.2% rated it as less important; 16.7% rated it as most important; and 7.1% rated it as not important. Most of the comments stressed the importance of knowing the businessman's needs. "It is a must that we know what the businessman expects of

the business graduates if we are to provide a realistic program of studies." "Businessmen are the end factor of the entire program. Most importantly, they know what they want their prospective employees (students) to know." Respondents who rated the item low interpreted the question as being one concerning liaison with local businessmen, which they interpreted as being a local function. "If 'businessmen' means local businessmen, it is extremely important that the vocational teachers make the linkage, not people who are only in and out of the community." "This is the job of schools. They must develop goals and objectives to meet the job market in their area."

A second item, #25, stated, ". . .should maintain an active liaison between business and business education." 45.2% rated this as important; 23.8% rated it as less important; 19% rated it as most important; and 11.9% rated it as not important. This item had more responses on the extreme ends than the preceding item did. Comments were evenly divided. Again the question arose of whether business was business in general, or local businesses. Those who rated the item highly seemed to be using the business in general interpretation. "If there is a large group that would represent most of the state, it would seem logical that the supervisor maintain a liaison with them." One teacher from a small school commented, "Rural teachers

seldom have the time or opportunity to maintain an active liaison with business as a whole." Another teacher explained why contact with local business was insufficient, "No vocational department can successfully function unless there is constant communication between the schools and those who are potential employers. If we were training our students only for local jobs then state help would be less important. But students should be trained so that they can compete state-wide and nationally." Those who disagreed had three primary reasons. First, there was the question of local responsibility to deal with local businesses. "Business education teachers should know business conditions and personnel in their own area." Second, there was the question of the supervisor's time. "How thinly can state personnel be spread? Perhaps local people should do this since they are greater in number and on the spot." Finally, there was some suggestion of benefit to the teachers who maintained such a liaison. "The business teacher needs to visit business establishments to update her skills and knowledge to present a worthwhile program."

The third item was indirectly related to the education-business liaison. Item #6 stated, ". . .should help organize business education clubs." This item received low ratings. 50% rated it as less important; 26.2% rated it as important; 21.4% rated it as not important; and only 2.4%

rated it as most important. Those who rated the item low commented that they did so because they felt this was a local responsibility. "Business education clubs can function effectively through their local advisor and state officers." One teacher noted, "This is a local responsibility. If the instructor is motivated in this direction, outside assistance by the supervisor may be misconstrued and be detrimental." One person felt that, in some cases, a business education club was unnecessary. "High school pupils are over-organized in small schools. We can't have clubs in all areas. Clubs are often an allied activity and do little to relate their work to classes." Those who rated the item high seemed to view the supervisor more as a source of inspiration than as an active participant in forming the club. "The supervisor could give needed encouragement." "The state supervisor can inform them (clubs) of what goes on at state and national club meetings, etc." One small town teacher noted that the supervisor was helpful as a resource person to those who had never worked with clubs before. She concluded, "I need suggestions the supervisor could give."

In general, consensus seems to be that acting as a liaison with business is not as important as some other items; although there is some question as to what is meant by "business"--local, or large scale. To enlarge the scope of vocational education beyond the local level, such liaison

by the supervisor seems to be desirable as it is when local personnel are unable to conduct such a liaison on their own. However, most persons seemed anxious for local personnel to work with local businesses. Most respondents agreed that the supervisor should not be a direct participant in the organization or functioning of business clubs, although some would like the supervisor to provide advice and encouragement.

Four items dealt with the question of assistance of the supervisor in handling matters such as local administration and local Advisory Committees.

The first, item #8, stated, ". . .should act as a public relations person selling vocational business education to the administration and community." Responses were somewhat divided. 40.5% rated this as important; 33.3% rated it as most important; 19% rated it as less important; and 7.1% rated it as not important. All the comments came from persons who rated the item high. Many commented upon the necessity of some sort of public relations effort. "This is a key to program success." "A good public relations effort can aid vocational business education, not only financially, but also as untapped resource work stations are found." "This is especially essential for program expansion." As for the role of the state supervisor, those who commented were unanimously enthusiastic about the potential effect of such a role. "Teachers need someone on an

administrative level who can talk to school administration in order to sell them on the importance of vocational business education." Some stressed the potential influence of someone with the authority of the state supervisor. "Administrators may be more apt to listen because of the position of the supervisor and the supervisor's experience with other systems and methods." "School administrators and communities need this reassurance and information. The state influence and support is important."

A second item, #13, stated, ". . .should assist with coordination and articulation of local programs." Item #13 received a less enthusiastic response than the preceding item. 35.7% rated this item as less important; 33.3% rated this item as important; 16.7% rated it as not important; and 14.3% rated it as most important. A few persons commented upon the beneficial effects of such a responsibility. "The exposure of the supervisor to various on-going programs, both state-wide and nationally, would undoubtedly lend itself to concrete and necessary suggestions and recommendations to local programs." Again, there was the problem of the smaller school. "This is more important for smaller schools since we have no co-workers to help and are often unsure of what we are doing." Those who rated the item low made the familiar comments about local responsibility and the time factor. "The local staff is better acquainted with local needs and resources." "This can usually be done

locally depending on the type of program, equipment available, curriculum, size of community, etc." One teacher summed up a fairly prevalent view. "Assistance with coordination and articulation of local programs was not acceptable because the word 'assist' indicates intervention. Had you used the word 'advise,' I would have been more favorable." There was one comment about the drain on the supervisor's time and resources which were represented by this item. "The local personnel should take care of this under most circumstances. The supervisor would be taking on the whole state if he did this."

The third item, #28, stated, ". . .should assist local districts in Advisory Committee development and operation." 51.2% rated this item as less important; 36.6% rated it as important; 7.3% rated it as not important; and 4.9% rated it as most important. Only three persons commented on this item and their comments created a sort of continuum. One responded, "This is part of the supervisor's in-service responsibility." The second person had reservations about such help. "Getting the right kind of qualified persons on Advisory Committees has been a problem in some districts. However, the supervisor's assistance should be limited to making them aware of the guidelines for, and qualifications of, people asked to serve on a Business and Office Advisory Committee." The third person was in favor of complete local control. "The local personnel

should be strong enough to handle this."

Finally, item #21 dealt with facilities, rather than programs. It stated, ". . .should give advice on layout and facility planning." This item received rather low ratings. 45.2% rated it as less important; 33.3% rated it as important; 19% rated it as not important; and 2.4% rated it as most important. There were few comments. Those who rated the item high tended to agree with the teacher who stated, "Since the supervisor is acquainted with the facilities in other schools, he could give helpful advice, particularly to small schools." Those who rated the item low had two major reasons. First, this information is available elsewhere. "This information is available from other sources, so it would be redundant and time wasting for the supervisor to give such advice." The second reason was that very few teachers or administrators had much to do with new facilities. Most inherit the facilities when they accept the job. "Most of us move into a system in which the classrooms and departments are already set up for us. The existing physical facilities are there with their limitations. Some information about making changes might help."

In the area of assisting with local programs, most respondents seemed to feel that advice, when solicited, should be the only responsibility of the supervisor. The implementation of the programs should be carried out by local personnel. While most agreed the supervisor has the

contacts and access to information, they would prefer to see the supervisor acting in an advisory capacity, rather than as an active participant in local programs.

There were three additional items which did not fall neatly into the other categories. The first, #37, stated, ". . .should inform teachers of the services available through the supervisor's office." 45.2% rated this item as important; 26.2% rated it as less important; 21.4% rated it as most important; and 7.1% rated it as not important. There were few comments, but they were all favorable. Most simply emphasized that for the services to be used, teachers had to be aware of them. "If the services are there, but no one knows about them, they are a waste of time, money, and manpower." Another teacher agreed, "Teachers sometimes don't know what help is available." One teacher pointed out, "This is important and not really time consuming. A list prepared and sent to teachers would help teachers know exactly what services are available. This should also help save time by cutting down on a lot of demands that shouldn't have been made."

The second item, #40, stated, ". . .should keep the State Superintendent informed of activities and developments in business education." This item was rated quite high. 45.2% rated it as important; 38.1% rated it as most important; 11.9% rated it as less important; and 4.8% rated it as not important. There was only one comment made about this

item. A teacher who had rated the item low said, "An active successful program will be its own best sounding board."

The third item, #42, stated, ". . .should encourage membership in professional organizations." The results were divided. 35.7% rated this item as less important; 31% rated it as important; 21.4% rated it as not important; and 11.9% rated it as most important. There were a number of comments. Many of the remarks from persons who ranked the item high dealt with the benefits of professional organizations. "If teaching is to be a profession--then it is important that we know what is going on, not only in our state, but other states as well. This can only be done by strong professional organizations." Another teacher agreed, "Every teacher who wants to be a professional educator should join his professional organization and promote his profession." One teacher suggested that professional organizations could save the supervisor time. "The supervisor can't be everywhere and all things to all people. So, to spread his influence furthest, perhaps he should push professional organizations which can reach many people." Those who disagreed generally did so on the grounds that it was not the supervisor's responsibility to push organizations, no matter how beneficial the organization might be. "This is not a state responsibility--professional teachers should support their professional associations." Another commented that organizations should do their own recruiting.

"Membership in professional organizations is becoming more and more political and the organizations themselves should recruit their own members and provide their own leadership for their professional organizations. State Department employees involved in such activities could tend to minimize their effectiveness as they work with local vocational teachers." One teacher commented, "The teacher of today is sufficiently sophisticated to be able to pick out and belong to appropriate professional groups." Finally, one teacher explained his reason for not answering the question. "I'm not sure what the supervisor's role should be regarding professional organizations."

CHAPTER V

IMPLICATIONS, SUMMARY AND CONCLUSIONS

The results of this survey would indicate that, although some needs vary, there are some responsibilities which teachers and administrators would like to see the State Supervisor of Business Education undertake. Three items received over 81% response rating them as important or most important. These dealt with being available for consultative purposes (item 1 on questionnaire 2), informing teachers and administrators of innovations and current trends in business education (33), and keeping the State Superintendent informed of activities and developments in business education (40). Three other items received 79% response in the important or most important categories. These were recommending approval or disapproval of applications for vocational business education programs (16), assisting in planning new programs in accordance with the state plan (17), and acting as a resource person for teacher training institutions for revision and updating of programs (30). Three more items received 77% response in the important or most important categories. These dealt with providing information on legislative developments in vocational education (10), being responsible for overall

direction of business education through enthusiastic leadership (14), and preparing a state plan for business education (15).

It is notable that none of the items received over 75% response in the less important or not important categories. Most items had the response grouped between less important and important or important and most important. It seems none of these items is unimportant, but that there are some responsibilities which teachers and administrators feel are more vital than others. It should be noted also that since the items on the second questionnaire came from the first questionnaire, there may be other responsibilities which were not listed for some reason; and which might be important to the respondents, had they been able to add these overlooked items to the second questionnaire and rate them.

Certain general conclusions can be made from this study. It seems apparent that, depending upon factors such as school size, and relative geographical isolation, different teachers need different things from the state supervisor. In general, teachers from smaller schools indicated a greater desire to have the state supervisor supply them with ideas, suggestions about how to handle local problems, and to maintain constant correspondence with them. They seem to rely upon the supervisor to supply

information about the changing job market and new trends in business education. Teachers from larger schools indicate a higher reliance upon co-workers to provide this sort of help. Additionally, teachers in larger schools indicate they have little difficulty in getting information about the job market since they are usually in areas where industry is located.

Generally, there are trends in the survey. Most respondents seem to prefer that the supervisor be available to act in an advisory capacity, when asked to, as far as local problems are concerned. Most teachers seemed fairly confident about their ability to work with local business, administration, and the home community. They seemed to view the supervisor as a back-up, to be there with advice if it is requested, but without any unrequested intervention.

Most teachers and administrators acknowledged the responsibility of the supervisor to set or help set minimum standards in such areas as curriculum and accreditation of teachers. This might be noted in the high response given to items dealing with the state plan for business education.

There was an overall trend to have the supervisor actively working as a liaison with those agencies which local teachers and administrators have little contact with. In this capacity, the state supervisor would be dealing with teacher training institutions, the State Superintendent,

and business on a state-wide or national basis.

There are several service items which are ranked fairly high. However, the consensus seemed to be that these items are important only when the supervisor has the time and resources to provide these services, without stinting on other more important responsibilities. On a number of items, persons commented that such information or services were available from other sources. To the degree that this is true, educating teachers and administrators to the existence and value of these sources might relieve the state supervisor of many beneficial, but time-consuming services.

Further surveys need to be done which take into account differences in school size, school budget, relative industrialization of the state, the goals of the vocational business education within that state, and other pertinent factors. In different states, or even within different areas in a state, there may be different expectations regarding the state supervisor because of the different conditions.

A different survey technique might be considered also as there were a number of problems with the Delphi Technique. Any mailed questionnaire can be expected to yield a low return; however, with the use of four mailed questionnaires the attrition rate may be significant. The fewer responses of this type required from the respondents, the better the overall return rate is likely to be.

In this particular study, the use of ratings tended to discourage any changes in answers. If the respondents had had an opportunity to look over the comments from other respondents before being asked to change their answer, some give-and-take might have occurred. As it was, most respondents looked at the mean and its relationship to their answers, but seemed to find no reasons to change. A number of respondents seemed to agree with the comment made by one person, "No changes. I might seem stubborn, but this is my opinion." The attempt to simulate a group discussion with its interchange of ideas was not very successful.

Part of the problem, too, was the large number of items, forty-three, to be considered. Many of the comment sheets began with long, concise answers and trailed off to quick, short answers. Future surveys might take one area of responsibility and explore it fully, rather than trying to cover such a large area. Fewer items might make it possible to enact a questionnaire exchange which includes copies of respondents' comments from the first questionnaire on to the last. This might facilitate more interaction among the respondents.

Further surveys are needed to delineate more precisely what responsibilities the state supervisor of business education should undertake. Future surveys should be more limited than this survey was. They should account

for the factors mentioned previously, such as school size. They should also be limited in areas of responsibility to give respondents a chance to give in-depth answers to the items. There is also a need for exploration of the emphasis found in this study upon local control over local problems.

This survey indicates some direction future surveys could explore in more detail.

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APPENDIXES

APPENDIX A

COVER LETTER FOR QUESTIONNAIRE ONE

907 Missoula
Helena, Montana 59601
July 18, 1971

Dear _____:

What is your concept of the role of a Business Education State Supervisor? I am developing my Master's thesis on the local teachers' and administrators' concept of this position. Will you help me?

The first step involves completing the attached sheet and returning it in the enclosed envelope by October 1, 1971. Three additional questionnaires -- each of which will take about fifteen minutes of your time -- will be sent on the following dates: October 15, 1971, November 19, 1971, and December 17, 1971. The information, when compiled, will give a profile of a State Supervisor's role as viewed by local teachers and administrators of six states.

Your assistance would be most appreciated and your remarks will be kept confidential. Thank you for your attention and cooperation.

Sincerely,

JANET HUGHES

APPENDIX B

QUESTIONNAIRE ONE

Name _____

Address _____

Please list your concepts of the role of a Business Education State Supervisor. Return in the enclosed envelope by September 24, 1971. Thank you.

1. _____

2. _____

3. _____

4. _____

5. _____

APPENDIX C

FIRST COVER LETTER FOR QUESTIONNAIRE TWO

907 Missoula
Helena, Montana 59601
October 8, 1971

Dear _____:

Thank you for your first contribution to my study.

The Delphi Technique is designed to get expert opinion by utilizing successive questionnaires and feedback. In this case, teachers' and administrators' opinions on the duties and responsibilities of a Business Education State Supervisor are being studied.

Please rate, according to the directions, opinions on the attached page and return it in the enclosed envelope by October 22, 1971.

Again, thank you for your attention and cooperation.

Sincerely,

JANET HUGHES

APPENDIX D

QUESTIONNAIRE TWO

Name _____

Address _____

Your help is most appreciated: The following statements are composites of opinions expressed in the first letter. The statement may not be worded exactly as you had written it, but an effort was made to combine opinions of the same intent. Please rate the importance of these opinions of supervisor's duties by circling the number which most closely conveys your feelings using the following scale.

4. Most Important

3. Important

2. Less Important

1. Not Important

Distribute your ratings in such a manner that all ratings are used.

THE BUSINESS EDUCATION SUPERVISOR SHOULD:

- | | | | | |
|--|---|---|---|---|
| 1. Be available to the Administration and teachers for consultative purposes. | 1 | 2 | 3 | 4 |
| 2. Evaluate the business education department and make recommendations at the request of the administration. | 1 | 2 | 3 | 4 |
| 3. Arrange in-service training in various areas around the state and invite all schools to attend. | 1 | 2 | 3 | 4 |
| 4. Attend and represent the business teachers at national conventions and state association meetings. | 1 | 2 | 3 | 4 |
| 5. Get acquainted with the business education teachers, especially in the small schools. | 1 | 2 | 3 | 4 |
| 6. Help organize business education clubs. | 1 | 2 | 3 | 4 |

APPENDIX D (continued)

- | | | | | | |
|-----|--|---|---|---|---|
| 7. | Provide information on schools where students can seek more advanced training. | 1 | 2 | 3 | 4 |
| 8. | Act as a public relations person selling vocational business education to the administration community. | 1 | 2 | 3 | 4 |
| 9. | Inform teachers of coming professional meetings. | 1 | 2 | 3 | 4 |
| 10. | Provide information on legislative developments in vocational education. | 1 | 2 | 3 | 4 |
| 11. | Develop curriculum guidelines. | 1 | 2 | 3 | 4 |
| 12. | Visit with business teachers, administrators, and guidance counselors in their school to get acquainted with the people and the program. | 1 | 2 | 3 | 4 |
| 13. | Assist with coordination and articulation of local programs. | 1 | 2 | 3 | 4 |
| 14. | Be responsible for overall direction of business education through enthusiastic leadership. | 1 | 2 | 3 | 4 |
| 15. | Prepare state plan for business education. | 1 | 2 | 3 | 4 |
| 16. | Recommend approval or disapproval of applications for vocational business education programs. | 1 | 2 | 3 | 4 |
| 17. | Assist in planning and developing new programs in accordance with the State Plan. | 1 | 2 | 3 | 4 |
| 18. | Distribute a business teacher directory telling who the teachers are and where they are teaching. | 1 | 2 | 3 | 4 |
| 19. | Send out complete and current knowledge of the job market in the business field. | 1 | 2 | 3 | 4 |
| 20. | Send out newsletters to help keep business educators informed. | 1 | 2 | 3 | 4 |
| 21. | Give advice on layout and facility planning. | 1 | 2 | 3 | 4 |

APPENDIX D (continued)

- | | | | | | |
|-----|--|---|---|---|---|
| 22. | Assist business teachers in developing program proposals for financial assistance. | 1 | 2 | 3 | 4 |
| 23. | Work with businessmen in determining vocational areas that need strengthening. | 1 | 2 | 3 | 4 |
| 24. | Provide leadership at conferences and conventions. | 1 | 2 | 3 | 4 |
| 25. | Maintain an active liaison between business and business education. | 1 | 2 | 3 | 4 |
| 26. | Provide a library of reference materials. | 1 | 2 | 3 | 4 |
| 27. | Work with the State Board to formulate plans and credential requirements. | 1 | 2 | 3 | 4 |
| 28. | Assist local districts in Advisory Committee development and operation. | 1 | 2 | 3 | 4 |
| 29. | Maintain records and correspondence relating to business education programs. | 1 | 2 | 3 | 4 |
| 30. | Act as a resource person for teacher training institutions for revision and updating of programs. | 1 | 2 | 3 | 4 |
| 31. | Be responsible for organizing workshops. | 1 | 2 | 3 | 4 |
| 32. | Meet with other state supervisors to discuss similar problems and possible solutions. | 1 | 2 | 3 | 4 |
| 33. | Inform teachers and administrators of innovations and current trends in business education. | 1 | 2 | 3 | 4 |
| 34. | Complete and submit the necessary Federal reports. | 1 | 2 | 3 | 4 |
| 35. | Help coordinate all levels of instruction (secondary, vocational school, private business school, junior college, college). | 1 | 2 | 3 | 4 |
| 36. | Publish statistics relating to business education which would be helpful in keeping business teachers informed of the current scene. | 1 | 2 | 3 | 4 |

APPENDIX D (continued)

- | | | | | | |
|-----|--|---|---|---|---|
| 37. | Inform teachers of the services available through the supervisor's office. | 1 | 2 | 3 | 4 |
| 38. | Make business career information available. | 1 | 2 | 3 | 4 |
| 39. | Administer state and federal funds and lobby to see that these funds are available. | 1 | 2 | 3 | 4 |
| 40. | Keep the State Superintendent informed of activities and developments in Business Education. | 1 | 2 | 3 | 4 |
| 41. | Set up a special accreditation program to see that teachers have vocational orientation. | 1 | 2 | 3 | 4 |
| 42. | Encourage membership in professional organizations. | 1 | 2 | 3 | 4 |
| 43. | Develop and distribute resource materials. | 1 | 2 | 3 | 4 |

APPENDIX E

SECOND COVER LETTER FOR QUESTIONNAIRE TWO

907 Missoula
Helena, Montana 59601
November 5, 1971

Dear _____:

Your help -- and your patience -- have been most appreciated. There will be one more letter after this one. Your continued help -- and patience -- would be appreciated.

I am returning your second questionnaire with the answer averages of all returned questionnaires indicated in red figures in the right hand margin (the averages were figured to the nearest tenth of a point). If, after reviewing your answer and the average, you would like to change your original answer, please write the figure in the far right margin. Indicate on the back of the same sheet your reasons for making the change.

Please return the entire second questionnaire in the enclosed envelope by November 19. Thanks again for your cooperation.

Sincerely,

JANET HUGHES

APPENDIX F

COVER LETTER FOR QUESTIONNAIRE THREE

907 Missoula
Helena, Montana 59601
December 3, 1971

Dear _____:

The Delphi Technique is a series of four steps to produce expert opinion without face-to-face confrontation. Each step is designed to narrow the opinions of all participants into one composite opinion. This is the last step in determining experts' opinions on the duties of the Business Education State Supervisor.

The third step gave you an opportunity to change your answers for the second step after seeing the average or consensus answer. The fourth and last step involves giving support for your original answer if it varies from the consensus by at least one full point. The questions circled in red on the questionnaire enclosed showed at least a one point variation from the consensus. Thus, on this last step, please indicate on the enclosed blank sheet your reasons for supporting your original answer of the circled question.

Your time and effort in helping me to accomplish this endeavor have been appreciated. Please return the questionnaire and the sheet indicating the support reasons by December 20.

Sincerely,

JANET HUGHES

APPENDIX G

QUESTIONNAIRE THREE

Name _____

Address _____

The following questions on your questionnaire showed a variation of at least one point between the original answer and the consensus answer.

Since, in the third step, you did not wish to change your answer, please give your reasons for supporting your original answer for those questions indicated above. Thanks. Please return by December 20.

APPENDIX H

INITIAL RESPONSES TO QUESTIONNAIRE TWO

COMPILED BY LEVEL -- ADMINISTRATOR OR TEACHER

Item No.	Level	Not Important	Less Important	Important	Most Important
1	T	10	5	8	14
	A	2	0	9	10
2	T	3	10	10	9
	A	0	4	11	5
3	T	5	7	13	8
	A	0	5	9	6
4	T	1	12	15	5
	A	1	9	8	1
5	T	7	9	9	7
	A	2	6	8	3
6	T	4	18	9	2
	A	6	9	5	0
7	T	9	10	12	2
	A	0	8	10	2
8	T	5	6	11	12
	A	2	3	10	5
9	T	4	13	11	4
	A	1	9	7	3
10	T	4	9	11	9
	A	0	2	11	7
11	T	6	7	13	7
	A	0	3	7	10
12	T	3	11	10	9
	A	1	3	8	8
13	T	5	11	11	10
	A	2	8	6	4

APPENDIX H (continued)

Item No.	Level	Not Important	Less Important	Important	Most Important
14	T	4	7	9	13
	A	1	2	6	10
15	T	4	5	12	10
	A	0	3	9	8
16	T	1	10	11	10
	A	0	3	13	4
17	T	1	11	10	11
	A	1	1	8	10
18	T	3	21	8	2
	A	3	11	6	0
19	T	4	13	10	6
	A	0	4	7	9
20	T	5	5	22	1
	A	0	10	9	0
21	T	8	14	9	2
	A	1	9	9	1
22	T	1	10	12	8
	A	1	7	10	2
23	T	4	11	13	5
	A	2	2	10	5
24	T	2	14	13	4
	A	1	2	14	3
25	T	4	9	11	8
	A	2	5	10	6
26	T	4	15	12	2
	A	3	8	6	0
27	T	4	9	11	9
	A	0	8	9	4
28	T	4	17	5	10
	A	0	7	10	3

APPENDIX H (continued)

Item No.	Level	Not Important	Less Important	Important	Most Important
29	T	2	17	10	4
	A	0	7	10	3
30	T	2	10	17	8
	A	0	3	11	5
31	T	2	12	13	6
	A	0	7	10	3
32	T	2	12	8	11
	A	1	6	12	1
33	T	3	6	17	7
	A	1	1	12	5
34	T	6	7	6	14
	A	2	4	9	5
35	T	1	9	13	9
	A	0	5	10	4
36	T	2	15	13	3
	A	2	5	12	1
37	T	5	15	14	6
	A	1	3	15	3
38	T	7	14	6	6
	A	0	6	10	4
39	T	4	9	8	12
	A	1	5	8	5
40	T	3	7	13	10
	A	1	0	10	9
41	T	5	10	7	9
	A	0	6	11	3
42	T	3	15	10	4
	A	7	5	6	2
43	T	5	11	12	5
	A	0	8	11	1

APPENDIX I

INITIAL RESPONSES TO QUESTIONNAIRE TWO

COMPILED BY STATE

Item No.	State	Not Important	Less Important	Important	Most Important
1	CO	2	1	1	5
	ID	1	0	3	3
	ND	1	0	4	6
	MT	2	2	4	5
	WY	2	2	3	6
2	CO	0	3	4	2
	ID	0	2	3	2
	ND	0	1	5	5
	MT	2	5	4	2
	WY	1	3	5	4
3	CO	1	2	4	2
	ID	0	2	3	2
	ND	0	1	6	4
	MT	3	2	5	3
	WY	1	5	4	3
4	CO	0	1	7	1
	ID	0	4	3	0
	ND	0	4	4	3
	MT	0	4	7	2
	WY	2	8	2	0
5	CO	1	1	5	2
	ID	1	2	2	2
	ND	1	6	2	2
	MT	5	1	4	2
	WY	1	5	5	2
6	CO	1	3	5	0
	ID	3	3	1	0
	ND	1	10	0	0
	MT	2	5	4	2
	WY	3	6	4	0

APPENDIX I (continued)

Item No.	State	Not Important	Less Important	Important	Most Important
7	CO	0	2	7	0
	ID	0	2	4	1
	ND	2	3	5	1
	MT	3	7	2	1
	WY	4	4	4	1
8	CO	2	0	3	4
	ID	1	2	3	1
	ND	0	1	3	7
	MT	1	3	7	2
	WY	3	3	5	2
9	CO	0	5	3	1
	ID	1	2	2	2
	ND	1	3	6	1
	MT	2	5	4	2
	WY	1	8	3	1
10	CO	1	2	3	3
	ID	0	1	2	4
	ND	0	1	4	6
	MT	1	3	7	2
	WY	2	4	6	1
11	CO	1	3	3	2
	ID	0	2	2	3
	ND	0	2	5	4
	MT	3	1	6	3
	WY	2	2	4	5
12	CO	2	0	3	2
	ID	0	2	1	4
	ND	0	3	4	4
	MT	2	4	4	3
	WY	0	5	6	2
13	CO	2	4	3	0
	ID	1	2	3	1
	ND	3	2	3	3
	MT	1	4	5	3
	WY	0	7	3	3

APPENDIX I (continued)

Item No.	State	Not Important	Less Important	Important	Most Important
14	CO	2	1	2	4
	ID	0	1	1	5
	ND	0	0	5	6
	MT	1	3	2	7
	WY	2	4	5	2
15	CO	2	2	2	3
	ID	0	2	2	3
	ND	0	2	4	6
	MT	2	2	5	4
	WY	0	1	8	2
16	CO	0	2	7	0
	ID	0	2	5	0
	ND	0	0	4	7
	MT	2	3	3	5
	WY	0	6	5	2
17	CO	1	2	3	3
	ID	0	1	4	2
	ND	0	0	3	8
	MT	1	4	5	3
	WY	0	5	3	5
18	CO	1	4	4	0
	ID	2	2	3	0
	ND	1	6	4	0
	MT	0	10	1	2
	WY	2	9	2	0
19	CO	1	2	1	5
	ID	0	2	2	3
	ND	1	1	6	3
	MT	0	6	9	1
	WY	2	6	2	3
20	CO	1	3	3	2
	ID	0	3	4	0
	ND	1	3	7	0
	MT	1	4	8	0
	WY	2	2	9	0

APPENDIX I (continued)

Item No.	State	Not Important	Less Important	Important	Most Important
21	CO	1	2	6	0
	ID	1	3	3	0
	ND	1	7	1	2
	MT	6	4	3	0
	WY	1	7	4	1
22	CO	0	3	5	1
	ID	1	3	2	1
	ND	0	3	4	4
	MT	1	3	6	3
	WY	0	5	5	3
23	CO	1	2	3	3
	ID	2	1	3	1
	ND	1	2	6	2
	MT	1	5	6	1
	WY	2	3	5	3
24	CO	2	1	6	0
	ID	0	2	2	3
	ND	0	1	9	1
	MT	1	5	6	1
	WY	0	7	4	2
25	CO	3	1	2	3
	ID	0	2	4	1
	ND	0	1	4	6
	MT	1	5	6	1
	WY	2	3	5	3
26	CO	1	5	3	0
	ID	3	1	3	0
	ND	2	5	3	1
	MT	1	7	4	1
	WY	1	7	5	0
27	CO	1	1	5	2
	ID	0	3	4	0
	ND	0	2	3	6
	MT	3	2	6	2
	WY	0	8	2	3

APPENDIX I (continued)

Item No.	State	Not Important	Less Important	Important	Most Important
28	CO	2	3	3	1
	ID	0	4	3	0
	ND	1	3	5	2
	MT	1	9	3	0
	WY	0	4	7	1
29	CO	1	5	2	1
	ID	0	3	4	0
	ND	0	5	3	3
	MT	0	8	5	0
	WY	1	3	6	3
30	CO	0	2	5	2
	ID	0	1	5	1
	ND	0	2	8	1
	MT	1	1	7	4
	WY	1	2	4	6
31	CO	0	3	4	2
	ID	0	6	0	1
	ND	0	3	6	2
	MT	2	3	6	2
	WY	0	4	7	2
32	CO	1	4	3	1
	ID	1	2	4	0
	ND	0	1	4	6
	MT	0	6	7	0
	WY	1	5	6	1
33	CO	1	2	4	2
	ID	0	1	5	1
	ND	0	0	7	4
	MT	2	7	6	4
	WY	1	3	8	1
34	CO	1	1	3	4
	ID	3	0	3	2
	ND	0	1	5	5
	MT	3	4	2	4
	WY	2	5	2	4

APPENDIX I (continued)

Item No.	State	Not Important	Less Important	Important	Most Important
35	CO	0	2	3	4
	ID	0	2	4	1
	ND	1	1	5	4
	MT	1	4	6	2
	WY	0	5	2	6
36	CO	1	1	5	2
	ID	2	3	2	0
	ND	0	2	8	1
	MT	1	9	2	1
	WY	0	3	10	0
37	CO	1	3	1	4
	ID	0	1	6	0
	ND	0	0	8	3
	MT	2	4	5	2
	WY	2	5	6	0
38	CO	1	2	3	4
	ID	0	2	4	1
	ND	1	4	3	3
	MT	3	7	2	1
	WY	2	6	3	2
39	CO	0	2	2	5
	ID	0	2	4	1
	ND	1	1	3	5
	MT	2	4	5	2
	WY	2	5	2	4
40	CO	1	3	2	3
	ID	0	1	3	3
	ND	0	0	7	4
	MT	2	1	8	2
	WY	1	2	3	7
41	CO	0	4	2	3
	ID	0	4	3	0
	ND	0	3	4	4
	MT	3	2	5	3
	WY	2	3	6	2

APPENDIX I (continued)

Item No.	State	Not Important	Less Important	Important	Most Important
42	CO	1	0	7	1
	ID	3	3	1	0
	ND	1	6	3	1
	MT	2	6	4	1
	WY	3	5	2	3
43	CO	2	2	2	3
	ID	0	4	3	0
	ND	1	2	8	0
	MT	1	5	6	1
	WY	1	6	4	2