

A STUDY OF THE TRAINING AND PROFESSIONAL OUTLOOK  
OF BUSINESS EDUCATION TEACHERS

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A Thesis

Presented to  
the Faculty of the Graduate School  
Indiana State Teachers College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

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by

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August 1949

The thesis of Charles C. Modesitt,  
Contribution of the Graduate School, Indiana State  
Teachers College, Number 660, under the title \_\_\_\_\_  
A STUDY OF THE TRAINING AND PROFESSIONAL OUTLOOK  
OF BUSINESS EDUCATION TEACHERS

is hereby approved as counting toward the completion  
of the master's degree in the amount of 8 hours'  
credit.

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Date of Acceptance Sept. 1, 1949

## TABLE OF CONTENTS

CHAPTER	PAGE
I. SETTING UP A SURVEY . . . . .	1
II. BUSINESS EDUCATION TEACHERS OF THE WABASH VALLEY. .	5
Location of the Schools . . . . .	5
Teacher Preparation . . . . .	10
Professional Growth . . . . .	25
III. SUMMARY AND CONCLUSIONS . . . . .	30
BIBLIOGRAPHY . . . . .	37
APPENDIX . . . . .	39

LIST OF TABLES

TABLE	PAGE
I. Kinds of School Organizations . . . . .	8
II. High School Enrollments . . . . .	9
III. Years of College Training of High School Teachers . . . . .	10
IV. Years of Experience . . . . .	15
V. Class Load . . . . .	19
VI. Student Load . . . . .	19
VII. Keyboard Approaches . . . . .	23
VIII. Professional Organizations . . . . .	27

## CHAPTER I

### SETTING UP A SURVEY

The Commerce Department of Indiana State Teachers College was established as a separate department in the Fall of 1917 to meet the growing demands for teachers qualified to teach commercial subjects in the schools of the state.<sup>1</sup> Because of the lack of adequate facilities at that time, the Commerce Department was placed on the "D" or top floor of North Hall. When the department was established, the staff consisted of one teacher. That such a small staff was adequate was attributable to the small enrollment and the outstanding qualifications of the head of the department.

With the completion of the Fine Arts Building in March, 1940, the department began to expand. Modern office machines, additional wall and floor space, and larger classrooms and offices all contributed to more effective teaching. This important step in providing more adequate facilities was the most important improvement in the Department of Commerce at Indiana State Teachers College to 1940. It enabled the department to broaden its curriculum and to increase greatly the number of its graduate teachers who began work in commerce in schools all over the Middle West.

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<sup>1</sup> Normal Advance (Terre Haute, Indiana), February 17, 1920.

The impress of Indiana State's commerce methods has contributed greatly to the caliber of instruction in business education in the secondary schools of the State of Indiana and the surrounding area. Beyond a doubt, the labors of the Department of Commerce have improved the teaching of business education wherever State's graduates have taught.

During the last decade there seemingly has been no complete study of the business education instructor--his training, the work taught by him, and the methods employed. This study is not intended to disparage the work of any teacher but rather to offer assistance to teachers of typewriting and shorthand by presenting pertinent information about these teachers and their work.

This thesis is intended to be a study of certain information which seemingly has not been gathered recently. It does not purport to set up a standard of instruction but to give a report of what was the status of instruction in business education in this area during the school year of 1948-49.

Because it seemed the most feasible procedure, under the circumstances, for making contacts with the teachers of typewriting and shorthand, a questionnaire was used to gather the data. The questionnaire lends itself to the easiest and simplest method of collecting data of this kind from busy teachers. Inasmuch as the questionnaires were sent toward

the end of the school year, their use saved time and effort. Obviously, it would be difficult to make contact with any significant portion of the teachers of commerce throughout the United States. Hence, it seemed logical to make contact with a group of typewriting and shorthand teachers within a reasonable distance of Terre Haute. Because of the lack of adequate directories and knowledge of procedure followed in the Illinois schools, it seemed advisable to eliminate the schools of Illinois.

The segment of Indiana covered by the Wabash Valley High School Association comprised the area included in this survey. The secretary of the Wabash Valley High School Association, Mr. Orvel Strong, stated that eligibility for membership is extended any school within a radius of sixty miles of Terre Haute.<sup>2</sup> The area chosen includes several sizeable cities, many township high schools, and a few combination township and town, and township and city high schools. Of course, this area includes a large number of Indiana State Teachers College graduates in the field of business education. As a result, it is hoped that this study may be of some benefit to the Department of Commerce in its future plannings.

To assure the receipt by the business education teachers of the questionnaires, the envelopes were addressed to

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<sup>2</sup> Wabash Valley High School Association, Handbook and Constitution, Article III (November, 1941).

the teachers by name. Most of the names were obtained from the Office of Alumni Relations. To make sure of prompt delivery during the closing weeks of the school year, the writer mailed the questionnaire as first-class matter. Enclosed with the questionnaire was a self-addressed, stamped envelope in which the addressee could return the questionnaire to the writer by first-class mail. The questionnaire was sent to every teacher listed as teaching typewriting and/or shorthand. Where teachers were listed as teaching commerce without mention of subject matter, the questionnaire was also mailed on the theory that these teachers might possibly be teaching typewriting or shorthand. With the questionnaire was enclosed an explanatory letter.

Many of the questionnaires were returned promptly. Of a total of one hundred and eighty questionnaires mailed, sixty-six per cent were completed and returned. The large return would seem to indicate an interest on the part of the teachers in this field of instruction.



## CHAPTER II

### BUSINESS EDUCATION TEACHERS OF THE WABASH VALLEY

The questionnaire was purposely designed to make answering easy and to require the shortest possible time. A copy of the questionnaire and the accompanying letter may be found in the Appendix on page 39. In this chapter will be found tables showing the information gathered on the major points of emphasis.

#### I. LOCATION OF THE SCHOOLS

In the Indiana school system, there are three kinds of organizations. All the cities have a city superintendent who is chosen by a board. In the larger cities, the board is elected by the people on a non-partisan ballot, and the terms of the members are staggered. In the smaller cities, the members of the board are elected for staggered terms by members of the city council. In towns, the superintendent is named by a school board. The board in the town is appointed by the town board of trustees. There are a few towns in Indiana in which the school system is operated in conjunction with the township in which the school is located. In such cases, the township trustee usually has a voice on the board.

The township schools, for the most part, are under the direct control of the township trustee who is elected on a partisan ballot for a four-year term with a limit of two consecutive terms. The township trustees, in turn, elect the county superintendent who has certain advisory powers in the county schools. Under laws enacted by the Indiana General Assembly of 1947 and amended in 1949, counties in which the trustees or the people wish to do so may be organized as a unit for the operation of the schools.<sup>1</sup>

Township schools of Indiana are rather unique among the school systems of the various states. There are probably few other school organizations in the country quite like the township school organization. One reason for the uniqueness of the township organization is the extreme power concentrated in the hands of the township trustee; however, his influence seems to be lessening because of financial reasons which require compliance with the regulations of the county and the state superintendents.

The extreme smallness of many Indiana high schools has resulted in limited offerings. The fact that so many of the small schools are rural schools has made the trustees reluctant to offer business education until comparatively recent years.

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<sup>1</sup> One county in the state now operating under this plan is Floyd.

The increasing demand for business education in the rural schools is the consequence of a number of factors. First, there is the general federal income tax and other forms requiring the keeping of records. These records have resulted in a demand for courses in bookkeeping. Second, typewriters are to be found in many more homes than formerly. This condition has created a request for instruction in typewriting. Third, our business problems have grown so intricate and complex that it is impossible for men untrained in these subjects to deal with them successfully. The facts mentioned above help to explain some of the peculiar situations to be found in the tables that follow.

The information presented in this chapter was gathered from one hundred and twenty-seven teachers from eighteen different counties in which they were teaching in township, town, and city schools as shown in Table I. It is evident that a large portion of the teachers who supplied the information were members of faculties of township schools. This conclusion is a result of the fact that in the eighteen counties in which the questionnaire was distributed, there are only about three or four cities of any consequence. Because of this ratio, it follows that the findings will be weighted toward the township or smaller school system. The findings seem to represent what might be said to be the case of a great fraction of West Central Indiana which is an area

of some manufacturing industries but mostly agricultural enterprises. From an exclusive farming area, it is slowly

TABLE I

## KINDS OF SCHOOL ORGANIZATIONS

Kind	Number	Per Cent
Township . . . . .	71 . . . . .	55.9
City* . . . . .	37 . . . . .	29.1
Town* . . . . .	19 . . . . .	15.0

\*A few of the town organizations are jointly organized with the township in which the town is located or with an adjoining township. In a few instances, a city is jointly organized with the township in which it is located as, for example, the Linton-Stockton school organization in Greene County. In such cases, the township trustee has a voice in the operation of the school.

and gradually converting to a part-manufacturing and part-farming area. This trend is borne out in Table II. One way in which it is borne out is shown in part by the large number of high schools of two hundred or more enrollment.

It seems that many educational authorities doubt the wisdom of maintaining a school of less than one hundred students. They feel that the efficiency of the school is impaired by such a small enrollment. These ideas have resulted

in the consolidation of some high schools. A quarter of a century ago, when there were few good roads, the tendency was to take the high school to the people. Modern roads and means of transportation have reversed this tendency.

TABLE II

HIGH SCHOOL ENROLLMENTS  
(Grades 9-12)

	50 or less	50- 100	100- 200	200- 300	300- 400	400- 500	500 or more
Number	8	31	41	9	6	3	25
Per Cent	6.6	25.4	33.6	7.4	4.9	2.5	20.5

The controlling officer of the greatest number of high schools in this study is the township trustee who is the governing official in seventy-six or 50.3 per cent of the schools surveyed. The next most common regulating officer is the city superintendent whose office is found in thirty-nine or 40.0 per cent of the high schools in the survey. Eleven or 8.7 per cent of the high schools were under the supervision of the town superintendent.

The number of teachers to be found in any of the given high schools surveyed ranges from a low of four to a high of fifty. The number of teachers in a high school is in proportion to the enrollment. Obviously, the greater the number of teachers, the larger will be the business education department.

## II. TEACHER PREPARATION

It is easy to see from Table III that the greatest increase in training of teachers is in advanced work. The

TABLE III

### YEARS OF COLLEGE TRAINING OF HIGH SCHOOL TEACHERS

Training	Number	Per Cent
Two years . . . . .	--	----
Three years . . . . .	--	----
Four years . . . . .	2	1.6
Bachelor's Degree . . . . .	42	33.9
Above Bachelor's Degree . . . . .	37	29.8
Master's Degree . . . . .	25	20.2
Above Master's Degree . . . . .	18	14.5

fact that many teachers are doing work above the bachelor's degree indicates a desire for further training whether the teachers meet the requirements for another degree or not. It is evident that there is a decided tendency for business education teachers to take advanced work, even beyond the master's degree. A significant fact is that practically no one is attempting to teach business education without at least having a four-year degree.

In spite of the fact that some of the counties in this study border on the Illinois state line, nearly all of the teachers were trained in institutions located in Indiana. More than half of the teachers in this study (56.4%) received their training in the two state teachers' colleges in Indiana. Because of the proximity of Indiana State Teachers College to the area surveyed, a great majority of the teachers received their training in this institution. Only four or 3.2 per cent of the teachers received their training at Ball State Teachers College, while sixty-six or 53.2 per cent were trained at Indiana State Teachers College.

Schools outside the area surveyed have few graduates teaching in the area covered. Canterbury, with twenty-four representatives, leads in the number of teachers trained in the private schools. Canterbury is in the midst of an area that contains many small high schools. The nearness to Indianapolis of the area from which Canterbury draws its

students results in a large number of comparatively small high schools. The other institutions which train teachers are located outside the area surveyed; consequently, they provide few teachers for the area studied.

Because Indiana University is located within the area surveyed and because one of its departments specializes in business education, it provides more teachers for the area surveyed than does Purdue which is located outside the area. However, Purdue does not have a school of business. In comparing the teacher training institutions with the private schools in Indiana, we can point out that almost twice as many teachers graduated from the teacher training institutions as from the private schools.

The enrollment of teachers above the bachelor's degree but below the master's degree appears to be equally divided between Indiana State Teachers College and Indiana University. Proximity to Indiana University is a reason for the large portion of teachers taking advanced work in that institution. Another reason is the natural wish of many persons to take advanced work in a different institution from the one in which the undergraduate work was taken. The desire to carry work in another institution has resulted in the sharing between Indiana University and Butler of the teachers engaged in this kind of work.



Among those who have the master's degree, the same proportion continues as was shown among those who were taking work above the bachelor's degree. A slightly larger number of teachers had received the master's degree from private institutions than in the case of those working above the bachelor's degree.

The fact that only about one-tenth of those who answered the questionnaire had received the bachelor's degree in some other field than business education might seem to indicate that nearly all of the teachers had decided, while they were in college, to make business education their field of work.

Until comparatively recent years, Indiana State Teachers College offered the master's degree only in education which resulted in a great number of master's degrees in education or administration. Possibly the fact that some of the business education teachers were planning to become school administrators might be another reason for their taking advanced degrees in education.

The noticeable certainty with which business education teachers seemed to have planned their careers, according to information in the questionnaires, was somewhat broken by the uncertainty as to the number of semester or quarter hours earned in typewriting and shorthand. This confusion

makes it difficult to arrive at any valid conclusions in regard to the amount of training in typewriting and shorthand.

In Indiana today, the training of business education teachers has passed completely out of the hands of business colleges and into the hands of the state colleges and universities and the private colleges and universities. Proof of this fact lies in the relatively small number of teachers who reported having received training in business colleges.

If there have been changes in some phases of teacher preparation, business education instructors are seemingly beginning their preparation while yet in high school. Eighty-six teachers reported that they began their training in business education in high school, while thirty-six teachers indicated that they had not commenced their training in business education in high school.

Table IV gives a picture of the teachers in the eighteen counties studied; how many years they have been teaching school, and what kind of work they have been doing. It can be noted by a study of columns one and two of Table IV that a great many of the teachers have never taught anywhere but in senior high school. A large number of teachers have been teaching solely business education during their entire experience. The number who have taught typewriting and shorthand during their entire experience is much less.

TABLE IV

## YEARS OF EXPERIENCE

Years	Number of Teachers			Typ. Sthhd.	Years
	Tchg. School	Tchg. Sr. H. S.	Tchg. Bus. Edu.		
1	8	9	9	9	1
2	12	12	14	15	2
3	7	7	6	10	3
4	9	10	11	9	4
5	7	9	9	12	5
6	5	4	4	5	6
7	4	5	7	5	7
8	6	6	8	5	8
9	4	3	2	3	9
10	5	5	7	10	10
11	5	3	3	4	11
12	5	6	6	5	12
13	2	1	2	2	13
14	7	7	7	5	14
15	3	5	2	2	15
16	3	3	5	3	16
17	2	2	2	2	17
18	3	6	4	3	18
19	2	2	0	0	19
20	3	1	3	3	20
21	2	1	1	2	21
22	0	2	1	0	22
23	0	1	0	0	23
24	6	2	2	1	24
25	2	2	2	1	25
26	0	1	1	1	26
27	0	0	0	0	27
28	3	1	1	2	28
29	0	0	0	0	29
30	2	2	3	2	30
31	0	1	1	1	31
32	3	1	0	0	32
33	0	0	0	0	33
34	0	0	0	0	34
35	1	0	0	0	35
36	0	0	0	0	36
37	0	0	0	0	37
38	0	0	0	0	38
39	1	0	0	0	39
40	1	1	0	0	40

The largest number of teachers who have taught solely business education is in the two-year group. The second largest group of teachers who have taught solely business education is composed of those who have taught for four years.

The largest group among those teaching shorthand and typewriting for their entire experience is the two-year group. Fifteen teachers comprise this group. The second largest group of teachers teaching typewriting and shorthand for their entire experience is twelve persons who have taught for five years.

Table IV is also intended to show a comparison between school work in general and business education in particular. The first comparison is between the total years of teaching and total years of teaching in senior high school. The second comparison is between total years teaching business education and total years teaching typewriting and shorthand. Another comparison is between total years teaching senior high school and total years teaching business education.

The figures in columns two and three in most of the lines correlate rather closely. This means that a great many of the teachers listed in these columns have taught all their time in senior high school.

A great many of the teachers who answered the questionnaire graduated from one to ten years ago and began

teaching. For a great many of the teachers, business education has been their major field all through their careers. A great many of the teachers have taught nothing else but typewriting and shorthand.

The similarity between business education and typewriting and shorthand is marked at the beginning or upper portion of the table but becomes less noticeable or marked in the lower portion of the table. In other words, as the number of years of teaching experience increases, there is a tendency on the part of the teachers away from typewriting and shorthand.

In comparing teaching years in senior high school with teaching years in business education, most of the teachers who returned the questionnaire fall in the upper half of the table, which means that they have had less than twenty years teaching experience. In this group, teachers who have taught more than twenty years are relatively few.

While there were a large number of teachers teaching business education, fifty-four of the teachers reported they were teaching at least one subject other than commerce. Subjects taught during the 1948-49 school year by business education teachers other than business education were: physical education, languages, social studies, mathematics, industrial arts, music, home economics, and grade teaching.

Sixty-eight of the teachers reported using the functional method in shorthand while forty-one reported using the anniversary method. Information obtained from the questionnaires as to the date when typewriting and shorthand were first added to the curriculum (some of which is not as accurate as might be desired) divides itself into three groups. The first classes in typewriting and shorthand go back to 1900. A large part of the schools, however, introduced these subjects during World War I. But, the great majority of the smaller schools introduced the subjects only in comparatively recent years, 1935-40.

In Table IV the teachers were studied as to their experience in education. The two following tables study these same teachers from the point of view of class load and student load for the school year 1948-49.

Tables V and VI were intended to obtain class load and student load in all classes taught and in business education classes only. An average was struck to determine the loads.

Leading educators have expressed their thoughts and policies on class and student load for teachers as follows:

As is well known, teachers in small schools typically teach more classes a day than do teachers in large schools. The more thoughtful school leaders are now assigning teaching loads on the assumption that the size of class

TABLE V  
CLASS LOAD

Average Number of Classes	
In all subjects . . . . .	4.8
In business education . . . . .	4.2

TABLE VI  
STUDENT LOAD

Average Number of Students	
In all subjects . . . . .	79.1
In business education . . . . .	66.7
In typewriting and shorthand . . . . .	43.3

may well vary with subjects, methods of instruction, abilities of teachers, and abilities of pupils.<sup>2</sup>

The last quarter of a century has brought changes in teacher load:

In Indiana, the state will allow one teaching unit for each twenty-five secondary school pupils in average daily attendance. The State Department of Public Instruction found that the teacher-pupil ratio for Indiana secondary schools increased during the depression years until it reached a ratio of 1:20, but by the school year of 1943-44 it had been reduced to a ratio of 1:17.<sup>3</sup>

During the past quarter century the average teaching load in the high school measured in terms of sections taught has diminished from approximately six to approximately five daily.<sup>4</sup>

The North Central Association of Secondary Schools and Colleges for years set twenty-five pupils as a "norm" for the size of sections, but within recent years it has employed no standard or maximum as to class size.<sup>5</sup>

Some of the factors in determining teacher load are expressed thus:

In determining the teaching load, consideration is given to the following components: the number of periods of class teaching, the number of different preparations, study hall duty, class size, total number of

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<sup>2</sup> Leonard V. Koos and others, Administering the Secondary School (New York: American Book Company, 1940), p. 382.

<sup>3</sup> "Trends in Pupil Enrollment and Staff Personnel in Indiana Public Schools," Research Bulletin of the State Department of Public Instruction, XV (1945), p. 12.

<sup>4</sup> Harl R. Douglass, Organization and Administration of Secondary Schools (Boston: Ginn and Company, 1945), p. 108.

<sup>5</sup> Ibid., p. 121.



pupils taught daily, the demands made in the way of any guidance and supervisory activities, and the duties involved in the sponsorship of pupil activities. The desirable maximum equivalency of a combination of such duties is six periods daily for the short period schedule,<sup>6</sup> and five periods daily for the lengthened period schedule.<sup>7</sup> A teaching load in excess of seven periods daily, including study hall assignments, for the short period schedule and six periods daily, including study hall assignments, for the lengthened period schedule is considered a violation of this regulation.<sup>8</sup>

It is of interest to compare the class and teacher loads, as indicated by the authors quoted, with the loads determined by the teachers reporting in the questionnaire. Leading educators seem to agree that the class load should be six classes daily for the short period schedule and five classes daily for the lengthened period schedule. This compares with the findings of the questionnaire which is 4.8 classes daily for all subjects and 4.2 classes daily for business education subjects. (It was impossible to determine whether or not all the periods represented in the questionnaire were short or lengthened; however, a large part of the teachers listed the long or fifty-five minute period.)

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<sup>6</sup> Minimum length of the short class period for one unit of credit is defined as forty minutes.

<sup>7</sup> Length of the long class period is defined as a minimum of fifty-five minutes.

<sup>8</sup> The North Central Association of Colleges and Secondary Schools. Policies, Regulations, and Criteria for the Approval of Secondary Schools, 1948-49, p. 11.

Educators seem to think that the average class size should be from twenty to twenty-five pupils. The National Education Association recommends that class enrollments should not exceed thirty students.<sup>9</sup> The number of classes will vary according to the number of extra-curricular activities supervised by any given teacher. Extra-curricular activities, which are rightfully regarded as a valuable part of the curriculum of the child in school, become a burden to teachers rather than a teaching opportunity when superimposed on a full schedule of teaching.<sup>10</sup>

Perhaps the ordinary teacher will have from one hundred to one hundred and fifty students in all his classes. In the study made by the National Education Association, the median number of pupils taught daily was found to be 158.7.<sup>11</sup> For teachers of subjects requiring double periods one or more days a week, the load should obviously be less. Studies show that teachers have found large classes the most frequent impediment to good teaching.<sup>12</sup> The questionnaire

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<sup>9</sup> National Education Association of the United States, Handbook and Manual for Local, State, and National Associations (Washington D. C., 1948-49), p. 53.

<sup>10</sup> Loc. cit.

<sup>11</sup> "The Teacher Looks at Teacher Load," Research Bulletin of the National Education Association, No. 5 (November, 1939), p. 229.

<sup>12</sup> National Education Association, loc. cit.

shows that the average number of students in all classes is 79.1; the average number of students in business education is 66.7; and the average number of students in typewriting and shorthand is 43.4. Although there are several cities represented in the returned questionnaires, the great majority of the teachers represent township and rural schools.

Another procedure of studying the teaching of typewriting is through the methods of teaching the keyboard.

TABLE VII

## KEYBOARD APPROACHES

Keyboard Covered in	Number	Per Cent
One day . . . . .	0 . . . . .	----
Three or four days . . . . .	35 . . . . .	30.2
Two weeks . . . . .	6 . . . . .	5.2
Three or four weeks . . . . .	65 . . . . .	56.0
A longer time . . . . .	10 . . . . .	8.6

There are as many approaches to the teaching of the letter reaches of the keyboard as there are textbooks. Blackstone and Smith say:

One of the methods used for teaching the keyboard is the home-row or horizontal method. In this procedure,

the student is taught the home row first, using all his fingers from the start. After the home row has been taught, excursions to the upper and lower rows are made.

A second approach is the vertical or one-finger-at-a-time method. In this procedure, the student is first taught all the keys struck by the two first fingers. When these keys have been taught, the keys to be struck by the second fingers are taught. Then, later, the third-finger keys, and finally the fourth-finger keys are taught. Argument in favor of this method is that the first fingers are strongest and most agile and therefore easiest to teach, and that it is simpler to teach the use of two fingers at once than of eight fingers at once.

A third approach may be called the skip-around method. This approach implies that the perpendicular and vertical methods described above may be logical but not necessarily psychological. In the skip-around method, the student uses keys in whatever order is desired.

A fourth approach may be called the whole method. This method calls for all the letters of the alphabet to be presented together.<sup>13</sup>

In regard to methods of teaching the letter reaches of the keyboard, Lamb says:

In the whole method of teaching the letter reaches, all of the letter reaches are taught in no more than two class periods. There are a number of part methods of teaching the letter reaches whereby students learn a few reaches of the keyboard at a time. There was a time when six or seven weeks would be spent in teaching the letter reaches, but for some years the tendency has been toward shortening the period devoted to the letter reaches. The difference between the whole method of teaching the keyboard and the part method is not so much a difference in method as a difference in the number of letter reaches taught in one class period and the order of presenting the letter reaches.<sup>14</sup>

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<sup>13</sup> E. G. Blackstone and Sofrona L. Smith, Improvement of Instruction in Typewriting (New York: Prentice-Hall, Inc., 1949), p. 104.

<sup>14</sup> Marion M. Lamb, Your First Year of Teaching Typewriting (Cincinnati: South-Western Publishing Co., 1947), p. 65.

For further information as to the teaching of these subjects, teachers were asked to state whether or not they frequently required perfect copies in typewriting and to indicate the purpose for which they were teaching beginning typewriting. The choice was among personal use, vocational use, or a combination of personal and vocational use. An overwhelming number of the teachers listed the joint purpose of personal and vocational use as the purpose of the course in beginning typewriting. Opposed to Blackstone and Smith, who contend that evidence points toward the desirability of stressing speed before accuracy in teaching typewriting,<sup>15</sup> twice as many teachers who returned the questionnaire indicated that they frequently require perfect copies in typewriting.

### III. PROFESSIONAL GROWTH

One reason for the rapid advancement of business education teachers lies in their professional growth. An evidence of professional growth as reported in the questionnaire is membership in various professional organizations. As far as Indiana is concerned, the most far reaching organization is the Indiana State Teachers Association with a membership of 24,856 as of May 31, 1949.<sup>16</sup> Practically all Indiana

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<sup>15</sup> Blackstone and Smith, op. cit., p. 110.

<sup>16</sup> National Education Association, op. cit., p. 186.

TABLE VIII

## PROFESSIONAL ORGANIZATIONS

Organization	Teachers Reporting Membership	Per Cent
Pi Omega Pi . . . . .	15 . . . . .	11.8
Delta Pi Epsilon . . . . .	5 . . . . .	3.9
National Education Association . . . . .	76 . . . . .	59.8
Indiana State Teachers Association . . . . .	107 . . . . .	86.6
United Business Education Association . . . . .	23 . . . . .	18.1
National Business Teachers Association . . . . .	41 . . . . .	32.3

teachers hold membership in the Indiana State Teachers Association. Because the schools are closed on the meeting days, nearly all teachers attend the convention at one of its centers. The National Education Association of the United States is second only to the Indiana State Teachers Association with a membership in Indiana as of May 31, 1949, of 17,304 or seventy-four per cent of the teachers.<sup>17</sup>

Since the requirements for membership in the fraternities are relatively high, it is not logical that many of the teachers in the smaller schools, such as those covered in the questionnaires, have met the requirements. Instead, the teachers who hold membership in the honorary fraternities are probably in the larger school systems to which they have been attracted by more favorable conditions.

Almost every organization to which teachers belong supplies a professional magazine with membership. Besides the magazines that are organs of associations to which teachers belong, there are certain independent magazines that are taken by many business teachers. Among these magazines are Business Week, The Gregg Writer, and The Business Education World.

Leaders in business education advocate attendance of business educators at conventions or professional meetings. Naturally, the Indiana State Teachers Association is the

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<sup>17</sup> Ibid., p. 186.

most attended convention with one hundred and seven reporting. Because the meetings of the National Education Association are usually held a distance from Indiana, attendance from the area surveyed is rather limited. Three teachers reported attendance at the National Education Association Convention and six teachers reported attendance at the National Business Teachers Association Convention. It is noticeable that summer workshops are beginning to replace the conventions. Indiana State and Ball State Teachers Colleges are leaders in staging workshops and conferences. The concentration of the class periods into a relatively few days is one of the attractive features of the workshop.

Of the total number of teachers who replied, only seven indicated that they were enrolled in extension courses. Thirty-nine of the teachers replied that they planned to do further work in business education or education during the summer.

In addition to college preparation, eighty-eight teachers had approximately three months of office work experience. The great majority of the teachers who had office experience were in general office work, while a few worked as bookkeepers or accountants. Four teachers showed further evidence of professional growth by contributing timely articles in business education to the professional magazines.



## CHAPTER III

### SUMMARY AND CONCLUSIONS

This chapter deals with the conclusions, the determinations, and the results that were possible to obtain within the limitations of the area covered and within the limitations of the information that it was possible to glean from the questionnaires. More conclusions would have been reached if the study had covered all of the State of Indiana or had been more elaborate. The writer believes that within the limitations, the following paragraphs indicate the most significant points.

Whether a school is urban or rural seems to be the logical division between schools. An urban school may be found in the small cities, such as Clinton, Sullivan, Greencastle, or Brazil; and in the large cities like Crawfordsville, Terre Haute, Vincennes, or Bloomington. High schools of the large cities almost invariably have a commerce department. In many of the smaller schools, all of the business subjects are taught by one teacher. All of the business subjects in the smaller rural schools will also be taught by one teacher. Although some of the larger rural schools have a commerce department, some of the business subjects are probably being taught by teachers from other areas.

According to the Bureau of Census, any community of twenty-five hundred or less population is considered a rural town; a rural town is more or less an extension of the country. The larger towns contain factories, stores, and business houses. In the large cities will naturally be found a greater demand for business subjects; a greater demand from the public and a greater demand from the students.

Of course, the enrollment of a school will be in proportion to the size of the community. In the fully rural community, where vocational agriculture and home economics are taught, there will be a decrease in the number of commerce students from the community which is not strictly rural. A few of the communities have borderline schools in which some of the pupils come from farm homes, some from homes where the parents work in factories, some from homes where the parents work in stores.

In the rural schools and in a few of the rather urban schools, the township trustee is the all-important officer. The trustee, of course, is an elected, political official. The fact that nearly all authority lies in one man makes the smaller schools a relatively simple governing structure. The large cities, on the other hand, are operated under a more complex organization which could readily lend itself to the merit system.

The larger the faculty of a school the more complete is the division into departments. It is easy to see that in the larger schools more pleasant working conditions and better results will follow. Intelligent planning on the part of the school officials will greatly aid in bringing into existence an ideal school. Although the officials of the smaller system may plan just as carefully, it is difficult for the smaller schools to equal the achievements of the larger schools.

No longer does the situation exist, which was true a quarter of a century ago, wherein a high school commerce department could be built up by going to a business school to obtain its teachers. Instead of getting the teachers from business schools, a new system was conceived in the form of public and private colleges and universities as sources of teachers. At first, the goal was to meet the requirements for the bachelor's degree in business education. In the last eight or ten years, because of the development of a need for master teachers, many instructors have continued their education with advanced work. Too, the scope of business education in the high school has broadened to include such areas as law, selling, office management, and advertising. Heretofore, in meeting the requirements for the bachelor's degree, teachers did not receive training in subjects of this nature.

The questionnaires reveal that prospective teachers predominantly look to the teachers' colleges or to schools of education, like Indiana University, for their training. Of the teachers who reported, fifty-three per cent received their training at Indiana State Teachers College and fourteen per cent received their training at Indiana University. At the bachelor's degree level, comparatively few of the teachers received their training from private colleges and universities. Practically every business education teacher was a four-year college graduate.

Until about 1927, Indiana University probably was the only public college or university in Indiana granting the master's degree. Only in the last few years has Indiana State Teachers College offered the master's degree in business education. Of course, many prefer to enroll in graduate work in a different institution from the one in which the undergraduate work was taken.

One half or more of the teachers reporting in the questionnaires apparently began studying commerce in high school, perhaps with the thought in mind of someday teaching this phase of subject matter. It is said that some states offer normal or teacher training to the student while he is still in high school. Of course, many of the students who expect to be teachers would probably take advantage of this plan. These teachers, who indicated in their questionnaires

that they had their minds set while yet in their teens, might be comparable to the teachers who commenced their teacher training while yet in high school. Apparently many of the students had determined their aims early in life and knew what they wanted to do.

Relatively few of the teachers who reported in the questionnaires have taught more than twenty years. This would indicate, for the most part, the youthfulness of business education teachers. It was significant that many of the teachers, following graduation, went directly into the teaching of business education. As the number of years of teaching business education increases, there seems to be a tendency away from the teaching of typewriting and shorthand.

Practically all of the city schools and many of the town schools in Indiana have long had a nine-months' school year. A few but not a great many of the township schools have had a nine-months' year. On the other hand, a great majority of the township high schools have had only an eight-months' school year. During the last few years, the State Department of Public Instruction has been urging that the school year be lengthened. In view of the fact that the state furnishes the greater portion of the teachers' salaries, it would seem that the terms will be lengthened.

About 1914, most of the class periods were forty minutes in length. In the nineteen twenties, the practice

of double periods was introduced, and the students studied part of the period under the supervision of the instructor who taught the course. This procedure was commonly known as supervised study. At the present time, the tendency is back to shorter periods. In addition to the length of the period, the method of approach to teaching the keyboard is of concern.

One of the more significant points in teaching typewriting is the method of teaching the letter reaches of the keyboard. More than fifty per cent of the teachers who responded took as long as three or four weeks to cover the keyboard. Approximately one-fourth of the teachers presented the keyboard in three or four days. About a tenth of the teachers who responded required a longer time than the others in introducing the keyboard.

Of the two most common methods of teaching Gregg shorthand in the secondary schools, functional and anniversary or manual, the functional method was most often mentioned in the questionnaires. Two-thirds of the teachers indicated that they favored the functional method over the anniversary method. In signifying the purpose for which beginning typewriting was being taught, a great majority of the teachers disclosed that they taught beginning typewriting for both personal and vocational aims.

If the questionnaire reports were reliable and if suitable teachers replied, professional growth is possibly not quite what it should be. With the exceptions of membership in the Indiana State Teachers Association and the National Education Association and the fact that some of the teachers are enrolled in school, there is little favorable evidence. The fact that only four of the teachers contributed articles to professional magazines would seem to indicate a lack of breadth of interest of the teachers in their work. It would seem also that there should be a large membership in the professional organizations which publish the magazines and periodicals concerned with or related to business education.

Business education teachers, like other teachers, would naturally expect to supervise some of the student activities. But, because of the more complex organization of business education, it should not be expected that the business education teacher should be assigned an unduly heavy load. The amount of activities that the business education teacher will superintend should be in proportion to the number of classes the teacher is assigned.

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APPENDIX



14. a. How many years have you taught school? \_\_\_\_\_  
 b. How many years have you taught senior high school? \_\_\_\_\_  
 c. How many years have you taught business education? \_\_\_\_\_  
 d. How many years have you taught shorthand and typewriting? \_\_\_\_\_
15. If you now teach any subjects other than business subjects, indicate the subjects: \_\_\_\_\_
16. a. How many classes do you teach each day? \_\_\_\_\_  
 b. How many classes in business education do you teach each day? \_\_\_\_\_  
 c. How many students do you have in all your classes combined? \_\_\_\_\_  
 d. How many students do you have in all your business education classes combined? \_\_\_\_\_  
 e. How many students do you have in all your shorthand and typewriting classes combined? \_\_\_\_\_
17. Indicate the nearest length of your class period in minutes:  
 \_\_\_\_\_40 \_\_\_\_\_45 \_\_\_\_\_50 \_\_\_\_\_55 \_\_\_\_\_60
18. Indicate the subjects in which you use a double period: \_\_\_\_\_
19. Indicate the length in months of your current school year: 8 8½ 9 9½
20. Indicate as nearly as possible when shorthand and typewriting were first offered in your school curriculum: \_\_\_\_\_
21. Indicate the text you use in shorthand: \_\_\_\_\_Functional \_\_\_\_\_Anniversary
22. a. Indicate the method you used this year in teaching beginning typewriting:  
 \_\_\_\_\_introduced the entire keyboard in one day  
 \_\_\_\_\_covered the keyboard in three or four days  
 \_\_\_\_\_covered the keyboard in three or four weeks  
 \_\_\_\_\_required a longer time in teaching the keyboard
- b. Do you frequently require perfect copies in typewriting? \_\_\_\_\_yes \_\_\_\_\_no
- c. Indicate the purpose for which you teach beginning typewriting:  
 \_\_\_\_\_personal use \_\_\_\_\_both personal and  
 \_\_\_\_\_vocational use \_\_\_\_\_vocational use
23. Indicate the professional organizations of which you are a member:  
 \_\_\_\_\_Pi Omega Pi  
 \_\_\_\_\_Delta Pi Epsilon  
 \_\_\_\_\_National Education Association  
 \_\_\_\_\_Indiana State Teachers Association  
 \_\_\_\_\_United Business Education Association  
 \_\_\_\_\_National Business Teachers Association

24. Indicate the professional magazines to which you subscribe:

- UBEA FORUM  
 NEA JOURNAL  
 BUSINESS WEEK  
 INDIANA TEACHER  
 THE GREGG WRITER  
 BUSINESS EDUCATION WORLD  
 THE JOURNAL OF BUSINESS EDUCATION  
 THE NATIONAL BUSINESS EDUCATION QUARTERLY

25. Indicate the professional meetings or conventions attended during the past year:

- Workshops and Conferences  
 National Education Association  
 Indiana State Teachers Association  
 National Business Teachers Association

26. Are you now enrolled in any extension courses in business education or education?

yes  no

27. Do you expect to do further work in business education or education this summer?

yes  no

28. Do you expect to continue to teach the same courses next year that you are now teaching?

yes  no

29. If you have had any office or work experience, please answer the following:

date _____	during summer _____
duration _____	during regular year _____
what kind _____	

30. If you have written any articles that have been published in professional magazines, give full details: \_\_\_\_\_

The above answers supply the information needed for this questionnaire. If you wish to do so, however, you are free to make any further comments.

INDIANA STATE TEACHERS COLLEGE

TERRE HAUTE, INDIANA

43

Department of Commerce

April 11, 1949

Dear Co-Worker:

Will you please fill in the enclosed questionnaire and return it to me in the self-addressed, stamped envelope. The questionnaire represents a cooperative project to measure the qualifications of the Wabash Valley public high school teachers of shorthand and typewriting.

Completing the questionnaire will require only a few minutes. Please check the spaces and fill in the blanks as indicated. All material furnished will be held in strict confidence and will, in the published form, be anonymous. Therefore, it is not necessary that you sign your name.

To the end that we who work in the field of business education may improve our segment of the teaching profession, you are asked to return this questionnaire at the earliest possible date.

Sincerely yours,

*Charles C. Modesitt*

Charles C. Modesitt

Enclosure

AREA SURVEYED

COUNTIES:

- 1. Clay
- 2. Daviess
- 3. Fountain
- 4. Greene
- 5. Hendricks
- 6. Knox
- 7. Lawrence
- 8. Martin
- 9. Monroe
- 10. Montgomery
- 11. Morgan
- 12. Owen
- 13. Parke
- 14. Putnam
- 15. Sullivan
- 16. Vermillion
- 17. Vigo
- 18. Warren

