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A Survey of the High School Business Departments
of Iroquois County, Danville, Hoopeston, and
Kankakee

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A SURVEY OF THE HIGH SCHOOL BUSINESS

DEPARTMENTS OF IROQUOIS COUNTY

DANVILLE, HOOPESTON, AND KANKAKEE

May, 1954

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CHAPTER I
THE PROBLEM

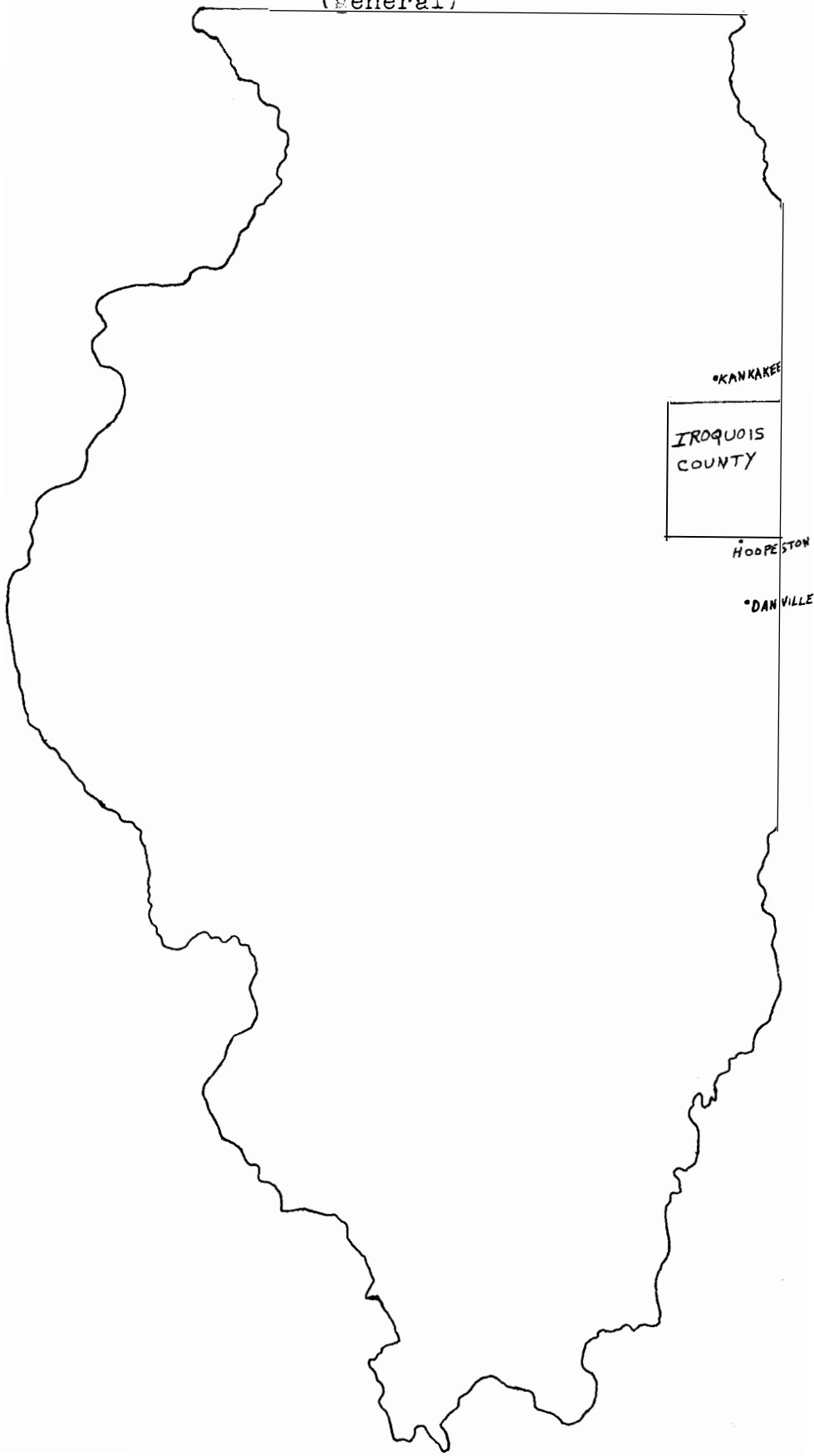
Statement of the problem

A survey was made of the high school business teachers and departments of Iroquois County, Danville, Hoopston, and Kankakee to determine the desirability as a teaching area. The results were tabulated, analyzed, and presented in the following pages. Maps of the area surveyed are shown on pages 2 and 3.

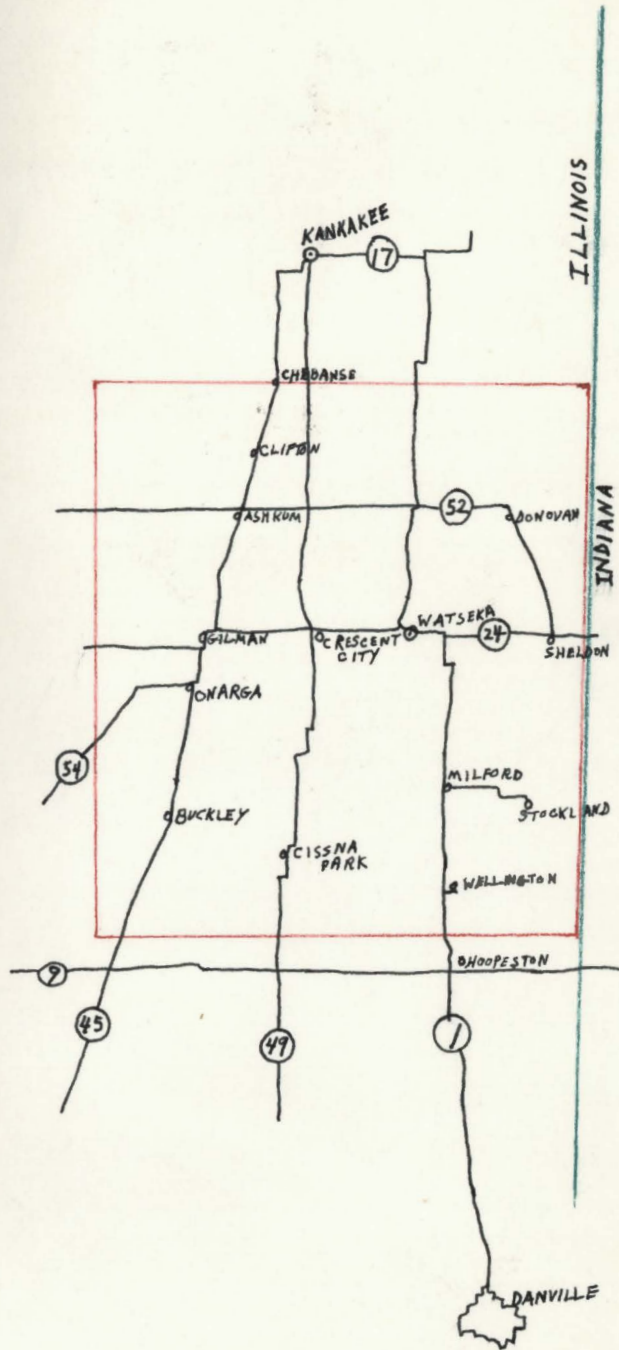
Background and purpose of the problem

The writer has taught business subjects two years in Iroquois County and two years in Southern Illinois. He has felt for quite some time that a survey should be made so that prospective teachers being considered for positions in this area could have a general idea of what they can expect and what will be expected of them if they are employed. Graduates of our teacher-education institutions are well qualified as to subject matter and methods often used in teaching, but in the opinion of this writer, many are sadly disillusioned when confronted with the "extra duties" and "community expectations. This writer also believes that the increased use of off-campus student teaching has done much to improve this situation.

Area Surveyed
(general)



Area Surveyed
(specific)



It is for the enlightenment of prospective teachers (especially for those considering employment in this area) that this paper is written. Even if only one teacher derives benefit from the reading of this paper, then the writer will consider his time and effort well spent.

Delimitation of the problem

It should be noted here that this paper is not intended to be a representation of existing conditions in the entire state. However, Iroquois is one of the largest counties in the state in area and Kankakee and Danville might be considered as rather typical large cities. The area surveyed is on the east side and in the north half of the state.

Thirty-three teachers and seventeen schools were included. Two of these were junior high schools in the same community with a senior high school. This writer realizes that seventeen schools is a small percentage of the approximately seven hundred schools in the state. Therefore, it should be re-emphasized that this study can be considered accurate only in the area in which it was made. Also, a few of the questions asked (such as degree of difficulty in obtaining housing) may have reflected opinions and should be regarded as such.

The conditions reported in this paper can be regarded as fairly stable due to the fact that very little reorganization is planned and all of the communities have sufficient

wealth to maintain their present schools without having to depend upon each other.

Related study

A survey was made in the summer of 1953 by Donald L. Zabel, principal, Windsor High School, of the effect of high school reorganization on extra-curricular activities. This survey was reported in the April, 1954 issue of Illinois Education.

CHAPTER II

THE SURVEY

Procedure

Each of the schools was visited personally by the writer and almost all of the teachers were interviewed personally. The Annual Directory of Business Education, published by the Board of Vocational Education, Springfield, Illinois was helpful for finding the names of the teachers before the visits were made. Information blanks were prepared in advance. One of the blanks included general information about the school, another included information about the business subjects taught, and the third was a blank to be filled out by each teacher. Pages 7, 8, and 9 are copies of those blanks. In the event that the teachers being interviewed were too busy to fill in the blanks at the time of the visit, self-addressed, stamped envelopes were used for their convenience in mailing.

All of the teachers were told that if there were any items they did not care to answer, they could leave the spaces blank. All of the questionnaires were returned, giving a 100 per cent return which helps make the survey more valid. When being interviewed, many of the teachers

INFORMATION BLANK

Name of School _____

Enrollment in Senior High School (grades 9-12) _____

Total enrollment in business subjects _____

Approximate age of building in years _____

Does this school have a salary schedule? Yes ___ No ___

If not, what is the approximate beginning salary in this school for nine months' teaching? \$ _____

What is the approximate difference in salary between bachelor's and master's degrees, if any? \$ _____

How many rooms are devoted primarily to the business department? _____

On what floor or floors is the business department located?

- a. basement _____ c. second floor _____
 b. first floor _____ d. third floor _____

To what extent are teachers in this school expected to participate in community activities? Much _____ Little _____ None _____

If so, what kind? PTA Yes ___ No ___

Church Yes ___ No ___

Scouting Yes ___ No ___

Charitable organizations Yes ___ No ___
(red cross, etc.)

How difficult is it to obtain housing in this community? Easy _____

Moderately difficult _____ Very difficult _____

Does this school provide any aid to teachers seeking housing? Yes ___
No ___

If so, please describe _____

Does this school provide facilities for teachers who smoke? Yes ___
No ___

INFORMATION BLANK

Please indicate in the appropriate blanks with check marks, the length of course and year or grade level in which the business education subjects are taught.

	<u>Length of Course</u>		<u>Grade Level</u>			
	Sem.	Year	9	10	11	12
Bookkeeping						
Business Arithmetic						
Business English						
Business Law						
Business Training						
Clerical Practice						
Commercial Geography						
Distributive Education						
General Business						
Office Machines						
Office Occupations						
Office Practice						
Personal Typewriting						
Record Keeping						
Sales Administration						
Secretarial Work						
Shorthand I						
Shorthand II						
Typewriting I						
Typewriting II						

Do the teachers in this school adhere to the minimum state requirements for a passing grade in shorthand and typewriting? Yes ___ No ___

If not, please describe the standards used: Shorthand _____

_____. Typewriting _____

expressed an eagerness to be of assistance by contributing to the survey. A few requested that the results be sent to them.

In reporting several items in this survey, the results were separated into two divisions. These two divisions were the smaller schools (all of those in Iroquois County) and the larger schools (including Danville, Hoopeston, and Kankakee). This division was made in order to show a clearer picture of the situation as it existed. If all the schools had been grouped together for every tabulation, some of the averages would have been only numbers and would not have had high validity.

Enrollment

The enrollment of grades 9-12 in the schools of this area ranged from 38 to 1750 with an enrollment in business subjects ranging from 33 to 736.

There were a number of duplications in the students in business subjects. Most of the business courses were taught on the tenth grade level or higher. Therefore, those students who planned to major or specialize in business subjects found it necessary to take two, and sometimes three, business courses during the same school year.

In only two of the 12 schools in Iroquois County with total enrollments of from 38 to 320 was the enrollment in business subjects equal to less than 52 per cent of the total. In those two cases, the percentages were $33 \frac{1}{3}$ and 40.9. The schools surveyed outside the county had the same

general percentages. The highest percentage was 90.7 in the writer's own school.

Therefore, it is logical that a teacher who is considering employment in this area will be able to assume that the enrollment in business subjects will probably be at least 50 per cent of the total enrollment of that school in grades 9-12.

Buildings

In the area surveyed, five of the seventeen buildings were 5 years old or less. The newest was just being completed in 1954 and the oldest was 63 years. The average age of building was 20.47 years. This figure applies to the original buildings in which the business departments were all located and does not include any bus barns, shops, etc., that may have been added later. Five of the seventeen buildings visited were, in this writer's opinion, in very poor condition, but at the time the survey was being made, only one of these had plans for a new building in the near future.

Of the seventeen business departments, six were located on the first floor, eight were on the second floor, and three were on the third floor. Only one was on the first floor next to the administrator's office. It seems, then, that the majority of the business teachers had some stairs to climb.

Except for the two junior high schools, all of the schools had at least two rooms devoted primarily to the business department. This is due, to a large extent, to the fact that a room full of typewriters cannot be used very satisfactorily for other types of classes and the machines themselves need to be protected from other classes.

Salaries

Eleven of the schools surveyed had salary schedules and six did not. In considering total enrollment as being correlated with the presence or absence of a schedule, it appears that the smaller the school, the less likely is there to be a salary schedule in use.

The average beginning salary in the smaller schools was \$3037 and in the larger schools it was \$3102.50. There was a range in beginning salaries from a low of \$2900 to a high of \$3350. The average beginning salary for all schools was \$3089.23, approximately \$235 below the averages reported for beginning graduates by the four state-supported teacher-education institutions of Illinois and Southern Illinois University in the March, 1954 issue of Illinois Education.

Only one of the schools not using a salary schedule gave any pecuniary consideration for a master's degree and that was in the amount of \$200. All of the eleven schools with a schedule gave consideration for a master's degree ranging from \$200 to \$230.

Community expectations

Only three of the schools surveyed expected much participation by the teacher in community activities. Twelve communities expected a little participation and two expected none.

Eight of the schools had parent-teacher associations and eight of the communities expected participation in church activities of some sort. Assisting with the Boy Scout or Girl Scout program was indicated by three schools as being expected of the teacher. Four schools listed charitable organization drives such as Red Cross, Community Chest, and March of Dimes. One of these four was on a purely voluntary basis.

Housing

Of the fifteen communities in which these seventeen schools were located, ten were indicated by their teachers as having a situation in which housing was moderately difficult to obtain and five were indicated as very difficult. None of the fifteen were checked by their teachers as having housing that was easy to find, a third choice on the survey blank.

Fourteen of the seventeen schools offered some aid to business teachers who were seeking housing and three did not. Most of the aid these fourteen did offer consisted of the administrator keeping a list (either written or in his head)

of the rooms, apartments, and houses available in the community. One school (Donovan) had leased some apartments for teachers only and kept a list of houses with rooms for single teachers. The writer's own school owns three houses, but they are primarily for rent to the superintendent, the coach, and the vocational agriculture teacher and the other teachers shift for themselves.

In most of the communities in this area, teachers (especially those with families) have experienced some difficulty in securing housing. Renting costs for small houses unfurnished at the time of this survey ranged from \$40 to \$55 per month not including heat or utilities.

Extra-curricular activities

Without exception, all of the fifteen business teachers in the smaller schools had extra duties during school hours for which they received no extra compensation. These sponsorships included such things as school annual, school newspaper, a class (often junior or senior) and student council. One teacher received extra pay for sponsoring the annual and newspaper, but not for sponsoring a class.

With only one exception, every business teacher in the smaller schools also had some extra duties to perform after schools hours for which they received no extra pay. The athletic program of the school reaped the benefit of the majority of these duties which included taking or selling tickets at games, scoring games, chaperoning rooters' bus

to out-of-town games, guard duty at games, and supervising concessions. Commercial Club and G. A. A. also were listed. None of the business teachers in the smaller schools listed directing a class play as part of their duties.

In the larger schools, only one-half of the eighteen teachers had any extra duties during class hours for which they received no extra pay and some of these were clubs coinciding with a hobby of the sponsor, such as Rifle Club, Chess Club, etc. In all of the larger schools, the newspaper was handled by some other department.

Only two of the eighteen teachers in the larger schools had extra duties after school hours for which they donated their services. One directed a junior-high class play and the other supervised a concession stand.

When pay was received for working at ball games, the rate was usually set at approximately \$1.00 an hour--infinitely better than nothing, of course, but still not a very high wage to pay for the services of a teacher with a bachelor's or master's degree.

The fifteen teachers in the smaller schools performed a total of fifty extra duties, for two of which they received extra pay. The eighteen teachers in the larger schools performed a total of thirty extra duties for nineteen of which they received extra pay.

An average of 23.5 per cent of the schools surveyed offered extra pay for some extra duties. This was 6.5 per

cent lower than the average of 30 per cent found by Mr. Donald L. Zabel in his survey of 110 high schools reported in the April, 1954 issue of Illinois Education.

Permanency of position

In the small schools, the teachers averaged 6.2 years in their present positions. Seven of the fifteen teachers in the small schools had 2 years or less of service in their present positions. Only one had more than 12 years and this was 27 years.

In the larger schools, the teachers had been in their present positions on an average of 13.91 years or a little over twice as long as the teachers in the smaller schools. Of the eighteen teachers in this group, only four had 2 years or less of service in their present positions and eight had more than 12 years with five of these eight having 25 years or more.

Classes

By and large, the business teachers taught business subjects only. Only five of the thirty-three business teachers surveyed taught subjects in a field other than business.

The average teaching load for teachers in the smaller schools was 5.73 classes and .71 study halls. Six of these fifteen teachers had no free periods. This was usually an eight or nine period day. The average teaching load for

teachers in the larger schools was 4.83 classes and .56 study halls. Eight of these eighteen teachers had no free periods. This was usually a six period day. This gave an overall load of one less class for the teachers in the larger schools, but they were for longer periods. So, the teachers in the smaller schools had to be more diversified and prepare for more classes, but the class periods were shorter.

Sixteen of the thirty-three teachers had a home room which was used for roll call, announcements, etc., and lasted for about twenty minutes.

Only two of the sixty-nine classes offered by the smaller schools were one-semester classes. Eleven out of a total of thirty-three or one-third of the total offered by the larger schools were one-semester classes.

Of a total of 105 classes offered by all the schools, only seven could be taken by ninth grade students. Of these seven, only five were offered exclusively to ninth grade students. Therefore, more than 95 per cent of the classes offered in the field of business were offered to students in their tenth year or higher. The grade level and length of courses is shown in the chart on page 18.

All of the senior high schools surveyed offered book-keeping, beginning typewriting, and beginning shorthand as full year courses. Approximately 50 per cent of all the senior high schools offered full year courses in office practice, advanced shorthand, and advanced typewriting.

GRADE LEVEL AND LENGTH
of
Courses Offered

COURSE	SCHOOL	Buckley-Loda	Cissna Park	Central	Crescent-Iroquois	Donovan	Gilman	Milford	Onarga	Sheldon	Stockland	Watseka	Wellington	Danville	Hoopeston	Kankakee	West Jr.	East Jr.
	Bookkeeping		12	12, 11, 12	12	12	12, 11, 12	11, 12	10, 12	12	12	11, 12	11, 12	11, 12	12	12		
Bus. Arith.																10		
Bus. English				12														
Business Law				12												10, 11, 12		
Bus. Training													9		12	11, 12		
Clerical Pract.					12					12		12						
Comm. Geog.												11, 12				10, 11, 12		
Dist. Educ.														12				
Gen. Business							10				9, 10	9, 10	9		10	9	9	
Office Occup.																		
Office Pract.			12	12			12			11, 12	12		11, 12	12				
Pers. Typing	11											10, 11, 12		12	10	10, 11, 12		
Record Keeping														10			9	
Sales Admin.														11, 12				
Sec'tarial Work															12			
Shorthand I	11	11, 12	11	11	11	11	11	11	11, 12	12	11, 12	11, 12	11, 12	11	11	11		
Shorthand II	12			12	12	12	12	12	12					12				
Typewriting I	11	11	11, 12	10, 11	11	11	11, 12	11, 12	11, 12	11	11, 12	11, 12	11	11	11	11, 12		
Typewriting II	12		11, 12	12	12			12	11, 12	11, 12			11, 12			12		

black--year course

red----semester course

General business was offered by about one-third of the schools and various other classes were taught by a smaller percentage. The number of schools offering the various courses is shown in the graph on page 20.

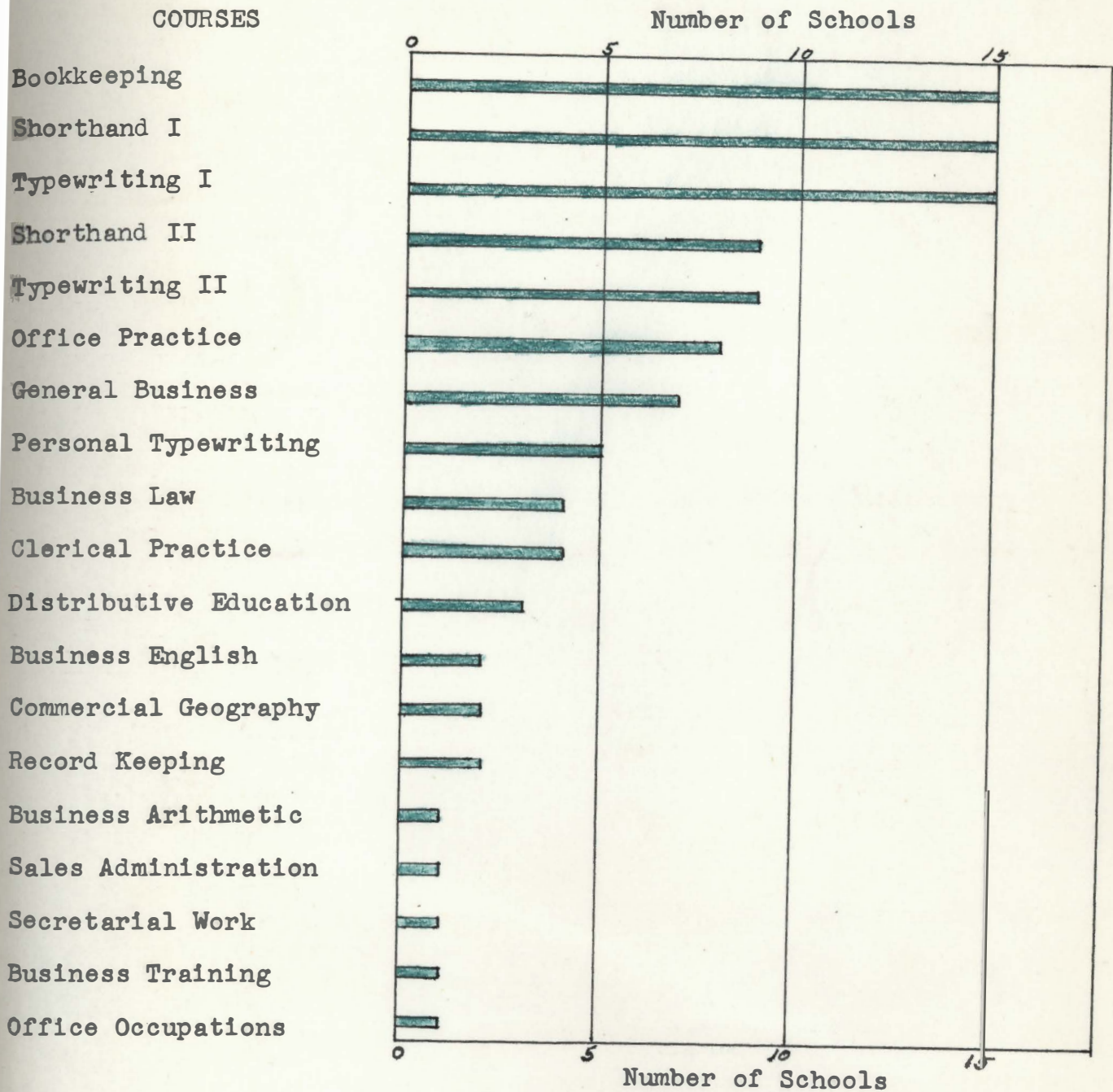
All of the teachers who answered the question as to whether their school adhered to the minimum state requirements for passing grades in shorthand and typewriting answered in the affirmative.

Conveniences provided for teachers

Eight of the seventeen schools in this area have provided some sort of facilities for the use of teachers who smoke. With one exception, these eight are among the larger schools in enrollment. However, it is not to be construed from these statistics that the nine schools who do not provide facilities for smoking have been able to hire complete staffs of non-smoking teachers. This writer has personal knowledge that such is not the case.

Most of the schools in this area had a cafeteria or lunchroom in which teachers could buy well-balanced meals at cost or nearly so. Although a few teachers (and students) who live nearby prefer to eat lunch at home, this service eliminates the packed lunch and, in many cases, makes for improved diet and health. In the opinion of this writer, the maintenance of these lunchrooms is a commendable practice. Of course, it should be noted here that these lunchrooms were set up primarily for the benefit of the

FREQUENCY
of
COURSE OFFERINGS



students and the teachers have been able to take advantage of these facilities because they were already there.

CHAPTER III

GENERAL SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of survey

This study represents a survey of the business education teachers and departments in the high schools of Iroquois County, Danville, Hoopston, and Kankakee. The preceding chapters presented the problem and the procedure followed in making and reporting the survey.

The survey was compiled in partial fulfillment of the Master of Science in Education degree at the Eastern Illinois State College, Charleston, Illinois, under the guidance of Dr. Earl S. Dickerson, Professor of Business Education and Coordinator of Off-Campus Student Teaching.

Conclusions

From the information presented in the preceding pages, it is evident that the business teachers in this area were kept quite busy with extra-curricular activities both during and after school hours. The enrollment in their classes was large compared with the total enrollment in the school. The business department had two or more rooms, but most of the business teachers had to climb some stairs to reach them.

Beginning salaries were lower than those averages reported for 1953 graduates by the four state-supported teacher-educating colleges and Southern Illinois University. A substantial part of these salaries go for housing which has not been easy to find.

There are various reasons which might result in a difference in length of service in the smaller schools and the larger schools. First, all of the larger schools have salary schedules. Thus, all of the teachers know what increments they will receive for the following years. Second, all of the larger schools give extra pay for some of the extra duties. Besides being paid for extra duties, teachers in the larger schools have fewer of them. For another reason, the teachers in the larger schools have less contact with the board of education and parents and are not so likely to suffer as a result of battles between small factions in the community.

It seems likely that if a teacher expects to be well accepted in this area, he will not be able to completely withdraw from community activities, but the expectations of the community will not work an undue hardship. Most of the teachers in this area had a fairly heavy class load composed largely of upper classmen.

Recommendations

This writer would recommend that this paper be read carefully by any teacher considering employment in this

area and that the contents of this paper (especially the tabulated sheets in the appendix) be considered in the light of that teacher's own particular situation. For instance, a single teacher would place different significance upon some of the items than would a married teacher with a family.

The selecting of the first position or any position is of great importance in the career of a teacher. For this reason, the writer again expresses the thought that if only one teacher is benefited by the reading of this paper, then the writer will have been well repaid for his efforts.

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Zabel, Donald L., High School Reorganization Brings Changes in Extra-Curricular Activities, Illinois Education, Illinois Education Association, Springfield, Illinois, April, 1954, p. 313.

APPENDIX

Academic Statistics									Extra-curricular Activities										
TEACHER	No. of Years in Position	No. of Classes	Non-business Classes	Free Periods	Study Halls	Home Room	Supervise Practice	Consultation	During School Hours					After School Hours					
									Co-rec. Director	Annual	Newspaper	Class Sponsor	Other	Tickets	Rooter's Bus	Class Play	Other		
1	2	6					2			x	x	x							
2	3	6		1	1					x									x
3	7	5		1	1					x									x
4	10	5					2			x	x	x			x				x
5	10	6			1			1		x	x	x			x				x
6	2	6		1			1			x	x	x			x	x			x
7	4	6	4		1	1							x		x				
8	2	6																	
9	1	6		2			2			x					x				
10	1	7				1					x	x			x				x
11	1	7	2	1											x				x
12	27	5		1	2						x	x			x				x
13	9	5		1	1														
14	12	4	1	1	3						x	x			x				
15	2	6		2	1					x				x	x	x			
16	14	3			1	1		1											x
17	25	4		1	1	1									x				x
18	1	4			1	1									x				
19	18	5			1	1													x
20	10	4		1	1	1							x						
21	27	4		1	1	1					x				x				
22	10	5		1	1	1													
23	29	4		1	1	1													
24	1	6		1				1							x				
25	8	6		1							x					x			x
26	2	5	2			1									x				
27	1	5	1		1			1							x				x
28	17	5			1	1		1							x				x
29	7	5		1		1									x				
30	25	3		1	2	1									x				
31	9	5		1		1										x			
32	25	5		1		1									x				
33	3	4			1			1								x			x

x-extra pay
x-no extra pay

GENERAL STATISTICS

ITEMS	SCHOOLS								
	A	B	C	D	E	F	G	H	I
Enrollment--grades 9-12	123	270	141	90	150	175	125	110	110
Enrollment--bus. subjects	64	181	82	30	82	125	84	86	45
Age of building (approx.)	35	1	11	2	13	29	50	35	30
Salary schedule	yes	yes	yes	no	yes	no	no	no	yes
Approx. beginning salary	3107	3000	2900	3000	2900	2900	2900	3200	3000
Difference in AB and MA	230	200	200	200	200	none	none	none	200
Number of rooms	2	2	2	2	2	2	2	3	2
Location of department:									
First floor		x					x	x	
Second floor	x		x	x	x	x			
Third floor									x
Community expectations:									
Much					x				
Little	x	x	x	x		x	x		
None								x	x
Kind of activities:									
P. T. A.		x	x		x				
Church	x	x	x	x	x	x			
Scouting	x		x						
Charitable organ.			x		x				
Locating housing:									
Very difficult			x			x			
Moderately difficult	x	x			x		x	x	x
School aid for locating housing	yes	yes	yes	yes	yes	no	yes	yes	yes
Facilities for smoking	no	yes	no	no	no	no	no	yes	no

GENERAL STATISTICS
(Con't.)

ITEMS	SCHOOLS							
	J	K	L	M	N	O	P	Q
Enrollment--grades 9-12	38	320	54	1750	325	180	118	825
Enrollment--bus. subjects	33	200	49	736	175	75	102	575
Age of building (approx.)	35	4	38	30	63	5	4	23
Salary schedule	no	yes	no	yes	yes	yes	yes	yes
Approx. beginning salary	3200	2900	3300	3060	3100	3350	3350	3350
Difference in AB and MA	none	200	none	215	200	200	200	200
Number of rooms	2	2	2	8	2	1	1	5
Location of department:								
First floor	x	x		x				
Second floor			x			x	x	
Third floor					x			x
Community expectations:								
Much							x	
Little	x	x	x	x	x	x		x
None								
Kind of activities:								
P. T. A.	x		x		x	x	x	
Church	x				x			
Scouting					x			
Charitable organ.		x				x		
Locating housing:								
Very difficult	x		x			x		
Moderately difficult		x			x		x	x
School aid for locating housing	no	yes	no	yes	yes	yes	yes	yes
Facilities for smoking	no	yes	yes	yes	no	yes	yes	yes