

STATUS OF BUSINESS EDUCATION IN RURAL HIGH SCHOOLS OF  
OKLAHOMA'S SIXTH CONGRESSIONAL DISTRICT

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OKLAHOMA'S SIXTH CONGRESSIONAL DISTRICT

By

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Bachelor of Science

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Edmond, Oklahoma

1934

Submitted to the Department of Business Education

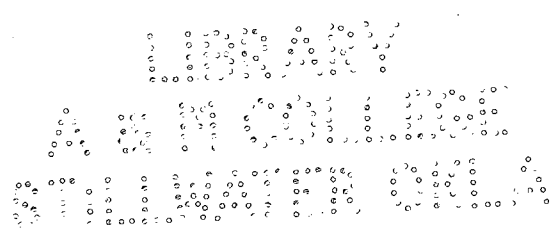
Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

For the Degree of

Master of Science

1941



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### ACKNOWLEDGMENT

Grateful acknowledgment is made to those who assisted me in this study. To Dr. McKee Fiske, formerly Head of the Department of Business Education, Oklahoma Agricultural and Mechanical College, I wish to express my appreciation for his efforts to teach me a few of the rudiments of research technique. To Mr. J. Andrew Holley, Head of the Business Education Department, Oklahoma Agricultural and Mechanical College, I am grateful for his sympathetic understanding and kindly criticism of my efforts.

Above all, do I wish to express my gratitude to the Business Education instructors in the schools of the Sixth Congressional District, who unselfishly gave their time and thought to compile information relative to the Business Education program in their respective schools. Without their efforts this study would have been impossible.

W. C. S.

TABLE OF CONTENTS

I.	INTRODUCTION .....	1
II.	THE STATUS OF BUSINESS EDUCATION IN RURAL HIGH SCHOOLS OF THE SIXTH CONGRESSIONAL DISTRICT WITH RESPECT TO OFFERINGS AND ENROLLMENT.....	13
III.	STATUS OF SKILL SUBJECTS AS DETERMINED BY A QUESTIONNAIRE STUDY.....	26
IV.	SUMMARY AND CONCLUSIONS.....	54
	APPENDIX	

LIST OF TABLES

## Chapter II

I.	Number, total enrollment, and average enrollment of schools requesting accrediting by 5-year periods, 1920-21, 1925-26, 1930-31, 1935-36 1940-41 .....	13
II.	Number and per cent of schools seeking accrediting which offered business education courses ...	16
III.	Ranking of business education subjects by prevalency of offerings for 1920-21, 1925-26, 1930-31, 1935-36, 1940-41 .....	20
IV.	Number enrolled in various business education subjects in schools requesting accrediting with the per cent of the total enrollment taking each subject .....	23

## Chapter III

I.	Classification of Schools according to enrollment .....	28
II.	Classification of schools according to number of teachers .....	29
III.	Enrollment by schools in typewriting I .....	31
IV.	Enrollment by schools in bookkeeping .....	32
V.	Enrollment by schools in shorthand .....	33
VI.	Number of different students taking one or more skill subjects .....	34
VII.	Speed requirements and time-length of test in typewriting I .....	35
VIII.	Dictation-take requirements in shorthand I as stated by teachers .....	37
IX.	Number of typewriters owned by schools .....	42
X.	Total college hours of instructors .....	46
XI.	Undergraduate hours in business education .....	47
XII.	Teaching experience in business education .....	48
XIII.	Teacher-tenure in business education .....	49

## CHAPTER I

### INTRODUCTION

This study deals with the growth and status of business education in the small high schools of the Sixth Congressional District of Oklahoma. This small area was selected so that a more detailed study of the student enrollment, business education offerings, objectives, attainments, equipment available for use in business education classes, and qualifications for the business education teachers in the schools could be made.

The counties in the Sixth Congressional District are: Blaine, Caddo, Canadian, Comanche, Cotton, Grady, Jefferson, Kingfisher, and Stephens. Almost all of the high schools are small in point of student enrollment, rarely exceeding three hundred students. This is not as unusual as it may seem, however, for according to the United States Census Bureau publication<sup>1</sup>

More than three-fourths of the high schools of the nation are rural and about one-third of all high school students attend these high schools.

Despite the large number of schools of this type, only a few studies could be found of the offerings, objectives, enrollment in various classes, or the qualifications of their teachers. Some of those findings are compared with those in this work.

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<sup>1</sup>. United States Biennial Survey. Statistics of Public High Schools, 1937-38. Page 12. Bulletin, 1940, No. 2, Chapter V. United States Office of Education.

This study is particularly concerned with the conditions as mentioned in the preceding paragraph in the way they affect business education.

Professor Colvin, writing in the National Business Education Quarterly of March, 1937, stated:<sup>2</sup>

The demand for, and the interest in, business education in the small high schools has increased so rapidly that the planning of offerings and the training of teachers has hardly kept pace with the increase in the enrollment in the classes.

The demand for, and the interest in business education in the schools of the Sixth Congressional District has, probably, been as pronounced as that of other similar areas throughout the nation. Measured by the prevalency and extensiveness of subject offerings, the business education program of this area is not as well developed as in some other sections of the country, as will be shown by the findings presented from other studies.

#### Purpose

It is the purpose of this study to determine some of the changes in the business education program during the past twenty years and its present status in schools of the Sixth Congressional District located in rural areas or in towns whose population is less than 2500.

Consideration was given to a number of factors thought to reflect the development of business education. Those factors were:

1. The number of schools seeking accrediting and their enrollment for the years studied.

2. Colvin, A. O., "Business Education in the Small High Schools." National Business Education Quarterly. March, 1937. Page 1.



2. Business education subjects offered, and enrollment in those subjects for the years studied.

A more detailed study of schools offering work in one or more of the three skill subjects was made for the purpose of determining their size as compared to the size of all schools in the area, the teacher-stated objectives for the skill subjects, total enrollment in skill subjects, equipment available for instruction, and qualifications of the teaching personnel of skill subjects.

#### Scope and Delimitation

This study is limited to the rural high schools of the Sixth Congressional District of Oklahoma. Schools in districts whose chief population center was more than 2500 at any time between 1920 and 1940 were no longer considered as being rural high schools. The study is further limited to business education subjects and excludes all other subjects or activities that may have been engaged in by the schools.

Chapter II of this work presents information for the years 1920, 1930, 1935, and 1940, concerning:

1. Number of high schools in the area seeking accrediting.
2. Total enrollment in those high schools.
3. Business education courses offered.

Information showing the enrollment in the various business education courses was presented for the years 1930, 1935, and 1940. Enrollment in the respective courses was not available for 1920 or 1925.

Chapter III presents information secured through a questionnaire sent to instructors in schools which offered work in one or more of the skill subjects, that is, book-keeping, typewriting, or shorthand. The questions dealt with were:

1. Total attendance and total number of teachers in schools offering work in some skill subject.
2. Enrollment in skill subjects.
3. Skill subject attainments.
4. Participation in skill subject contests.
5. Equipment available for use in skill subject instruction.
6. Qualifications of teaching personnel with respect to college hours, experience, and tenure.

#### Method

The normative-survey method of research was employed to obtain the information used in this work. The normative-survey method seeks to answer the question, "What are the real facts with regard to the existing conditions?"<sup>3</sup>

Normative-survey research also includes making comparisons between periods in history, schools, and subjects. A prominent authority makes this statement:<sup>4</sup>

For this type of investigation (Normative-survey) several specialized procedures have been developed for making comparisons between periods in history, schools, and schools for recording status or central tendencies and sometimes for determining causes of present conditions.

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3. Good, Carter V., Barr, A. S., Scates, Douglas E., The Methodology of Educational Research. Page 287.
  4. Ibid., Page 235.

### Sources of Data

The principal sources of data were:

1. Oklahoma Educational Directories for the years 1920, 1925, 1930, 1935, and 1940. The Oklahoma Educational Directory contains the names of all schools in the state employing as many as four teachers. Names of schools are listed under the counties in which they are located.
2. Annual High School Bulletins for the same years. This publication is prepared under the direction of the High School Inspection Department of the State Department of Education and it contains the list of accredited high schools and their offerings.
3. The bound volumes containing the applications for accrediting sent to the High School Inspection Department by the high schools seeking accrediting for the years mentioned.
4. The returns from a questionnaire seeking information on the status of business education in the schools of the area studied, which offered some work in one or more of the skill subjects.
5. United States Census Bureau publications relating to high school statistics and population of towns and cities in Oklahoma.

### Procedures

The total number of high schools in the nine counties was found by an examination of the Oklahoma Educational Directories for the years studied.

Forms were prepared containing the names of all accredited high schools in the area for the years studied. The offerings of each high school were checked against those appearing on the annual application for accrediting filed with the High School Inspection Department at the state capitol at Oklahoma City.

Since this study considered only rural high schools, an examination of census bureau figures was made and the names of high schools located in communities with a population center of more than 2500 were eliminated.

As it was desired to obtain special information relative to bookkeeping, shorthand, and typewriting, an examination of the Annual High School Bulletin for 1940 was made. Seventy schools were listed in that bulletin as offering one or more units in one or more of the three subjects.

A questionnaire was prepared and submitted to a seminar of business education students and faculty members at Oklahoma A. and M. College. After revision, the questionnaire was sent to six high school business education instructors in Stephens County. All of them returned the completed form. Answers to some of the questions were so hazy and ambiguous that a second revision of the questionnaire was made, paying particular attention to those questions which had evoked such ambiguous answers. This questionnaire was then mailed to the superintendents of

the remaining sixty-four schools with the request that he pass it on to the business education instructor.

From the sixty-four questionnaires, 34 returns were received. The hazy answers of the six returns from Stephens County had been cleared up in personal interviews with the teachers. A follow-up card was mailed to the thirty instructors who had not returned the questionnaire. Eight more returns were secured as a result of this second request, making a total of 48 returns for the 70 schools. Two of the forty-eight were returned by the superintendents of the particular school to which the inquiry was mailed with the notation, "No business education work offered here.

From the remaining forty-six completed returns, information presented in Chapter III was secured.

#### Related Studies

The following four studies were examined to secure information helpful in the preparation of this study:

Frost, Ellis Mark, Sr.<sup>5</sup> This is a status study of commercial education in Oklahoma in 1924. Some of his findings were:

1. The work in bookkeeping, typewriting, stenography, and commercial arithmetic were given in a desultory and haphazard manner.
2. A cause of inefficiency in instruction in the commercial subjects is due to the lack of standard qualifications of the teachers.

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5. Frost, Ellis Mark, Sr. Commercial Education in the High Schools of Oklahoma. Unpublished Master's Thesis, Oklahoma A. and M. College, 1924.

Clevenger, Earl.<sup>6</sup> A Status of Commercial Education in Selected High Schools of Oklahoma in 1931. Mr. Clevenger's findings, like Mr. Frost's, are used for comparisons on offerings and enrollment in Commercial education. Some of his findings and conclusions were:

1. There had been a far greater increase in the number of students taking commercial work than in the increase in enrollment in the secondary public schools. (From 1924 to 1931)
2. The student in the large school enjoys a distinct advantage over the student in the small school because the large school offers more training in specific subjects such as shorthand, bookkeeping, and typewriting; and also offers a wider range of subjects.
3. There is a tendency to offer the purely vocational subjects such as shorthand, typewriting, and bookkeeping without any consideration as to how well these subjects serve the need of the community.
4. A state director of commercial education should be appointed to assist in making local surveys and to help in working out a program of commercial education based on the surveys.
5. There had been a general improvement in the conditions of high school commercial education during the period

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6. Clevenger, Earl. Status of Commercial Education in Selected High Schools of Oklahoma. Unpublished Master's Thesis, Oklahoma A. and M. College, 1931.

from 1924 to 1931 but the improvement apparently had not kept pace with the rapidly changing business conditions.

Holt, Hal F.<sup>7</sup> Commercial Teaching Personnel in the White Public High School of Oklahoma, is Mr. Holt's subject. Information secured by Mr. Holt relative to number of college hours in Business Education, degrees, and institutions granting degrees of teachers in business education was used for comparisons with the qualifications of teachers of schools which returned the questionnaire sent to them. His findings included:

1. The education of commerce teachers from 1932 to 1937 consisted of an average of 32 to 35 semester hours of college and university credit in commercial courses.
2. From 1934 to 1937 more than nine-tenths of all high school commerce teachers held degrees.
3. Typewriting was by far the leading subject taught by the commerce teachers.

Colvin, A. O.<sup>8</sup> Mr. Colvin's article, "Business Education in the Smaller High School--A Survey", presents information on the offerings, objectives, and contemplated changes of the business education program of 525 smaller high schools in several states. These high schools range

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7. Holt, Hal F. Commercial Teaching Personnel in the White Public High Schools of Oklahoma. Unpublished Master's Thesis, Oklahoma A. and M. College, 1939.
  8. Colvin, op. cit.

in size, from the standpoint of enrollment, "from 60" to "rarely over 500". He states most of them enroll less than 200 students. Information relative to offerings in business education was used as a basis of comparison with findings in this study.

#### Definition of Terms

1. Rural high schools. A United States Census Bureau publication states<sup>9</sup>

Most of the high schools are located in rural territory by which is meant communities with fewer than 2500 inhabitants.

2. Business education and commercial education. Ordinarily business education has broader connotations than commercial education, however, in this work they are used synonymously. Either term means work in any of the subjects listed later as commercial work offered by the schools studied.
3. Skill subjects are bookkeeping, shorthand, and typewriting.
4. Content courses are all courses in business education other than one of the three skill subjects.
5. Complete bookkeeping cycle. The various processes of work necessary for a complete set of "books". The process includes journalizing, posting to ledger, working out trial balance and completing work sheet, making financial statements, and adjusting and closing the books.

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9. Statistics of Public High Schools, 1937-38, op. cit. Page 4.



6. Models in bookkeeping. Illustrations showing the several processes which make up the complete cycle.

Some Early Beginnings of Commercial Education

Business education in the schools of the United States was given impetus in 1893 by the report of a study conducted by Professor Edmund J. James, of the American Bankers' Association, on business education conditions in Europe. Professor James reported:<sup>10</sup>

---The old system of training young men in the great business houses has almost completely disappeared even in those places in our country where it may have existed---

He further states:<sup>11</sup>

The systematic and steady development of commercial instruction lies in the interest of our business world, in the interest of the community in general and in the interest of our public system of education.

The United States Commissioner of Education published figures for 1893-94<sup>12</sup> showing 122 high school students in the public schools of the Southwest (Oklahoma, Texas, New Mexico, and Arizona) enrolled in business education courses. The figures from the same source in 1899-1900 show 945 high school students enrolled in commercial education courses, indicating the increased interest resulting, in part, from the study by Professor James.

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10. Matherly, Walter J., Business Education in the Changing South. Page 35.
11. Ibid., Page 33.
12. Biennial Report of the United States Commissioner of Education, 1893-94. Page 12. United States Office of Education.

An early mention of business education in Oklahoma is found in the report of the State Superintendent, published in 1908.<sup>13</sup> In the list of subjects recommended for study by high school students in the county high schools of Alfalfa and Logan counties is found commercial arithmetic, bookkeeping, stenography, typewriting, commercial law, and business practice. No mention is made as to how widely these subjects were taught at that time.

Clevenger reports<sup>14</sup> that in 1916, sixteen schools out of 181 reporting on his questionnaire, were teaching stenography and fifty-four were teaching bookkeeping.

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13. State Department of Public Instruction. Second Biennial Report. State of Oklahoma. Page 159.

14. Clevenger, op. cit.

## CHAPTER II

### THE STATUS OF BUSINESS EDUCATION IN RURAL HIGH SCHOOLS OF THE SIXTH CONGRESSIONAL DISTRICT WITH RESPECT TO OFFERINGS AND ENROLLMENT

#### Number of High Schools Seeking Accrediting, Their Total Enrollment, and Average Enrollment.

Enrollment records are available only for those schools which sought accrediting by fulfilling certain conditions imposed by the State Department of Education. Those schools which fulfilled, or thought they had fulfilled, those conditions sent to the State Inspection Department applications for accrediting. The applications contained, besides other information, the total enrollment at the end of the first six weeks for each school.

Table I

NUMBER, TOTAL ENROLLMENT, AND AVERAGE ENROLLMENT OF  
SCHOOLS REQUESTING ACCREDITING BY 5-YEAR PERIODS,  
1920-21, 1925-26, 1930-31, 1935-36, 1940-41

School Year	Number Schools Seeking Accrediting	Enrollment End of First Six Weeks	Average Enrollment Per School
1920-21	44	2917	66.3
1925-26	68	5337	78.6
1930-31	84	7261	84.6
1935-36	93	9136	98.2
1940-41	90	8875	98.6

Table I shows the total number of rural high schools seeking accrediting for the various years, and the total enrollment of all the schools at the end of the first six

weeks of the respective years shown. The enrollment figures are the total number of high school students in all the schools which applied for accrediting for the years mentioned. High schools, in this study, are considered as being any schools which offer work in the ninth, tenth, eleventh, or twelfth years.

The schools in this area seeking accrediting for 1935-36 and 1940-41 had an average enrollment of a little over 98 for each of those years. The rural high schools of the nation had an average enrollment for the school year 1937-38 of 130<sup>1</sup>. Figures for the nation for later years were not available at the time of this writing.

#### Business Education Offerings

It is generally recognized that the smaller schools have a great deal of difficulty when attempting to offer a wide range of subjects to their student bodies. For a number of reasons, justified or not, they stick pretty closely to the range of college entrance requirements. The extreme smallness of the schools in this study will, in some measure, explain their less than average offerings of business education courses when compared with offerings of other schools over the state or nation.

The business education subjects listed on the applications for accrediting were: Commercial geography, commercial law, bookkeeping, shorthand, typewriting I and II, Business English, and general business. Business arith-

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1. Biennial Survey of Education. Statistics of Public High Schools for 1937-38. United States Office of Education. Page 4.

metic is not included in this list because it was not so listed on the programs. High school arithmetic was quite frequently listed but there was no way of knowing what type of arithmetic it was. Between 1920-21 and 1925-26, stenography was generally described as one-half year's work in shorthand and typewriting. General business (the name that will be used in this study) was variously described as general business, junior business training, and everyday business. It appeared, in this study, for the first time on the 1940-41 programs, and then in only six cases. Typewriting II, likewise, appeared in this study only on the 1940-41 program of studies.

The amount of credit offered by the various schools on these subjects was usually as follows: Commercial geography, commercial law, and Business English were listed by all schools as being one-half year's work. Bookkeeping and stenography in 1920-21 and 1925-26 were offered as one-half year's work each. In 1920-21, Kingfisher offered a full year of stenography, and in 1925-26, Washita offered a full year of bookkeeping; otherwise the statement that these subjects were offered as one-half year's work in 1920-21 and 1925-26 is true.

No attempt was made to discover the grade placement of these subjects.

Table II gives the number of schools seeking accrediting which offered the various business education courses for the years 1920-21, 1925-26, 1930-31, 1935-36, and 1940-41. This information was taken from the application

Table II

NUMBER AND PER CENT OF SCHOOLS SEEKING ACCREDITING  
WHICH OFFERED BUSINESS EDUCATION COURSES

Subjects Offered	Number Schools 1920-21	Per Cent of 44	Number Schools 1925-26	Per Cent of 68	Number Schools 1930-31	Per Cent of 84	Number Schools 1935-36	Per Cent of 93	Number Schools 1940-41	Per Cent of 90
Commercial Geography	19	43.2	28	42.6	38	45.2	45	48.3	40	44.4
Commercial Law	6	13.4	21	30.8	16	19.0	26	28.0	25	27.7
Bookkeeping	8	18.7	9	13.2	8	9.5	14	14.7	52	57.7
Shorthand*	2*	4.5	4*	5.8	8	9.5	12	12.9	23	25.5
Typewriting I					15	17.8	19	20.4	70	77.7
Typewriting II									10	11.1
Business English	1	2.3			6	7.1	17	18.0	23	25.5
General Business									6	6.6

\* Offered as stenography (both shorthand and typewriting) in 1920 and 1925.

The business education subjects are listed in the same order as that used in the Annual High School Bulletin for 1940-41.

for accrediting on file with the State Inspection Department at the State Capitol.

According to Table II, page 16, nineteen of the forty-four schools seeking accrediting in 1920-21 offered commercial geography; 28, or 42.6 per cent, of the 68 seeking accrediting in 1935-36, offered commercial geography; 38, or 45.2 per cent of 84 schools seeking accrediting in 1930-31 offered it; 45, or 48.3 per cent of the 93 schools seeking accrediting in 1935-36 offered the subject; and 40, or 44.4 per cent of the 90 seeking accrediting in 1940-41 offered commercial geography.

Since typewriting is now the most widely offered business education subject, an analysis of its growth in these schools will be interesting. In 1920-21 and 1925-26, typewriting did not appear on the daily programs at all, being a part of the subject of stenography. The stenography course was far from prevalent twenty years ago. In 1920-21 only two schools, Kingfisher and Tuttle, offered the course. In 1925-26 the number was still low, only 4 out of 68 schools studied offering it that year. By 1930-31 the subjects of shorthand and typewriting had been separated on the daily program, and 15 schools, or 17.8 per cent of the number seeking accrediting were offering the course as evidenced by their daily programs on file with the State Inspection Department. By 1940-41 the number of schools offering typewriting had increased more than 250 per cent over the figures for 1935-36. Seventy of the 90 schools seeking accrediting that year were teaching one or two years of typewriting.

In 1936-37, eight educators made surveys of the business education offerings<sup>2</sup> of the smaller high schools of several states, namely California, Colorado, Florida, Georgia, Illinois, Indiana, Kentucky, Michigan, Minnesota, Missouri, Ohio, Pennsylvania, and South Carolina. The surveys were under the direction of A. O. Colvin, Professor of Business Education at Colorado State College, Greeley, Colorado. Mr. Colvin states that most of the 525 schools which returned the questionnaires were in the class herein designated as "rural" high schools; however, some were located in communities which ranged upward to 10,000 people. The results of this survey show the following facts concerning the frequency of business education offerings:<sup>3</sup>

<u>Subjects</u>	<u>Schools Offering</u>	<u>Per Cent of 525</u>
Typewriting	499	95
Bookkeeping	473	90
Shorthand	462	88
General Business	312	59
Economics	268	55
Business Law	216	40
Economic Geography	194	37
Business English	132	25

A few comparisons will show that business education offerings are definitely less prevalent in rural high schools of the Sixth Congressional District than in schools

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2. Colvin, A. O. "A Summary of Business Education in a Cross Section of the United States". National Business Education Quarterly, March 1937. Pages 32 to 38.
  3. Ibid., Page 33.



surveyed by Colvin and his associates. These comparisons can be more easily made with the aid of Table III, page 20.

Table III was constructed in order to show the rankings of the various business education subjects for the years studied. It is read: Commercial geography, first in frequency of offering, was offered by 43.2 per cent of the 44 schools seeking accrediting in 1920-21; bookkeeping was second, being offered by 18.7 per cent of the 44 schools seeking accrediting; etc. In 1925-26, 42.6 per cent of the 68 schools seeking accrediting offered commercial geography. It was, again first in frequency of offering. Commercial law was second, with 30.3 per cent of the schools offering it.

The rankings of the 1940-41 offerings are given in the form below so they can be more easily compared with the rankings of the offerings shown in the Colvin study.

<u>Subjects</u>	<u>Schools Offering</u>	<u>Per Cent of 90</u>
Typewriting I	70	77.7
Bookkeeping	52	57.7
Commercial Geography	40	44.4
Commercial Law	25	27.7
Shorthand	23	25.5
Business English	23	25.5
Typewriting II	10	11.1
General Business	6	6.6

It will be seen that typewriting and bookkeeping lead in this study and also in the Colvin study. Business English and commercial geography were offered by approximately the same proportion of schools in both studies. Here the points of similarity in the two reports ceased. One glaring difference in the two should be pointed out,

Table III

RANKING OF BUSINESS EDUCATION SUBJECTS BY PREVALENCY OF OFFERINGS  
FOR 1920-21, 1925-26, 1930-31, 1935-36, 1940-41

Subjects Offered	1920-21		1925-26		1930-31		1935-36		1940-41	
	Rank	Per Cent of 44	Rank	Per Cent of 68	Rank	Per Cent of 84	Rank	Per Cent of 93	Rank	Per Cent of 90
Commercial Geography	1	43.2*	1	42.6*	1	45.2*	1	48.2*	3	*44.4
Bookkeeping	2	18.7	3	13.2	2	19.0	2	28.0	2	57.7
Commercial Law	3	13.4	2	30.8	4	9.5	5	14.7	4	27.7
Shorthand	4	4.5	4	5.8	5	9.5	6	12.9	5	25.5
Business English	5	2.3			6	7.1	4	18.0	6	25.5
Type-writing I					3	17.8	3	20.4	1	77.7
Type-writing II									7	11.1
General Business									8	6.6

\* Figures in the starred columns show the per cent of the total number of schools seeking accrediting for the various years, which offered the subject listed at the left margin.

that is the difference in the proportion of schools offering general business. Fifty-nine per cent of the schools in the Colvin study offered it, while only 6.6 per cent of the schools in this report had it on their program of studies.

Some of the difference between the two studies might be accounted for by the fact that the schools in the Colvin study were, on the whole, larger than those in this study. Mr. Colvin stated that the enrollment in the majority of the schools covered by his survey ranged from 60 to 300; in several however, the enrollment was greater than 300. The enrollment in schools in this study ranged from 50 to 300, with none higher than the latter figure.

One of the eight reports summarized by Mr. Colvin was a survey by Mr. Studebaker,<sup>4</sup> Head of the Department of Business Education at Ball State Teacher's College, Muncie, Indiana. Mr. Studebaker's report most nearly parallels this one in point of size of schools surveyed. He stated that the 85 schools included in his survey had, with few exceptions, less than 200 students. His results were as follows:

Of the 85 schools, 81, or 95 per cent, offered type-writing; 80, or 93 per cent, offered bookkeeping; 68, or 80 per cent, offered shorthand; 69, or 71 per cent, offered business law; 51, or 60 per cent, offered general business; and 30, or 35 per cent, offered commercial geography.

The results of the Studebaker study closely paralleled the results of the combined eight studies, indicating that

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4. Studebaker, M. E. "What Kind of Business Education Should We Offer in Small High Schools of the Country". Business Education Quarterly, March 1937. Page 7.

the extent of business education offerings was about the same in all the areas covered by the various studies. The results of those studies would seem to definitely establish the fact that the schools in the part of Oklahoma included in this study offered fewer courses in business education than did the schools surveyed by Mr. Colvin.

Number Enrolled in Various Business Education  
Courses in 1930-31, 1935-36, and 1940-41

As previously stated, the schools seeking accrediting in 1920-21 and 1925-26 did not include information about the number enrolled in the various courses, except in a few instances, so few, in fact, that no reliable or worthwhile results could be obtained from those years.

Beginning in 1930-31 however, this information was included in all cases. That information is summarized in the next table. Table IV shows the number enrolled in each business education course for each of the three years under consideration. It also shows the per cent of the total number enrolled at the end of the first six weeks who were taking work in each of the business education courses offered.

Analyzing the results by subjects, it will be seen that the enrollment in commercial geography decreased slightly for each succeeding interval of the period under consideration. The enrollment in commercial law, never particularly high, fluctuated little. Enrollment in the remaining courses increased throughout the period.

Table IV

NUMBER ENROLLED IN VARIOUS BUSINESS EDUCATION SUBJECTS  
IN SCHOOLS REQUESTING ACCREDITING  
WITH THE PER CENT OF THE TOTAL ENROLLMENT  
TAKING EACH SUBJECT

Subjects	1930-31		1935-36		1940-41	
	Number Enrol- led	Per Cent of Total Enroll- ment	Number Enrol- led	Per Cent of Total Enroll- ment	Number Enrol- led	Per Cent of Total Enroll- ment
Commercial Geography	827	11.4	825	9.0	637	7.2
Commercial Law	313	4.3	484	5.3	405	4.6
Bookkeeping	198	2.7	286	3.1	869	9.7
Shorthand	143	1.9	178	1.9	303	3.4
Typewriting I	441	6.1	611	6.7	1537	17.3
Typewriting II					81	0.9
Business English	77	1.1	269	2.9	408	4.6
General Business					140	1.6

The number of students taking typewriting increased from 611, or 6.7 per cent of the enrollment in 1935-36, to 1537, or 17.3 per cent of the total enrollment for 1940-41. Likewise, a considerable increase, from 286 to 869, was made in the enrollment in bookkeeping from 1935-36 to 1940-41. The enrollment in shorthand almost doubled from 1935-36 to 1940-41, being 178 in 1935-36 and 303 in 1940-41.

The per cents given in the table are based on the total enrollment in all schools seeking accrediting for the years shown. In 1930-31, eighty-four schools with a total

enrollment at the end of the first six weeks of school of 7261 sought approval by the State Inspection Department; in 1935-36 the number was 93 schools with total enrollment of 9138; and in 1940-41 ninety schools with a total enrollment of 8875 sought accrediting.

Despite considerable search no studies of a similar nature could be found showing information given in Table IV. All other works dealt with much larger systems than those in the Sixth Congressional District and all schools in other studies offered work in some business education courses. As will be observed in this study frequently only a small per cent of the schools represented offered work in the particular business education course under consideration.

#### Summary

Total school enrollment, offerings and subject enrollment in business education could be obtained only for those schools seeking accrediting. In 1920-21 forty-four schools forwarded applications for accrediting to the State Department of Education; in 1925-26 there were 68 applications for accrediting; in 1930-31, eighty-four; in 1935-36, ninety three; and in 1940-41, ninety.

The total enrollment and the average enrollment for each school ranged steadily upward throughout the twenty-year period with the exception of the period from 1935-36 to 1940-41 when the total enrollment dropped slightly and the average per school remained about the same. The average in these schools was less than the average for rural high schools over the nation, the figures being

slightly over 98 for both 1935-36 and 1940-41 in schools of the Sixth Congressional District and 130 for rural high schools over the nation in 1937-38. Some difference could be accounted for by the fact that the figure 98 represents enrollment at the end of the first six weeks of school and the 130 represents full year's enrollment.

Commercial geography was the most widely offered business education subject until the last period, 1940-41 when typewriting I usurped the lead with bookkeeping second and commercial geography third. The number of schools offering typewriting and bookkeeping increased greatly from 1935-36 to 1940-41. In 1935-36 only 19 schools offered work in typewriting. By 1940-41 the number had increased to 70 schools. Bookkeeping was offered by 14 schools in 1935-36 and by 52 in 1940-41.

The per cent of those enrolled in commercial geography decreased and the per cent in commercial law remained about the same. In all other subjects the increase in enrollment was proportionally greater than the increase in total enrollment.

## CHAPTER III

### STATUS OF SKILL SUBJECTS AS DETERMINED BY A QUESTIONNAIRE STUDY

After showing some changes in business education offerings and enrollment for all the accredited schools in the nine counties comprising the Sixth Congressional District for the period from 1920 to 1940, this study attempts to give some information pertinent to business education in schools of the area which offer one or more units of what is commonly known as the "three R's" of commercial education. Mr. Clevenger<sup>1</sup> stated, "

A school is not considered as having a commercial department unless it offers some combination of bookkeeping, shorthand, and typewriting.

There were seventy schools in the area fulfilling this condition. Accepting Mr. Clevenger's definition, and, also being aware of the difficulties instructors would probably have in attempting to answer questions relating to objective standards for such business education subjects as commercial arithmetic, commercial geography, Business English, etc., this questionnaire study was confined to investigating conditions and practices in the subjects of typewriting, shorthand, and bookkeeping.

As its title indicates, the study is further limited to schools located in communities with no population center of more than 2500 people. The United States Office of Education makes a practice to use that figure to divide the rural and urban schools.

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1. Clevenger, Op. Cit. Page 14.



The conditions and practices the questionnaire attempted to survey were:

1. Total enrollment and total number of teachers in schools offering work in some skill subject.
2. Enrollment in skill subjects.
3. Teacher-stated objectives in skill subjects.
4. Participation in skill subject contests.
5. Equipment for use in teaching skill subjects.
6. Teaching personnel in business education courses with respect to college hours, experience, and tenure.

Answers to the inquiries of the questionnaire were requested to be for the facts as they were at the beginning of the second semester of the school year 1940-41.

By consulting the Oklahoma Educational Directory for 1940-41<sup>2</sup> it was found that there was a total of 99 high schools in the area. According to United States Census Bureau figures<sup>3</sup>, 90 of these were located in communities with no population center of more than 2500 people. State High School Inspection Records<sup>4</sup> for 1940-41 listed 70 of these as accredited for a course in one or more of the three subjects with which we are concerned.

Questionnaires were mailed to these seventy schools and a total of 48, or 68.8 per cent, returns were secured.

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2. Oklahoma Educational Directory. op. cit., Pages 19, 21, 32, 33, 35, 37, 39, and 66.
  3. Sixteenth Census of the United States. op. cit., Pages 4 to 9.
  4. State Department of Education. Applications for Accrediting for 1940-41. Capitol Building, Oklahoma City.

Two of those returning the questionnaire stated that they offered no business education subjects, leaving a total of 46 schools offering one or more of the three subjects, and the number 46 is used as the base in all tables unless otherwise stated.

Total Enrollment and Total Number of Teachers  
In Schools Offering one or More Skill Subjects

The smallest of the 46 schools reported a first semester enrollment for the school year 1940-41 of 50, the largest 300. The total number of high school students enrolled during the semester at the 46 schools was 5361.

Table I shows the number of schools enrolling 50 to 75 students (inclusive) for the first semester; the number enrolling 76 to 100; etc.

Table I

CLASSIFICATION OF SCHOOLS  
ACCORDING TO ENROLLMENT

Students	Schools	
	Number	Per Cent
50-75	13	28.3
76-100	12	26.1
101-125	3	6.5
126-150	9	19.5
151-175	3	6.5
176-200	1	2.2
201-225	1	2.2
226-250	3	6.5
251-275	0	0.0
276-300	1	2.2
	46	100.0

The table reads: Thirteen, or 28.3 per cent of the 46 schools had student enrollments, for the first semester of the school year 1940-41, of 50 to 75 inclusive; twelve, or

26.1 per cent of the 46 schools had enrollments of from 76 to 100 students; etc.

There was a total of 262 high school teachers in all of these 46 schools. That was an average of about 5.7 teachers for each high school.

Table II classifies the high schools according to the number of teachers.

Table II

CLASSIFICATION OF SCHOOLS  
ACCORDING TO NUMBER OF TEACHERS

Teachers	Schools	
	Number	Per Cent
3- 4	14	30.4
5- 6	16	34.7
7- 8	11	23.9
9-10	2	4.4
11-12	2	4.4
13-14	1	2.2
	<u>46</u>	<u>100.0</u>

The table is read: Fourteen, or 30.4 per cent, of the 46 schools had 3 or 4 teachers each; sixteen, or 34.7 per cent, had 5 or 6 teachers each; etc.

Enrollment in Skill Subjects

The second part of the questionnaire sought to discover the answers to the following questions:

1. How many schools offered each of the three skill subjects?
2. How many students were taking work in each of the three subjects?
3. What was the total number of different students enrolled in one or more of the subjects?

4. What was the length of the class period devoted to each subject?

Every one of the 46 schools reported at least one section in typewriting I; 29 had 2 sections; and 6 had 3 sections. There was a total of 81 sections in typewriting I in the 46 schools. In these 81 sections, 1013 students were taking work. This was 18.9 per cent of the total enrollment of the schools. Clevenger<sup>5</sup> in 1931 reported 20.4 per cent of the total enrollment in Selected High Schools of Oklahoma to be taking work in Typewriting I. Frost,<sup>6</sup> reporting in 1924, for both small and large high schools over Oklahoma, found 20.4 per cent taking typewriting, however, he does not say whether it was typewriting I or both first and second-year courses.

As stated above, there were 81 separate class-sections in the 46 schools. The size of these class-sections ranged from 5 to 20, with an average of between 12 and 13 students per section. Many of the schools had two periods of instruction for typewriting I classes and some had three. The range of typewriting I enrollment for the 46 schools was 5 to 51. Table III shows the various number of students enrolled in typewriting I in all the schools.

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5. Clevenger, op. cit. Page 41.

6. Frost, op. cit. Page 22.

Table III

ENROLLMENT BY SCHOOLS  
IN TYPEWRITING I

Typewriting I Students	Schools	
	Number	Per Cent
5-10	8	17.4
11-15	11	23.9
16-20	5	10.9
21-25	8	17.4
26-30	5	10.9
31-35	3	6.5
36-40	3	6.5
41-45	2	4.4
46-50	0	0.0
51-55	1	2.2
	46	100.0

The table is read: Eight, or 17.4 per cent, of the 46 schools had 5 to 10 students enrolled in typewriting I; 11, or 23.9 per cent, had 11 to 15 students enrolled in typewriting I; etc.

Only seven of the 46 schools reported classes in second-year typewriting. A total of 73 students were enrolled in that course. Seventy-three is about 1.4 per cent of the total first-semester enrollment of the 46 schools. Clevenger,<sup>7</sup> reporting for similar-sized schools over Oklahoma in 1931, stated that 1.7 per cent of the total enrollment was taking typewriting II for that year.

Thirty-one schools indicated they offered a course in first-year bookkeeping. They reported 412 students enrolled in these classes, which was an average of 13.3 students

7. Clevenger, op. cit. Page 55.

per class. The largest class had 30 and the smallest 7. The table below shows information regarding the number in the classes in bookkeeping.

Table IV

ENROLLMENT BY SCHOOLS  
IN BOOKKEEPING

Bookkeeping Students	Schools	
	Number	Per Cent
5-10	7	22.6
11-15	13	41.9
16-20	7	22.6
21-25	3	9.8
26-30	1	3.2
	31	100.0

The table is read: Seven, or 22.6 per cent, of the 31 schools reported classes of 5 to 10 students each; 13, or 41.9 per cent reported classes of 11-15 students each; etc.

Four hundred thirteen is 7.6 per cent of the total enrollment in the 46 schools. Clevenger<sup>8</sup> reporting for similar schools over the state in 1931 stated that 10.9 per cent of the total enrollment was taking bookkeeping.

None of the schools had a second-year course in bookkeeping.

Sixteen schools offered shorthand I. There were 209 students enrolled in the course. That is an average-size class of about 13 students. The range per class was from 4 to 25.

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8. Clevenger, op. cit. Page 55.

The interval of five is used again in Table to show the size of the shorthand classes.

Table V

ENROLLMENT BY SCHOOLS  
IN SHORTHAND

Shorthand I Students	Schools	
	Number	Per Cent
1- 5	1	6.2
6-10	4	25.0
11-15	7	43.8
16-20	2	12.5
21-25	2	12.5
	<u>16</u>	<u>100.0</u>

The table is read: One, or 6.2 per cent, of the 16 schools reported shorthand classes with 5 or less students; 4, or 25.0 per cent reported classes with 6 to 10 students; etc.

Two hundred nine is 3.7 per cent of the total number enrolled in all the 46 schools. Clevenger<sup>9</sup>, reporting for similar schools in 1931, stated that 9.5 per cent of the total enrollment was taking shorthand I.

None of the schools reported classes in second-year shorthand.

The inquiry, "How many different students take at least one of the three subjects under consideration?" brought responses showing that 1410, or 26.3 per cent, of the enrollment of the 46 schools were taking one or more of the three skill subjects. Frost<sup>10</sup> reporting for 1918

9. Clevenger, op. cit. Page 55.

10. Frost, op. cit. Page 14.

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stated that 12.35 per cent of the high school students in the schools which he surveyed were taking one of these subjects and Clevenger<sup>11</sup> in 1931, found that almost one-half of all graduates had taken some commercial work.

Table VI shows the number of different students taking work in one or more of the three skill subjects.

Table VI

NUMBER OF DIFFERENT STUDENTS TAKING ONE OR MORE SKILL SUBJECTS

Students	Schools	
	Number	Per Cent
1-10	2	4.4
11-20	12	26.0
21-30	11	23.9
31-40	10	21.7
41-50	8	17.4
51-60	2	4.4
61-70	0	0.0
71-80	1	2.2
	46	100.0

The table is read: Two, or 4.4 per cent, of the 46 schools had 10 or less students enrolled in one or more of the three subjects; 12, or 26.0 per cent, had from 11 to 20 enrolled in one or more of the three subjects; etc.

Of the 1410 students taking either bookkeeping, typewriting, or shorthand, or some combination of the three, 1013, or 71.8 per cent, were taking typewriting; 413, or 29.3 per cent were taking bookkeeping; and 209, or about 15.0 per cent, were taking shorthand. Several students were, of course, taking more than one of the three subjects.

11. Clevenger, op. cit. Page 61.



Skill Subject Attainments

The third part of the questionnaire attempted to survey some objective standards set up by the teachers as goals of attainment for the students of the three skill subjects.

In the Handbook for Oklahoma High School Courses<sup>12</sup> the speed recommended for attainment by typewriting I students is, "A gross speed of 30 words per minute with a word accuracy of 98 per cent." This study attempted to discover the typewriting rate per minute and number of minutes which the teacher required the rate to be maintained. The following table shows the definite speed requirements and the length of time which that speed was to be maintained to pass the course, as stated by the teacher.

Table VII

SPEED REQUIREMENTS AND TIME-LENGTH OF TEST  
IN TYPEWRITING I

Words Per Minute	Minutes In Test	Schools	
		Number	Per Cent
No Requirements		6	13.0
20	5	1	2.2
25	10	1	2.2
30	5	3	6.5
30	10	12	26.0
30	15	8	17.4
35	10	5	10.9
35	15	7	15.9
40	5	2	4.4
40	10	1	2.2
		46	100.0

12. Handbook for Oklahoma High School Courses. December 1940. Bulletin No. 120-D. State Department of Education. Page 72.

The table is read: Six, or 13.3 per cent of the 46 teachers stated that they required no definite speed for completion of the course; 1, or 2.2 per cent, stated they required a net speed of 20 words a minute for five minutes for completion of the course; etc.

The typewriting speeds as indicated were net speeds and were calculated by the International Typewriting Contest Rules, which penalizes 10 words for each error.

An attempt was made to include other items in addition to the speed of students, but it was found difficult to measure other attainments objectively.

In typewriting II, only 7 of the 46 schools responding offered this course. Only 73 students were enrolled in this course in all the schools. For the speed requirements two schools required 45 net for 10 minutes; three required 45 net words a minute for 15 minutes; one, 50 net words a minute for 10 minutes; and one 50 net words per minute for 15 minutes. The State Handbook suggests 45 words per minute for 15 minutes.<sup>13</sup>

Attainments for shorthand I, according to the Handbook for High School Teachers, should be as follows: "The student should be able to take dictation on running matter of ordinary difficulty for a period of 5 minutes at the rate of 60 words per minute, with an accuracy of 95 per cent."<sup>14</sup>

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13. Ibid. Page 74.

14. Ibid. Page 79.

Of the 16 schools reporting classes in first-year shorthand, class attainment standards were as follows:

Table VIII

DICTATION-TAKE REQUIREMENTS IN SHORTHAND I  
AS STATED BY TEACHERS

Dictation-take Rate Per Minute	Minutes In Test	Schools	
		Number	Per Cent
No Definite Requirements		3	18.8
60	3	2	12.6
60	5	7	43.5
60	10	1	6.3
80	5	3	18.8
		16	100.0

The table is read: Three, or 18.8 per cent, of the 16 teachers set no definite rate of dictation-take; 2, or 12.6 per cent, had for their standard 60 words a minute for a 3 minute period; etc. Six of the teachers reporting stated that they required an accuracy of 90 per cent; seven required an accuracy of 95 per cent, and three failed to check that part of the questionnaire.

The question referring to the transcription rate of shorthand notes brought these responses: Three teachers stated that their attainment standards called for a rate of 20 words per minute for 15 minutes; 7 said that they had no definite rate set; and the remaining six did not answer the question at all, implying that they too had no definite rate. The State Handbook for High School Courses merely states that the student shall be able to transcribe his notes on the typewriter with not more than five errors per 100 words of transcription.<sup>15</sup>

15. Ibid. Page 80.

No school reported a second year's work in shorthand.

It was found to be much more difficult to frame questions calling for definite objective answers in bookkeeping, than it was for either of the other two subjects. After several different types of questions were discussed with other business education instructors, these were finally included in the questionnaire:

1. Do you require your students to work out problems involving the complete bookkeeping cycle without "models" before them?
2. Do you use problems involving the complete bookkeeping cycle in tests to determine if the student shall "pass" the course?

To question number one, 25 of the 31 bookkeeping instructors answered in the affirmative and 6 in the negative. To number two, 17 answered in the affirmative and 14 in the negative.

In order to throw additional light on attainment standards of skill subject classes, it was deemed pertinent to attempt a survey of the thinking of business education instructors relative to the values to be derived from a study of typewriting I and bookkeeping I. The difficulty of separating the personal use and vocational values in both classes was fully appreciated but it was thought that a general idea might be obtained as to the thinking of the teachers along those lines.

The questions for typewriting I were: In your typing classes, do you place greater emphasis on:

1. Personal-use typing, such as composing and typing personal letters, typing themes for English classes, notebooks for history, etc., or
2. Typing for strictly vocational purposes, such as typing business letters, tabulating payrolls, making out business reports, etc.

Results were as follows: Thirty of the teachers stated they placed the greater emphasis on vocational values; seven placed the greater emphasis on personal-use; and the remaining nine divided the emphasis equally. Several of the nine stated that, in their opinion, there could be no clear dividing line. Some stated they stressed personal-use values the first semester and vocational values the second semester.

The questions regarding personal-use and vocational values for bookkeeping I classes were: In your bookkeeping I classes do you place greater emphasis on:

1. Keeping personal records, making out budgets for personal and home use, learning about the business world from the stand-point of the average citizen, or
2. Strictly vocational aims such as: Learning to keep "books" for a business, looking forward to a clerical civil service job, preliminary training for an accountant, etc.

The results were as follows: Twelve of the 31 bookkeeping instructors reporting stated they placed greater emphasis on the personal-use value; fourteen placed greater emphasis on the vocational value; and five stated they divided the emphasis equally.

Again, several teachers stated that, in their opinion, there was no clear dividing line; others stated that they placed the greater emphasis on personal-use values the first semester and vocational values the second.

#### Participation in Contests

It may seem doubtful as to the pertinency of including the subject "Participation in Contests" but the defense is that those schools which do participate are usually thought to have more definite, clear-cut attainment standards than those which do not. There was no attempt to assemble facts and figures to prove this theory. It was, however, noted in this study that shorthand and typewriting classes whose teacher stated no definite speed requirements for those classes, did not participate in contests.

As stated above, there was no desire to attempt to prove the value of contests. This study merely presents the figures showing the number, and per cent, of the total number of schools with classes in one or more of the skill subjects, which does participate in contests.

The definite question was: Do your students participate in local, county, district, or state tournaments in: Typing Yes ( ) No ( ), Shorthand Yes ( ) No ( ), Book-keeping Yes ( ) No ( )?

Twenty-five, or 54.3 per cent, of the schools with typewriting classes, answered in the affirmative. Ten, or 62.5 per cent, of the schools with shorthand classes answered yes. Nine, or 29 per cent of the 31 schools with bookkeeping classes answered yes.

### Length of Class Period

Thirty-one of the 46 schools indicated a 60 minute class period. The remaining 15 stated their class period was 45 minutes in length. Those schools with 45 minute class periods, however, devoted two periods a day to book-keeping and typewriting classes.

Most of the schools indicated laboratory or "practice" periods for typewriting. No attempt was made to determine the definite time devoted to practice outside class hours by typewriting students.

### Equipment Available for Teaching Skill Subjects

The fifth part of the questionnaire dealt with the number of machines available for teaching business education subjects. The question was: "How many machines of the following kind are available for your classes in business education? Typewriters\_\_\_\_, Mimeographs\_\_\_\_, Gelatin process machines (haktographs, ditto machines, etc.)\_\_\_\_, Others\_\_\_\_."

The 46 schools had a total of 657 typewriters for use of 1013 typewriting I students and 73 typewriting II students. This is an average of about 1.6 students per machine. The number of typewriters owned by the individual schools ranged from a high of 25 to a low of 8. The following table shows the number of schools falling in each group using an interval unit of 4.

Table IX

## NUMBER OF TYPEWRITERS OWNED BY SCHOOLS

Typewriters	Schools	
	Number	Per Cent
8-11	11	23.9
12-15	21	45.7
16-19	8	17.4
20-23	5	10.8
24-27	1	2.2
	<u>46</u>	<u>100.0</u>

The table is read: Eleven, or 23.9 per cent, of the 46 schools had 8 to 11 typewriters each; 21, or 45.7 per cent, had 12 to 15 each; etc.

There was an average of 14.3 typewriters in each of the 46 schools reporting.

Six of the 46 schools had 3 sections of typewriting students using the machines; twenty-nine schools had 2 sections each; the other 11 had only one section of typewriting students each.

A study to determine how far a school could profitably go toward so equipping its typewriting room that all students could take their work during the same period, should prove profitable to many school administrators. Some questions involved in a study of that nature would include:

1. The initial and upkeep cost of additional typewriters.
2. The maximum number of typewriting students a teacher can efficiently handle in one section.
3. The extra room space required for larger sections.



The factors above would have to be weighed against the obviously higher teacher cost in a system with several small sections of typewriting rather than one large section.

There is little doubt that the size of the class sections in typewriting I in rural high schools of the Sixth Congressional District could be profitably increased. Their size, as stated before, was between 12 and 13.

Twenty-four schools stated they owned an adding machine. None, however, had more than one. No attempt was made to discover to what extent the machine was used by the business education students.

Twenty-seven schools indicated they had one mimeograph; two had 2 each; and one school had 3. Again, no attempt was made to discover how much the business education students were taught about the operation of the mimeograph.

Twenty-eight of the schools had some sort of gelatin process machine, usually a hektograph. Many did not report on that part of the question.

Regarding other machines, two schools stated they had mimeoscopes, two had staplers, and one owned a letterograph. Again, many returned questionnaires which were blank on this part of the question.

Qualifications of Teaching Personnel, With Respect  
to College Hours, Experience, and Tenure

According to Mr. Frost's<sup>15</sup> survey of the qualifications of 108 commercial teachers in 1924; one had a master's

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15. Frost, op. cit. Page 62

degree or the equivalent; 37, or 34.3 per cent, had their baccalaureate degrees or the equivalent; and 70 held no degrees whatever. Most of the teachers whose qualifications were surveyed by Mr. Frost, were in larger schools than those of this study.

Mr. Clevenger<sup>17</sup> in 1931 found that of 74 commercial teachers reporting from high schools ranging in size from the largest to the smallest in the state, 12 held master's degrees and 51, or 68.9 per cent, had their baccalaureate degrees, and 11 held no degrees.

In 1939<sup>18</sup> a study was made on the qualifications of all high school commercial teachers of Oklahoma. A commercial teacher was defined as one who devoted 50 per cent or more of his time to teaching commercial subjects. This study showed that of 373 teachers, 349, or 93.6 per cent, had baccalaureate degrees.

The specific conditions surveyed by this questionnaire were:

1. Number of degrees.
2. Type of school issuing degree.
3. Number of college hours in all fields.
4. Number of college hours in business education in the undergraduate field.
5. Number of college hours in business education in the graduate field.

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17. Clevenger. Op. Cit. Page 57.

18. Holt, Hal F. Commercial Teaching Personnel of the White Public High Schools of Oklahoma. Unpublished Master's Thesis, Oklahoma A and M College, 1939. Page 31.

6. Recency of work in business education in both graduate and under-graduate fields. (The definite question was: "Has the majority of your business education work been completed in the past five years?")

In every school reporting, one teacher taught all the business education subjects offered. Every teacher reported that he had his baccalaureate degree. Two, or 4.3 per cent, reported master's degrees. One of these, however, reported only nine hours of business education work in the graduate field, so it is probable that the master's degree was issued in some other field. In Mr. Holt's study<sup>19</sup> of 1939, 8.6 per cent of the high school business education teachers over the state at large had their master's degree.

Institutions issuing the degrees of the 46 teachers were: Oklahoma teacher colleges issued 36, or 78.2 per cent of the total number; Oklahoma College for Women at Chickasha issued 5 of the 46; Oklahoma University at Norman issued 2; Oklahoma A. and M. at Stillwater issued one; Phillips University at Enid issued one; and Colorado State College at Greeley issued one.

Holt<sup>20</sup> reporting on 349 baccalaureate degrees in 1939 for the entire state, found that 181, or 51.8 per cent, were issued by Oklahoma teacher colleges.

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19. Holt. op. cit. Page 31.

20. Holt. op. cit. Page 33.

Total college hours to the credit of those reporting, ranged from 124 to 203 each, with an average for the 46 instructors of 144.

Table X shows the number of teachers with varying hours of college credit. Sixteen was chosen for an interval number because it is frequently thought of as being one semester's work.

Table X

## TOTAL COLLEGE HOURS OF INSTRUCTORS

Number of Hours	Number of Teachers	Per Cent of 46
124-140	28	60.8
141-156	8	17.4
157-172	6	13.0
173-188	0	0.0
189-204	4	8.8
	46	100.0

The table is read: Twenty-eight, or 60.8 per cent, of the teachers reported total college hours of 124 to 140 each; 8, or 17.4 per cent, reported 141 to 156 hours each; etc.

The next question was, "How many college hours of undergraduate work in business education do you have?" The responses indicated a range of from 20 to 52 hours, with a total for the 46 of 1447. This is an average of about 31.5 hours each. In 1939, for all commercial teachers in Oklahoma, the average was 33.6.<sup>21</sup>

21. Holt. op. cit. Page 22.

Table XI

## UNDERGRADUATE HOURS IN BUSINESS EDUCATION

Hours	Number of Teachers	Per Cent of 46
20-25	8	17.4
26-31	16	34.7
32-37	16	34.7
38-43	2	4.4
44-49	3	6.6
50-55	1	2.2
	46	100.0

The interval of six has no special significance, but was used merely for convenience.

The table is read: Eight, or 17.4 per cent, of the 46 teachers had 20 to 25 hours of undergraduate credit in business education; 16, or 34.7 per cent, had 26 to 31 hours; etc.

Only 10, or 21.7 per cent, of the 46 instructors had any graduate work in business education. The graduate work of these 10 ranged from 4 to 22 hours each. Specifically, it was as follows: Two teachers reported 22 hours each; one, 21 hours; three, 20 hours each; one, 15 hours; one, twelve hours; one, 9 hours; and one, 4 hours.

On the question, "Has the majority of your work in business education, in both undergraduate and graduate fields, been completed in the past five years?", 30 answered in the affirmative, and 16 in the negative.

This information would seem to indicate that the majority of our business education teachers are either young or have just recently decided to change to this field of teaching.

In response to the question, "How many years (count 1940-41) have you taught one or more commercial education courses in any system?", the information shown in Table XII was secured.

Table XII

## TEACHING EXPERIENCE IN BUSINESS EDUCATION

Number Years Experience	Number of Teachers	Per Cent of 46
1	14	30.4
2	6	13.0
3	6	13.0
4	8	17.4
5	7	15.2
6	2	4.4
7	1	2.2
8	0	0.0
9	1	2.2
-		
16	1	2.2
	<u>46</u>	<u>100.0</u>

The table reads: Fourteen, or 30.4 per cent, of the 46 teachers had only one year's experience in teaching business education subjects (really were teaching in their first year's work when they submitted their responses); 6, or 13.0 per cent, were teaching their second year; etc. The length of teaching experience for the entire group in business education was found to be 3.4 years each.

The next question, "In your present position, how many years (count 1940-41) have you taught one or more of the three subjects under consideration?", brought the responses shown in Table XIII.

Table XIII

## TEACHER-TENURE IN BUSINESS EDUCATION

Years Tenure	Number of Teachers	Per Cent of 46
1	19	41.4
2	7	15.2
3	7	15.2
4	8	17.4
5	3	6.4
6	2	4.4
	<u>46</u>	<u>100.0</u>

The table is read: Nineteen, or 41.4 per cent, of the 46 teachers were teaching their first year in their present position; 7, or 15.2 per cent, were teaching their second year in their present position. None of the teachers had been teaching business subjects in their present position longer than 6 years.

The average tenure for the 46 teachers reporting was 2.5 years.

SUMMARY

There were 70 rural high schools in the Sixth Congressional District offering either typewriting, bookkeeping, or shorthand, or some combination of the three in their programs of study. Questionnaires were sent to the teachers of business education in these 70 schools. Forty-eight returns were secured, however, only 46 contained information that could be used in this study.

These 46 schools had from 50 to 300 high school students enrolled at the end of the first semester of the school year 1940-41, and employed from 3 to 14 high school teachers each. The average number of high school students enrolled at each of the schools was 117 and each school employed an average of 5.7 teachers in high school.

There were 1013 students enrolled in typewriting I in the 46 schools. Six schools had 3 sections each of typewriting I students; 29 had 2 sections each; and 11 had only one section each. This makes a total of 81 sections with an average of about 13.5 students to a section. The range in the size of the class sections was from 5 to 20 students, however, the range in the total number of students each school enrolled in typewriting I was from 5 to 51.

Seven schools offered typewriting II. Seventy-three students were enrolled in the classes.

Sixteen schools offered work in shorthand I and a total of 209 students were enrolled in the course. The average class had between 13 and 14 students. The range in the size of the classes was from 4 to 25 students.

Thirty-one schools offered work in bookkeeping I, and a total of 413 students were enrolled. The classes ranged in size from 7 to 30, with an average of between 13 and 14 in a class. No school offered bookkeeping II or shorthand II.

There was a total of 1410 different students taking either bookkeeping, shorthand, or typewriting. This is 26.5 per cent of the total school enrollment in the 46 schools. The number of students taking one or more of the three



subjects ranged from 5 to 78, with an average per school of about 31 students.

The minimum speed requirement set by the teacher for completion of typewriting I, ranged from 20 net words a minute for 5 minutes to 40 net words a minute for ten minutes. The most prevalent requirement was 30 net words a minute for a 10 or 15 minute test. For typewriting II, the usual requirement was 45 net words a minute for either 10 or 15 minutes. Some required 50 net words for 10 minutes.

For shorthand I, the requirements ranged from 60 words a minute for a 3 minute test to 80 words a minute for 5 minutes for rate of dictation-take. The most prevalent requirement was 60 words a minute for 5 minutes.

Most teachers were non-committal on the subject of transcription. Some mentioned 20 words a minute for 15 minutes as their requirement.

The question in bookkeeping was concerned with the knowledge the instructor expected the student to have of the complete bookkeeping cycle. About one-half of the teachers stated they expected the student to pass a test involving the complete bookkeeping cycle before getting a grade in the course. The remaining one-half did not expect it.

Thirty teachers placed greater emphasis on the vocational values in typewriting I. Seven placed greater emphasis on the personal-use value. Nine divided the emphasis about equally.

Twelve of the thirty-one bookkeeping teachers placed greater emphasis on personal-use value in bookkeeping I; fourteen placed the greater emphasis on vocational values; and five divided the emphasis about equally.

Twenty-five of the 46 schools reporting typewriting classes participated in contests. Ten of the sixteen with shorthand classes participated in shorthand contests. Nine of the 31 schools with bookkeeping classes reported participation in bookkeeping contests.

The 46 schools had in their possession 667 typewriters. The average number per school was 14.3 machines. Several had adding machines, mimeographs, and some other machines for use in business education classes.

All of the business education instructors in these schools had baccalaureate degrees. Two had master's. Teacher's colleges in Oklahoma issued 36 of the 46 degrees. Other degrees were issued by Oklahoma College for Women, Oklahoma University, Oklahoma A. and M. College, Phillips University, and Colorado State College.

The total number of college hours to the individual credit of each of the teachers ranged from 124 to 203, with an average of 144 hours each. The number of undergraduate hours in business education ranged from 20 to 52 hours per teacher, with an average of 31.5 hours each. Only 10 had graduate work in business education to their credit, their hours ranging from 4 to 22. Thirty of the 46 had completed the majority of their business education work in both undergraduate and graduate fields in the past five years.

The remaining 16 had completed the majority of their work more than 5 years ago.

Fourteen of the 46 teachers were teaching business education subjects for the first time. One teacher had 16 years experience. The average experience was 3.5 years. Nineteen were teaching business education subjects in their present place for their first year. Two had been in their present jobs six years each. The average tenure was 2.4 years.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the status of business education in the rural high schools of the Sixth Congressional District with respect to subject offerings, subject enrollment, objectives, equipment, and teaching personnel.

Data were obtained from related studies, publications of the State Department of Education, and from the returns of a questionnaire to certain business education instructors in the Sixth Congressional District.

Since it was desired to get information unobtainable from State Department of Education records, a questionnaire to be addressed to business education instructors in schools offering one or more of the skill subjects; shorthand, typewriting, and bookkeeping, was assembled. Applications for accrediting for 1940-41 on file with the State Inspection Department disclosed that there were 70 such schools. The questionnaire was submitted to the 70 business education instructors in those schools and 48, or 68.5 per cent, returns were secured. Two of the returns were not usable.

Records on total school enrollment and subject offerings and enrollments in business education courses were available only for those schools seeking accrediting. The years included in the study were 1920-21, 1925-26, 1930-31, 1935-36, and 1940-41.

In 1920-21, 44 schools with a total enrollment of 2917, sought accrediting. The rankings of their business education offerings based on the number of schools offering each were: Commercial geography in 19 schools, bookkeeping in 8, commercial law in 6, stenography in 2, and Business English in 1 school. Subject enrollment records were not available for 1920-21.

In 1925-26, 68 schools with a total enrollment of 5337, sought accrediting. The number of subjects and frequency of offering for that year were: Commercial geography in 28 schools, commercial law in 21, bookkeeping I in 9, stenography in 4 schools. Subject enrollment records, again, were not available.

In 1930-31, 84 schools with a total enrollment of 7261, sought accrediting. The rankings of subject offerings based on the number of schools offering each were: Commercial geography in 38 schools, commercial law in 16, typewriting I in 15, bookkeeping I in 8, shorthand I in 8, and Business English in 6 schools. The rankings of subjects based on enrollment were: Commercial geography, 827 students; typewriting I, 441; commercial law, 313; bookkeeping I, 193; shorthand I, 143; and Business English, 81 students.

In 1935-36, 93 schools enrolling 9136 students, sought accrediting. The rankings of offerings according to number of schools offering each were: Commercial geography, 45; commercial law, 26; typewriting I, 19; Business English, 17; bookkeeping I, 14; and shorthand I, 12. The rankings of subject offerings based on enrollments in the various

commercial subjects were: Commercial geography, 825; typewriting I, 611; commercial law, 484; bookkeeping I, 286; Business English, 269; and shorthand I, 178.

In 1940-41, 90 schools enrolling 3875 students sought accrediting. Rank of offerings based on the number of schools offering each were: Typewriting I, 70; bookkeeping I, 52; commercial geography, 40; commercial law, 25; shorthand I, 23; Business English, 23; typewriting II, 10; and general business, 6. The rankings based on subject enrollments were: Typewriting I, 1537; bookkeeping I, 869; commercial geography, 637; Business English, 408; commercial law, 405; shorthand I, 303; general business, 140; and typewriting II, 77.

All of the above enrollments are for the end of the first six weeks of the school year shown.

Generally speaking, the number of schools offering each of the various commercial subjects from 1920-21 to 1930-31, increased in about the same proportion as the total number of schools seeking accrediting for those years. The above statement could be extended to include the period 1930-31 to 1940-41 in the case of commercial geography and commercial law. The number of schools offering typewriting I, bookkeeping I, shorthand I, and Business English increased considerably more proportionately from 1930-31 to 1940-41 than did the number of schools seeking accrediting. The greatest increase for any 5-year period in number of schools offering a specific subject, was made by typewriting I from 1935-36 to 1940-41. In 1935-36, 19 schools, or 20.4 per

cent of all those seeking accrediting, offered typewriting I; by 1940-41, that number had increased to 70 schools, or 77.7 per cent of all schools seeking accrediting for that year. The number of schools offering bookkeeping I increased in almost the same proportion for the period from 1935-36 to 1940-41. In 1935-36, 14 schools, or 15.1 per cent, of those seeking accrediting offered bookkeeping I; by 1940-41, the number had increased to 52 schools, or 57.7 per cent, of those seeking accrediting.

The number of schools offering shorthand and Business English also increased a great deal but not nearly as much as in the case of typewriting I and bookkeeping I.

The number of students enrolled in each of the various business education courses increased or decreased in approximately the same proportion as did the number of schools offering each course.

The 46 returns from business education teachers in schools offering one or more of the three skill subjects, gave information on school enrollment, enrollment in skill subjects, certain objectives for skill subjects, number and type of machines available for use by students in the skill subjects, and the status of the personnel with respect to college hours, experience, and tenure in present position.

The 46 schools enrolled a total of 5361 students for the first semester of 1940-41 school year, and had a total of 262 high school teachers.

All of the 46 schools replying to the questionnaire offered typewriting I. There were 1013 students, or 18.9 per cent, of the total high school enrollment taking the course.

Thirty-one schools offered bookkeeping I. Four hundred thirteen students were enrolled in it.

Sixteen schools offered shorthand I. Two hundred nine students were taking the course.

According to Table VI, page 34, 1410 different students, or 26.8 per cent of the total school enrollment of the 46 schools, were taking one or more of the three skill subjects.

The most prevalent teacher-stated typewriting requirement was a speed of 30 net words a minute for a 10 or 15 minute test.

The most prevalent teacher-stated shorthand I requirement was 60 words a minute dictation-take for a 5 minute test.

Thirty of the 46 teachers stated that they stressed the vocational value of typewriting I more than the personal-use value.

Of 31 instructors reporting, 14 stated that they stressed the vocational value of bookkeeping I; 12 stated they stressed the personal-use value; and 5 stated they divided the emphasis equally.

The 46 schools owned a total of 657 typewriters, or one for each 1.6 students enrolled in the two typewriting courses offered.



All of the 46 teachers had baccalaureate degrees, 36 of which were issued by the six Oklahoma Teacher's Colleges. The teachers reported from 124 to 204 semester hours of college credit, with an average of 144 semester hours each. They had from 20 to 52 semester hours of undergraduate credit in business education, with an average of 31.5 each. Only 10 had any graduate credit in business education.

Teachers of commercial subjects in high schools of Oklahoma must have a minimum of 16 semester hours of collegiate preparation in business education for a 1-year certificate<sup>1</sup>. Teachers of business education subjects in the 46 schools in this study are, therefore, very well qualified from the standpoint of minimum collegiate preparation in this special field.

The amount of teaching experience in business education reported by the teachers ranged from 1 to 16 years. Fourteen had only one year's experience. One had 16 years of experience. The average for all the teachers was 3.4 years.

Nineteen teachers were teaching in their present position for the first year. Two had been in their present position for six years. The tenure of the others ranged between these figures. The average tenure for all the teachers was 2.5 years.

As a result of the findings of this study, the following conclusions are drawn:

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1. Annual High School. 1940. op. cit. Page 8.

1. The rural high schools of the Sixth Congressional District were smaller, based on number of students enrolled, than the average rural high school in the United States.
2. The most frequently offered business education subjects were: Typewriting I and II, bookkeeping I, commercial geography, commercial law, shorthand I, Business English, and general business. Several schools offered economics and high school arithmetic, but it could never be determined with any certainty, what department in the various high schools offered either course.
3. Business education offerings were not so prevalent or extensive in the high schools surveyed in this study as in rural high schools in many other sections of the United States.
4. There has been considerable increase, both in the number of schools offering bookkeeping, shorthand, and typewriting, and in the student enrollment in those subjects. That increase has been most pronounced within the past five years, that is, from 1935-36 to 1940-41.
5. The number of schools offering business education subjects, other than bookkeeping, typewriting, and shorthand, increased from 1920-21 to 1940-41 in about the same proportion as the total number of schools seeking accrediting. The above statement must be qualified in the case of Business English which showed a greater increase, based on number of schools

- offering it, than any other business education subject except the three skill subjects.
6. The proportion of the total enrollment taking commercial geography and commercial law remained about the same for the three periods for which enrollment figures were available, that is, 1930-31, 1935-36, and 1940-41. The proportion of the total enrollment taking Business English increased each successive 5-year period from 1930-31 to 1940-41.
  7. The most frequently teacher-stated objective, in terms of net words a minute in typewriting I, was 30 words a minute for a 10-minute test. The most frequently teacher-stated objective, for rate of dictation-take in shorthand I, was 60 words a minute for a 5-minute test.
  8. The majority of typewriting I teachers emphasized the vocational value of the subject as contrasted with any personal-use values.
  9. There was one typewriter to each 1.6 students enrolled in typewriting. A majority of the schools had an adding machine, a mimeograph, and some kind of gelatin process duplicator available for use by students in the skill subjects.
  10. The collegiate preparation of the business education teachers in commercial education exceeded the minimum requirements as set forth by the State Board of Education; however, fourteen of the 46 teachers had taught business education subjects only one year, and twenty others had taught them four years or less.

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(COPY OF QUESTIONNAIRE SENT TO BUSINESS EDUCATION TEACHERS)

Dear Commercial Teacher:

- I. Will you please give the following information about your school?
1. What is your school's name? \_\_\_\_\_
  2. What was the total first semester enrollment in grades 9-12 inclusive? \_\_\_\_\_
  3. How many teachers were employed, during the first semester, in grades 1-8 inclusive? \_\_\_\_\_

- II. Will you please write in your complete schedule for Monday and any classes, which you teach, that do not meet on Monday. All periods throughout the week which are just like the corresponding period on Monday, please leave blank. Write the enrollment in each commercial class at the extreme right opposite the period on which the class meets. If you use the six-period day, fill out for six periods, only. If eight-period day, fill out for eight periods, please. If more than one teacher teaches commercial classes, place a (2) by the classes taught by teacher number 2. Give the enrollment of those also.

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Enrollment
1						
2						
3						
4						
5						
6						
7						
8						
Night Classes						

Please give the total number of different students enrolled in one or more of the skill subjects, that is, typewriting, bookkeeping, and shorthand \_\_\_\_\_

- III. Minimum requirements set by you for satisfactory completion of the following courses:

- A. First and second-year typewriting speeds. (Checked by International Typewriting Contest Rules).
1. First-year. No definite speed requirement ( ).
  2. A speed of \_\_\_\_\_ net words a minute for a test \_\_\_\_\_ minutes long.
  3. Second-year. A speed of \_\_\_\_\_ net words a minute for a test \_\_\_\_\_ minutes long.
- B. First-year shorthand.
1. No definite dictation-take rate ( ).
  2. A dictation-take rate of \_\_\_\_\_ words a minute with an accuracy of \_\_\_\_\_ per cent for a test \_\_\_\_\_ minutes long.
  3. Shorthand notes transcription rate at typewriter. No definite rate ( ). A rate of \_\_\_\_\_ words a minute for a period of \_\_\_\_\_ minutes.
- C. First-year bookkeeping.
1. Do you require your students to work out problems involving the complete bookkeeping cycle, without models before them. Yes ( ) No ( ).
  2. Do you use the above type problems for tests to determine if the student shall pass the course. Yes ( ) No ( ).
- IV. In your typewriting I classes, do you place greater emphasis on:
1. Personal-use typewriting, such as composing and typing personal letters, typing themes for English classes, notebooks for history, etc. ( ), or
  2. Typewriting for strictly vocational purposes, such as typing business letters, tabulating payrolls, making out business reports, etc.
- V. In your bookkeeping I classes, do you place greater emphasis on:
1. Keeping personal records, making out budgets for personal and home use, learning about the business world from the stand point of the average citizen ( ), or
  2. Strictly vocational aims such as: Learning to keep books for a business, looking forward to a clerical civil service job, preliminary training for an accountant, etc. ( ).
- VI. Do your students participate in local, county, district, or state contests in:
1. Typewriting. Yes ( ) No ( ). Shorthand. Yes ( ) No ( ). Bookkeeping. Yes ( ) No ( ).



VII. How many machines of the following kinds are available for your classes in business education?  
 Typewriters \_\_\_\_\_; adding machines \_\_\_\_\_; mimeographs \_\_\_\_\_; gelatin process machines (hektographs, ditto machines, etc.) \_\_\_\_\_.  
 Write in any others, please \_\_\_\_\_

VIII. You may be interested in receiving a report on the information requested below. If so, check here ( ) and one will be mailed to you when this study is completed.

1. Do you have a bachelor's degree ( ); master's ( ); doctor's ( ).
2. What school issued the bachelor's degree \_\_\_\_\_; the master's degree \_\_\_\_\_; the doctor's degree \_\_\_\_\_?
3. How many college hours do you have in all fields \_\_\_\_\_.
4. How many college hours of undergraduate work in business education do you have? \_\_\_\_\_.
5. Same as 4 in graduate field? \_\_\_\_\_.
6. Has the majority of your work in business education in both under-graduate and graduate fields been completed in the past five years? Yes ( )  
 No ( ).
7. How many years have you been in your present position? (Count this year) \_\_\_\_\_.
8. How many years have you taught one or more business education subjects in your present position? (Count this year) \_\_\_\_\_.
9. How many years have you taught one or more business subjects in your present position? (Count this year) \_\_\_\_\_.

(Letter Accompanying Questionnaire)

Dear Commercial Teacher:

I am trying to determine what business education opportunities the rural consolidated and small town schools of the Sixth Congressional District of Oklahoma are offering to the high school students attending public schools located in communities of less than 2500 people.

The questions, for which the study attempts to find answers, are broadly these:

1. Total enrollment and total number of teachers in schools offering work in bookkeeping, shorthand, or type-writing.
2. Enrollment in skill subjects.
3. Skill subject attainments.
4. Participation in skill subject contests.
5. Equipment available for teaching skill subjects.
6. Qualifications of teaching personnel in business education with respect to college hours, experience, and tenure.

No doubt, many other questions concerning business education in our high schools come to your mind as they did to mine when I first began this work. I found, however, that it was necessary for me to limit my study to those listed above.

Will you please fill blanks in this questionnaire and return to me promptly. Thank you!

All information requested is to be used in my master's thesis, entitled, "Status of business education in the Rural High Schools of the Sixth Congressional District." All replies will be treated as strictly confidential.

Respectfully,

Walter C. Silvey

(FOLLOW-UP LETTER SENT TO TEACHERS)

Dear Commercial Teacher:

What are the qualifications of the business education teachers, in small town and rural consolidated schools, or this section of the state? How many typewriters, adding machines, etc. are available for our classes in business education? Do we emphasize personal-use or vocational values in our skill subjects?

The questionnaire, recently sent you, was an attempt to compile data to answer those questions. Won't you take a little time to fill out and return that questionnaire?

Very truly yours,

Walter C. Silvey

Typist:

Walter C. Silvey