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THE ROLE OF READING IN BUSINESS EDUCATION

by

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A MASTER'S REPORT

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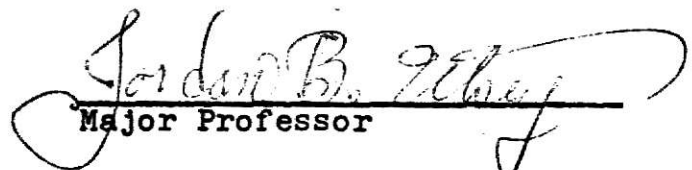
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INTRODUCTION

The teaching of reading in high school is not yet universal in our schools. High school teachers still, frequently decline to accept the responsibility for providing reading skills needed in their social areas. They are repelled by the cliché "every teacher a teacher of reading," because high school teachers view reading instruction as that which occurs when remedial teachers teach reading skills. High school teachers are constantly being urged to accept the responsibility for this training in reading by such statements as the following by Snedaker and Horn:

One result of the growing realization of the importance of relating training methods of study to the specific needs to each field of the curriculum has been to place the responsibility for the efficient study of a subject squarely upon the teacher of that subject. In effect, every teacher becomes a teacher of reading. Such a plan has distinct advantages, not only for motivation of drill in reading skills, but also for guidance in the application of the skills to specific fields.¹

In a tactful manner, all subject area teachers should be reminded that the purpose of education is to create independent learners; as good reading achievement is the primary tool of learning. Fostering good reading habits in the students is an intrinsic part of a teacher's function. The teachers should be made aware, those who are not, that as a student progresses

¹Mabel Snedaker and Ernest Horn, "Reading in the Various Fields of the Curriculum," National Society for the Study of Education, Part 1, (1937), p. 151.

in school, his reading tasks become more difficult. Budish said that, "first and foremost, business teachers are responsible for developing individuals; secondly they are teachers of subject matter."² As part of the two aims stated by Budish, all teachers, whether specific vocational subject or general educational instructors, are teachers of the broad and important subject of reading.

Some educators have questioned the school's efficiency in the teaching of reading while others have concluded that audio-visual aids are causing reading to become an obsolete tool. Evidence, however, has shown that reading instruction today is as good or even better than any other period in time.

There are many factors present today in school programs with which teachers of two to five decades did not have to contend. Some of the factors are (1) the tremendous increase in the percentage of the population now in school as compared to the total population; (2) the increase in the number of courses that are now being offered and the changes in their content; (3) the competition of entertainment with so-called educational objectives, a factor with which teachers of the past did not have to compete so vigorously. It now appears that the efficiency of reading instruction in the schools of today has increased, but the need for good reading for voca-

²Bernard E. Budish, "The Business Education Instructor Also Teaches Reading," Journal of Business Education, 30-32, (November, 1954), 68.

tional, civic, social and recreational purposes makes it mandatory that the teaching of reading be further improved.³

³Myron Cunningham, "The Business Education Teacher as a Teacher of Reading," The American Business Education Yearbook, 12, (1955), p. 124.

CHAPTER I

STATEMENT OF THE PROBLEM

The purpose of this study was to examine (1) the reading needs of business education students; (2) the importance of reading in business education; (3) the responsibility of the business education teacher for teaching reading; (4) approaches to teaching reading in business education; (5) the fundamental reading skills needed in business education; (6) principles of teaching business education subjects, and (7) the function of purpose and motivation in reading improvement.

LIMITATIONS OF THE STUDY

The study was confined to reading in the content areas with emphasis on business education in secondary schools. Information gathered for the study was limited to library research.

SIGNIFICANCE OF THE STUDY

The study is significant in that it (1) surveyed the importance of reading in business education, (2) the responsibilities of the business education teacher for teaching reading, (3) different approaches to teaching reading in business education, (4) the fundamental reading skills needed in business education, (5) principles of teaching in business education, and (6) the function of motivation and purpose in reading improvement.

DEFINITION OF TERMS

Cursory Reading. Cursory reading is a type of silent reading when the reader does not try to grasp the meaning of every word, but only the essential concept.

Phonics. Phonics is a system of sound represented by letters or a group of letters.

Careful and Exact Reading. Careful and exact reading is when detailed attention is required in order to assimilate the complete thought.

Audible Sounds. Audible sounds in shorthand are the sounds of the alphabets made when words are pronounced.

Developmental Reading Approach. The developmental reading approach is built upon the premise that a growing maturity in reading is achieved through a continuous growth in the basic skills area of reading.

Remedial Reading Approach. The remedial reading approach to reading instruction is used when students' reading achievement falls below his reading potential and is given special help.

CHAPTER II

REVIEW OF LITERATURE

Bookkeeping is the second most popular business subject in the secondary school curriculum, exceeded only by typewriting. Over 430,000 students are enrolled in bookkeeping classes alone. Although bookkeeping is widely accepted, there is considerable variation among schools in the program offered, ranging from one to three years for personal and vocational use, open to all students or limited to average or above average in ability. Experimental programs are provided in a few schools which attempt to provide instruction geared to differing student abilities and needs.⁴

In bookkeeping, as in most other high school subject fields, the textbook is the basic tool of the teacher. As Cronbach indicates, "At the center of the present-day education scene in America is the textbook. The textbook takes the dominant place in the typical school from the first grade to college."⁵ There is a great need for multiple textbooks and materials within the classroom to serve the needs of the students.⁶

⁴Herbert E. Tonne and Others, Methods of Teaching Business Subjects (New York: McGraw-Hill Book Company, 1965), p. 3.

⁵L. J. Cronbach, Text Materials in Modern Education, (Urbana: University of Illinois Press, 1955), p. 1.

⁶Calfrey C. Calhoun and Marjorie R. Calhoun, "Comparison of the Readability Level of High School Bookkeeping Textbooks with the Reading Achievement of Bookkeeping Students," Business Education Forum, 22 (April, 1968), 21.

F. Wayne House found in his study that 60 percent of the students in beginning bookkeeping did not possess enough reading ability to read and comprehend the subject matter of the course.⁷ His study indicated that beginning bookkeeping students vary in reading ability from a level comparable to the highest five percent of seventh-grade students to the lowest five percent of twelfth-grade students. Wheeler reports from her study that 28 percent of the students tested were reading at a level below the expected level of the textbook designed for use in Bookkeeping I.⁸

Today considerable attention is being given to the importance of reading achievement as a factor affecting the over-all success of the business student. Bond and Tinker reminded teachers that to require a student to read a book he cannot comprehend will only result in confusing him.⁹ Michaelis and Tyler pointed out that there is a need for extended study

⁷F. Wayne House, "Factors Affecting Student Achievement in Beginning Bookkeeping in the High School," (Unpublished Doctor's dissertation, Ohio State University, 1953), p. 89.

⁸Barbara Wheeler, "A Comparison of Available First-Year Bookkeeping Texts' Readability and Students' Reading Level," (Typewritten Master's Thesis, University of Georgia, 1965), p.40.

⁹G. A. Bond and M. A. Tinker, Reading Difficulties: Their Diagnosis and Correction, (New York: Appleton-Century-Crofts, 1957), p. 351.

of the readability of various types of materials intended for use in the public schools.¹⁰

In 1966 a study was conducted by Calhoun and Rhodes. The Nelson-Denny Reading Achievement Test, Form B, was administered to 182 students enrolled in five Georgia high schools, ranging from the highest socioeconomic region to a low-income region, to measure the relationship between achievement in reading and bookkeeping. Raw scores from that study, including comprehension and vocabulary, were converted into grade placement scores. The distribution of scores indicated that reading achievement of the students, who participated in the study, and as measured by the Nelson-Denny Achievement Test, ranged from seventh grade to college level although bookkeeping was being taught at the eleventh or twelfth grades.¹¹ In light of the findings of the study, it was concluded that the attainment of adequate reading skills is necessary to assure a high likelihood of bookkeeping success.¹²

Jerry L. Wood conducted a study on how good and bad reading habits influence success or failure of beginning typist. It was expected, prior to preparing the study, that a correla-

¹⁰J. U. Michaelis and F. T. Tyler, "A Comparison of Reading Ability and Readability," Journal of Educational Psychology, 42 (December, 1951), 491-498.

¹¹Calfrey C. Calhoun and George S. Rhodes, "An Investigation of Reading Ability as Related to Successful Study of Beginning Bookkeeping," National Business Education Quarterly 35, (March, 1967), 22-25.

¹²Ibid., p. 25.

tion between reading ability and success in beginning typewriting could be established. After examining available information, it was determined that no such correlation could be determined merely through library research.¹³ It was determined, however, that reading in typing should be a process of slow careful reading with full attention to copy which should eliminate reading errors, mechanical errors, and other hinderances. It was found that word-recognition patterns are the basis for spelling, pronunciation, and writing and are fundamental in typing. The responses are more or less automatic for common familiar words. In typing unfamiliar words, the student would use letters or groups of letter patterns. This requires the student's full attention to details or words, and because of this attention fewer errors are made on foreign copy.¹⁴

In a study conducted by Rundle on the correlation between reading speed and typewriting speed, the Traxler High School Reading Test, Form B, was administered to twenty-nine students in a regular typewriting class. The following day a ten-minute typewriting test found in the Gregg Writer for February, 1947 was given the same group. The results of the study showed that the poorest reader in the group typed at 50 words per minute,

¹³Jerry L. Wood, "Reading and Typewriting," Journal of Business Education, 39-41, (December, 1964), 109-111.

¹⁴Ibid., p. 111.

which was 10 words higher than the median rate. The fastest reader typed 23 words per minute which was 17 words below the median and was the lowest typing score.

The principal conclusions drawn from Rundle's findings are as follows:

1. There was very little correlation between the speed of reading and speed in typewriting in the group Rundle studied.
2. Results in reading rates would be of little value in predicting success in typewriting.
3. Results of reading rates would be of little value in diagnosing low typewriting speed.¹⁵

In another study Donald C. Fuller examined what he termed ordinary reading and reading for typewriting. In his study he used 100 subjects, 51 junior second year typists and 49 senior third year typists. This group consisted of subjects drawn by lot from secretarial classes in each of five fairly large school systems near Boston and two champion typists, George Hossfield and Stella Williams, who were photographed while typing.¹⁶

Dr. Fuller used the Traxler Reading Test to test the reading rates and provided data for the study. He found that even

¹⁵Edna D. Rundle, "A Study of the Correlation Between Reading Speed and Typewriting Speed," The National Business Education Quarterly, 17, (October, 1948), 49.

¹⁶Donald C. Fuller, "Reading for Typewriting," The Journal of Business Education, 19, (September, October and November, 1943), 19.

the slowest reader could read over twice as fast as was necessary for the fastest typist. He also compared typical reading and reading for typewriting and found that the slowest reader had the ability to read 2.4 times as fast as was necessary for the fastest typist, and that the slowest reader had the ability to read 2.5 times as fast as was necessary for the fastest typist. The average reader who participated in the study could read 3.7 times as fast as was necessary for the fastest typist, while the fastest reader could read 5.1 times as fast. These results were based on net words per minute. The coefficient of correlation shown in the study, based on net words per minute, was .00428, while the correlation between reading speed and typewriting speed, based on gross strokes, was .026 which indicated that there is very little correlation between the rate of reading and the rate of typing in this group.¹⁷

Mildred C. Hillestad conducted a study on the factors which contribute to the difficulty of shorthand dictation materials. The study had a twofold purpose: 1. to determine a method of measuring the difficulty of shorthand dictation material and 2. to identify those principles of Gregg shorthand with which students experience most difficulty as reflected by errors made in shorthand notes written from dictation.¹⁸

¹⁷Ibid., p. 12.

¹⁸Mildred Christine Hillestad, "Factors Which Contribute to the Difficulty of Shorthand Dictation Materials (Unpublished Doctor's dissertation, University of Minnesota, 1960), p. 33.

Multiple regression equations were developed to predict the average number of errors students are likely to make in recording dictation in shorthand. A sample of 100 business letters, each 160 words long, provided data regarding characteristics of dictation material which were assumed to cause difficulty in recording shorthand dictation. The letters were dictated to advanced shorthand classes in eight Minneapolis - St. Paul high schools, and for each letter dictated, five papers randomly chosen from each class were examined for shorthand errors. It was found that of six significantly related criterion of shorthand errors two were of syllabication and vocabulary level. The words on which shorthand errors occurred were classified according to length, vocabulary level, and the principles of shorthand involved.¹⁹

It was concluded that: (1) the difficulty of shorthand dictation materials can be predicted; (2) the error rate tended to increase as words became longer; (3) error rate was more directly related to vocabulary level than to length of words; (4) students tended to spell out words completely although correct form may have required omission of some letters; and (5) students made relatively few errors on the first 1,500 most frequently used words.²⁰

¹⁹Ibid.

²⁰Ibid., p. 98.

The studies have shown that without effective reading skills the business education student cannot attain success in the business education subjects.

CHAPTER III

THE IMPORTANCE OF READING IN THE BUSINESS EDUCATION SUBJECTS

In recent years secondary education has been criticized for its apparent lack of concern with the problem of reading development. High school teachers find themselves caught in a dilemma because they want to deal more effectively with students having reading difficulties but are unable to do so because of a lack of time, insufficient professional training and rigid curriculum control.²¹

Braam and Roehm mailed a questionnaire to sixteen schools with the request that a representative teacher from each of nine subject areas be asked to complete and return a copy of the questionnaire. The purpose of the questionnaire was to gather information pertinent to subject-area teachers familiarity with reading skills. With very few exceptions, the responses to the request to list those reading skills considered necessary for students to read successfully the material used in various subject areas fell into ten categories. Comprehension ranked first as a needed skill, and also as the skill in which students were both most and least competent. Critical reading received the second largest number of responses as a skill needed for successful subject area reading, but did not rank among the first three most frequently listed as skills in which students

²¹Richard D. Robinson and Others, "Business Teachers are Reading Teachers," The Journal of Business Education, 43-44, (February, 1969), 201.

were most or least competent. Critical reading as a facet of comprehension is usually considered by most reading experts as a higher-level comprehension skill. Vocabulary was the third most frequently listed skill among those needed for successful subject area reading. This ranked second and third as a skill in which students were most and least competent.²²

The teaching of reading is a continuous process, beginning ~~in the first grade~~ and extending through high school and college. Different subjects require different kinds of reading. The sooner the business education teacher realizes the statement and begins to teach students the reading skills that are needed for the subject, the better.²³

Herbert Tonne worked out a compilation of job standards for the personal secretary on the basis of an analysis made in various government and private offices. These skills are fully developed only if the secretary has a knowledge of reading skills.²⁴ The skills involved are as follows:

²²Leonard S. Braam and Marilyn A. Roehm, "Subject-Area Teachers Familiarity with Reading Skills," Journal of Developmental Reading, 7 (Spring, 1964), 190-193.

²³Clayton H. Hinkel, "The Importance of Reading in Business Education," Journal of Business Education, 18 (April, 1943), 17.

²⁴Herbert A. Tonne, "Continued Learning in Personality and Character," The American Business Education Yearbook, 12 (1955), 186.

Transcribing

The secretary:

1. Can transcribe with little or no loss of time because of poor notes.
2. Can usually make changes and insertions properly and without confusion.
3. Can transcribe what the dictator meant rather than what it sounded like.
4. Can sort much "wheat from chaff" in conference discussions and can take down all significant developments.
5. Recognizes and takes down decisions and assignments.
6. Can effectively summarize trends of discussion and digest notes taken.
7. Prepares concise, smooth reading and grammatically correct drafts that accurately reflect trends of discussion and that contains all decisions and assignments made.
8. Turns in letters and memos in good form.
9. Prepares copy to go outside of the office in good form.
10. Calls attention to and attempts to clear up obvious errors before typing. Corrects misspelled words.

Typewriting

The secretary:

1. Catches and corrects obvious errors such as incorrect spelling.
2. Notices and corrects typographical errors and changes words which result in wrong meaning.
3. Proofread typed work for errors.

Filing

The secretary:

1. Makes changes in lists in the proper way.
2. Relay accurately information about revisions of list.

Correspondence

The secretary:

1. Sends proper notices in the proper way at the proper time.
2. Reads procedure letters carefully, notices and always makes all changes directed by the letter.

Composition

The secretary:

1. Understands arrangement of material.
2. Knows how to secure information correctly.²⁵

Reading and Shorthand

Reading is very important in shorthand, especially when it is taught by the functional method. Shorthand is read to develop fluent reading habits and to learn to write shorthand. In the mastery of shorthand there are at least ten steps each of which is important and necessary in reaching the final goal in shorthand, in other words, mailable transcript. Careful reading is absolutely necessary in each step.

²⁵Ibid., p. 189.

1. The students first read from the teacher's outlines on the black board.
2. The students read from printed outlines with the aid of the key.
3. After practice in reading the students are ready to read from printed outlines without the help of a key.
4. The students must be able to read what they have copied.
5. The students must be able to read from new matter that has been dictated.
6. The students must be able to transcribe in longhand from printed outlines.
7. The students must be able to transcribe on the typewriter from outlines.
8. The students must be able to transcribe on the typewriter from dictated outlines.
9. New problems are introduced when the students attempts to transcribe a mailable letter.
10. Students must be able to proofread their work. They must learn to detect errors.²⁶

Since shorthand is a language art subject, the students should read, interpret, and write shorthand symbols meaningfully as well as accurately and rapidly.²⁷

The oral reading of plate material and students' notes reveals whether or not the student is reading with comprehension. In addition to general comprehension, the student must read for

²⁶Ibid., p. 18.

²⁷Olive Marshall, "Reading Skills in Shorthand and Typewriting," Journal of Business Education, 19 (January, 1944), 11.

specific information and work to increase their business vocabulary through word study aids. They must also be critical readers. The students must be able to check and correct letters with grammatical or factual errors. The business education students taking shorthand courses must be able to get thoughts from the shorthand outlines.²⁸

When capturing audible sounds in shorthand, the learner must know how to listen accurately and how to translate instantly what he has heard into shorthand symbols. Before the hand can be trained to respond to sound, the mind must respond first.²⁹

Phonics is also a reading skill which shorthand students must master. Johnson found by interviewing teachers from each of seven Los Angeles Metropolitan Area high schools that one of the causes of shorthand dropouts is lack of skill in phonetics. If the student is unable to react to sound, he cannot and will not experience success in shorthand. It was concluded from the test that was administered to the shorthand students that phonics is highly correlated with the ability to learn shorthand.³⁰

Schools using homogeneous grouping found that even though

²⁸Ibid.

²⁹Eleanor Skimin, "The Cap" in Teaching Shorthand," The Journal of Business Education, 48 (November, 1971), 67.

³⁰F. Azalee Johnson, "A Solution to the Shorthand Drop Out Problem," The Balance Sheet, 43, No. 7 (March, 1962), 298.

the students were alike in abilities they differed in reading skills needed. The teachers found that there were shorthand students who learned rapidly and need very little oral repetition, students who learned rapidly but were a little insecure, students who had difficulty with phonetic association, students who were poor spellers, and students with limited vocabularies. The foregoing indicates that the business education teacher should teach developmental reading to students.³¹

Reading and Typewriting

Typewriting is defined as the skill developed in the operation of a typewriter, or the act or process or skill of using a typewriter. Reading becomes one of the most important supports in the structure of typewriting because this skill depends to a high degree on the comprehension of instructions that must be read.³²

There seems to be a rising concern among business education teachers about the importance of reading skills necessary to insure a reasonable degree of success for pupils taking first-year typewriting. In order for business teachers to conduct

³¹Zenolia F. Liles, "Providing for Individual Differences in Shorthand From the Beginning," Business Education Forum, 13-15 (May, 1961), 14.

³²Jerry L. Wood, "Reading and Typewriting," Journal of Business Education, 39-41 (December, 1964), 109.

a successful typing program, they must be aware of the reading problems of the students.³³

Most business teachers use effective methods of teaching typewriting, but they sometimes overlook the improving of the reading skills which are necessary to insure some degree of success. On the other hand few reading classes make provisions for applying reading skills in developing a motor skill such as typewriting.³⁴

Reading according to the dictionary is the "...act of getting the meaning of writing or printing." A more deceptive meaning is that reading is the act of one who reads. Witty refers to reading as . . . the process when your eyes are picking up the printed words and translating them to your brain, which in turn gives meaning to them.³⁵ Betts said that reading is "the interpretation of printed symbols."³⁶ It is apparent that reading has different meanings for different people. Fuller however, makes a more definite statement.

³³Ibid.

³⁴Ibid., p. 10.

³⁵Paul Witty, "How to Become a Better Reader," Science Research Associates, Inc., Chicago, 1953, p. 50.

³⁶Elinor M. Betts, "An Experiment in Typewriting Speed," Fifth Yearbook, National Commercial Teachers Federation, 1939.

To read generally signifies getting meaning from printed symbols. In typing straight copy, the purpose is the reproduction of the printed matter. There is a difference in primary purpose between ordinary reading and reading for typewriting. It is well known that different habits are used for different purposes of reading.³⁷

Fuller again states that intelligence is not an important factor in typewriting because "...the meaning of words is not involved in typewriting."³⁸ Intelligence does not seem to be too significant in typewriting but it does play a vital role in reading. Harris mentions that "...the ability to recognize and remember words is fundamental to both reading and spelling."³⁹

It was found in a study conducted by Florence G. Foss, of Sarasota Junior High School, Sarasota, Florida, that I.Q. scores were closely related to individual speed performance and that the reading words a minute scores are significant in determining success in speed performance in beginning typewriting.⁴⁰

³⁷Donald C. Fuller, "Reading Factors in Typewriting," (Unpublished thesis, Harvard University, 1943), p. 89.

³⁸Ibid.

³⁹Albert J. Harris, How to Increase Reading Ability (New York: David McKay Company, Inc., 1961), p. 5.

⁴⁰Florence G. Foss, "Do Reading Scores Predict Typing Success?" Journal of Business Education, 39-41, (April, 1966), 281.

Reading involves eye movement. Typing is a copying process unless the student is composing at the typewriter. Factors which involve reading are eyes, memory span, spelling or reading ability and concentration.

Betts discusses eye movements under the heading of visual discrimination. She also points out that reading ability results to some degree from discrimination of word form, and that "the eyes read only while they are not moving."⁴¹ Betts is supported by Stroop's research in which she points out that:

Eye movement can cause the student to skip words, or several words while reading from left to right and pick them up again on the return sweep, reading from left to right. Whole sentences are sometimes left out by the reader and the typist. The point of skipping can vary anywhere in the line. Some of this is attributed to reading without meaning, and the typist is unaware of the error. Keeping the eyes on the copy will help the typist, but if the reading is done without comprehension, concentration, a reading difficulty will exist.⁴²

Slow readers who cannot develop letter unity to form words, readers who cannot read with meaning, and readers who have not developed word discrimination or visual perception, will be slow typists and will not be able to make progress at the typewriter.

Omissions and additions of letters or syllables are mainly a form of carelessness, and call for more careful reading of

⁴¹Betts, op. cit., p. 64.

⁴²Christine Stroop, "Research Conclusions for Teaching Typewriting," Journal of Business Education, 33 (May, 1954), 68-72.

copy. In reading by whole-words alone, there is a tendency to overlook the center of words. Whole-word signals should be supplemented by word-recognition habits, methods of noting letters or group of letters of which the words are made. In the early stages of typewriting, vocalization by the pupil may be used to help produce more attentive covering of the copy. The elementary stages of typing probably strengthen word-recognition patterns, so that spelling is improved as the typewriting learning process.⁴³

Renshaw states that when a word becomes a whole word rather than single letters, spelling becomes simple and more accurate and reading benefits greatly.⁴⁴ Writers say that comprehension is good and possible in typing, but if copy is interesting, students read too far ahead and that during and after development of automatic typing habits, students often do not group meanings. Students may copy foreign or unknown words with speed and accuracy and still not know meaning. Word recognition is fundamental for typing, it is more than just furnishing a mechanical response but it encourages detailed perception of words as a basis for pronunciation,

⁴³Donald C. Fuller, "Reading for Typewriting," The Journal of Business Education, 19 (November, 1943), 11.

⁴⁴Samuel Renshaw, "Reading as a Special Case of Perception," Visual Digest (June, July, and August, 1941), 12.

spelling, writing, and attacking new words. Clem stated that:

It is universally recognized that in reading, and difference in purpose and type of material change speed, comprehension, and reading habits. Since the purpose for reading in typing is the reproduction of symbols, differences from other types of reading in speed, comprehension, and habits may be expected.⁴⁵

Schoendeber warns that whenever the student or typing expert reads for meaning errors in typing often result. If the typist does not stop, readjust his attention and proceed under conscious control, bad habits will develop. "Control of attention is necessary before the student can type with smooth continuity." One of the most important requirements in reading for typewriting is the necessity for close attention.⁴⁶

To a certain extent looking back in the line (regression) is normal. Wide rhythmical sweeps with the eyes which over-read the task in hand, random oscillations of the eyes, and the introduction of new and unwanted material are all undesirable.⁴⁷

Studies of errors in typewriting show that the bulk of

⁴⁵Jane E. Clem, Techniques of Teaching Typewriting (2nd ed.; New York: Gregg Publishing Company, 1956), p. 42.

⁴⁶Lily Schoendeber, "How Should the Learning Typist Read?" The Balance Sheet, 18 (January, 1939), 40.

⁴⁷Fuller, op. cit., p. 11.

reversals are due to faulty fingering and mechanical trouble, and a certain amount of faulty reading. Reversal errors (reversing of letters and words) may be due to several causes: (1) weakness of word-recognition patterns; (2) failure to use consistent left-to-right eye movement in reading; (3) regressive movements which may cause observation of the word or words in the wrong order; (4) temporary shortcircuiting in the language pattern due to inattention; and (5) in a few cases, difficulty with fusion and eye coordination. The remedy for reversal errors lies in increasing attention to the details and words of the copy, guarding against loss of place, and having proper cue habits of left-to-right word-recognition.⁴⁸

In the teaching of typewriting, business education teachers are concerned mostly with reading for accuracy of detail. The students must decrease their reading rate to keep pace with their typing rate. The students must be given a great deal of proofreading and rough draft reading must be learned in the typewriting class.⁴⁹

The important skills to be emphasized in typewriting:

1. Accurate reading of copy so that students' copying will be accurate.
2. Accurate proofreading of what has been typed.

⁴⁸Ibid.

⁴⁹Clayton H. Hinkel, "The Importance of Reading in Business Education," Journal of Business Education, 18 (April, 1943), 17.

3. Correct writing of unpunctuated letters.
4. Reading for thought in following directions.
5. Studying office forms.
6. Correcting rough drafts.
7. Correct spelling and syllabication of words.
8. Writing of manuscripts and letters of different forms.⁵⁰

Reading abilities required in typewriting are as numerous and complex as those required in most academic subjects.

Typists appear to need:

1. To understand vocabulary pertaining to the subject.
2. To follow directions in text as to placement, style, and procedures.
3. To interpret illustrations for the operation of the various parts of the machine. To interpret graphs.
4. To read speed-test copy effectively.
5. To read slowly and critically when typing from rough draft or from letters to be punctuated and set up in correct form.
6. To proofread word for word, sometimes even letter by letter when spelling out difficult words.
7. To make comparisons of forms, styles, procedures, and to fix in mind the points to be remembered.
8. To skim for the purpose of finding in an index or table of contents the location of information on letter styles, minutes of meetings, envelopes, stencil typing and so forth, or to verify the

⁵⁰Olive Marshall, "Reading Skills in Shorthand and Typewriting," The Journal of Business Education, 19 (January, 1944), 12.

accuracy of statements and figures in certain portions of the letters.⁵¹

The list may not be complete, but it is sufficiently inclusive to suggest that reading in typewriting is a tool of major significance and should be taught in typewriting. The instruction should be applied directly to materials used to acquire knowledge and skill in typewriting. Experiments show that students cannot be expected to apply techniques learned in one subject to identical reading situations in another without assistance.⁵²

In typewriting and office practice, students must understand the specialized vocabulary needed. One particular skill in which the typewriting student needs to be able to use is to read in thought units or phrases instead of a word-by-word manner. By typing in units the typist has less errors and can type at a higher or greater speed.⁵³

The typewriter has several advantages to offer in developing word recognition which is an important feature of reading besides using reading ability to determine the success or failure of a student in beginning typewriting. Albert J. Harris in 1961 lists the following advantages typewriting

⁵¹Alice C. Green, "Learning to Read in Typewriting Classes," Business Education World, 25 No. 8 (April, 1945), 409-410.

⁵²Ibid.

⁵³Wilma H. Miller, "Some Aspects of Reading Instruction for Business Subjects," Minnesota Reading Quarterly, 15, No. 4 (May, 1971), pp. 128-129.

has to offer in developing word-recognition:

1. Enforces careful and systematic observation and study of words.
2. Make necessary left-to-right directions in reading.
3. Provides adequate drill and repetition.
4. Errors are immediately noticed and corrected.
5. Progress in practically every lesson can be noted.
6. Sensory impression from tracing, writing and saying words reinforces the visual impression and seems of value to children having difficulty in remembering a word from visual appearance alone.⁵⁴

In 1957, Julie Colvin reported that "typewriting teachers must teach students how to read." She said:

We need to teach our students how to read in order to type at different levels. First, there is the stroke response level; when the typist sees, thinks, and types each individual letter on the keyboard. Next, there is the word level, where the typist learn to combine strokes into words. The third level is where the typist combine the first two levels of reading and applies them to difficult words and combinations as they learn to type sentences.⁵⁵

The typewriting teacher teaches reading for understanding but only as far as for reading directions.

Reading and Bookkeeping

Students taking bookkeeping and record keeping courses frequently experience difficulties and in many cases failure

⁵⁴Harris, op. cit., p. 5.

⁵⁵Julie Colvin, "Typewriting and the Fundamental Process," The American Business Education Yearbook, (October, 1957), p. 7.

if they cannot read. The students taking these courses must be able to understand a very technical vocabulary as well as be able to follow directions accurately, interpret illustrations found in the textbook and read with critical or evaluative understanding.⁵⁶

The most obvious line of attack for correcting reading difficulties is through improvement of spelling and the technical vocabulary. There are daily opportunities for building a useful vocabulary in business education subjects. In bookkeeping, a list of all of the important technical words should be compiled, memorized and understood as they are used in the text.⁵⁷

There are three elements that combine to aggravate the reading problem in bookkeeping: (a) the extremely heavy "vocabulary load," (b) the high level of difficulty of textual materials, and (c) the wide range of reading abilities of the students in any class.⁵⁸

Bookkeeping vocabulary consists of two types of terms: technical bookkeeping terms and common terms that have a special bookkeeping connotation. Most high school bookkeeping

⁵⁶Wilma H. Miller, "Some Aspects of Reading Instruction for Business Subjects," Minnesota Reading Quarterly 15, No. 4 (May, 1971), 129.

⁵⁷Ruth D. Strang, Making Better Readers, (Boston: D. C. Heath and Company, 1957), p. 263.

⁵⁸Vernon A. Musselman, "The Reading Problem in Teaching Bookkeeping," Improving Reading in Secondary Schools, ed. Lawrence E. Hafner (New York: The MacMillan Company, 1967), p. 392.

textbooks contain well over 200 technical bookkeeping terms. House found that in one textbook there were thirty-three such terms in the first chapter alone.⁵⁹

Sentence length and syllabic intensity are two commonly used measures of reading difficulty. The longer the sentence and the higher the syllabic intensity, the more difficult the reading.⁶⁰

Dr. Lincoln J. Harrison of Southern University found that his students were not performing up to par in the accounting classes, therefore, Dr. Harrison adopted lessons for the class's reading. One technique was to have a student read over an assigned problem in class. Then individual students were called on to express in their own words the general information given. They were then asked to give, in detail, the instructions for solving the problem. Finally, students were asked to present a step-by-step procedure for solving the problem without using any figures at all.⁶¹

Douglas Garbutt of the Department of Management Studies, The Polytechnic, London, England, conducted a word survey. In the first stage he tried to obtain some idea of the incidence

⁵⁹F. Wayne House, "Are You Solving the Reading Problem in Bookkeeping?" Business Education World, 33 (February, 1953), 291.

⁶⁰Musselman, op. cit., p. 394.

⁶¹Lincoln J. Harrison, "Teaching Accounting Students How to Read", The Journal of Business Education, 35-36 (February, 1960), 169.

of technical terms in the opening chapters of a group of elementary accounting textbooks. It was found that 162 accounting terms were found in the first chapters of each of the eight textbooks. To check the accuracy of the list, the books were re-allocated and the books re-checked. The results of the check were the same as before.⁶²

Before students can solve arithmetic or bookkeeping problems, they must be able to read the facts given and do some reasoning as to application of the facts. In order to improve reading in bookkeeping, students should be given practical problems. In bookkeeping students must be able to understand the fundamental equation and how it is effected by each transaction. Careful reading is, therefore, important.⁶³

Reading in Basic Business Subjects

The business education teacher who teaches basic business subjects must build from the student's level of preparation. The teacher must start with what the student has in terms of fundamental skills and gradually build him up to the point where he should be.⁶⁴

⁶²Douglas Garbutt, "An Investigation Into Students' Understanding of Some Accounting Terms," The Journal of Business Education, 39-41 (April, 1965), 299.

⁶³Clayton H. Hinkel, "The Importance of Reading in Business Education," The Journal of Business Education, 18 (April, 1943), 18.

⁶⁴M. Herbert Freeman et al., "The Fundamental Processes in General Business Education," The Fundamental Processes in Business Education (The American Business Education Yearbook, 12 (1955), p. 202.

It has been found that much of the blame for poor reading habits and tastes can be assigned to a lack of good books and other materials. Most business teachers are convinced that the textbook is only a guide book and not the "bible" in basic business.⁶⁵

Freeman suggests a probable course of action if we find our students are weak in reading:

1. In the selection of a text

- a. Select a text that uses bold and varied types in its printing.
- b. Select a text that uses a vocabulary that could be understood by your students without too much difficulty. Children will lose interest in a text that is too difficult or, for that matter, too easy.
- c. Select a text that is written in a fashion that will help keep the students interested.
- d. Select a text that has up-to-date pictures, preferably in color, to stimulate interest in reading.
- e. In conjunction with the reading of the text, the students should be asked to keep a list of words that have given them any difficulty in either pronunciation or meaning.

2. Use of the daily newspaper

- a. Stress the advantage to the student of reading a newspaper a day.
- b. Ask the class to bring in articles from the papers relative to the unit which they are working or to subsequent units. Offer extra credit as an incentive.

⁶⁵Ibid.

- c. Have students make a list of the words they do not understand in the article.
- 3. Spelling and vocabulary experiences
 - a. Exercise on the words that they meet during the term which give them any difficulty whatsoever.
 - b. Review, when necessary, rules of spelling and punctuation.
 - c. Test on these words.
- 4. Review the uses of the dictionary
- 5. Extra reading assignments should be made in the students' fields of interest.⁶⁶

It cannot be assumed that a knowledge of reading skills will result in the teaching of students to use these skills. It does seem to be a reasonably sound premise, however, that knowledge of reading skills necessary for successful reading of subject matter material is a prerequisite to teaching students to effectively read such material.

⁶⁶Ibid., p. 205.

CHAPTER IV

APPROACHES TO TEACHING READING IN BUSINESS EDUCATION

There are two approaches to reading instruction of which much has been written. The developmental approach is built upon the premise that a growing maturity in reading is achieved through a continuous growth in the basic skills area of reading. Reading from level to level is not different because different skills are essential to success at a given level, but is different because of different levels of maturity required in handling the various skill areas.⁶⁷

The remedial approach to reading instruction stems from a different point of view. If a student's reading achievement falls below his reading potential, then the student is considered as being a retarded reader and is given special help.⁶⁸

A school's reading program should consist of both programs; the developmental as a means of making better readers of all students and the remedial as a service for those pupils who need specialized help.⁶⁹

The basic principles underlying the reading instructional program are:

⁶⁷Leo C. Fay, "Reading in the High School," Association of Classroom Teachers of the National Association, ERIC/CRIER ED 033-827, pp. 9-11.

⁶⁸Ibid.

⁶⁹Ibid.

Individual Differences of Students, Systematization of Approach

While many approaches have been made to meet the challenge of individual differences within the classroom, it appears that in most cases grouping within heterogeneously organized classrooms best meets the problem. For the most part the adjustments made can be classified into three main types:

1. Differentiate assignments.
2. Provide materials that cover a range of reading abilities.
3. Vary teaching methods in terms of the learning characteristics of the students.

It is very important that the teacher take advantage of opportunities to teach where interest and the situation most appropriate, it is also true that no teacher dare wait for such opportunities to present themselves before teaching particular skills. It would be very difficult to avoid short-changing or even skipping some skills while overemphasizing others. For most schools and teachers it is better to take a systematic approach to the reading program.

Reading Readiness, and Teacher Experimentation

When the terms reading and readiness are mentioned together, the first thought that comes to mind is a group of first-grade children getting ready to read. Readiness is a practical part of phases of reading instruction at all levels. As skill is

built, interest aroused, and background information is strengthened, a student becomes increasingly more ready to go on to a more advanced level. The realistic teacher knows that certain skills, abilities, attitudes, and information are needed for a particular task and adjusts instruction to differences in readiness accordingly. Readiness has implications for the use of reading skills in content areas as well as for the basic reading program.⁷⁰

Teacher readiness is just as important as student readiness. For the teacher readiness means three things: (a) knowing the capabilities and achievements of one's students; (b) knowing what is demanded in reading a particular content; (c) knowing what specific selections will involve in the way of background information and reading skills. When reading a text the teacher is not only concerned with the content but also interested in such things as the background the author assumes the reader possesses in order to gain information from the passage, the vocabulary problems the students might encounter, and the aids to understanding found in the reading materials. There are some factors involved in teacher readiness.⁷¹

A good teacher always feels that there is room for improve-

⁷⁰Ibid., p. 10.

⁷¹Ibid., p. 10.

ment in instruction. The teacher experiments with ideas on how to find ways of being more efficient. The teacher is just as developmental in nature as reading. The teacher must continually question his results and attempt to find better means of doing the job the next time.⁷²

"Every teacher a teacher of reading" is a statement which requires a careful interpretation if it is to be accepted by teachers and others who work with adolescents and mature students. Some of the general ideas and proven principles by which reading skills and interest are developed must be understood by those who teach typing, shorthand, book-keeping, economics and other business subjects if they are to feel that a portion of the job of helping students to improve reading abilities is rightfully theirs. The teacher must have skills and techniques by which they can guide their students to higher levels of mastery of printed materials. They must know the satisfaction which comes from doing an important job, that of giving the students tools of learning which make them independent of the teacher and which will serve the students well so long as they are motivated to learn in any of the business fields.⁷³

⁷²Ibid., p. 11.

⁷³Myron Cunningham, "The Business Education Teacher as a Teacher of Reading," The American Business Education Yearbook, 12, (1955), 124-125.

The role of the business teacher in building reading interests and skills is divided into two parts. The first part is a summary of what is known and accepted about the task of learning to read. These concepts are accepted widely by people who are interested in the teaching of reading:

1. Reading is a developmental task associated with all of the other phases of language achievement. There are certain readiness factors which must be present before learning can take place.
2. There are many ways of helping students to develop a readiness for reading. The causes of reading disabilities are multiple, and there are no magic formulae for removing disabilities.
3. Rate of reading is important but readers use different rates for different kinds of reading task and materials.
4. Fluent reading requires the development of many skills.
5. The individual reads to satisfy his purposes, motives, and goals. The materials available to the student must be many and varied.⁷⁴

The second part lists some of the procedures which the business education teacher can use to aid in the students' development of reading interest and skills. These steps include:

1. Vocabulary development.
2. Widening of experiences of students.
3. Provisions of adequate materials for students and guidance of their reading interests, at least in his classes.

⁷⁴Ibid., p. 125.

4. Opportunities for students' presentations of students' efforts in reading.
5. Collaboration with counselors, English teachers, librarians, remedial teachers, parents and others in providing reading programs for individuals and for classes.⁷⁵

Some Means for Determining Reading Disabilities

(1) Scores on standardized tests is a means of determining reading disabilities in reading. There are numerous tests available. Some of the tests measure such reading skills and abilities as rate of reading, paragraph comprehension, grasp of the meaning of a selection, the organization of what is read, the getting of meanings from maps, charts, graphs, and tables and other skills. Some tests are very narrow measures of ability to locate details. The teacher who uses information from standardized tests must know what the test measures.⁷⁶

Some of the tests that are used in business education as diagnostic measures are:

1. The California Phonics Survey which is used to test those students who have enrolled in shorthand classes.
2. The Diagnostic Reading Test, which consists of a survey section, rate of reading, comprehension, and vocabulary.

There are other diagnostic tests, achievement test and informal test that the business education teacher can obtain for the

⁷⁵Ibid., p. 125-126.

⁷⁶Ibid., p. 126.

purpose of determining where the students are and where he must start instructionally.

Students' Expression of Feeling Toward Reading

(2) Poor readers express their feeling about reading by withdrawing from reading situations, by aggressive remarks about class assignments and by failure to prepare class discussion or readings. (3) Inadequate amounts and kinds of reading reported on inventories of interest and activities. (4) Low marks in academic subjects. Much scholastic failure is caused by reading disability. When teachers note a student's apparent reading disability they can inquire of other teachers concerning reading performance in other subjects.⁷⁷

Comprehension and vocabulary go together, they cannot be disassociated. Very often, reading difficulties are caused by poor vocabularies which result in failure of the student to understand the use of certain words when placed in a sentence or in a group of sentences to develop a thought situation. Therefore, the student's vocabulary should be enlarged if the student is to build his vocabulary. This can be done by relating new words to the students' present background of information and knowledge. Reading assignments should involve the new words, and the new words should be referred to as often

⁷⁷Ibid., p. 126.

as possible in the classroom. The dictionary should also be used.⁷⁸

Ted Boduch states that, "the comprehension and retention of concepts and understandings in basic business can greatly be accelerated when diagrams are used in teaching."⁷⁹

Whenever a new chapter is assigned, the business teacher should first introduce a list of words of which the students are unfamiliar. The words and their uses should be discussed which permits the breaking down of any false concepts.⁸⁰

It is very well known that "we think with words." The business teacher, like the English teacher, and others can add to a student's store of words and develop reading with understanding, leading to creative thinking and better expression.⁸¹

⁷⁸M. Herbert Freeman, "The Fundamental Processes in General Business Education," The Fundamental Processes in Business Education, The American Business Yearbook, 12 (1955), 206.

⁷⁹Ted Boduch, "Developing Concepts in Basic Business," Business Education Forum, 13-15 (March, 1960), 15.

⁸⁰Ibid., p. 206.

⁸¹Ibid.

CHAPTER V

PRINCIPLES OF TEACHING SKILL BUILDING AND PROBLEM SOLVING IN BUSINESS EDUCATION SUBJECTS

There is almost as much difference in the principles of teaching skill building and problem solving as there is between day and night, as stated by William Selden.⁸² The teaching of business subjects is too often done without distinguishing the difference between the principles of skill building (sometimes referred to as a skill learning or skill development) and the principles of problem solving. The principles of skill building should be used extensively in classes such as business mathematics, bookkeeping, shorthand and typewriting. The principles of problem solving should be used extensively in classes such as business law and general business. Teaching in other subjects such as bookkeeping and office practice requires both the development of skill building and problem solving.⁸³

Some of the basic differences between skill building and problem solving are:

Skill Building

Rules and details are emphasized.

Problem Solving

Why's and wherefore's are emphasized.

⁸²William Selden, "Principles of Teaching Business Education Subjects," The Journal of Business Education, 39-41 (December, 1964), 96.

⁸³Ibid.

Problems are eliminated
insofar as possible.

Practice should be made as
easy as possible.

Subject matter is not highly
refined.

Time is of great importance;
every minute counts.

The teacher controls the
situation.

Testing is done continuously,
tests are relatively short.

Subject matter is made up of
small segments.

Problems are the "meat" of
instruction.

Experience should be new
and challenging.

Quality thinking demands re-
fined subject matter.

There is time for deliberate
thinking and action.

The teacher guides a pupil-
centered situation.

Testing is done periodically,
but not as frequently; the
tests may be somewhat
lengthy.

Subject matter centers around
units of learning.⁸⁴

⁸⁴Ibid., p. 96.

CHAPTER VI

THE ROLE OF PURPOSE AND MOTIVATION IN THE IMPROVEMENT OF READING IN THE BUSINESS EDUCATION SUBJECTS

Purposes

Accurate comprehension assumes that the reader approaches his task with a clear-cut purpose. The student must read for definite reasons or to discover specific facts if the student is to achieve the kind of comprehension that is expected of him. There may be little difference between manner of reading when the student is looking for the main idea and when he is reading for given details, but without express prereading instructions, the student does not know what types of facts or relationships to attempt to retain. Without directions, he is likely to retain neither main ideas, nor details, nor relationships since the student knows not what he is seeking. In fact, most ineffectual or superficial reading is due to lack of purpose in the mind of the reader.⁸⁵

When a beginning reader is delayed in learning that we read for meaning, or some equally clear purpose, the results can be ineffective reading habits. It can also produce slight to severe reading retardation in reading achievement.⁸⁶

⁸⁵George D. Spache, Toward Better Reading, (Champaign: Garrard Publishing Company, 1963), p. 77.

⁸⁶Walter J. Moore, "What Does Research in Reading Reveal About Reading in the Content Fields?" English Journal, 58 (May, 1969), 711.

There appears to be two kinds of purposes for reading: first, the broad general purposes which are sometimes called the life purposes for which the reader selects his reading materials. These purposes are called primary purposes. Second, the different kinds of comprehension skills have been referred to as making up the secondary purposes category.⁸⁷

According to Smith examples of primary purposes are to extend one's range of information; to evaluate possible solutions to social or economic problems; to understand one's self; to achieve aesthetic appreciation and the like. Examples of secondary purposes include understanding the main ideas; noting sequential order; making generalizations; and anticipation of outcomes.⁸⁸

Smith also makes the point that reading to understand details and the main ideas are considered basic to all other secondary purposes. Reading to understand ideas in sequential order, to follow directions, to make comparisons, to relate cause and effects of ideas and/or phenomena, and to understand or to reach generalizations and conclusions appear to be dependent upon the reader's skill in reading for details and for main ideas. Interrelated with any or all of the foregoing

⁸⁷Helen K. Smith, "The Response of Good and Poor Readers When Asked to Read for Different Purposes," Reading Research Quarterly, 3 (Fall, 1967), 218.

⁸⁸Ibid.

are reading to anticipate ideas or to predict outcomes, to understand characterization and descriptions, to determine the mood or tone of a selection, to distinguish between fact and opinion and fiction and to understand sensory imagery. It appears that the reader may be called upon to achieve the foregoing purposes by understanding the literal meanings, the implied meanings, or both the literal and applied meanings.⁸⁹

Smith points out further that both the primary and secondary purposes appear to be interrelated and dependent upon each other.⁹⁰

Motivation

A useful general description of motivation is "...how behavior gets started, is energized, is sustained, is directed, is stopped, and what kind of subjective reaction is present in the organism while all of this is going on."⁹¹

Frymier states that motivation "...is that which gives both direction and intensity to human behavior. In an educational context, motivation to learn is that which gives direction and intensity to students' behavior in academic situations... From the operational angle, our research reveals that students whose desire to learn in school is positive in nature and

⁸⁹Ibid.

⁹⁰Ibid.

⁹¹Moore, op. cit., p. 709.

optimal in level differ at least in four ways from those whose motivation is less desirable: self-concept, values, orientation toward time, and openness to experience..." Drawing upon patterns which have become apparent in the course of our research, the staff at the center for the Study of Motivation and Human Abilities have begun to reconceptualize a theory of academic motivation. Two generalizations have emerged to date."⁹²

Traditionally, most teachers have approached the motivational problem from two directions: "quality of the stimulus (subject matter), and variations in stress (instructional technique)".⁹³

Frymier also states that "we as secondary school teachers need to sort out the distinction of motivation and the variation among our students and then employ differentiated teaching strategies tailored to fit each individual student's learning need".⁹⁴

Gans has observed that many of us can recall when some of our teachers considered that they were warming up cooling ardor

⁹²Jack R. Frymier, "Motivating Students to Learn," National Education Association Journal, 57 (February, 1968), 38.

⁹³Ibid.

⁹⁴Ibid., p. 39.

about school by telling us how important school was. Others may have prescribed more homework to be sure that learning efforts came in for their proportionate share of time. Still others, and unfortunately this is still too prevalent, applied fear as the technique of recharging lagging learners. Low grades, threat of failure, notes to parents, as well as scolding and ridicule, were (and still are) the processes whereby inferior teachers attempt to stimulate increased eagerness to learn.⁹⁵

Levels of motivation and their uses have been studied by Simpson who envisions a learning-motivation ladder as consisting of six levels:

1. The lowest level, where learning is based on fear;
2. The next to lowest level, finds people working for extrinsic rewards (credits, marks, etc.) without understanding the purposes of the instruction;
3. The third level from the bottom wherein the individual understands the purposes of the instructor directing the work, largely rejects these, but works for extrinsic rewards;
4. The fourth level; here the individual sees the purposes of the instructor, accepts them as important, and works to carry them out without having any share in forming them;
5. At the fifth level, near the top of the ladder, is the individual who with proper guidance has set up well-thought-out goals and problems and has started to meet them, and,

⁹⁵Roma Gans, Common Sense in Teaching Reading, (Indianapolis: Bobbs-Merrill Co., 1963), 234.

6. The sixth level or highest level finds the individual independently setting up his own goals and problems and facing them wisely with a minimum of help from others.⁹⁶

It goes without saying that no competent instructor of reading would be satisfied with the so-called lower motivational level simply because learning is based on fear. A person learns only what he wants to learn and when he wants to learn it, therefore, the student must be motivated to want to learn. Motivation might be said to be the force behind learning, the mainspring of effort, the field of human behavior, it is indeed the key to learning. Stimulating a genuine "want-to-ness" in students is probably the teacher's primary function.⁹⁷

Learning that is encouraged by natural interest is preferable to learning under extrinsic motivation. Among the procedures or techniques that have a natural appeal to potential learners are case stories which is one of the best ways to make students want to learn, for everyone likes a story, especially if it actually happened; local happenings; the field trip which is valuable; pictures, both still and motion are among our best interest stimulators; and praise by commending students for work well done is a powerful interest incentive, it creates a

⁹⁶Ray H. Simpson, Improving Teaching - Learning Processes, (New York: David McKay, Inc., 1953), p. 41

⁹⁷Vernon A. Musselman, "Motivating Student Interest in Basic Business Classes," Business Education Forum, 17 (January, 1971), 27.

climate that enhances one's putting forth his best efforts.⁹⁸

Keislar suggests that the control of reinforcement is the key to motivation.⁹⁹ Pupils are motivated to certain types of reading, not because they are "interested" in such reading but because such has been reinforced or rewarded in the past. Thus interest does not represent an internal state which impels an individual to a certain type of reading but a learned set toward certain reinforced behavior. Boys read science materials, not because of their sex, but because such reading has met constant reinforcement from the environment.¹⁰⁰ William Eller has said reading interest is a function of the law of effect. Students must be rewarded through reading or they will not develop lifetime "interest." He designates information or entertainment as primary rewards, and the approval of parent or teacher as secondary.¹⁰¹ In a series of experiments, Keislar supports his contention by proving that children read for

⁹⁸Ibid.

⁹⁹Evan Keislar, "Learning Sets in a Stimulus-Response View of Classroom Motivation," (Paper read at the American Educational Research Association meeting, February 17, 1960, Atlantic City, New Jersey), 6.

¹⁰⁰Ibid.

¹⁰¹William Eller, "Reading Interest: A Function of the Law of Effect," Reading Teacher, 13 (December, 1959), 116.

certain types of comprehension, or even for any appreciable degree of comprehension, only as they are directed by a learning set structured by the teacher's directions and rewards.¹⁰²

An opposing school of thought suggests that reading interests stem from a variety of internal drives and needs. Lind mentions reading for escape, for temporary change, as an organizing influence upon personal traits and for information related to objective interests.¹⁰³ Lyness adds such drives as love, glamor and vicarious adventure and violence.¹⁰⁴

Motivation is not the sole responsibility of the teacher who instructs the students in reading skills but as Burton reminded us, teachers of other content subjects must also try to stimulate reading in their respective fields.¹⁰⁵ If the business teacher and teachers of other content subjects do not share in the effort of motivation, the English and reading teacher are constantly undermined. Reading will not be

¹⁰²Ibid.

¹⁰³Katherine N. Lind, "The Social Psychology of Children's Reading," American Journal of Sociology, 41 (January, 1936), 454.

¹⁰⁴P. I. Lyness, "Patterns in the Mass Communication Tastes of the Young Audience," Journal of Educational Psychology, 44 (February, 1953), 102.

¹⁰⁵Dwight L. Burton, "Campaigning to Get Students to Read," Bulletin of the National Association of Secondary School Principals, 39 (September, 1955), 35.

accepted as an important tool of learning and person gratification if the students find that it functions as such only in very limited areas of his school life.¹⁰⁶

¹⁰⁶George D. Spache, "Interest, Motivation and Readability," Toward Better Reading (Champaign: Gerrard Publishing Company, 1963), p. 173.

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine (1) the reading needs of business education students; (2) the importance of reading in business education; (3) the responsibility of the business education teacher for teaching reading; (4) approaches to teaching reading in business education; (5) the fundamental reading skills needed in business education; (6) principles of teaching business education subjects; and (7) the function of purpose and motivation in reading improvement.

Methods and procedures used included a review of literature and the collection of information related to the problems of the study.

In recent years secondary education has been criticized for its lack of concern for reading instruction. Most secondary school teachers feel that it is not their responsibility to teach reading in subject areas. They feel that children should learn to read in elementary school.

The most important factor in the improvement of reading skills is the attitude of the teacher. Studies confirmed the critical role of the teacher in this process. Methods, materials and techniques are important; but only the teacher can make them work effectively. Until business teachers, as well as all other secondary instructors, fully realize their role in reading development, real progress will be hindered.

Reading authorities stressed very strongly that development of reading skills is important in high school because of the different reading levels and the difficulty of the vocabulary of textbooks. Many high school students are reading far below their grade level and some are reading as low as fourth grade. If these students are to succeed, they must have help from the teacher in helping to develop reading skills.

Reading is important in all of the business subjects. To mention a few, shorthand is read to develop fluent reading habits and to learn to write shorthand. Reading in typewriting is important because this skill depends on the comprehension of instructions. Students enrolled in bookkeeping almost always experience failure if they cannot read. The students must learn the "heavy" vocabulary before they are able to read for details and for problem solving.

The business education teacher should make a distinction between the principles of skill building and the principles of problem solving. The principles of skill building should be used extensively in courses such as business mathematics and typewriting. The principle of problem solving should be used extensively in teaching business law and general business. Teaching in other subjects such as bookkeeping and office practice requires both the development of skill building and problem solving.

There are basically two approaches to teaching reading in business education as well as other high school subjects; the developmental approach and the remedial approach. The developmental approach to reading instruction involves making better readers of all students, whereas, the remedial approach to reading instruction involves helping students whose reading achievement falls below the reading potential. The students from either category need specific help.

Motivation is important in reading instruction because when a reader has been delayed in learning that we read for meaning, or some equally clear purpose, the results can be ineffective reading habits or it can produce slight or severe reading retardation in reading achievement. Motivation is a necessity in getting the students to read materials in areas of their interests which develops the skill of reading for purpose.

It is concluded that reading is a necessity for success in business education subjects, and that reading begins in the elementary school and extends throughout high school and college.

It is recommended that secondary school principals provide in-service programs to familiarize business teachers with reading skills which the students will need to achieve in each subject and the business teachers need to devise methods of helping the students develop the skills which they so desperately need.

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THE ROLE OF READING IN BUSINESS EDUCATION

by

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AN ABSTRACT OF A MASTER'S REPORT

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AN ABSTRACT OF
THE ROLE OF READING IN BUSINESS EDUCATION

The purpose of this study was to examine (1) the reading needs of business education students; (2) the importance of reading in business education; (3) the responsibility of the business education for teaching reading; (4) approaches to teaching reading in business education; (5) principles of teaching business education subjects; (6) the fundamental reading skills needed in business education, and (7) the function of purpose and motivation in reading improvement.

The study was confined to the teaching of reading in the content areas with emphasizes in business education. Information gathered for the study was restricted to library research.

Reading in secondary schools has been of little concern to the teachers. Content area teachers felt that reading is learned in elementary school and that it is the duty of the elementary school teachers to teach reading skills. The teachers failed to realize that in addition to the general skills, students need specific skills for reading content materials. Reading is a continuous process beginning in first grade and extending through high school and college.

The teaching of reading in business education was justified by research which strongly stressed the need for specific reading skills in different subject areas.

The difference between skill building and problem solving

should be distinguished. The principle of skill building should be used extensively in subjects such as business mathematics, shorthand and typewriting, whereas, the principles of problem solving should be used in subjects such as business law and general business. Teaching in subjects such as book-keeping and office practice requires both development of skills and problem solving.

Two approaches to reading instruction in business education are, the developmental approach which is built upon the premise that a growing maturity in reading is achieved through a continuous growth in the basic skills area of reading; and (2) the remedial approach which involves instruction for the students who are considered as retarded readers.

A school reading program should consist of both programs, the developmental approach as a means of producing better readers and the remedial approach for those pupils who need specific help.

The role of purpose in reading is important when the students are reading for details and main ideas. The results of reading without purpose can be ineffective reading habits or slight to severe reading retardation in reading achievement.

Motivation plays a vital part in reading improvement. Students learn only what they want to learn and when they want to learn it, therefore, motivation might be said to be the force behind learning.