

A COMPARATIVE ANALYSIS OF THE STATUS OF BUSINESS EDUCATION  
IN KANSAS SECONDARY SCHOOLS  
FOR 1969-70

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## Chapter 1

### INTRODUCTION

Most business educators were aware of the sensitivity of the American business man to the rapid socioeconomic and technological changes with which he had to cope. He maintained a continuous evaluation of administrative practices and procedures, he kept informed of the latest developments in machinery and equipment, and he tried to be an informed citizen in domestic and foreign affairs in order to survive in the highly competitive realm of business. Most business educators were aware, too, of the "need for continuous evaluation of administrative practices, curriculum development, and effectiveness of instruction in business education"<sup>1</sup> if business education in the secondary schools was to make a contribution to business, which "now constitutes a major aspect of American culture."<sup>2</sup> They were also aware that the purposes and objectives of business education must change as the social, economic, and business scenes changed.

It was necessary, then, that a survey of business curricula in Kansas be taken periodically to determine the status of business education to see if business education was meeting those socioeconomic and technological changes. Fred S. Cook supported the need for change in the business curriculum when he stated:

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<sup>1</sup>Gerald A. Porter, "The Survey Study in Business Education," National Business Education Quarterly, XXXV (December, 1966), 29.

<sup>2</sup>Harold H. Punke, "Business Education and Civic Responsibility," Balance Sheet, LI (September, 1969), 6.

Technological innovations in business, industry (especially aerospace research), and more recently in education have already had their impact on some of our traditional concepts. Out of this technological change, a whole new field of invention in educational hardware and method, called educational technology, has challenged education in general and a limited extent business education. The social, economic, political, and scientific forces that have brought about past technological changes and the forces that are causing an even more rapid development of change in our modern society will directly influence the future role of business education in the secondary schools.<sup>1</sup>

### The Problem

In light of the rapid technological, socioeconomic, and occupational changes in business, educational objectives and procedures must be periodically appraised to determine what concepts being taught were no longer applicable and to determine what new concepts needed to be adopted to meet the rapid change in business. It was assumed that advancement and improvement in business education, which evolved more slowly, was lagging far behind the rapidly changing procedures in business.

### Statement of the Problem

Did the 1969-70 survey of the business curricula in Kansas indicate a significant change when compared with earlier surveys made of business curricula in Kansas? Did this survey indicate any significant change in teacher preparation, their years of experience, tenure, and salaries?

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<sup>1</sup>Fred S. Cook, "Implication of Educational Technology," Business Education Meets the Challenge of Change, Fourth Yearbook of the National Business Education Association (Washington, D. C.: National Business Education Association, 1966), p. 179.

### Statement of the Hypothesis

A 1969-70 survey of the business curricula in Kansas indicated no significant change when compared with earlier surveys of business curricula, teacher preparation and experience, tenure, and salary.

### Purpose of the Study

Since advancement and improvement in the field of business education did not result automatically from socioeconomic and technological changes, a survey of business education in secondary schools, when compared with surveys made since the school year 1926-27, disclosed trends in the curriculum. Such a survey made reappraisal of old, established objectives of business education possible, giving business educators data on which the traditional and time-honored procedures of the past could be modified.

In addition to disclosing the status of business education, a survey disclosed trends in the education of business teachers, their academic training, teaching field combinations, experience, and salaries.

### Significance of the Study

The data obtained from a status study of business education in Kansas was of value in three areas. First, current information was necessary to the future business teacher to enable him to become proficient in those subjects being taught in Kansas secondary schools. Second, the survey was of value to future business teachers who were interested in salaries and teaching combinations. Third, the findings concerning the curriculum was of interest to the high school student by indicating what business courses were available to him.

## Definitions of Terms Used

For the purposes of this study, the following definitions were used:

### Secondary Schools

Secondary schools referred to those schools which included grades 9, 10, 11, and 12. In the case of three-year high schools, which had grades 10, 11, and 12, data for the ninth grade were taken from the junior high school reports.

### Full-Time Business Teacher

A full-time business teacher taught at least three classes of business subjects and was employed as a teacher for the total school day.

### Part-Time Business Teacher

A part-time business teacher taught at least one or two business subjects and the remainder of his teaching assignment was made up of subjects outside the business curriculum, or he taught at least one or two business subjects and was not employed for the entire school day.

### Course Titles

Because the principals' reports contained titles of courses for which the content could not be determined, the following designations were made:

1. Business English included courses listed as business English, business composition, and business communications.
2. Bookkeeping II included courses listed as Bookkeeping II and Accounting II.

3. Office practice included those courses listed as office practice, secretarial training, secretarial office practice, clerical training, clerical practice, special office practice, stenography, modern business practices, and advanced office practice.

4. Business economics included courses listed as business economics, personal finance, consumer economics, principles of economics, consumer problems, and money and banking. Those courses that were listed merely as economics and not taught by a business teacher were not included under the course title of business economics.

5. General business included courses listed as general business, practical business, business techniques, basic business, introduction to business, business explorations, and business survey.

6. Office machines included office machines, modern business machines, and business machines.

7. Business mathematics included courses designated as business mathematics, business arithmetic, and consumer mathematics.

8. Business law included courses listed as business law and commercial law.

9. Business principles included all courses listed as business principles and advanced business.

10. Personal typewriting included courses listed as personal typewriting and functional typewriting.

11. Record keeping included courses listed as record keeping, clerical record keeping, and personal bookkeeping.

12. Typewriting III included courses listed as Typewriting III and production typewriting.

### Alternated Courses

Alternated courses were those courses that were not offered every semester or every year, but were offered every other semester or every other year.

### Legal Organization of School

Secondary schools of Kansas were organized into two groups-- public and non-public. All public secondary schools were formed under unified school districts. A unified school district was "a school district organized under authority of the State to provide a uniform system of free public schools for kindergarten through grade twelve or grades one through twelve."<sup>1</sup> Non-public schools included parochial, state and institutional secondary schools.

### School Classification

Secondary schools were designated as accredited, comprehensive, provisional accredited, and non-public accreditation. An accredited high school offered and taught "at least thirty units of instruction in grades nine through twelve each school year."<sup>2</sup> These units were "taught by certified personnel who must meet field and subject requirements."<sup>3</sup> These requirements stipulated a minimum of twenty-four semester hours of preparation in the business field with the equivalent

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<sup>1</sup>Kansas State Department of Education, Rules, Regulations, Standards, and Procedures for Accrediting High Schools, Bulletin 201, (Topeka: Kansas State Printing Plant, 1970), p. 22.

<sup>2</sup>Ibid., p. 14.

<sup>3</sup>Ibid.

of six semester hours in each subject taught. A comprehensive high school provided "a minimum of fifty units of resident instruction . . . taught each school year in all of the nine curricular areas."<sup>1</sup> These units were also taught by certified personnel who met field and subject requirements. Provisionally accredited schools were those secondary schools that did not meet all specified requirements by the State Board of Education. Such secondary schools provided that minimum requirements would be met within one year. Those schools designated as non-public accreditation were secondary schools operated by a governmental agency or by a private foundation which did not meet accreditation standards of the State Board of Education.<sup>2</sup>

#### The Scope of the Study

The data for this study was obtained from the 1969-70 High School Principal's Organization Reports on file in the office of the State Superintendent of Public Instruction at Topeka, Kansas. The reports of 436 secondary schools, including 398 unified high schools, 32 non-public high schools, 6 state and institutional schools, and 67 junior high schools, were examined and used as a basis for this study. The reports of those schools were checked against an official list of secondary schools provided by the Kansas State Department of Education for the 1969-70 school year.<sup>3</sup> All reports were found to be on file.

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<sup>1</sup>Ibid., p. 15.

<sup>2</sup>Ibid.

<sup>3</sup>Kansas State Department of Education, 1969-1970 Accredited Elementary and Secondary Schools (Topeka: Kansas State Printing Plant, 1970), pp. 1-130.

The data presented in this study were believed to be accurate and complete except for inaccurate reporting of information on the principals' reports, either intentional or accidental, clerical errors made by this writer and his assistants in transferring information from the reports to the work sheets, and in the preparation of the tables.

This study attempted to analyze the data from the High School Principal's Organization Reports to determine the status of business education in Kansas for the school year 1969-70, to determine the salaries paid to Kansas business teachers and their college preparation, experience, and tenure, and to make a comparison of similar studies made since 1926-27.

#### Methods of Procedure

To obtain the data for this survey of the status of business education in Kansas for the school year 1969-70, the step-by-step method of procedure was as follows:

1. A copy of the High School Principal's Organization Report was studied to determine what kind of information was available.
2. Similar studies made in prior years were surveyed to determine what data had been gathered so that data of a similar nature could be compiled for comparative purposes.
3. Two work sheets, one for gathering information on the secondary school and one for gathering information on the business teachers, were designed to record the information. Copies of these two work sheets appear in Appendix A of this study. The type of data collected from the reports included the name, location, and classification of the high school, enrollment, number of teachers employed, and business subjects



offered. Information about teachers included subjects taught, years of experience, tenure, college preparation, and salaries.

4. Information was transferred from the principals' reports to the work sheets in the office of the State Department of Education at Topeka.

5. From these work sheets, the data were tabulated on columnar work sheets.

6. From these columnar sheets, tables in the form presented were prepared in order to make interpretations and draw conclusions as a result of this study.

7. Copies of other studies were obtained from libraries where they were on file.

8. Selected data from these previous studies were used to indicate trends and to make comparisons.

This chapter presented the major purposes of this study to determine the status of business education in Kansas secondary schools for the school year 1969-70. It also defined terms necessary to interpret the findings and explained the method of procedure.

## Chapter 2

### REVIEW OF RELATED LITERATURE

Numerous studies showing the status of business education in the secondary schools in Kansas were made during the past forty-three years. These studies were of value in determining the trends in business education in the state of Kansas. Because of the kinds of information collected, methods of collecting this information, and changes in the classification and organization of schools, the data in all of these studies were not entirely comparable. However, in instances where comparisons could be made, data pertinent to this study were tabulated from these studies and used in the comparative tables included in this study in order to reveal the trends in business education in the secondary schools of Kansas for more than forty years.

The first two studies, one made by Adelaide Marie Kauzer and one made by F. P. OBrien, contained data for the school year 1926-27. Kauzer, surveying approximately 144 schools, collected the data for her study by using questionnaires, interviews, and information secured from the registrars of the College of Emporia and the Kansas State Teachers College of Emporia, Kansas. For this study, Kauzer classified the schools according to size. Her findings that showed the number of men and women business teachers, the number of schools offering each business subject, years of experience of each

business teacher, and their salaries were applicable to this study and were used in the sections that follow.<sup>1</sup>

OBrien, collecting data for the same year, 1926-27, included data on 243 schools and 338 teachers. For his study, he divided these schools into two classifications, those schools with under 200 pupils and those schools with over 200 pupils. He tabulated data regarding the teaching experience of 338 teachers, their monthly salaries, the number of teachers with master's degrees, and the business subjects offered by the schools. OBrien used the questionnaire method of collecting the data for his study.<sup>2</sup>

E. L. Fink, using the reports of Kansas high school principals for the year 1930-31 on file in the office of the State Superintendent of Public Instruction, included all 655 accredited classified Kansas high schools. Because he used the State Board of Education classification of A, B, C, and D in effect at that time, some of the data of his study were not comparable with this study. His findings that were applicable to this study included the number of men and women business teachers, the academic training of these teachers, the number of years of experience, and their salaries.<sup>3</sup>

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<sup>1</sup>Adelaide Marie Kauzer, "Status of the Teaching of Shorthand and Typewriting in Secondary Public Schools of Kansas, 1926-27," Teaching, VII (April, 1928), 1-36.

<sup>2</sup>F. P. OBrien, "The Status of Business Courses in the High School," University of Kansas Bulletin of Education, II (October, 1928), 1-26.

<sup>3</sup>E. L. Fink, "Commercial Teachers and Commercial Education in Kansas High Schools" (unpublished Master's thesis, The University of Kansas, Lawrence, 1931), pp. 1-43.

C. W. Ridgway, also using the reports of Kansas high school principals, which, in some cases, were not complete, made an extensive survey of the status of all secondary school teachers in the state of Kansas for the year 1931, classifying them according to subject matter field. For his study, he included data on approximately five thousand teachers. His findings that were used in this study were the number of teaching fields, salaries, kinds of degrees, and years of experience.<sup>1</sup>

Clara M. Snyder, using the questionnaire method in her study for the 1932-33 school year, collected data on business subjects offered in 246 Kansas secondary schools, the number of semesters the subjects were offered, grade placement, length of class periods, and textbooks. She also recorded data regarding the methods of devising business curricula by high school principals and opinions evaluating the objectives of the business curricula in meeting both the technical-vocational and social-business aims. She studied the schools as a whole and made no classification.<sup>2</sup>

Frank L. Irwin, taking data from the official reports of high school principals on file in the office of the State Superintendent of Public Instruction in Topeka, analyzed the teaching programs of approximately fifty-two hundred high school teachers in Kansas. He omitted junior high school teachers where they could be identified but used information on teachers in secondary parochial schools in

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<sup>1</sup>C. W. Ridgway, "A Comparative Study of the Training and Teaching Combinations of Kansas High School Teachers" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1931), pp. 1-54.

<sup>2</sup>Clara M. Snyder, "A Survey of Commercial Curricula in the Secondary Schools of Kansas" (unpublished Master's thesis, Colorado State Teachers College, Greeley, 1933), pp. 1-61.

all of his tables except those on salaries. He collected data on teaching combinations, college preparation, kinds of degrees held, salaries and teaching field combinations. Comparable data from Irwin's study were used in this study.<sup>1</sup>

Fred W. Doepke, collecting data for the entire state for 1934-35 and the south half of the state in 1937-38, used the information contained in the annual reports of the Kansas high school principals on file in the Office of the State Superintendent of Public Instruction in Topeka. He included only public schools offering at least one business subject, but omitted parochial schools entirely. Since he analyzed the data according to the State Department's classification of schools as A, B, and C, only his findings that were pertinent to this study, which included tenure and experience of business teachers, their salaries, academic training, and teaching combinations, were used.<sup>2</sup>

Elnora Frances Meier collected data on 1010 secondary school business teachers and on 716 schools from the annual high school principals' reports. Since her main objective was to present the status of the business curriculum in Kansas for the year 1940-41, Meier tabulated the number of schools offering each business course, the enrollment in each business subject, the grade placement of each

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<sup>1</sup>Frank L. Irwin, "A Comparative Study of the College Preparation, Teaching Combinations, and Salaries of Kansas High School Teachers," Bulletin of Information (Bulletin of the Graduate Division, Studies in Education, Vol. 18, No. 9, Kansas State Teachers College, Emporia, September, 1938), pp. 1-38.

<sup>2</sup>Fred W. Doepke, "Commercial Education in Kansas High Schools 1934-35 and 1937-38" (unpublished Master's thesis, The University of Kansas, Lawrence, 1931), pp. 1-71.

business subject, and the number of semesters for each business subject. She made comparisons of her study with that of Snyder, which was taken eight years previously. She classified the 716 schools as first-, second-, and third-class cities and included parochial schools.<sup>1</sup>

A study by Ernest B. Gould undertook to analyze the status and trends of secondary business education in Kansas for the year 1942-43. He used all seven hundred of the secondary schools whose principals' reports were on file in the Office of the State Superintendent of Public Instruction. He classified these seven hundred schools as A, B, C, and M so his findings can be compared only as a whole with this study. Gould's study contained information on business subject offerings, number of business teachers, the number of part-time and full-time business teachers, tenure and experience of teachers of business subjects, schools where business teachers received their training, number of business teachers holding master's degrees and schools that conferred the degrees, salary information of business teachers, and trends relevant to business teachers that he had observed. A portion of the data found in his study was used in this study for comparative purposes.<sup>2</sup>

Gene K. Lockard, making a study for the year 1945-46, undertook the analysis of the daily teaching programs of 4,262 high school

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<sup>1</sup>Elnora Frances Meier, "A Survey of Business Education in the Secondary Schools of Kansas" (unpublished Master's thesis, State University of Iowa, Iowa City, 1941), pp. 1-47.

<sup>2</sup>Ernest B. Gould, "An Analysis of Status and Trends of Business Education in Kansas Secondary Schools for 1942-43" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1944), pp. 1-154.

teachers in Kansas. Junior high school teachers, if they could be identified, were not included in the study. Teachers in the secondary parochial schools were used but were omitted from the table on salaries. He collected his data from the high school principals' reports on file in the office of the State Superintendent of Public Instruction at Topeka. His report included teaching combinations, the number of men and women teachers, college preparation, kinds of degrees held, salaries, and teaching field combinations. A portion of Lockard's study was used for comparison with this study.<sup>1</sup>

Kathryn Mary Iliff, using the data from the annual high school principals' reports, made a status study of teachers of business subjects in Kansas secondary schools for the year 1948-49. She also analyzed trends in the status of business teachers since the school year 1926-27. In her study, she included all public and non-public schools which had reports on file, but she did not include non-public schools in the tables on salaries. She collected information on the number of part-time and full-time business teachers, number of male and female teachers, teaching fields, teaching combinations, college preparation of business teachers, kinds of degrees held, teaching experience, tenure, and salaries. Where comparable, a portion of Iliff's study was used in this study.<sup>2</sup>

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<sup>1</sup>Gene K. Lockard, "A Comparative Study of the College Preparation, Teaching Combinations, and Salaries of Kansas High School Administrators and Teachers" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1946), pp. 1-51.

<sup>2</sup>Kathryn Mary Iliff, "The Status of Teachers of Business Subjects in the Kansas Secondary Schools for 1948-49" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1950), pp. 1-133.

Fred W. Grabhorn, in his study to analyze the status of all secondary school teachers of business subjects in Kansas for the school year 1953-54 and to determine trends in their status covering a period of twenty-seven years, used the annual high school principals' reports which were on file in the office of the State Superintendent of Public Instruction. All secondary schools were included in his report, including private and parochial schools. Grabhorn collected data on the classification and type of school, number of full-time and part-time men and women business teachers, number of administrators teaching business subjects, number of teaching fields in which teachers work, teaching combinations of business teachers, the business courses offered in Kansas secondary schools, types of degrees held by teachers of business subjects, teaching experience, tenure, and salaries of business teachers. A portion of his study was used for comparison with this study.<sup>1</sup>

Froilan Flores, for the year 1953-54, made a study to furnish facts in regard to the current status and the trends in business offerings in Kansas secondary schools. The data obtained for this study were taken from the annual high school principals' reports on file in the office of the State Superintendent of Public Instruction at Topeka. These data included business courses offered, the length of the various business courses and the number of semesters they were offered.<sup>2</sup>

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<sup>1</sup>Fred W. Grabhorn, "The Status of Teachers of Business Subjects in the Secondary Schools of Kansas for 1953-54" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1954), pp. 1-107.

<sup>2</sup>Froilan Flores, "An Analysis of the Business Curriculum in Kansas Secondary Schools for 1953-54" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1954), pp. 1-90.



A study for the year 1956-57 was made by Charlene Fulton Jeffers to determine the status of the teachers of business subjects in the public high schools of Kansas. Omitting junior high schools, private schools, and parochial schools, she obtained data for her study from the microfilms of high school principals' reports and from transcripts on file in the office of the Superintendent of Public Instruction at Topeka. In instances where the transcripts were not on file at the Department of Public Instruction, she obtained information directly from the registrars of Kansas State Teachers College of Emporia, Kansas State Teachers College of Pittsburg, and Fort Hays Kansas State College. Her study included information on the number of business subjects offered, the number of men and women teachers, the kinds of degrees held, the teaching fields of business teachers, teaching combinations, salaries, and tenure. A portion of the data included in the Jeffers study was used for comparative purposes with this study.<sup>1</sup>

A more recent study was made by Judith DeBross for the school year 1962-63 in order to present available data to determine the status of business education in the secondary schools of Kansas, to compare the present status with previous findings, and to report any indicated trends over a period of thirty-six years beginning with the school year 1926-27 to the 1962-63 school year. She obtained the data for her study from the annual high school principals' reports on file in

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<sup>1</sup>Charlene Fulton Jeffers, "The Status of Teachers of Business Subjects in the Kansas Secondary Schools for 1956-57" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1959), pp. 1-131.

the office of the State Superintendent of Public Instruction at Topeka. All secondary schools, state, and parochial schools, totaling 594, were included in the study, but non-public schools were left out of various tables if including the information would distort the figures. The ninth grades, if not a part of the high schools, were also included. Included in the DeBross study were data on business subjects offered in Kansas secondary schools, business courses that were added, dropped, or alternated but not offered in 1962-63, the number of part-time and full-time men and women teachers, the number of administrators teaching business courses, the teaching fields, teaching combinations, teaching experience and tenure, kinds of degrees held, and the salaries of business teachers in Kansas. For comparative purposes, it was the DeBross study which this study paralleled.<sup>1</sup>

Because of the differences in the methods of classifying schools, much of the data presented in these prior studies were not directly comparable to this study; but in order to present trends in the status of business education in Kansas secondary schools for the last forty-three years, it was necessary that the data be used wherever comparisons could be made.

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<sup>1</sup>Judith Ann DeBross, "A Comparative Analysis of the Status of Business Education in Kansas Secondary Schools for 1962-63," (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1964), pp. 1-154.

## Chapter 3

### A COMPARATIVE ANALYSIS OF THE STATUS OF BUSINESS EDUCATION FROM 1926-27 TO 1969-70

Since businesses regularly made reviews of their business conditions and operations to determine if they were operating at top efficiency in order to compete in a highly complex business world, it seemed necessary that studies be made periodically of the status of the business curricula in Kansas in order to determine, likewise, if business educators were incorporating in their business curricula those procedures that business demands of its employees. This chapter shows the status of business education during the school year 1969-70 and makes comparative analyses of studies done since 1926-27.

#### School Classification

Table 1 shows the total number of secondary schools in Kansas that offered business courses during the school year 1969-70. Of the 503 schools offering business courses, 398 were classified as unified high schools, 32 as non-public schools, 6 as state and institutional schools, and 67 junior high schools which offered at least one business course. These sixty-seven junior high schools represented nearly sixty-three per cent of the total junior high schools, which included the ninth grade. When compared with the forty-four, representing fifty-five per cent in the DeBross study, these sixty-seven junior high schools indicated an additional eight per cent of the junior high schools

TABLE 1

KANSAS SECONDARY SCHOOLS OFFERING A BUSINESS CURRICULUM  
DURING 1969-70 BY SCHOOL CLASSIFICATION  
AND LEGAL ORGANIZATION

| Organization                       | Total     | School Classification |    |     |      |           |
|------------------------------------|-----------|-----------------------|----|-----|------|-----------|
|                                    |           | A*                    | C* | PA* | NPA* | JH*       |
| Unified High Schools               | 398       | 306                   | 91 | 1   |      |           |
| Non-public                         | 32        | 21                    |    | 2   | 9    |           |
| State and<br>Institutional Schools | 6         | 3                     |    | 1   | 2    |           |
| Junior High                        | <u>67</u> | —                     | —  | —   | —    | <u>67</u> |
| Totals                             | 503       | 330                   | 91 | 4   | 11   | 67        |

\*The abbreviations for the columnar headings are as follows:  
A for Accredited schools, C for Comprehensive schools, PA for  
Provisional Accredited schools, NPA for Non-public Accredited schools,  
and JH for Junior High schools.

offered at least one business course.<sup>1</sup> Table 1 also indicates 330 schools were accredited, 91 were comprehensive, 4 were provisional accredited, and 11 were non-public accredited.

The Fink study for the year 1930-31 showed that only 85.8 per cent of the 655 Kansas secondary schools offered at least one business subject.<sup>2</sup> The Gould study of 1942-43 revealed that 97.4 per cent of 700 schools offered at least one business subject.<sup>3</sup> Eleven years later in 1953-54, the Grabhorn study indicated that 98.6 per cent of the 654 secondary schools in Kansas offered at least one business course.<sup>4</sup> Of the 594 senior high schools which had reports on file for the DeBross study in 1962-63, 99.3 per cent listed at least one business course.<sup>5</sup> Since only one state school offered no business course, this study indicated that nearly one hundred per cent of all senior high schools offered at least one business course, making an additional fifteen per cent of the schools offering at least one business course since the 1930-31 survey of business education.

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<sup>1</sup>Judith Ann DeBross, "A Comparative Analysis of the Status of Business Education in Kansas Secondary Schools for 1962-63," (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1964), p. 22.

<sup>2</sup>E. L. Fink, "Commercial Teachers and Commercial Education in Kansas High Schools" (unpublished Master's thesis, The University of Kansas, Lawrence, 1931), p. 36.

<sup>3</sup>Ernest B. Gould, "An Analysis of Status and Trends of Business Education in Kansas Secondary Schools for 1942-43" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1944), p. 130.

<sup>4</sup>Fred W. Grabhorn, "The Status of Teachers of Business Subjects in the Secondary Schools of Kansas for 1953-54" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1954), p. 16.

<sup>5</sup>DeBross, op. cit., p. 22.

Business Curricula

Table 2 shows business courses offered in Kansas secondary schools with Typewriting I, Bookkeeping I, and Shorthand I ranking first, second, and third respectively. Office practice and Typewriting II followed in fourth and fifth place, with Typewriting III and IV appearing low on the table. Typewriting I, Bookkeeping I, and Shorthand I had maintained their ranking of first, second, and third place in a number of studies made since the 1926-27 school year. Table 3 makes a comparison of the percentages of the twenty most frequently offered business courses as found in eight studies since 1926-27. The Fink report for 1930-31 showed Typewriting I being offered by nearly seventy-eight per cent of all classified Kansas high schools with business mathematics ranking fourth and Typewriting II ranking fifth, the same as this report.<sup>1</sup> The OBrien study in 1926-27 found Typewriting I offered in ninety per cent of all high schools.<sup>2</sup> By 1932-33, Typewriting I was offered in 98.7 per cent of the 246 Kansas high schools surveyed by the Snyder report. In that report, business mathematics ranked third, with 80.4 per cent of Kansas high schools offering it.<sup>3</sup> According to the Doepke study in 1937-38, general business had shown a marked gain of nearly fifty per cent. By that time penmanship, business spelling, and

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<sup>1</sup>Fink, op. cit., p. 20.

<sup>2</sup>F. P. OBrien, "The Status of Business Courses in the High School," University of Kansas Bulletin of Education, II (October, 1928), 9.

<sup>3</sup>Clara M. Snyder, "A Survey of Commercial Curricula in the Secondary Schools of Kansas" (unpublished Master's thesis, Colorado State Teachers College, Greeley, 1933), p. 13.

TABLE 2  
 BUSINESS COURSES OFFERED IN KANSAS SECONDARY SCHOOLS  
 FOR THE SCHOOL YEAR 1969-70

| Subjects Offered              | School Classification |    |    |     |    | Total |
|-------------------------------|-----------------------|----|----|-----|----|-------|
|                               | A                     | C  | PA | NPA | JH |       |
| Typewriting I                 | 328                   | 91 | 4  | 11  | 59 | 493   |
| Bookkeeping I                 | 316                   | 90 | 3  | 8   |    | 417   |
| Shorthand I                   | 249                   | 90 | 2  | 5   |    | 346   |
| Office Practice               | 216                   | 83 | 2  | 1   |    | 302   |
| Typewriting II                | 193                   | 68 | 2  | 5   |    | 268   |
| General Business              | 103                   | 50 | 1  | 5   | 23 | 182   |
| Business Law                  | 52                    | 54 |    | 1   |    | 107   |
| Business Mathematics          | 58                    | 35 |    |     |    | 93    |
| Business Economics            | 40                    | 35 |    |     | 1  | 76    |
| Shorthand II                  | 26                    | 32 |    | 1   |    | 59    |
| Personal Typewriting          | 14                    | 24 |    |     |    | 38    |
| Bookkeeping II                | 12                    | 24 |    | 1   |    | 37    |
| Business English              | 17                    | 19 |    |     |    | 36    |
| Office Machines               | 13                    | 18 |    | 1   |    | 32    |
| Data Processing               | 12                    | 10 |    | 1   |    | 23    |
| Record Keeping                | 5                     | 12 |    |     |    | 17    |
| Business Principles           | 9                     | 7  |    |     |    | 16    |
| Salesmanship                  | 1                     | 12 |    |     |    | 13    |
| Office Education              | 2                     | 8  |    |     |    | 10    |
| Notehand                      | 2                     | 5  |    |     |    | 7     |
| Distributive Education        |                       | 6  |    |     |    | 6     |
| Marketing and<br>Distribution |                       | 6  |    |     |    | 6     |
| Computer Programming          |                       | 5  |    |     |    | 5     |
| Retailing                     |                       | 3  |    |     |    | 3     |
| Typewriting III               | 1                     | 2  |    |     |    | 3     |
| Stenoscript                   | 1                     | 1  |    |     |    | 2     |
| Business Publications         | 2                     |    |    |     |    | 2     |
| Business Management           | 2                     |    |    |     |    | 2     |
| Penmanship                    |                       | 1  |    |     |    | 1     |
| Machine Shorthand             | 1                     |    |    |     |    | 1     |
| M & M I & II                  |                       | 1  |    |     |    | 1     |
| Typewriting IV                | 1                     |    |    |     |    | 1     |

business geography had shown definite losses in offerings.<sup>1</sup> In this report, business spelling and business geography had disappeared from the list of offerings, with penmanship dropping to .2 per cent. The Meier study of 1940-41 and the Gould study of 1942-43 both recorded the offering of personal typewriting, consumer business education, and retailing, subjects not listed on any of the earlier studies. Listed also in the Gould study were business art and combined distributive education.<sup>2</sup> In this study, consumer business education, retailing, business art, and combined distributive education were not subjects listed in the twenty most frequently offered business courses. In 1942-43, the Gould study reported business machines offered in seven, or 1.0 per cent, of Kansas high schools.<sup>3</sup> By way of comparison, this study showed that Kansas high schools offering business machines had risen to thirty-two, or 6.4 per cent. The Meier study of 1940-41 and the Gould study of 1942-43 indicated that 22 per cent and 23.9 per cent, respectively, of the schools were offering general business. The Grabhorn study in 1953-54 revealed that 17.9 per cent of the schools were offering general business, whereas this report showed that 36.2 per cent of Kansas high schools were offering general business, making an additional 18.3 per cent. Appearing for the first time on the Grabhorn study was office practice with 15.3 per cent of Kansas high schools offering it. This

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<sup>1</sup>Fred W. Doepke, "Commercial Education in Kansas High Schools 1934-35 and 1937-38" (unpublished Master's thesis, The University of Kansas, Lawrence, 1931), p. 38.

<sup>2</sup>Gould, *op. cit.*, p. 25.

<sup>3</sup>*Ibid.*, p. 23.



TABLE 3

A COMPARISON OF THE PERCENTAGES OF THE TWENTY MOST  
FREQUENTLY OFFERED BUSINESS COURSES IN KANSAS  
SECONDARY SCHOOLS AS FOUND IN EIGHT STUDIES  
SINCE 1926-1927

| Subject                  | Kauzer<br>1926-<br>1927 | Fink<br>1930-<br>1931 | Snyder<br>1932-<br>1933 | Meier<br>1940-<br>1941 | Gould<br>1942-<br>1943 | Grabhorn<br>1953-<br>1954 | DeBross<br>1962-<br>1963 | Edwards<br>1969-<br>1970 |
|--------------------------|-------------------------|-----------------------|-------------------------|------------------------|------------------------|---------------------------|--------------------------|--------------------------|
| Typewriting I            | 87.5                    | 77.9                  | 98.7                    | 97.3                   | 96.1                   | 95.8                      | 92.3                     | 98.0                     |
| Bookkeeping I            | 86.8                    | 63.5                  | 95.5                    | 72.3                   | 68.7                   | 74.6                      | 76.9                     | 82.9                     |
| Shorthand I              | 68.1                    | 40.8                  | 74.3                    | 57.8                   | 67.0                   | 58.5                      | 60.2                     | 68.8                     |
| Office Practice          |                         |                       |                         |                        |                        | 15.3                      | 39.2                     | 60.0                     |
| Typewriting II           | 59.0                    | 31.6                  | 62.2                    | 62.8                   | 65.9                   | 51.6                      | 46.9                     | 53.2                     |
| General Business         | 6.0                     |                       | 22.0                    | 22.0                   | 23.9                   | 17.9                      | 22.0                     | 36.2                     |
| Business Law             | 56.9                    | 16.6                  | 63.0                    | 27.5                   | 19.7                   | 9.7                       | 12.0                     | 21.3                     |
| Business Mathematics     | 72.2                    | 37.3                  | 80.4                    | 36.0                   | 27.3                   | 18.1                      | 14.1                     | 18.5                     |
| Business Economics       |                         |                       | 1.4                     | 1.4                    | 1.1                    | 1.0                       | 11.0                     | 15.1                     |
| Shorthand II             | 39.6                    | 11.8                  | 31.7                    | 15.1                   | 15.9                   | 15.1                      | 9.0                      | 11.7                     |
| Personal Typewriting     |                         |                       |                         | 0.1                    | 0.6                    | 0.2                       | 4.6                      | 7.6                      |
| Bookkeeping I            | 12.5                    | 4.3                   | 16.3                    | 6.8                    | 5.1                    | 4.4                       | 1.7                      | 7.4                      |
| Business English         | 14.6                    |                       | 17.4                    | 3.5                    | 5.0                    | 2.4                       | 4.5                      | 7.2                      |
| Business Machines        | 1.4                     |                       |                         | 0.6                    | 1.0                    | 0.2                       | 2.2                      | 6.4                      |
| Data Processing          |                         |                       |                         |                        |                        |                           |                          | 4.6                      |
| Record Keeping           |                         |                       |                         |                        |                        |                           |                          | 3.4                      |
| Salesmanship             | 13.2                    |                       | 23.5                    | 2.2                    | 2.4                    | 2.8                       | 2.8                      | 2.6                      |
| Office Education         |                         |                       |                         |                        |                        |                           |                          | 2.0                      |
| Notehand                 |                         |                       |                         |                        |                        |                           |                          | 1.4                      |
| Pennmanship and Spelling | 55.6                    | 13.9                  | 36.5                    | 6.0                    | 3.3                    | 2.9                       | 0.7                      | .2                       |

study revealed that 60 per cent of the high schools in 1969-70 offered it, making an additional 45 per cent of the schools offering office practice in sixteen years. Also appearing for the first time were data processing, record keeping, office education, and notehand. Dropped from the list in this study were work experience, business geography, and secretarial practice, which was combined with office practice. Business geography did not even appear in any business course offerings of any Kansas high school.

The twenty courses listed in Table 4 shows the courses in the curricula of the secondary schools which were either added, dropped, or alternated but not offered during the 1969-70 school year. Some schools did not find it practical to offer business courses every year and used, instead, the method of alternating the courses every other year. Office practice and Shorthand I were the two courses most often alternated. General business was most frequently added, with forty-one schools adding and only three dropping, making a total increase of thirty-eight schools offering general business for that year. Data processing appeared, with ten schools adding and one school dropping. Business mathematics was added by fourteen schools and dropped by nine for a total increase of five. In the 1962-63 study made by DeBross, Shorthand I and Bookkeeping I were the two courses most often alternated. That study reported twenty schools adding and nine schools dropping general business, for an increase of eleven schools offering general business in the 1962-63 school year. Her report also showed fifteen schools adding business mathematics and twelve dropping, an increase of three.<sup>1</sup>

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<sup>1</sup>DeBross, op. cit., p. 25.

TABLE 4

BUSINESS COURSES THAT WERE ADDED, DROPPED, OR ALTERNATED  
BUT NOT OFFERED IN KANSAS SECONDARY SCHOOLS  
IN 1969-70

| Course                | Added | Dropped | Alternated but<br>not Offered |
|-----------------------|-------|---------|-------------------------------|
| Business Economics    | 28    | 21      | 8                             |
| Office Practice       | 21    | 16      | 14                            |
| General Business      | 41    | 3       | 6                             |
| Shorthand I           | 17    | 11      | 11                            |
| Business Law          | 14    | 17      | 7                             |
| Typewriting II        | 22    | 11      | 2                             |
| Business Mathematics  | 14    | 9       | 4                             |
| Bookkeeping I         | 5     | 2       | 5                             |
| Data Processing       | 10    | 1       |                               |
| Shorthand II          | 4     | 3       | 2                             |
| Business English      | 6     |         | 2                             |
| Office Machines       | 5     | 2       | 1                             |
| Bookkeeping II        | 3     | 3       | 2                             |
| Typewriting I         | 6     | 1       |                               |
| Business Principles   | 4     | 1       |                               |
| Personal Typewriting  | 4     | 1       |                               |
| Record Keeping        | 2     |         |                               |
| Salesmanship          |       | 1       |                               |
| Business Publications | 1     |         |                               |
| Stenoscript           | 1     |         |                               |

### Classification of Teachers

Table 5 shows the number of part-time and full-time business teachers in Kansas secondary schools for the school year 1969-70. A full-time business teacher taught at least three classes of business subjects and was employed as a teacher for the total school day. A part-time business teacher taught at least one or two business subjects and the remainder of his teaching assignment was made up of subjects outside the business curriculum, or he taught at least one or two business subjects and was not employed for the entire school day. Also included in Table 5 are those teachers who were part-time business teachers and acted in an administrative capacity. Of the 805 full-time business teachers, 328 males represented 40.74 per cent of all full-time business teachers and 477 females represented 59.26 per cent of all full-time business teachers. The 805 full-time business teachers represented 83.16 per cent of the total 968 business teachers. Part-time male business teachers totaled 71, which was 45.51 per cent of the total part-time business teachers. Eighty-five part-time female teachers represented 54.49 per cent of the total 156 part-time business teachers. There were seven part-time and administrative business teachers, all of which were male. Of the 968 full-time and part-time business teachers in Kansas secondary schools, 406, or 41.94 per cent were males and 562, or 58.06 per cent, were females.

Table 6 shows a comparison of part-time and full-time male and female business teachers in Kansas secondary schools as shown by six studies from 1942-43 to 1969-70. These studies were made by Gould, Iliff, Grabhorn, Jeffers, and DeBross, covering a period of twenty-seven

TABLE 5

NUMBER OF PART-TIME AND FULL-TIME TEACHERS IN KANSAS  
SECONDARY SCHOOLS FOR 1969-70

| Classification<br>of Teachers   | Male | Per<br>cent | Female | Per<br>Cent | Total | Per<br>Cent |
|---------------------------------|------|-------------|--------|-------------|-------|-------------|
| Full-Time                       | 328  | 40.74       | 477    | 59.26       | 805   | 83.16       |
| Part-Time                       | 71   | 45.51       | 85     | 54.49       | 156   | 16.11       |
| Part-Time and<br>Administrative | 7    | 100.00      |        |             | 7     | .72         |
| Total Part-Time                 | 78   | 47.85       | 85     | 52.15       | 163   | 16.84       |
| Totals                          | 406  | 41.94       | 562    | 58.06       | 968   | 100.00      |

years, including this study. In the 1942-43 study made by Gould, 27.9 per cent of the total 880 business teachers were male and 71.9 per cent were female, or 44 per cent more female business teachers than male. Six years later in 1948-49, this margin narrowed to 33.6 per cent in the Iliff study and to 10 per cent in the Grabhorn study for the school year 1953-54. Iliff reported that the Kauzer report in 1926-27 showed nearly the same percentages, 34.5 per cent males and 65.49 per cent females, as in her report twenty-two years later.<sup>1</sup> In the Jeffers study in 1956-57, male business teachers held a three per cent lead over female teachers.<sup>2</sup> In 1962-63, the percentage of male teachers to female teachers was nearly equal, with 489 males, or 49.4 per cent of the total, compared to 500 females, or 50.6 per cent of the total business teachers in Kansas secondary schools.<sup>3</sup> This study showed the female business teachers leading by 156, or 16.2 per cent. During the twenty-seven years covered by this table, the number of female business teachers decreased from 636 to 562 and the number of male business teachers increased from 244 to 406.

Table 7 shows the number of part-time and full-time male and female business teachers in Kansas secondary schools in 1969-70 according to sex and legal organization. Of the 383 male business teachers in the

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<sup>1</sup>Kathryn Mary Iliff, "The Status of Teachers of Business Subjects in the Kansas Secondary Schools for 1948-49" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1950), p. 18.

<sup>2</sup>Charlene Fulton Jeffers, "The Status of Teachers of Business Subjects in the Kansas Secondary Schools for 1956-57" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1959), p. 18.

<sup>3</sup>DeBross, *op. cit.*, p. 98.

TABLE 6

A COMPARISON OF PART-TIME AND FULL-TIME MALE AND FEMALE BUSINESS  
TEACHERS IN KANSAS SECONDARY SCHOOLS AS SHOWN BY SIX  
STUDIES FROM 1942-43 TO 1969-70

| Previous Studies  | Full-Time |        | Part-Time |        | Total |        | Both |
|-------------------|-----------|--------|-----------|--------|-------|--------|------|
|                   | Male      | Female | Male      | Female | Male  | Female |      |
| Gould, 1942-43*   | 214       | 539    | 30        | 97     | 244   | 636    | 880  |
| Percentage        | 28.2      | 71.1   | 26.2      | 72.3   | 27.9  | 71.9   |      |
| Iliff, 1948-49    | 234       | 480    | 42        | 76     | 276   | 556    | 832  |
| Percentage        | 32.8      | 67.2   | 35.6      | 64.4   | 33.2  | 66.8   |      |
| Grabhorn, 1953-54 | 329       | 451    | 90        | 60     | 419   | 511    | 930  |
| Percentage        | 42.1      | 57.9   | 60.0      | 40.0   | 45.0  | 55.0   |      |
| Jeffers, 1956-57  |           |        |           |        | 433   | 407    | 840  |
| Percentage        |           |        |           |        | 51.5  | 48.5   |      |
| DeBross, 1962-63  | 396       | 423    | 93        | 77     | 489   | 500    | 989  |
| Percentage        | 48.4      | 51.6** | 54.7      | 45.3   | 49.4  | 50.6   |      |
| Edwards, 1969-70  | 328       | 477    | 78        | 85     | 406   | 562    | 968  |
| Percentage        | 40.7      | 59.3   | 47.9      | 52.1   | 41.9  | 58.1   |      |

\*The sex of seven teachers in the Gould report could not be determined from the principal's report.

\*\* Error in DeBross study corrected.

unified school districts, 315 were full time and 68 were part time; of the 522 female teachers, 448 were full time and 74 were part time. Of the fifty-five non-public school business teachers, there were eleven full-time male business teachers and eight part-time male teachers. In this same category, there were twenty-six full-time female business teachers and ten part-time female teachers. State schools had a total of eight business teachers; of these, two were full-time and two were part-time male teachers; three were full-time and one was a part-time female teacher. Of the 968 business teachers in Kansas, 905, or 93.49 per cent, were employed by unified districts; 55, or 5.68 per cent, were employed in non-public schools; and 8, or .83 per cent, were employed by state schools.

Table 8 classifies teachers according to the school's legal organization. Accredited schools, which represented 65.6 per cent of the Kansas secondary schools included in this study, employed 49.9 per cent of the total number of business teachers; comprehensive schools, representing 18.1 per cent of the schools, employed 39.5 per cent of the teachers; schools classified as provisional represented .8 per cent of the schools and employed .5 per cent of the teachers; non-public accredited represented 2.2 per cent of the schools and employed 1.5 per cent of the business teachers; junior high schools which offered business subjects represented 13.1 per cent of the schools used in this report and employed 8.7 per cent of the business teachers.

#### Teaching Fields

Table 9 indicates that 77.8 per cent of all business teachers taught in only one teaching field; 18.4 per cent taught in two teaching



TABLE 7

PART- AND FULL-TIME BUSINESS TEACHERS IN KANSAS SECONDARY  
SCHOOLS IN 1969-70 ACCORDING TO SEX  
AND LEGAL ORGANIZATION

| Legal<br>Organi-<br>zation | Full Time |        | Part Time |        | Total |        | Both | Percent |
|----------------------------|-----------|--------|-----------|--------|-------|--------|------|---------|
|                            | Male      | Female | Male      | Female | Male  | Female |      |         |
| Unified                    | 315       | 448    | 68        | 74     | 383   | 522    | 905  | 93.49   |
| Non-Public                 | 11        | 26     | 8         | 10     | 19    | 36     | 55   | 5.68    |
| State                      | 2         | 3      | 2         | 1      | 4     | 4      | 8    | .83     |
| Total                      | 328       | 477    | 78        | 85     | 406   | 562    | 968  | 100.00  |

TABLE 8  
 MALE AND FEMALE PART- AND FULL-TIME BUSINESS TEACHERS  
 IN KANSAS SECONDARY SCHOOLS IN 1969-70  
 BY SCHOOL CLASSIFICATION

| School<br>Classification | Full Time |        | Part Time |        | Male | Totals |       |
|--------------------------|-----------|--------|-----------|--------|------|--------|-------|
|                          | Male      | Female | Male      | Female |      | Female | Both  |
| Accredited               | 145       | 237    | 51        | 50     | 196  | 287    | 483   |
| Percentage               | 44.2      | 49.7   | 65.4      | 58.8   | 48.3 | 51.1   | 49.9  |
| Comprehensive            | 158       | 193    | 14        | 17     | 172  | 210    | 382   |
| Percentage               | 48.2      | 40.5   | 17.9      | 20.0   | 42.4 | 37.4   | 39.5  |
| Provisional              | 1         | 2      | 2         | 0      | 3    | 2      | 5     |
| Percentage               | .3        | .4     | 2.6       | .0     | .7   | .4     | .5    |
| Non-Public               |           |        |           |        |      |        |       |
| Accredited               | 4         | 4      | 4         | 2      | 8    | 6      | 14    |
| Percentage               | 1.2       | .8     | 5.1       | 2.4    | 2.0  | 1.1    | 1.5   |
| Junior High              | 20        | 41     | 7         | 16     | 27   | 57     | 84    |
| Percentage               | 6.1       | 8.6    | 9.0       | 18.8   | 6.7  | 10.1   | 8.7   |
| Total                    | 328       | 477    | 78        | 85     | 406  | 562    | 968   |
| Percentage               | 33.9      | 49.3   | 8.0       | 8.8    | 41.9 | 58.1   | 100.0 |

fields; 2.6 per cent taught in three fields; and 1.2 per cent taught in four fields. The OBrien study for the year 1926-27 showed that, in smaller schools, more than half of the business teachers taught one or more non-business subjects. In that same study, only one out of seven of the teachers in the larger high schools taught one or more non-business subjects.<sup>1</sup> In the 1931-32 study, Ridgway found fifty-eight per cent taught in two fields, twelve per cent taught in three fields, and four per cent taught in four fields.<sup>2</sup> In 1938, Irwin reported that sixty-six per cent taught in one field; twenty-three per cent taught in two fields; eight per cent, in three fields; and three per cent, in four fields.<sup>3</sup> The Lockard study in 1945-46 showed sixty-two per cent teaching business only, twenty-six per cent in two fields, ten per cent in three fields, and two per cent in four fields.<sup>4</sup> The Iliff study in 1948-49 showed 57.4 per cent taught in only one field, 30.6 per cent taught in two fields, 11.6 per cent taught in three fields, and .5 per cent taught in four fields.<sup>5</sup> Grabhorn, in 1953-54, found 57 per cent

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<sup>1</sup>OBrien, op. cit., p. 20.

<sup>2</sup>C. W. Ridgway, "A Comparative Study of the Training and Teaching Combinations of Kansas High School Teachers" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1931), p. 32.

<sup>3</sup>Frank L. Irwin, "A Comparative Study of the College Preparation, Teaching Combinations, and Salaries of Kansas High School Teachers," Bulletin of Information, (Bulletin of the Graduate Division, Studies in Education, Vol. 18, No. 9, Kansas State Teachers College, Emporia, September, 1938), p. 21.

<sup>4</sup>Gene K. Lockard, "A Comparative Study of the College Preparation, Teaching Combinations and Salaries of Kansas High School Administrators and Teachers" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1946), p. 33.

<sup>5</sup>Iliff, op. cit., p. 26.

TABLE 9

NUMBER OF TEACHING FIELDS IN WHICH KANSAS SECONDARY  
SCHOOL BUSINESS TEACHERS WORK  
BY SCHOOL CLASSIFICATION

| Classification<br>of Schools | Teaching Fields |     |    |    | Total |
|------------------------------|-----------------|-----|----|----|-------|
|                              | 1               | 2   | 3  | 4  |       |
| Accredited                   | 332             | 121 | 22 | 8  | 483   |
| Comprehensive                | 343             | 35  | 1  | 3  | 382   |
| Provisional Accredited       | 3               | 2   |    |    | 5     |
| Non-Public Accredited        | 8               | 4   | 1  | 1  | 14    |
| Junior High                  | 67              | 16  | 1  |    | 84    |
| Total                        | 753             | 178 | 25 | 12 | 968   |

taught business subjects exclusively, 37.6 per cent taught in two, 5.2 per cent taught in three, and .13 per cent taught in four fields.<sup>1</sup> The Jeffers study revealed that 65.8 per cent of the teachers taught in only one field.<sup>2</sup> In 1962-63, the DeBross study showed 70.9 per cent of the full-time teachers taught in only one field, 25.2 per cent taught in two, 3.9 per cent taught in three, and no teacher taught in more than three fields.<sup>3</sup> A comparison of these previous studies with this study indicated an increase in the percentage of teachers teaching in only one field and showed a decrease in the percentage of teachers teaching in more than one field. Since 1931, the percentage of teachers teaching in one field had increased from 58 per cent to 77.8 per cent. The percentage of teachers teaching in two fields had decreased from 24 per cent in 1931 to 18.4 per cent in 1969-70; the percentage of teachers teaching in three fields had decreased from 12 per cent in 1931 to 2.6 per cent in 1969-70; and the percentage of teachers teaching in four fields had decreased from 4 per cent in 1931 to 1.2 per cent in 1969-70.

Table 10 reports the frequency of teaching fields that were taught with business courses by full-time business teachers in Kansas secondary schools. Physical education with business was the most common teaching combination of eighteen males and two females, for a total of 2.48 per cent of the total business teachers. A total of thirteen business teachers, seven male and six female, taught in the social science field. English

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<sup>1</sup>Grabhorn, op. cit., p. 26.

<sup>2</sup>Jeffers, op. cit., p. 53.

<sup>3</sup>DeBross, op. cit., p. 36.

and yearbook were the most popular fields for women, with eight and seven teachers, respectively, teaching in these fields. The second most popular teaching field for male teachers was drivers education, with eight teachers. No female business teacher taught drivers education for the school year 1969-70.

The most frequent teaching fields in combination with business for a period of thirty-nine years is shown by Table 11. In the top five positions covered by this period, ten different teaching fields appeared. This number was two more fields than shown in the comparative table in the DeBross study of 1962-63.<sup>1</sup> Social science appeared in the first and second positions in five of the seven studies and appeared in the third position in two of the studies. The Iliff study of 1948-49<sup>2</sup> and the Grabhorn study of 1953-54<sup>3</sup> showed physical education as the most popular teaching combination, as did this study in 1969-70. Library, which was listed for the first time in the DeBross study, dropped from fifth place and was replaced by yearbook and drivers education, which appeared for the first time in any of the seven studies. Home economics, as a second teaching field, appeared in fifth place in four of the studies but failed to rank in the top five of this report.

Table 12 presented the teaching field combinations of 163 part-time business teachers in Kansas secondary schools during the school year 1969-70. Sixty part-time business teachers taught business only, with

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<sup>1</sup>Ibid., p. 104.

<sup>2</sup>Iliff, op. cit., p. 32.

<sup>3</sup>Grabhorn, op. cit., p. 25.

TABLE 10

FREQUENCY OF TEACHING FIELDS THAT WERE TAUGHT WITH BUSINESS  
COURSES BY FULL-TIME BUSINESS TEACHERS  
IN KANSAS SECONDARY SCHOOLS

| Teaching Field                            | Male | Female | Total | Per Cent of<br>Total Teachers |
|---|------|--------|-------|-------------------------------|
| Physical Education                        | 18   | 2      | 20    | 2.48                          |
| Social Science                            | 7    | 6      | 13    | 1.61                          |
| English                                   | 1    | 8      | 9     | 1.12                          |
| Drivers Education                         | 8    |        | 8     | .99                           |
| Yearbook                                  | 1    | 7      | 8     | .99                           |
| Journalism                                | 2    | 5      | 7     | .87                           |
| Mathematics                               | 3    | 3      | 6     | .74                           |
| Library                                   | 1    | 5      | 6     | .74                           |
| Publications                              | 1    | 4      | 5     | .62                           |
| Speech                                    |      | 4      | 4     | .50                           |
| Language                                  |      | 3      | 3     | .37                           |
| Guidance                                  | 2    | 1      | 3     | .37                           |
| Psychology                                | 2    | 1      | 3     | .37                           |
| Physical Education, Health                | 3    |        | 3     | .37                           |
| Home Economics                            |      | 2      | 2     | .25                           |
| Music                                     |      | 1      | 1     | .12                           |
| Bible Literature                          |      | 1      | 1     | .12                           |
| Aviation                                  |      | 1      | 1     | .12                           |
| Library, Social Science                   |      | 1      | 1     | .12                           |
| Psychology, Health, Physical<br>Education |      | 1      | 1     | .12                           |
| Mathematics, Social Science               |      | 1      | 1     | .12                           |
| Psychology, Social Science                | 1    |        | 1     | .12                           |
| Drivers Education, Publications           |      | 1      | 1     | .12                           |
| Spelling, Geography                       |      | 1      | 1     | .12                           |
| Social Science, Religion                  |      | 1      | 1     | .12                           |
| English, Mathematics                      |      | 1      | 1     | .12                           |
| Religion                                  |      | 1      | 1     | .12                           |

TABLE 11

A COMPARISON OF TEACHING FIELDS MOST FREQUENTLY  
 TAUGHT IN COMBINATION WITH BUSINESS COURSES  
 AS SHOWN BY SEVEN STUDIES SINCE 1930-31

| Rank | Ridgway<br>1930-31 | Irwin<br>1937-38  | Lockard<br>1945-46    | Iliff<br>1948-49      | Grabhorn<br>1953-54   | DeBross<br>1962-63    | Edwards<br>1969-70    |
|------|--------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1st  | Social<br>Science  | Mathematics       | Social<br>Science     | Physical<br>Education | Physical<br>Education | Social<br>Science     | Physical<br>Education |
| 2nd  | Mathematics        | Social<br>Science | English               | English               | Mathematics           | English and<br>Speech | Social<br>Science     |
| 3rd  | English            | English           | Mathematics           | Social<br>Science     | Social<br>Science     | Physical<br>Education | English               |
| 4th  | Science            | Science           | Physical<br>Education | Mathematics           | English               | Mathematics           | Drivers<br>Education  |
| 5th  | Home<br>Economics  | Home<br>Economics | Science               | Home<br>Economics     | Home<br>Economics     | Library               | Yearbook              |



the most popular teaching field combinations being English, mathematics, and social science, which ranked first, second, and third respectively. Mathematics and social science were most often taught by male business teachers, with female business teachers favoring English. Some part-time business teachers taught in as many as three other fields. This fact was also reported in the DeBross study in 1962-63. In comparison with the DeBross study, this study showed an increase of fourteen part-time business teachers who taught business only. The most popular second teaching field in the DeBross study was social science, with English and speech appearing next. Mathematics ranked second for part-time business teachers in this study, but ranked third in the DeBross study in 1962-63.<sup>1</sup>

The teaching field combinations of full-time business teachers in Kansas secondary schools during 1969-70 are shown in Table 13. Of the 805 full-time business teachers, 693, or 86 per cent, taught business only. Of these 693 teachers, 278 were male and 415 were female. The most popular teaching field was physical education with social science coming next and English appearing third. The DeBross study showed social science, first; English and speech, second; and physical education, third.<sup>2</sup>

#### Course Combinations

Table 14 shows the twelve most frequently found teaching combinations of business courses for full-time business teachers in Kansas secondary schools during 1969-70. Of the 805 full-time business teachers,

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<sup>1</sup>DeBross, op. cit., pp. 41-45.

<sup>2</sup>Ibid., p. 43.

TABLE 12

TEACHING FIELD COMBINATIONS OF PART-TIME BUSINESS TEACHERS  
IN KANSAS SECONDARY SCHOOLS DURING 1969-70

| Teaching Field<br>Combination           | MALE                  |   |    |     |    |       | FEMALE                |   |    |     |    |       | GRAND<br>TOTAL |
|---|-----------------------|---|----|-----|----|-------|-----------------------|---|----|-----|----|-------|----------------|
|   | School Classification |   |    |     |    |       | School Classification |   |    |     |    |       |                |
|   | A                     | C | PA | NPA | JH | Total | A                     | C | PA | NPA | JH | TOTAL |                |
| Business Only                           | 9                     | 3 |    | 1   | 3  | 16    | 23                    | 8 |    | 1   | 12 | 44    | 60             |
| Business and                            |                       |   |    |     |    |       |                       |   |    |     |    |       |                |
| English                                 | 4                     | 1 |    |     |    | 5     | 7                     | 5 |    |     | 2  | 14    | 19             |
| Mathematics                             | 9                     | 1 |    |     | 3  | 13    | 4                     |   |    |     |    | 4     | 17             |
| Social Science                          | 4                     | 6 |    |     |    | 10    | 1                     | 1 |    |     |    | 2     | 12             |
| Library                                 |                       |   |    | 1   |    | 1     | 4                     |   |    | 1   |    | 5     | 6              |
| Physical Education, Health              | 2                     |   |    |     |    | 2     | 2                     |   |    |     |    | 2     | 4              |
| Guidance                                | 2                     |   |    |     |    | 2     | 2                     |   |    |     |    | 2     | 4              |
| Language                                | 1                     |   |    | 1   |    | 2     |                       | 2 |    |     |    | 2     | 4              |
| Psychology, Social Science              | 2                     | 1 |    |     |    | 3     |                       |   |    |     |    |       | 3              |
| Physical Education                      | 2                     |   |    | 1   |    | 3     |                       |   |    |     |    |       | 3              |
| Home Economics                          |                       |   |    |     |    |       | 2                     |   |    |     | 1  | 3     | 3              |
| Social Science, Science,<br>Mathematics | 3                     |   |    |     |    | 3     |                       |   |    |     |    |       | 3              |
| Art                                     |                       |   |    |     | 1  | 1     | 1                     |   |    |     | 1  | 2     | 3              |
| Industrial Arts                         | 1                     | 1 |    |     |    | 2     |                       |   |    |     |    |       | 2              |
| Psychology, Guidance                    | 1                     |   |    |     |    | 1     |                       |   |    |     |    |       | 1              |
| Science, Mathematics                    | 1                     |   |    |     |    | 1     |                       |   |    |     |    |       | 1              |
| English, Psychology                     |                       |   |    |     |    |       | 1                     |   |    |     |    | 1     | 1              |
| Music, Psychology                       | 1                     |   |    |     |    | 1     |                       |   |    |     |    |       | 1              |
| English and Speech                      |                       |   |    |     |    |       | 1                     |   |    |     |    | 1     | 1              |

TABLE 12 (continued)

| Teaching Field<br>Combination                         | MALE                  |   |    |     |    |       | FEMALE                |   |    |     |    |       | GRAND<br>TOTAL |   |
|---|-----------------------|---|----|-----|----|-------|-----------------------|---|----|-----|----|-------|----------------|---|
|   | School Classification |   |    |     |    |       | School Classification |   |    |     |    |       |                |   |
|   | A                     | C | PA | NPA | JH | Total | A                     | C | PA | NPA | JH | Total |                |   |
| English, Social Science,<br>Science                   |                       |   |    |     |    |       |                       |   | 1  |     |    |       | 1              | 1 |
| Social Science, Physical<br>Education, Psychology     | 1                     |   |    |     |    | 1     |                       |   |    |     |    |       |                | 1 |
| Psychology, Physical<br>Education                     | 1                     |   |    |     |    | 1     |                       |   |    |     |    |       |                | 1 |
| Drivers Education, Mathematics,<br>Mechanical Drawing | 1                     |   |    |     |    | 1     |                       |   |    |     |    |       |                | 1 |
| Health  | 1                     |   |    |     |    | 1     |                       |   |    |     |    |       |                | 1 |
| Science   | 1                     |   |    |     |    | 1     |                       |   |    |     |    |       |                | 1 |
| Drivers Education                                     | 1                     |   |    |     |    | 1     |                       |   |    |     |    |       |                | 1 |
| Social Science, Guidance<br>Psychology                | 1                     |   |    |     |    | 1     |                       |   |    |     |    |       |                | 1 |
| Drivers Education, Health                             | 1                     |   |    |     |    | 1     |                       |   |    |     |    |       |                | 1 |
| Music   |                       | 1 |    |     |    | 1     |                       |   |    |     |    |       |                | 1 |
| Religion  |                       |   |    | 1   |    | 1     |                       |   |    |     |    |       |                | 1 |
| English, Language                                     |                       |   |    |     |    |       |                       |   | 1  |     |    |       | 1              | 1 |
| Physical Education, Health,<br>Mechanical Drawing     | 1                     |   |    |     |    | 1     |                       |   |    |     |    |       |                | 1 |
| Physical Education, Health,<br>Social Science         |                       |   |    | 1   |    | 1     |                       |   |    |     |    |       |                | 1 |
| Psychology, Mathematics                               |                       |   |    |     |    |       |                       |   | 1  |     |    |       | 1              | 1 |

TABLE 13

TEACHING FIELD COMBINATIONS OF FULL-TIME BUSINESS TEACHERS IN KANSAS  
SECONDARY SCHOOLS DURING 1969-70 BY SCHOOL CLASSIFICATION  
(Including non-public teachers)

| Teaching Field<br>Combination | MALE                  |     |    |     |    |       | FEMALE                |     |    |     |    |       | GRAND<br>TOTAL |
|-------------------------------|-----------------------|-----|----|-----|----|-------|-----------------------|-----|----|-----|----|-------|----------------|
|                               | School Classification |     |    |     |    |       | School Classification |     |    |     |    |       |                |
|                               | A                     | C   | PA | NPA | JH | Total | A                     | C   | PA | NPA | JH | Total |                |
| Business only                 | 108                   | 149 | 1  | 4   | 16 | 278   | 192                   | 183 | 2  | 2   | 36 | 415   | 693            |
| Business and:                 |                       |     |    |     |    |       |                       |     |    |     |    |       |                |
| Physical Education            | 16                    | 2   |    |     |    | 18    | 2                     |     |    |     |    | 2     | 20             |
| Social Science                | 3                     | 2   |    |     | 2  | 7     | 4                     | 1   |    |     | 1  | 6     | 13             |
| English                       |                       |     |    |     | 1  | 1     | 2                     | 4   |    |     | 2  | 8     | 9              |
| Drivers Education             | 6                     | 2   |    |     |    | 8     |                       |     |    |     |    |       | 8              |
| Yearbook                      | 1                     |     |    |     |    | 1     | 6                     | 1   |    |     |    | 7     | 8              |
| Journalism                    | 2                     |     |    |     |    | 2     | 4                     | 1   |    |     |    | 5     | 7              |
| Mathematics                   |                       | 2   |    |     | 1  | 3     | 2                     | 1   |    |     |    | 3     | 6              |
| Library                       | 1                     |     |    |     |    | 1     | 5                     |     |    |     |    | 5     | 6              |
| Publications                  | 1                     |     |    |     |    | 1     | 4                     |     |    |     |    | 4     | 5              |
| Speech                        |                       |     |    |     |    | 0     | 4                     |     |    |     |    | 4     | 4              |
| Language                      |                       |     |    |     |    | 0     | 2                     |     |    | 1   |    | 3     | 3              |
| Guidance                      | 2                     |     |    |     |    | 2     | 1                     |     |    |     |    | 1     | 3              |
| Psychology                    | 1                     | 1   |    |     |    | 2     | 1                     |     |    |     |    | 1     | 3              |
| Physical Education<br>Health  | 3                     |     |    |     |    | 3     |                       |     |    |     |    |       | 3              |
| Home Economics                |                       |     |    |     |    | 0     | 1                     |     |    |     | 1  | 2     | 2              |
| Music                         |                       |     |    |     |    | 0     | 1                     |     |    |     |    | 1     | 1              |
| Bible Literature              |                       |     |    |     |    | 0     | 1                     |     |    |     |    | 1     | 1              |
| Aviation                      |                       |     |    |     |    | 0     |                       | 1   |    |     |    | 1     | 1              |

TABLE 13 (continued)

|                      | MALE                  |   |    |     |    |       | FEMALE                |   |    |     |    |       | GRAND<br>TOTAL |
|----------------------|-----------------------|---|----|-----|----|-------|-----------------------|---|----|-----|----|-------|----------------|
|                      | School Classification |   |    |     |    |       | School Classification |   |    |     |    |       |                |
|                      | A                     | C | PA | NPA | JH | Total | A                     | C | PA | NPA | JH | Total |                |
| Library, Social      |                       |   |    |     |    |       |                       |   |    |     |    |       |                |
| Science              |                       |   |    |     |    | 0     | 1                     |   |    |     |    | 1     | 1              |
| Psychology, Health   |                       |   |    |     |    |       |                       |   |    |     |    |       |                |
| Physical Education   |                       |   |    |     |    | 0     | 1                     |   |    |     |    | 1     | 1              |
| Mathematics, Social  |                       |   |    |     |    |       |                       |   |    |     |    |       |                |
| Science              |                       |   |    |     |    | 0     |                       | 1 |    |     |    | 1     | 1              |
| Psychology, Social   |                       |   |    |     |    |       |                       |   |    |     |    |       |                |
| Science              | 1                     |   |    |     |    | 1     |                       |   |    |     |    | 0     | 1              |
| Drivers Education,   |                       |   |    |     |    |       |                       |   |    |     |    |       |                |
| Publications         |                       |   |    |     |    | 0     | 1                     |   |    |     |    | 1     | 1              |
| Spelling, Geography  |                       |   |    |     |    | 0     |                       |   |    | 1   |    | 1     | 1              |
| Social Science,      |                       |   |    |     |    |       |                       |   |    |     |    |       |                |
| Religion             |                       |   |    |     |    | 0     | 1                     |   |    |     |    | 1     | 1              |
| English, Mathematics |                       |   |    |     |    | 0     |                       |   | 1  |     |    | 1     | 1              |
| Religion             |                       |   |    |     |    | 0     | 1                     |   |    |     |    | 1     | 1              |

87, or 10.8 per cent, taught typewriting only. Of these 87 teachers, 55 were female and 32 were male. Sixty-two teachers, or 7.7 per cent, taught a combination of typewriting, bookkeeping, shorthand, and office practice. Fifty-two teachers, or 6.4 per cent, taught a combination of typewriting, bookkeeping, and shorthand. The twelve teaching combinations included a total of 406, or 50.4 per cent, of all full-time business teachers. Seventy-nine per cent of the full-time business teachers in the 1948-49 Iliff study taught in thirteen business subject combinations.<sup>1</sup> The Grabhorn study for 1953-54 found over seventy per cent of the full-time business teachers included in fourteen subject combinations.<sup>2</sup> Both Iliff in 1948-49<sup>3</sup> and Grabhorn in 1953-54<sup>4</sup> found that the first four subject combinations taught most frequently were typewriting, shorthand, and bookkeeping listed as first, next was typewriting and bookkeeping, third was typewriting and shorthand, and fourth was typewriting only. In 1962-63, the DeBross study also found typewriting, shorthand, and bookkeeping the most popular teaching combination. Placing second was typewriting, bookkeeping, shorthand, and office practice in that study; typewriting and bookkeeping was third, and typewriting only was fourth. This study showed typewriting only moving up from fourth place in the DeBross study to first place. Typewriting, bookkeeping, shorthand, and

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<sup>1</sup>Iliff, op. cit., p. 33.

<sup>2</sup>Grabhorn, op. cit., p. 30.

<sup>3</sup>Iliff, op. cit., p. 36.

<sup>4</sup>Grabhorn, op. cit., p. 31.

<sup>5</sup>DeBross, op. cit., p. 46.

TABLE 14

TWELVE MOST FREQUENTLY FOUND TEACHING COMBINATIONS OF BUSINESS  
COURSES FOR FULL-TIME BUSINESS TEACHERS IN KANSAS  
SECONDARY SCHOOLS DURING 1969-70

| Course Combination   | Male | Female | Total |
|--|------|--------|-------|
| *Typewriting   | 32   | 55     | 87    |
| *Typewriting, Bookkeeping, Shorthand,<br>Office Practice       | 14   | 48     | 62    |
| *Typewriting, Bookkeeping, Shorthand                           | 11   | 41     | 52    |
| **Typewriting, Shorthand, Office Practice                      | 12   | 28     | 40    |
| *Typewriting, Bookkeeping                                      | 23   | 9      | 32    |
| *Typewriting, Shorthand  | 8    | 20     | 28    |
| *Typewriting, General Business                                 | 6    | 21     | 27    |
| **Typewriting, Bookkeeping, Office Practice                    | 12   | 9      | 21    |
| *Typewriting, Bookkeeping, General Business                    | 17   | 4      | 21    |
| *Typewriting, Bookkeeping, Shorthand,<br>General Business      | 4    | 9      | 13    |
| **Typewriting, Office Practice                                 | 5    | 8      | 13    |
| Typewriting, Bookkeeping, Office Practice,<br>General Business | 3    | 7      | 10    |

\*Indicates these combinations which also appeared in Iliff's study of 1948-49, Grabhorn's study of 1953-54, and DeBross' study of 1962-63.

\*\*Indicates these combinations which appeared in DeBross' study of 1962-63.

office practice remained in second place in this study. Typewriting, bookkeeping, and shorthand fell from first place in the DeBross study to third place in this study.

### Experience and Tenure

Table 15 shows the total teaching experience of all business teachers in Kansas during 1969-70 school year, excluding the non-public teachers. From information on the principals' reports, there was no way to determine if the years of experience was all in the business field. Table 15 shows that 98, or 12.84 per cent, of the 763 full-time public business teachers were in their first year of teaching. This figure is 2.84 per cent more than that shown by the DeBross study seven years earlier; but this report showed that 40, or 5.24 per cent, were in their fourth year of teaching; whereas, the DeBross study indicated that 60, or 6.4 per cent were in their fourth year of teaching. According to the DeBross study, approximately one third dropped from the teaching profession after four years. This study showed that approximately one half dropped from the teaching profession after their fourth year. The biggest drop was between the third and fourth years of teaching, with a drop of about one third. Those business teachers with from one to five years of experience constituted the largest group with 286, or 37.48 per cent. The next largest group, totaling 132, or 17.3 per cent, were those business teachers with six to ten years of experience. Thirty-five business teachers, or 4.59 per cent, had taught for over thirty years, with 6 of these teachers teaching over 40 years. DeBross reported 76, or 8.1 per cent, who had over thirty years of



TABLE 15

TEACHING EXPERIENCE OF FULL-TIME BUSINESS TEACHERS  
IN KANSAS SECONDARY SCHOOLS FOR 1969-70  
(Excluding non-public teachers)

| Years of Experience | Male | Per Cent | Female | Per Cent | Total | Per Cent |
|---------------------|------|----------|--------|----------|-------|----------|
| First Year          | 31   | 9.87     | 67     | 14.95    | 98    | 12.84    |
| 1                   | 25   | 7.94     | 59     | 13.16    | 84    | 11.01    |
| 2                   | 26   | 8.25     | 46     | 10.29    | 72    | 9.44     |
| 3                   | 15   | 4.76     | 35     | 7.81     | 50    | 6.55     |
| 4                   | 15   | 4.76     | 25     | 5.58     | 40    | 5.24     |
| 5                   | 26   | 8.25     | 14     | 3.12     | 40    | 5.24     |
| First Year          | 31   | 9.87     | 67     | 14.95    | 98    | 12.84    |
| 1 to 5              | 107  | 33.96    | 179    | 39.96    | 286   | 37.48    |
| 6 to 10             | 68   | 21.58    | 64     | 14.28    | 132   | 17.30    |
| 11 to 15            | 48   | 15.23    | 46     | 10.27    | 94    | 12.32    |
| 16 to 20            | 30   | 9.52     | 22     | 4.91     | 52    | 6.82     |
| 21 to 25            | 11   | 3.49     | 15     | 3.35     | 26    | 3.41     |
| 26 to 30            | 5    | 1.59     | 31     | 6.92     | 36    | 4.72     |
| Over 30             | 12   | 3.81     | 17     | 3.79     | 29    | 3.80     |
| Over 40             | 1    | .32      | 5      | 1.12     | 6     | .79      |
| Not Given           | 2    | .63      | 2      | .45      | 4     | .52      |
| Total               | 315  | 100.00   | 448    | 100.00   | 763   | 100.00   |

teaching experience, including 18, or 1.9 per cent, with forty years of experience.<sup>1</sup> This study found one non-public business teacher having fifty-nine years of teaching experience.

In this study the median experience for all business teachers was six years; the median experience for males was six years and five years for females. The Kauzer study in 1926-27 showed that 18.2 per cent of the business teachers were in their first year of teaching, 5.4 per cent more than the percentage found in this study. Her report showed that the median experience was five years.<sup>2</sup> The OBrien report of that same year indicated that the average teaching experience was five years in large schools and two years in small schools. The median was five years for all business teachers.<sup>3</sup> Fink, in his study for 1930-31, found that, of the 911 teachers teaching one or more business subject, the median experience was 3.08 years.<sup>4</sup> Doepke, in his study for 1937-38, reported that forty-eight per cent had less than seven years of experience. He reported that twenty-four per cent of the teachers were in their first year of teaching, fifteen per cent in their second year, and twelve per cent in their third year.<sup>5</sup> Gould, in his report for 1942-43, found that the median experience for women was seven years; for men it was eleven years, with a median experience of nine years for

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<sup>1</sup>Ibid., pp. 49-50.

<sup>2</sup>Adelaide Marie Kauzer, "Status of the Teaching of Shorthand and Typewriting in Secondary Public Schools of Kansas, 1926-27," Teaching, VII (April, 1928), p. 24.

<sup>3</sup>OBrien, op. cit., p. 20.

<sup>4</sup>Fink, op. cit., p. 29.

<sup>5</sup>Doepke, op. cit., pp. 58-60.

both.<sup>1</sup> Iliff, in her study for the year 1948-49, found that 29.4 per cent of the teachers were in their first year of teaching. She found that many female teachers do not stay in the profession for more than a year. The greatest percentage of decrease for female teachers occurred between the first and second years. She found that sixty-five per cent of all business teachers had more than five years of experience. According to her report, by the time business teachers reached the fifth year of teaching, a little over half of them had left the profession. The median experience for all teachers in 1948-49 was nine years. The median for male teachers was eight and the median for female teachers was ten years.<sup>2</sup> Grabhorn, in his study for the school year 1953-54, found 7.0 per cent of all business teachers were in their first year of teaching. He also found that 38.2 per cent of all teachers of business subjects had from one to five years of experience and 61.8 per cent had more than five years of experience. The median years of experience for males was eight years, for females the median was eleven years, and for all teachers of business subjects, the median was nine years.<sup>3</sup> The DeBross study for the year 1962-63 indicated that 9.9 per cent of 932 business teachers were teaching for the first time and that 8.1 per cent had completed over thirty years of teaching. Of all business teachers, 40.5 per cent were in the one to five year group. The

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<sup>1</sup>Gould, op. cit., pp. 107-112.

<sup>2</sup>Iliff, op. cit., pp. 78-86.

<sup>3</sup>Grabhorn, op. cit., pp. 61-64.

median experience for the 1962-63 school year was seven years for males, nine years for females, and seven years for all business teachers.<sup>1</sup>

In comparing the median years of experience, the following shows the medians reported in previous studies made since 1926-27:

Median Years of Experience

|                    | <u>Male</u> | <u>Female</u> | <u>Both</u> |
|--------------------|-------------|---------------|-------------|
| Kauzer (1926-27)   |             |               | 5           |
| OBrien (1926-27)   |             |               | 5           |
| Fink (1930-31)     |             |               | 3.08        |
| Gould (1942-43)    | 11          | 7             | 9           |
| Iliff (1948-49)    | 8           | 10            | 9           |
| Grabhorn (1953-54) | 8           | 11            | 9           |
| DeBross (1962-63)  | 7           | 9             | 7           |
| Edwards (1969-70)  | 6           | 5             | 6           |

The median was five years in 1926-27, reached a high of nine years as shown by the studies of Gould in 1942-43, Iliff in 1948-49, and Grabhorn in 1953-54. The DeBross study in 1962-63 showed a decrease of two years, and this study showed another decrease of one year, falling to a median of six years in the year 1969-70. The median years of experience of males fell five years in the twenty-seven years from 1942-43 to 1969-70. In the same period of time, the median years of experience for females fell only two years. This decrease in the median years of experience indicated that teachers may have left the teaching profession for other careers.

Table 16 presents information on the number of years business teachers have remained in their present positions for the school year

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<sup>1</sup>DeBross, op. cit., pp. 49-51.

TABLE 16

TENURE OF BUSINESS TEACHERS IN KANSAS SECONDARY SCHOOLS IN 1969-70  
(Excluding non-public teachers)

| Years      | Males     | Per Cent   | Females   | Per Cent   | Total     | Per Cent   |
|------------|-----------|------------|-----------|------------|-----------|------------|
| First Year | 71        | 18.5       | 141       | 27.0       | 212       | 23.4       |
| 2          | 49        | 12.9       | 86        | 16.5       | 135       | 14.9       |
| 3          | 45        | 11.7       | 46        | 8.8        | 91        | 10.1       |
| 4          | 36        | 9.4        | 42        | 8.1        | 78        | 8.6        |
| 5          | 18        | 4.7        | 27        | 5.2        | 45        | 5.0        |
| 1 to 5     | 219       | 57.2       | 342       | 65.7       | 561       | 62.0       |
| 6 to 10    | 62        | 16.2       | 73        | 14.0       | 135       | 14.9       |
| 11 to 15   | 41        | 10.7       | 40        | 7.6        | 81        | 9.0        |
| 16 to 20   | 19        | 5.0        | 19        | 3.6        | 38        | 4.2        |
| 21 to 25   | 9         | 2.3        | 12        | 2.3        | 21        | 2.3        |
| 26 to 30   | 10        | 2.6        | 12        | 2.3        | 22        | 2.4        |
| Over 30    | 0         | ---        | 5         | .9         | 5         | .6         |
| Not Given  | <u>23</u> | <u>6.0</u> | <u>19</u> | <u>3.6</u> | <u>42</u> | <u>4.6</u> |
| Totals     | 383       | 100.0      | 522       | 100.0      | 905       | 100.0      |

1969-70. Non-public teachers were excluded from this table. Almost one fourth of the 905 business teachers, 23.4 per cent, were in their first year of tenure. This figure included ninety-eight beginning teachers. The greatest number of females, or 27.0 per cent of these teachers, were in their first year of tenure, in contrast with the 18.5 per cent of the male teachers who were in their first year. Over sixty per cent of the business teachers had a tenure of five years or less in their 1969-70 positions. Only 5.3 per cent of all business teachers had taught more than twenty years in the same position. Five teachers had taught over thirty years, all of whom were women. Three teachers, all women, had taught for forty-one years in the same position. Forty-one years was the longest tenure of any business teacher found in any public school in the 1969-70 school year. The greatest difference between male and female business teachers was in the one to five year group, a difference of 8.5 per cent more females. The median years of tenure for male business teachers was four years; for females, the median tenure was three years; and for all business teachers, the median was four years.

When the tenure of business teachers of 1969-70 was compared with previous studies made since 1930-31, a gradual increase in tenure was indicated. The Fink study in 1930-31 showed that the median tenure was two years.<sup>1</sup> In 1942-43, Gould found the median tenure was two years for females, three years for males, and two years for all business

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<sup>1</sup>Fink, op. cit., p. 30.

teachers. His study showed 74 per cent of all teachers of business subjects had less than six years of tenure.<sup>1</sup> The Iliff study in 1948-49 found the median tenure was two years for both males and females and for all teachers of business subjects. She found over three fourths of all business teachers, or 76.7 per cent, had a tenure of five years or less in their 1948-49 positions.<sup>2</sup> Grabhorn, in his study for 1953-54, found the median tenure for all teachers of business subjects was three years and applied to both males and females. Sixty-nine per cent of all teachers of business subjects had completed less than six years of tenure.<sup>3</sup> The DeBross study in 1969-70 showed the median years of tenure for male business teachers was three years, four years for females, and three years for all business teachers. She found that 63.5 per cent of all teachers of business subjects had five years or less of tenure.<sup>4</sup> In comparison, this study showed 62.0 per cent of all business teachers had tenure of five years or less, a decline from 74 per cent in 1942-43 to 62.0 per cent in 1969-70. This gradual increase in tenure indicated a tendency for more permanency in teaching positions.

#### Teacher Preparation

According to prior studies, the number of teachers who have received advanced degrees had steadily increased since Kauzer's study of

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<sup>1</sup>Gould, op. cit., p. 107.

<sup>2</sup>Iliff, op. cit., pp. 86-91.

<sup>3</sup>Grabhorn, op. cit., pp. 67-68.

<sup>4</sup>DeBross, op. cit., p. 56.

1926-27, in which no teacher was found to have an advanced degree.<sup>1</sup> Since the DeBross study of 1962-63, the principals' reports were changed to give total hours of college credit, including undergraduate and graduate, instead of degrees held. Because of this change no direct comparison could be made; however, some assumptions were made in total teacher preparation as is shown in Table 17, which shows the total college hours of full-time and part-time business teachers in Kansas secondary schools during 1969-70. If it were assumed that it took approximately 130 hours to obtain a bachelor's degree and from 30 to 36 hours of graduate study to obtain a master's degree, then Table 17 indicates an increase in the total percentage of business teachers who have received advanced training. This evidence was not conclusive, but it might be assumed that the number of teachers who had received advanced degrees had increased steadily in the last forty-three years.

Table 17 shows that 51.76 per cent of all business teachers had 159 or fewer hours. Of this 51.76 per cent, 34.71 per cent were females and 17.05 per cent were males. In this category, the females outnumbered the males approximately two to one. The situation is reversed for those business teachers with 160 hours or more, which was 42.15 per cent of all business teachers. In this category, 23.15 per cent were males and 19.0 per cent were females. Evident in Table 17 is the fact that more males tended to seek advanced training than did female business teachers.

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<sup>1</sup>Kauzer, op. cit., p. 22.



TABLE 17

TOTAL COLLEGE HOURS OF FULL-TIME AND PART-TIME BUSINESS  
TEACHERS IN KANSAS SECONDARY SCHOOLS  
DURING 1969-70

| Total Hours  | Full Time  |            | Part Time |           | Total      | Per Cent      |
|--------------|------------|------------|-----------|-----------|------------|---------------|
|              | Male       | Female     | Male      | Female    |            |               |
| Up to 159    | 139        | 288        | 26        | 48        | 501        | 51.76         |
| 160 to 200   | 147        | 137        | 34        | 21        | 339        | 35.02         |
| Over 200     | 33         | 19         | 10        | 7         | 69         | 7.13          |
| Not Given    | <u>9</u>   | <u>33</u>  | <u>8</u>  | <u>9</u>  | <u>59</u>  | <u>6.09</u>   |
| <b>Total</b> | <b>328</b> | <b>477</b> | <b>78</b> | <b>85</b> | <b>968</b> | <b>100.00</b> |

The Kauzer study in 1926-27 found no teacher with a master's degree.<sup>1</sup> Contrarily, in a study made in the same year, OBrien found four per cent had advanced degrees.<sup>2</sup> Doepke, in his study in 1937-38, found that twenty-four per cent had a master's degree.<sup>3</sup> Gould found, perhaps because many men and women were involved in World War II, that the number of business teachers with a master's degree had decreased to 17.28 per cent for the 1942-43 school year.<sup>4</sup> Three years later in 1945-46, Lockard found that only fifteen per cent of all business teachers had a master's degree.<sup>5</sup> Iliff found in 1948-49 that 19.1 per cent of all teachers of business subjects held a master's degree, 29.5 per cent of whom were males and 14.6 per cent were females.<sup>6</sup> The Grabhorn study made in 1953-54 showed that 26.9 per cent of all teachers of business subjects held a master's degree. Of the 417 male teachers, 38.5 per cent had a master's degree; and of 510 female teachers, 17.3 per cent had a master's degree.<sup>7</sup> The Jeffers study in 1956-57 found 29.4 per cent had a master's degree.<sup>8</sup> The DeBross study made

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<sup>1</sup>Ibid.

<sup>2</sup>OBrien, op. cit., p. 13.

<sup>3</sup>Doepke, op. cit., p. 57.

<sup>4</sup>Gould, op. cit., p. 119.

<sup>5</sup>Lockard, op. cit., p. 48.

<sup>6</sup>Iliff, op. cit., p. 61.

<sup>7</sup>Grabhorn, op. cit., pp. 52-53.

<sup>8</sup>Jeffers, op. cit., p. 45.

in 1962-63 found 31.3 per cent of all teachers of business had a master's degree, with 19.4 per cent being males and 12.0 per cent being females.<sup>1</sup>

### Salaries

Table 18 presents the salaries of full-time male and female teachers of business courses in Kansas secondary schools during 1969-70. Only those teachers who were employed for a full school day were included, with the exception of non-public teachers, who were not included. Non-public teachers usually received less salary than public teachers; in addition, they sometimes received compensation other than salary, such as living accommodations. Salaries for male business teachers ranged from \$5,801 to \$11,600, with four business teachers receiving over \$11,600. The highest salary received for a male business teacher was \$12,873. Of the 315 male teachers, 64.1 per cent received over \$7,500 per year. Salaries for female business teachers ranged from \$5,000 to \$11,000. Of the 439 female business teachers, 48 per cent had salaries over \$7,500. The median salary for men was in the \$8,001-8,100 range, while the median salary for females was in the \$6,901-7,000 range. The median salary for both male and female was in the \$7,401-7,500 range.

In comparison, the DeBross study made in 1962-63 showed the salaries for women ranged from a low of \$800 to a high of \$8,300, with a median of \$4,900. The salaries for men ranged from a low of \$3,800 to a high of \$8,600, with a median of \$5,200. The median salary for all

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<sup>1</sup>DeBross, op. cit., p. 61.

TABLE 18

SALARIES OF FULL-TIME MALE AND FEMALE TEACHERS OF BUSINESS COURSES  
 IN KANSAS SECONDARY SCHOOLS DURING 1969-70  
 (Excluding non-public teachers)

| Salary      | Male |          | Female |          | Total |          |
|-------------|------|----------|--------|----------|-------|----------|
|             | No.  | Per Cent | No.    | Per Cent | No.   | Per Cent |
| 5,000-5,500 |      |          | 2      | .45      | 2     | .26      |
| 5,501-5,600 |      |          | 3      | .67      | 3     | .39      |
| 5,601-5,700 |      |          | 2      | .45      | 2     | .26      |
| 5,701-5,800 |      |          | 5      | 1.12     | 5     | .66      |
| 5,801-5,900 | 3    | .95      | 13     | 2.90     | 16    | 2.10     |
| 5,901-6,000 | 1    | .31      | 9      | 2.01     | 10    | 1.31     |
| 6,001-6,100 | 5    | 1.59     | 29     | 6.47     | 34    | 4.45     |
| 6,101-6,200 | 5    | 1.59     | 19     | 4.24     | 24    | 3.15     |
| 6,201-6,300 | 3    | .95      | 29     | 6.47     | 32    | 4.19     |
| 6,301-6,400 | 2    | .64      | 16     | 3.57     | 18    | 2.36     |
| 6,401-6,500 | 4    | 1.27     | 28     | 6.25     | 32    | 4.19     |
| 6,501-6,600 | 11   | 3.49     | 12     | 2.68     | 23    | 3.02     |
| 6,601-6,700 | 8    | 2.54     | 14     | 3.12     | 22    | 2.88     |
| 6,701-6,800 | 8    | 2.54     | 8      | 1.79     | 16    | 2.10     |
| 6,801-6,900 | 11   | 3.49     | 24     | 5.36     | 35    | 4.59     |
| 6,901-7,000 | 4    | 1.27     | 15*    | 3.35     | 19    | 2.49     |
| 7,001-7,100 | 11   | 3.49     | 9      | 2.01     | 20    | 2.62     |
| 7,101-7,200 | 9    | 2.86     | 9      | 2.01     | 18    | 2.36     |
| 7,201-7,300 | 10   | 3.17     | 14     | 3.12     | 24    | 3.15     |
| 7,301-7,400 | 11   | 3.49     | 6      | 1.34     | 17    | 2.23     |
| 7,401-7,500 | 7    | 2.22     | 8      | 1.79     | 15*   | 1.96     |
| 7,501-7,600 | 14   | 4.44     | 8      | 1.79     | 22    | 2.88     |
| 7,601-7,700 | 7    | 2.22     | 9      | 2.01     | 16    | 2.10     |
| 7,701-7,800 | 10   | 3.17     | 7      | 1.56     | 17    | 2.23     |
| 7,801-7,900 | 6    | 1.91     | 12     | 2.68     | 18    | 2.36     |
| 7,901-8,000 | 3    | .95      | 13     | 2.90     | 16    | 2.10     |
| 8,001-8,100 | 7*   | 2.22     | 13     | 2.90     | 20    | 2.62     |
| 8,101-8,200 | 7    | 2.22     | 6      | 1.34     | 13    | 1.70     |
| 8,201-8,300 | 7    | 2.22     | 7      | 1.56     | 14    | 1.84     |
| 8,301-8,400 | 4    | 1.27     | 2      | .45      | 6     | .79      |
| 8,401-8,500 | 10   | 3.17     | 9      | 2.01     | 19    | 2.49     |
| 8,501-8,600 | 3    | .95      | 6      | 1.34     | 9     | 1.18     |
| 8,601-8,700 | 6    | 1.91     | 10     | 2.23     | 16    | 2.10     |
| 8,701-8,800 | 6    | 1.91     | 6      | 1.34     | 12    | 1.57     |
| 8,801-8,900 | 6    | 1.91     | 4      | .89      | 10    | 1.31     |
| 8,901-9,000 | 6    | 1.91     | 5      | 1.12     | 11    | 1.44     |
| 9,001-9,100 | 9    | 2.86     | 4      | .89      | 13    | 1.70     |
| 9,101-9,200 | 5    | 1.59     | 3      | .67      | 8     | 1.05     |
| 9,201-9,300 | 4    | 1.27     | 6      | 1.34     | 10    | 1.31     |

TABLE 18 (continued)

| Salary        | Male |          | Female |          | Total |          |
|---------------|------|----------|--------|----------|-------|----------|
|               | No.  | Per Cent | No.    | Per Cent | No.   | Per Cent |
| 9,301- 9,400  | 2    | .64      | 4      | .89      | 6     | .79      |
| 9,401- 9,500  | 8    | 2.54     | 3      | .67      | 11    | 1.44     |
| 9,501- 9,600  | 4    | 1.27     |        |          | 4     | .52      |
| 9,601- 9,700  | 3    | .95      | 4      | .89      | 7     | .92      |
| 9,701- 9,800  | 3    | .95      | 2      | .45      | 5     | .66      |
| 9,801- 9,900  | 4    | 1.27     | 4      | .89      | 8     | 1.05     |
| 9,901-10,000  | 2    | .64      | 1      | .22      | 3     | .39      |
| 10,001-10,100 | 2    | .64      | 1      | .22      | 3     | .39      |
| 10,101-10,200 | 6    | 1.91     | 1      | .22      | 7     | .92      |
| 10,201-10,300 | 7    | 2.22     | 5      | 1.12     | 12    | 1.57     |
| 10,301-10,400 | 2    | .64      | 1      | .22      | 3     | .39      |
| 10,401-10,500 | 3    | .95      | 2      | .45      | 5     | .66      |
| 10,501-10,600 | 2    | .64      | 2      | .45      | 4     | .52      |
| 10,601-10,700 | 5    | 1.59     |        |          | 5     | .66      |
| 10,701-10,800 | 3    | .95      |        |          | 3     | .39      |
| 10,801-10,900 | 4    | 1.27     | 1      | .22      | 5     | .66      |
| 10,901-11,000 | 4    | 1.27     | 4      | .89      | 8     | 1.05     |
| 11,001-11,100 |      |          |        |          | 0     |          |
| 11,101-11,200 | 1    | .31      |        |          | 1     | .13      |
| 11,201-11,300 | 3    | .95      |        |          | 3     | .39      |
| 11,301-11,400 |      |          |        |          | 0     |          |
| 11,401-11,500 | 2    | .64      |        |          | 2     | .26      |
| 11,501-11,600 | 1    | .31      |        |          | 1     | .13      |
| Over 11,600   | 4    | 1.27     |        |          | 4     | .52      |
| Not Given     | 7    | 2.22     | 9      | 2.01     | 16    | 2.10     |
| Total         | 315  | 100.00   | 448    | 100.00   | 763   | 100.00   |

\*Indicates medians.

business teachers revealed by that study was \$5,000.<sup>1</sup> This study showed an increase of \$2,500 in the median salary of all business teachers from 1962-63 to 1969-70, with an increase of \$2,900 in the median salary of male business teachers and an increase of \$2,100 in the median salary for female business teachers. These data indicated that salaries of female business teachers did not increase as rapidly as did the salaries of male teachers.

The Kauzer study made in 1926-27 indicated a median salary of \$1,503 for all teachers of shorthand and typewriting. The highest salary reported for males was \$2,600; the highest salary for females was \$1,872.<sup>2</sup> In that same year, OBrien found the median salary of business teachers to be in the \$1,440 to \$1,520 group, approximately the same as that of Kauzer.<sup>3</sup> Ridgway, in a study in 1931, found the median salary of all business teachers to be \$1,453.<sup>4</sup> Fink, in a 1930-31 study, found that yearly salaries varied from \$900 to \$3,400, with a median of \$1,500.<sup>5</sup> Doepke, in his study of 1937-38, classified median salaries according to school classifications so no direct comparison could be made with this study; however, the median salary for class A schools was \$1,245 for males and \$1,023 for females; for class B schools, the median salary for male business teachers was \$987.50 and \$833.34 for females; for

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<sup>1</sup>Ibid., pp. 64-68.

<sup>2</sup>Kauzer, op. cit., pp. 27-28.

<sup>3</sup>OBrien, op. cit., p. 15.

<sup>4</sup>Ridgway, op. cit., p. 48.

<sup>5</sup>Fink, op. cit., p. 35.

class C schools, the median was \$893.75 for males and \$807.60 for females.<sup>1</sup> Apparently, a decrease occurred in salaries paid to business teachers from the 1930-31 study to the 1937-38 study. In the 1942-43 study, Gould found the median salary for all teachers of business subjects to be \$1,295.68; for male business teachers, the median was \$1,689.25 and, for female business teachers, the median was \$1,230.34. The difference between the median salaries of males and females was approximately \$450.<sup>2</sup> The Iliff study for 1948-49 showed the median salary for all business teachers, excluding administrators, was \$2,716.10; for males, the median was \$3,903.15; and for females, the median was \$2,621.25. Excluding administrators, the median for males was about \$475 above that for females. The lowest salary reported for females was \$1,755; the highest was \$3,900. The salary for males ranged from \$2,000 to \$4,400, excluding administrators.<sup>3</sup> Grabhorn, in his study for the year 1953-54, found that the salaries ranged from \$2,600 to \$5,610, with a median of \$3,660 for male business teachers. Male administrators and male teachers in private schools were excluded from these figures. Excluding women administrators and teachers in private schools, the salaries ranged from \$1,260 to \$4,815 for females, with a median of \$3,300. With the above exclusions, the median salary for males was \$360 above that for females. The median for all business teachers was \$3,450.<sup>4</sup> Jeffers, in her study for 1956-57, found the median for male

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<sup>1</sup>Doepke, op. cit., p. 51.

<sup>2</sup>Gould, op. cit., p. 120.

<sup>3</sup>Iliff, op. cit., pp. 93-100.

<sup>4</sup>Grabhorn, op. cit., pp. 72-75

business teachers fell within the range from \$4,000 to \$4,399, while the median for female business teachers was between \$3,600 and \$3,999.<sup>1</sup>

All of the studies since Gould's of 1942-43, a period of twenty-seven years, showed that male business teachers received a larger salary than did female business teachers. In 1942-43, the difference between male and female business teachers was approximately \$450. This difference fell to \$360 in the Grabhorn study of 1953-54 and then fell further to \$300 in the DeBross study in 1962-63. This study, however, showed the difference to be \$1,100, considerably more than any previous study.

Table 19 compares the salaries of full-time male and female business teachers with college hours under 160 and business teachers with college hours over 160 in Kansas secondary schools during 1969-70. As the table shows, there appears to be a correlation between teacher preparation and the amount of salary received. For males, a difference of \$1,900 existed between the median salary of those business teachers who had less than 160 hours of college credit and the median salary of those who had more than 160 hours. The median salary of male business teachers who had less than 160 college hours fell in the \$7,101-7,200 range, while the median salary of those male business teachers who had more than 160 college hours fell in the \$9,001-9,100 range. For females, a difference of \$1,800 existed between the median salary of those business teachers who had less than 160 hours of college credit and the median salary of those who had more than 160 hours. The median salary of female business teachers who had less than 160 college hours fell in the \$6,501-6,600

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<sup>1</sup>Jeffers, *op. cit.*, p. 66.



TABLE 19

A COMPARISON OF SALARIES OF FULL-TIME MALE AND FEMALE BUSINESS  
TEACHERS WITH COLLEGE HOURS UNDER 160 AND BUSINESS  
TEACHERS WITH COLLEGE HOURS OVER 160 IN KANSAS  
SECONDARY SCHOOLS DURING 1969-70  
(Excluding non-public teachers)

| Salary      | College Hours Under 160 |        |       | College Hours Over 160 |        |       |
|-------------|-------------------------|--------|-------|------------------------|--------|-------|
|             | Male                    | Female | Total | Male                   | Female | Total |
| 5,000-5,500 |                         | 2      | 2     |                        |        | 0     |
| 5,501-5,600 |                         | 3      | 3     |                        |        | 0     |
| 5,601-5,700 |                         | 2      | 2     |                        |        | 0     |
| 5,701-5,800 |                         | 5      | 5     |                        |        | 0     |
| 5,801-5,900 | 3                       | 12     | 15    |                        |        | 0     |
| 5,901-6,000 | 1                       | 8      | 9     |                        |        | 0     |
| 6,001-6,100 | 5                       | 27     | 32    |                        | 2      | 2     |
| 6,101-6,200 | 4                       | 16     | 20    | 1                      | 2      | 3     |
| 6,201-6,300 | 3                       | 24     | 27    |                        | 1      | 1     |
| 6,301-6,400 | 1                       | 16     | 17    | 1                      |        | 1     |
| 6,401-6,500 | 4                       | 25     | 29    |                        | 3      | 3     |
| 6,501-6,600 | 6                       | 12*    | 18    | 5                      |        | 5     |
| 6,601-6,700 | 8                       | 12     | 20    |                        | 2      | 2     |
| 6,701-6,800 | 7                       | 8      | 15*   | 1                      |        | 1     |
| 6,801-6,900 | 8                       | 19     | 27    | 2                      | 5      | 7     |
| 6,901-7,000 | 3                       | 9      | 12    |                        | 5      | 5     |
| 7,001-7,100 | 10                      | 7      | 17    | 1                      | 1      | 2     |
| 7,101-7,200 | 8*                      | 7      | 15    | 1                      | 1      | 2     |
| 7,201-7,300 | 5                       | 11     | 16    | 5                      | 3      | 8     |
| 7,301-7,400 | 6                       | 4      | 10    | 5                      | 2      | 7     |
| 7,401-7,500 | 4                       | 2      | 6     | 3                      | 6      | 9     |
| 7,501-7,600 | 9                       | 5      | 14    | 5                      | 3      | 8     |
| 7,601-7,700 | 6                       | 6      | 12    | 1                      | 3      | 4     |
| 7,701-7,800 | 6                       | 5      | 11    | 4                      | 2      | 6     |
| 7,801-7,900 | 1                       | 4      | 5     | 5                      | 7      | 12    |
| 7,901-8,000 | 3                       | 3      | 6     |                        | 10     | 10    |
| 8,001-8,100 | 4                       | 3      | 7     | 3                      | 10     | 13    |
| 8,101-8,200 | 1                       | 3      | 4     | 6                      | 3      | 9     |
| 8,201-8,300 | 2                       | 4      | 6     | 5                      | 3      | 8     |
| 8,301-8,400 | 2                       |        | 2     | 2                      | 2*     | 4     |
| 8,401-8,500 | 3                       | 4      | 7     | 7                      | 5      | 12    |
| 8,501-8,600 |                         | 3      | 3     | 3                      | 2      | 5     |
| 8,601-8,700 | 2                       | 1      | 3     | 4                      | 9      | 13    |
| 8,701-8,800 | 1                       | 3      | 4     | 5                      | 3      | 8*    |
| 8,801-8,900 |                         | 2      | 2     | 6                      | 2      | 8     |
| 8,901-9,000 |                         | 1      | 1     | 6                      | 4      | 10    |
| 9,001-9,100 |                         | 2      | 2     | 9*                     | 2      | 11    |

TABLE 19 (continued)

| Salary        | College Hours Under 160 |        |       | College Hours Over 160 |        |       |
|---------------|-------------------------|--------|-------|------------------------|--------|-------|
|               | Male                    | Female | Total | Male                   | Female | Total |
| 9,101- 9,200  |                         |        | 0     | 5                      | 3      | 8     |
| 9,201- 9,300  | 1                       |        | 1     | 3                      | 5      | 8     |
| 9,301- 9,400  |                         |        | 0     | 2                      | 4      | 6     |
| 9,401- 9,500  | 1                       |        | 1     | 7                      | 3      | 10    |
| 9,501- 9,600  |                         |        | 0     | 4                      |        | 4     |
| 9,601- 9,700  | 1                       |        | 1     | 2                      | 4      | 6     |
| 9,701- 9,800  |                         |        | 0     | 3                      | 2      | 5     |
| 9,801- 9,900  |                         |        | 0     | 4                      | 4      | 8     |
| 9,901-10,000  |                         |        | 0     | 2                      | 1      | 3     |
| 10,001-10,100 |                         |        | 0     | 2                      | 1      | 3     |
| 10,101-10,200 | 1                       |        | 1     | 5                      | 1      | 6     |
| 10,201-10,300 |                         |        | 0     | 7                      | 5      | 12    |
| 10,301-10,400 |                         |        | 0     | 2                      | 1      | 3     |
| 10,401-10,500 |                         |        | 0     | 3                      | 2      | 5     |
| 10,501-10,600 |                         |        | 0     | 2                      | 2      | 4     |
| 10,601-10,700 |                         |        | 0     | 5                      |        | 5     |
| 10,701-10,800 |                         |        | 0     | 3                      |        | 3     |
| 10,801-10,900 | 1                       |        | 1     | 3                      | 1      | 4     |
| 10,901-11,000 |                         |        | 0     | 4                      | 4      | 8     |
| 11,001-11,100 |                         |        | 0     |                        |        | 0     |
| 11,101-11,200 |                         |        | 0     | 1                      |        | 1     |
| 11,201-11,300 |                         |        | 0     | 3                      |        | 3     |
| 11,301-11,400 |                         |        | 0     |                        |        | 0     |
| 11,401-11,500 |                         |        | 0     | 2                      |        | 2     |
| 11,501-11,600 |                         |        | 0     | 1                      |        | 1     |
| Over 11,600   |                         |        |       | 4                      |        | 4     |
| Not Given     | 3                       | 4      | 7     | 4                      | 3      | 7     |

\*Indicates Medians.

range, while the median salary of those female business teachers who had more than 160 college hours fell in the \$8,301-8,400 range. For all teachers of business subjects, the difference was \$2,000, with a median salary of \$6,701-6,800 for those who had less than 160 hours of college credit and a median salary of \$8,701-8,800 for those with more than 160 hours. Table 20 reflects that the difference between the median salaries of male and female business teachers who had less than 160 hours of college credit was \$600, and the difference between the median salaries of male and female business teachers who had more than 160 hours was \$700. The difference between the median salary of all business teachers who had less than 160 hours and those who had more than 160 hours was \$2,000. Apparently, business teachers were being rewarded for continuing to prepare themselves for teaching.

The DeBross study in 1962-63 showed that male business teachers with a bachelor's degree had a median salary of \$5,000; females had a median salary of \$4,700; and for both the median salary was \$4,800. For teachers with a master's degree the median for male business teachers was \$6,100; for females, the median was \$5,600, and for all business teachers, the median was \$5,900.<sup>1</sup> The difference in the median salary of all business teachers who had a bachelor's degree and the median salary of those who had a master's degree was \$1,100, \$900 less than the \$2,000 difference shown by this study. This study showed a considerable increase in compensation for those business teachers who had more preparation, with male teachers receiving the greatest increase, a fact

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<sup>1</sup>DeBross, op. cit., p. 75.

TABLE 20

MEDIAN SALARIES OF TEACHERS OF BUSINESS SUBJECTS WITH LESS THAN  
 160 HOURS AND TEACHERS WITH MORE THAN 160 HOURS IN KANSAS  
 SECONDARY SCHOOLS DURING 1969-70  
 (Excluding non-public teachers)

| Sex    | Teachers with less<br>than 160 hours | Teachers with more<br>than 160 hours |
|--------|--------------------------------------|--------------------------------------|
| Male   | 7,100                                | 9,000                                |
| Female | 6,500                                | 8,300                                |
| Both   | 6,700                                | 8,700                                |

that was found in previous studies. Iliff, in her study for 1948-49, also found a close relationship between graduate degrees and salaries. In that study, male teachers with a bachelor's degree had a median salary of \$3,099 and for those teachers with a master's degree, the median was \$3,599, an increase of approximately \$500. For females with a bachelor's degree, the median salary was \$2,609.68. With a master's degree, the median salary of female teachers was \$2,840, an increase of a little over \$200. She found that for teachers with a master's degree the difference between salaries of males and females was a little over \$700.<sup>1</sup> Grabhorn, in his study for 1953-54, found the median salary for men, excluding administrators, was \$4,050 and \$3,500 for women. Male business teachers with a master's degree received approximately \$500 more than those with a bachelor's; for females, the increase was approximately \$300.<sup>2</sup>

Table 21 reflects the high, low, and median salaries of full-time business teachers in Kansas secondary schools during 1969-70 in comparison with their years of teaching experience. The highest salary of \$12,800 paid to a male business teacher was found in the eleven to fifteen years of experience group; the highest salary of \$10,900 paid to female business teachers was found in the eleven to fifteen, the twenty-one to twenty-five, and the over thirty years of experience groups. The lowest salary paid to male first-year business teachers was \$5,800; the same is true of first-year female teachers, with their lowest salary being \$5,400.

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<sup>1</sup>Iliff, op. cit., pp. 106-108.

<sup>2</sup>Grabhorn, op. cit., pp. 82-84.

TABLE 21

HIGH, LOW, AND MEDIAN SALARIES OF FULL-TIME BUSINESS TEACHERS  
 IN KANSAS SECONDARY SCHOOLS DURING 1969-70  
 COMPARED WITH TEACHING EXPERIENCE  
 (Excluding non-public teachers)

| Years of Experience | Highest Salary | Lowest Salary | Median   | Median for Both Sexes |
|---------------------|----------------|---------------|----------|-----------------------|
| First Year:         |                |               |          | \$ 6,100              |
| Male                | \$ 7,500       | \$ 5,800      | \$ 6,600 |                       |
| Female              | 6,900          | 5,400         | 6,000    |                       |
| 1 to 5:             |                |               |          | 6,800                 |
| Male                | 10,800         | 5,900         | 7,200    |                       |
| Female              | 9,200          | 5,600         | 6,500    |                       |
| 6 to 10:            |                |               |          | 7,900                 |
| Male                | 11,200         | 6,500         | 8,100    |                       |
| Female              | 9,200          | 6,300         | 7,700    |                       |
| 11 to 15:           |                |               |          | 8,900                 |
| Male                | 12,800         | 7,300         | 9,400    |                       |
| Female              | 10,900         | 6,400         | 8,400    |                       |
| 16 to 20:           |                |               |          | 8,700                 |
| Male                | 11,400         | 6,500         | 9,500    |                       |
| Female              | 10,800         | 6,500         | 8,600    |                       |
| 21 to 25:           |                |               |          | 8,800                 |
| Male                | 11,500         | 8,800         | 10,400   |                       |
| Female              | 10,900         | 6,200         | 7,600    |                       |
| 26 to 30:           |                |               |          | 9,000                 |
| Male                | 10,200         | 8,700         | 9,400    |                       |
| Female              | 10,300         | 6,000         | 9,200    |                       |
| Over 30:            |                |               |          | 8,700                 |
| Male                | 10,800         | 8,000         | 8,800    |                       |
| Female              | 10,900         | 6,600         | 8,400    |                       |
| Over 40:            |                |               |          | 10,200                |
| Male                | 10,800         | 10,800        | 10,800   |                       |
| Female              | 10,200         | 7,000         | 9,100    |                       |

The median salary for male business teachers rose steadily from the \$6,600 for beginning teachers until after twenty-five years of experience, then dropped until the over forty years of experience was reached. For females, the median rose from \$6,000 for first-year business teachers until after the twentieth year of experience was reached, at which time the median salary dropped considerably. Thereafter, the median for female business teachers was erratic. These figures indicated that there was a correlation between years of experience and salary, but there was a point where this correlation ceased to be a factor.

In the DeBross study in 1962-63, the highest salary of \$8,600 paid to a male business teacher was found in the over thirty years of experience category, and the highest salary of \$8,300 for a female business teacher was found in the over forty years of experience group. The lowest salary of \$3,800 paid to males was the same for one to five years and six to ten years of experience. The lowest female salary of \$800 appeared in the twenty-one to twenty-five years of experience category. Her study showed a median salary range of \$4,700 to \$6,000 for both male and female business teachers, making a difference of \$1,300. In that study, DeBross found that there, too, was a point at which the median salary, in relation to experience, tended to decrease or remain steady.<sup>1</sup> The Iliff study for 1948-49 showed the median salary ranging from \$2,644.40 to \$3,050.00, a difference of \$405.60.<sup>2</sup> Grabhorn, in his study for the year 1952-53, showed a range from \$3,300 to \$3,850,

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<sup>1</sup>DeBross, op. cit., p. 78.

<sup>2</sup>Iliff, op. cit., p. 109.

a difference of \$550.<sup>1</sup> This study showed a range from \$6,100 to \$10,200, a difference of \$4,100. This difference was significantly higher than the \$1,300 shown by the DeBross study.

### First-Year Business Teachers

This study shows that Kansas secondary schools, both public and non-public, employed 105 first-year full-time business teachers for the school year 1969-70. Ninety-eight of these teachers were employed by public schools. Of this number, thirty-one were male and sixty-seven were female. Table 22 shows the salaries of the ninety-eight full-time first-year business teachers in Kansas secondary schools during 1969-70. The lowest salary paid to male business teachers was in the \$5,801-5,900 range, with the highest in the \$7,501-7,600 range. For females, the lowest salary was in the \$5,401-5,500 range with the highest in the \$6,901-7,000 range. For first-year business teachers, the median for females was \$6,001-6,100, while the median salary for males was in the \$6,601-6,700 range. The median for all first-year business teachers was in the \$6,101-6,200 range. In the DeBross study of 1962-63, the median salary for first-year business teachers was \$4,400, excluding four teachers who taught half day or less and one teacher whose salary could not be determined.<sup>2</sup> Compared with the DeBross study, this study showed an increase of \$1,800 in the median salaries of first-year business teachers.

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<sup>1</sup>Grabhorn, op. cit., p. 85.

<sup>2</sup>DeBross, op. cit., p. 95.



TABLE 22

SALARIES OF NINETY-EIGHT FULL-TIME FIRST-YEAR BUSINESS TEACHERS  
 IN KANSAS SECONDARY SCHOOLS DURING 1969-70  
 (Excluding non-public teachers)

| Salary      | Male | Female | Total |
|-------------|------|--------|-------|
| 5,401-5,500 |      | 2      | 2     |
| 5,501-5,600 |      | 3      | 3     |
| 5,601-5,700 |      | 1      | 1     |
| 5,701-5,800 |      | 4      | 4     |
| 5,801-5,900 | 3    | 9      | 12    |
| 5,901-6,000 |      | 2      | 2     |
| 6,001-6,100 | 4    | 16*    | 20    |
| 6,101-6,200 | 1    | 7      | 8*    |
| 6,201-6,300 |      | 9      | 9     |
| 6,301-6,400 |      | 3      | 3     |
| 6,401-6,500 | 1    | 8      | 9     |
| 6,501-6,600 | 4    | 1      | 5     |
| 6,601-6,700 | 5*   | 1      | 6     |
| 6,701-6,800 | 2    |        | 2     |
| 6,801-6,900 | 3    |        | 3     |
| 6,901-7,000 | 1    | 1      | 2     |
| 7,001-7,100 |      |        | 0     |
| 7,101-7,200 | 1    |        | 1     |
| 7,201-7,300 | 3    |        | 3     |
| 7,301-7,400 |      |        | 0     |
| 7,401-7,500 |      |        | 0     |
| 7,501-7,600 | 2    |        | 2     |
| Not Given   | 1    |        | 1     |

\*indicates median.

Table 23 shows the teaching field combinations of 105 full-time, first-year business teachers in Kansas secondary schools during 1969-70. Nearly ninety-two per cent of these business teachers taught in the business field only. Approximately 31 per cent more teachers taught business only than was shown by the DeBross study in 1962-63, which found 60.6 per cent of the first-year teachers teaching in the business field only.<sup>1</sup> This study showed only nine first-year business teachers, or 8.6 per cent, teaching outside the business field, as compared with 39.4 per cent in 1962-63. Three teachers taught physical education, two taught social science, two taught English, and one teacher each taught mathematics and yearbook. In one other study made by Grabhorn in 1953-54, physical education was the most popular teaching field combination for both men and women. The second most popular field combination was social science for men and home economics for females.<sup>2</sup>

Table 24 shows the teaching course combinations of full-time, first-year business teachers in Kansas secondary schools during 1969-70. Eighteen of the 105 teachers taught one business subject, twenty-one taught two, thirty-one taught three, twenty-one taught four, thirteen taught five, and one teacher taught six. Of the ninety-four first-year business teachers studied by DeBross in 1962-63, fourteen taught one business course, seventeen taught two, thirty-seven taught three, nineteen taught four, and six taught five business subjects. The number

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<sup>1</sup>Ibid., p. 84.

<sup>2</sup>Grabhorn, op. cit., p. 92.

TABLE 23

TEACHING FIELD COMBINATIONS OF FULL-TIME FIRST-YEAR BUSINESS  
TEACHERS IN KANSAS SECONDARY SCHOOLS DURING 1969-70  
(Including non-public teachers)

| Teaching Field<br>Combination | Male | Female | Total |
|-------------------------------|------|--------|-------|
| Business only                 | 31   | 65     | 96    |
| Business:                     |      |        |       |
| Physical Education            | 2    | 1      | 3     |
| Social Science                | 1    | 1      | 2     |
| English                       |      | 2      | 2     |
| Mathematics                   | 1    |        | 1     |
| Yearbook                      |      | 1      | 1     |

TABLE 24

TEACHING COURSE COMBINATIONS OF FULL-TIME FIRST-YEAR BUSINESS TEACHERS  
IN KANSAS SECONDARY SCHOOLS DURING 1969-70

| Teaching Course Combinations                            | Male | Female | Total |
|---|------|--------|-------|
| Typewriting   | 2    | 9      | 11    |
| Data Processing   | 1    | 1      | 2     |
| Bookkeeping   | 1    |        | 1     |
| Business Mathematics                                    | 1    |        | 1     |
| Office Practice   |      | 1      | 1     |
| Bookkeeping (Office Education Coordinator)              | 1    |        | 1     |
| Distributive Education and Office Education Coordinator | 1    |        | 1     |
| Typewriting, Bookkeeping                                | 3    | 1      | 4     |
| Typewriting, Shorthand                                  | 1    | 2      | 3     |
| Typewriting, General Business                           |      | 2      | 2     |
| Typewriting, Office Practice                            |      | 1      | 1     |
| Typewriting, Business Mathematics                       |      | 1      | 1     |
| Typewriting, Business English                           |      | 1      | 1     |
| Typewriting, Marketing                                  |      | 1      | 1     |
| Typewriting, Record Keeping                             |      | 1      | 1     |
| Typewriting, Marketing and Distribution                 | 1    |        | 1     |
| Typewriting, Business Law                               |      | 1      | 1     |
| Bookkeeping, Business Mathematics                       | 1    |        | 1     |
| Bookkeeping, Record Keeping                             | 1    |        | 1     |
| Business Law, Economics                                 | 1    |        | 1     |
| General Business, Record Keeping                        | 1    |        | 1     |
| Business Economics, Record Keeping                      | 1    |        | 1     |
| Typewriting, Bookkeeping, Shorthand                     | 1    | 7      | 8     |
| Typewriting, Bookkeeping, Office Practice               | 3    | 1      | 4     |

TABLE 24 (continued)

| Teaching Course Combinations  | Male | Female | Total |
|---|------|--------|-------|
| Typewriting, Bookkeeping, General Business  | 2    | 1      | 3     |
| Typewriting, Shorthand, Office Practice   |      | 3      | 3     |
| Shorthand, Office Practice, General Business  | 1    | 1      | 2     |
| Typewriting, Bookkeeping, Business Mathematics  | 1    |        | 1     |
| Typewriting, Bookkeeping, Business Economics  | 1    |        | 1     |
| Typewriting, Bookkeeping, Business Law  | 1    |        | 1     |
| Typewriting, Bookkeeping, Data Processing   | 1    |        | 1     |
| Typewriting, General Business, Office Practice  |      | 1      | 1     |
| Typewriting, General Business, Business English                                       |      | 1      | 1     |
| Typewriting, Business Law, Business Mathematics                                       |      | 1      | 1     |
| Bookkeeping, Business Economics, General Business                                     |      | 1      | 1     |
| Shorthand, Office Practice, Business English  |      | 1      | 1     |
| Business Economics, Business Law, Business Principles                                 | 1    |        | 1     |
| General Business, Salesmanship, Distributive Education (Office Education Coordinator) | 1    |        | 1     |
| Typewriting, Bookkeeping, Shorthand, Office Practice                                  |      | 6      | 6     |
| Typewriting, Bookkeeping, Shorthand, General Business                                 |      | 2      | 2     |
| Typewriting, Bookkeeping, Shorthand, Business Law                                     | 1    | 1      | 2     |
| Typewriting, Shorthand, Office Practice, General Business                             |      | 2      | 2     |
| Bookkeeping, Shorthand, General Business, Office Practice                             |      | 2      | 2     |
| Typewriting, Bookkeeping, General Business, Business Economics                        |      | 1      | 1     |
| Typewriting, Bookkeeping, General Business, Business Mathematics                      |      | 1      | 1     |
| Typewriting, Bookkeeping, General Business, Business Machines                         | 1    |        | 1     |
| Typewriting, Bookkeeping, Office Practice, General Business                           |      | 1      | 1     |
| Typewriting, Shorthand, Business Law, Salesmanship                                    |      | 1      | 1     |
| Typewriting, Shorthand, Office Practice, Office Machines                              |      | 1      | 1     |
| Bookkeeping, Business Economics, Business Law, Business Mathematics                   |      | 1      | 1     |

TABLE 24 (continued)

| Teaching Course Combinations  | Male | Female | Total |
|---|------|--------|-------|
| Typewriting, Bookkeeping, Shorthand, General Business, Office Practice                        |      | 2      | 2     |
| Typewriting, Bookkeeping, Shorthand, Office Practice, Business Mathematics                    |      | 2      | 2     |
| Typewriting, Bookkeeping, Office Practice, General Business, Business Economics               | 2    |        | 2     |
| Typewriting, Bookkeeping, Shorthand, Office Practice, Business Law                            |      | 1      | 1     |
| Typewriting, Bookkeeping, Shorthand, General Business, Business Law                           |      | 1      | 1     |
| Typewriting, Bookkeeping, Shorthand, Business Economics, Business Law                         |      | 1      | 1     |
| Typewriting, Bookkeeping, Shorthand, Business Machines, Business Principles                   |      | 1      | 1     |
| Typewriting, Bookkeeping, Shorthand, Business Mathematics, Business English                   |      | 1      | 1     |
| Typewriting, Bookkeeping, Office Practice, Business Economics, Business Law                   |      | 1      | 1     |
| Typewriting, Shorthand, Office Practice, Business Economics, General Business                 | 1    |        | 1     |
| Typewriting, Bookkeeping, Office Practice, General Business, Business Economics, Business Law | 1    |        | 1     |

of business subjects that first-year business teachers were required to teach had not changed significantly in the seven-year period.

This chapter presented the status of business education in Kansas secondary schools for the school year 1969-70 and made comparisons with other studies covering a forty-three year period beginning in 1926-27 with the Kauzer study. It also presented data and made comparisons where it was possible on the status of business teachers regarding teaching fields, course combinations, experience, tenure, and salaries.

## Chapter 4

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of this study was to survey business education curricula in Kansas secondary schools for the school year 1969-70 to disclose the status of business education. A secondary purpose was to report trends in business education since 1926-27, the first available study by Kauzer, and to make comparisons with previous studies where comparisons were possible.

#### Summary and Conclusions

The summaries and conclusions that follow were made from the data presented in the preceding chapters.

1. All except one of the 436 schools in Kansas offered at least one business course. Fifty per cent of the 133 junior high schools having reports on file offered at least one business course. Fifteen per cent more schools offered at least one business course in 1969-70 than in 1930-31.

2. Typewriting I was the most popular course, with 493 schools offering it. Bookkeeping I and Shorthand I ranked second and third in business subject offerings. Typewriting I, Bookkeeping I, and Shorthand I had been the most popular offering since 1926-27, except in three previous studies. In the Kauzer study of 1926-27<sup>1</sup> and the

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<sup>1</sup>Adelaide Marie Kauzer, "Status of the Teaching of Shorthand and Typewriting in Secondary Public Schools of Kansas, 1926-27," Teaching, VII (April, 1928), 11.



Snyder study of 1932-33,<sup>1</sup> business mathematics ranked third. In the Meier study of 1940-41, Typewriting II ranked third.<sup>2</sup> Business spelling and business geography were no longer on the list of offerings and penmanship had dropped to the bottom of the list at .2 per cent. Business machines had risen to 6.4 per cent from the 1.0 per cent in the 1942-43 Gould study.<sup>3</sup> This study showed that more schools were offering more business subjects than in any previous study. The greatest gain was shown in the offering of office practice and general business. Office practice was offered by 60 per cent of the high schools, 20.8 per cent more schools than was found in the DeBross study; and general business was offered by 36.2 per cent of the secondary schools, 14.2 per cent more schools.<sup>4</sup> Data processing, record keeping, office education, and notehand appeared on the list of offerings for the first time.

3. During the 1969-70 school year, twenty courses were added, dropped, or alternated but not offered. Apparently many schools found it feasible to alternate courses that could not be offered every year. Office practice and Shorthand I were the two courses most often

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<sup>1</sup>Clara M. Snyder, "A Survey of Commercial Curricula in the Secondary Schools of Kansas" (unpublished Master's thesis, Colorado State Teachers College, Greeley, 1933), p. 13.

<sup>2</sup>Elnora Frances Meier, "A Survey of Business Education in the Secondary Schools of Kansas" (unpublished Master's thesis, State University of Iowa, Iowa City, 1941), p. 7.

<sup>3</sup>Ernest B. Gould, "An Analysis of Status and Trends of Business Education in Kansas Secondary Schools for 1942-43" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1944), p. 25.

<sup>4</sup>Judith Ann DeBross, "A Comparative Analysis of the Status of Business Education in Kansas Secondary Schools for 1962-63," (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1964), p. 111.

alternated. General business was most frequently added. Data processing was added by ten schools and dropped by one.

4. Of the 968 business teachers, 406 were males and 562 were females. There were 163 part-time teachers and 805 full-time teachers. Of all business teachers, 41.94 per cent were males and 58.06 were females. Females outnumbered the males by 16.02 per cent in this study, while the DeBross study in 1962-63 showed about the same number of males as females.<sup>1</sup> There was a decrease of 21 in the total number of business teachers since 1962-63, as shown by the DeBross study, and an increase of 128 teachers since the Jeffers study in 1956-57.<sup>2</sup>

5. Unified school districts employed 905, or 93.49 per cent of the business teachers; non-public schools employed 55, or 5.68 per cent, and state schools employed 8, or .83 per cent.

6. No full-time business teacher was classified as an administrator; there were, however, seven part-time and administrative business teachers, all of whom were male. Compared with previous studies, there was a decrease in the number of administrators who taught business subjects. DeBross, in 1962-63, found forty-nine administrators teaching business subjects, two of whom were females.<sup>3</sup>

7. Of all business teachers, 77.8 per cent taught in only one teaching field, 6.9 per cent more than that shown by the DeBross

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<sup>1</sup>Ibid., p. 112.

<sup>2</sup>Charlene Fulton Jeffers, "The Status of Teachers of Business Subjects in the Kansas Secondary Schools for 1956-57" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1959), p. 18.

<sup>3</sup>DeBross, op. cit., p. 26.

study.<sup>1</sup> Since 1931, the percentage of teachers teaching in one field had increased from 58 per cent to 77.8 per cent in 1969-70. A comparison of previous studies with this study indicated a decrease in the percentage of teachers teaching in more than one field.

8. The most popular teaching field combination for males was physical education, with drivers education and social science ranking second and third. For female business teachers, the most popular teaching field combinations were English and yearbook. In comparison with previous studies, physical education appeared first in two studies and social science appeared first in three studies.

9. Of the 805 full-time business teachers, 87, or 10.8 per cent, taught typewriting only, the most popular teaching combination. This fact differed from the Iliff study in 1948-49, the Grabhorn study in 1953-54, and the DeBross study in 1962-63, which found the most popular subject combination was typewriting, bookkeeping, and shorthand. This study showed typewriting moving up from fourth place in the DeBross study to first place and the combination of typewriting, bookkeeping, and shorthand falling from first place in the DeBross study to third place in this study.

10. Of the 763 full-time public business teachers, 98, or 12.84 per cent, were in their first year of teaching. Approximately one half, or 6.3 per cent, dropped from the teaching profession after their fourth year, whereas the DeBross study indicated that approximately one third dropped from the teaching profession after four years. The

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<sup>1</sup>Ibid., p. 113.

largest drop in this study was between the third and fourth year of teaching. The largest number of business teachers was in the one to five years of experience group. Thirty-five, or 4.59 per cent, business teachers had taught for over thirty years.

11. The median experience for all business teachers was six years; the median experience for males was six years and five years for females. These figures represented a decrease in the median experience reported by the DeBross study in 1962-63, which showed the median years of experience for males was seven years, nine years for females, and seven years for all business teachers.<sup>1</sup> The median years of experience of males fell five years in the twenty-seven years from 1942-43 to 1969-70. In the same period of time, the median years of experience for females fell only two years. This decrease was an indication that business teachers were leaving the profession.

12. Almost one fourth, or 23.4 per cent, of Kansas business teachers were in their first year of tenure. Of the females, 27.0 per cent were in their first year, in contrast to 18.5 per cent of the male business teachers who were in their first year of tenure. The median years of tenure for male business teachers was four years; for females, the median tenure was three years; and for all business teachers, the median was four years. Comparison with previous studies showed a gradual increase in tenure, which indicated a tendency for more permanency in teaching positions.

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<sup>1</sup> Ibid., p. 114.

13. Of all business teachers, 51.76 per cent had less than 160 college hours and 42.15 per cent had 160 college hours or more. More female business teachers had less than 160 hours than did male teachers, but more male business teachers had 160 college hours or more than did female business teachers. This evidence tended to support the fact that men seek advanced training more than do women teachers.

14. Salaries for male business teachers ranged from \$5,800 to \$12,800. The median salary for male business teachers was in the \$8,001-8,100 range. Salaries for female business teachers ranged from \$5,000 to \$11,000 and their median salary was in the \$6,901-7,000 range. The median salary for both male and female business teachers was in the \$7,401-7,500 range, representing an increase of \$2,500 in the median salaries of all business teachers from 1962-63 to 1969-70. There was an increase of \$2,900 in the median salaries of male business teachers and an increase of \$2,100 in the median salaries of female business teachers. These data indicated that salaries of female teachers did not increase as rapidly as did the salaries of male teachers.<sup>1</sup>

15. Of the 315 male business teachers, 64.01 per cent received over \$7,500 and 38.8 per cent of the 448 female business teachers received over \$7,500.

16. There appears to be a correlation between teacher preparation and the amount of salary received. For males, a difference of \$1,900 existed between the median salary of those business teachers who had less than 160 hours of college credit and the median salary of those

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<sup>1</sup>Ibid., p. 115.

who had 160 hours or more. The median salary of male business teachers who had less than 160 college hours fell in the \$7,101-7,200 range, while the median salary of those male business teachers who had 160 college hours or more fell in the \$9,001-9,100 range. For females, a difference of \$1,800 existed between the median salary of those business teachers who had less than 160 hours of college credit and the median salary of those who had 160 hours or more. The median salary of female business teachers who had less than 160 college hours fell in the \$6,501-6,600 range, while the median salary of those female business teachers who had 160 college hours or more fell in the \$8,301-8,400 range. For all teachers of business subjects, the difference was \$2,000, with a median salary of \$6,701-6,800 for those who had less than 160 hours of college credit and a median salary of \$8,701-8,800 for those with 160 hours or more. Business teachers were rewarded for advanced college work.

17. As had been found in previous studies, the salaries for males tended to be higher and to increase more rapidly than did salaries for females. The difference between male and female business teachers who had less than 160 hours of college credit was \$600; the difference between the median salaries of male and female business teachers who had more than 160 hours of college credit was \$700, with male teachers receiving more in each instance.

18. For first-year business teachers, the lowest salary paid to male business teachers was in the \$5,801-5,900 range and the highest was in the \$7,501-7,600 range. For first-year female business teachers, the lowest salary was in the \$5,401-5,500 range with the highest in the

\$6,901-7,000 range. The median for first-year female business teachers was in the \$6,001-6,100 range, while the median salary for male business teachers was in the \$6,601-6,700 range. Compared with the DeBross study in 1962-63, this study showed an increase of \$1,800 in the median salary of first-year business teachers.

19. Of the 105 first-year, full-time business teachers, 98 taught in the public schools; 35 were males and 70 were females.

20. Of all full-time, first-year business teachers, 91.4 per cent taught in the business field only, 30.8 per cent more than in the DeBross study in 1962-63.<sup>1</sup> Only 8.6 per cent of the first-year business teachers taught outside the business field in this study, as compared with the 39.4 per cent in the DeBross study in 1962-63, further indication that fewer teachers were required to teach outside their field.

#### Recommendations

1. Even though the trend, according to this study, was toward fewer teachers teaching outside the business field, prospective business teachers should be alert as to the need for certification in another field, as they are often expected to teach in more than one field.

2. As there was a direct correlation between teacher preparation and salary, teachers should seek additional college work toward an advanced degree.

3. Because the State Department of Public Instruction has periodically changed the school classifications, future studies should

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<sup>1</sup>Ibid., p. 84.

classify schools according to size. This classification would remain constant even though the State Department of Public Instruction did reclassify schools.

4. As a large number of business teachers left the teaching profession within the first five years, studies should be made to determine why they left, to what degree they were successful, and to what occupations they turned.

5. A study should be made in which a comparison is made of teachers leaving the business teaching profession with teachers who leave other fields to determine if there is a significant difference.

6. It has been recommended that studies be made for each five-year period; but since state regulations have become prevalent, it would seem that a curriculum survey need not be made more than once in ten years.

7. Since salaries showed the greatest change, a survey of teachers' salaries should be made every other year.

8. Some system of course description should be devised by the State Board of Public Instruction so that there would be some consistency in names of courses and course content.



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**APPENDIXES**

## Appendix A

APPENDIX A

DATA CONCERNING EMPLOYED TEACHER

Name of Teacher \_\_\_\_\_ Sex \_\_\_\_\_

Name of School \_\_\_\_\_

Total Years of Teaching Experience \_\_\_\_\_

Number of Years in Present Position \_\_\_\_\_

Certificate \_\_\_\_\_

Number of College Hours \_\_\_\_\_

| Hours in Field | Hours in Subject | Subject Taught | No. in Class | Period |
|----------------|------------------|----------------|--------------|--------|
| 1. _____       | _____            | _____          | _____        | _____  |
| 2. _____       | _____            | _____          | _____        | _____  |
| 3. _____       | _____            | _____          | _____        | _____  |
| 4. _____       | _____            | _____          | _____        | _____  |
| 5. _____       | _____            | _____          | _____        | _____  |
| 6. _____       | _____            | _____          | _____        | _____  |
| 7. _____       | _____            | _____          | _____        | _____  |
| 8. _____       | _____            | _____          | _____        | _____  |

Other Fields of Teaching \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Annual Salary \_\_\_\_\_

Full time \_\_\_\_\_ Part time \_\_\_\_\_ Admin. \_\_\_\_\_

DATA CONCERNING EMPLOYING SCHOOL

Name of School \_\_\_\_\_

Location \_\_\_\_\_

Classification \_\_\_\_\_ Number of Teachers \_\_\_\_\_

Enrollment 9th \_\_\_\_\_ 12th \_\_\_\_\_

10th \_\_\_\_\_ Total \_\_\_\_\_

11th \_\_\_\_\_

| Subjects Added<br>This Year | Subjects Dropped<br>This Year | Subjects Alternated<br>But Not Offered This Year |
|-----------------------------|-------------------------------|--|
|-----------------------------|-------------------------------|--|

|          |       |       |
|----------|-------|-------|
| 1. _____ | _____ | _____ |
|----------|-------|-------|

|          |       |       |
|----------|-------|-------|
| 2. _____ | _____ | _____ |
|----------|-------|-------|

Business Subjects Offered in 1969-70:

- |                                |                                |
|--------------------------------|--------------------------------|
| 1. Economics _____             | 16. Business Principles _____  |
| 2. Bookkeeping I _____         | 17. Personal Typewriting _____ |
| 3. Bookkeeping II _____        | 18. Record Keeping _____       |
| 4. Business English _____      | 19. Data Processing _____      |
| 5. Shorthand I _____           | 20. Penmanship _____           |
| 6. Shorthand II _____          | 21. Distributive Ed _____      |
| 7. Typewriting I _____         | 22. Notehand _____             |
| 8. Typewriting II _____        | 23. Computer Programming _____ |
| 9. Office Practice _____       | 24. _____                      |
| 10. Business Economics _____   | 25. _____                      |
| 11. General Business _____     | 26. _____                      |
| 12. Office Machines _____      | 27. _____                      |
| 13. Business Mathematics _____ | 28. _____                      |
| 14. Business Law _____         | 29. _____                      |
| 15. Salesmanship _____         | 30. _____                      |

**Appendix B**



County \_\_\_\_\_, District Number \_\_\_\_\_, Superintendent \_\_\_\_\_, Ph. No. \_\_\_\_\_ Area Code \_\_\_\_\_

Building Principal \_\_\_\_\_, School Building \_\_\_\_\_, Mailing Address \_\_\_\_\_, Zip Code \_\_\_\_\_

List Principal, then alphabetically list teachers and include all special service personnel. In 17 and 17a indicate time assigned to this building.

Give full name. Do not use initials. Married women should include maiden name if certificate was issued prior to marriage.

| (1)<br>Example of Name and Number   | (2)<br>Sex | (3)<br>Previous Status<br>District number and county or city taught in last year or occupation last year | (4)<br>No. of Years Experience, Do Not Include This year |                         | (6)<br>Type or Code Number | (7) (8)<br>Kansas Certificate Expiration Date |     | (9) (9a) (10) (11) (12) (13) (14) (15)<br>Education and Teaching Load  |                             |                               |   |                  |  |                              |                     | (16)<br>Contract salary also indicate that part paid from PL 89-10 funds | (17) (17a)<br>Full or part time? Use to nearest tenth |     |
|---|------------|--|--|-------------------------|----------------------------|---|-----|--|-----------------------------|-------------------------------|---|------------------|--|------------------------------|---------------------|--|---|-----|
|   |            |  | (4)<br>This School                                       | (5)<br>In Other Schools |                            | (7) (8)<br>Mo. Yr.                            |     | (9) (9a)<br>Last college attended and total sem. hours completed 9-15- | (10)<br>Sem. hours in field | (11)<br>Sem. hours in subject | (12)<br>List assignment by grade(s), or subject(s), or service(s) | (13)<br>Semester | (14)<br>Number in class first semester | (15)<br>Period in school day | (17)<br>P. L. 89-10 |  | (17a)<br>Non P. L. 89-10                              |     |
|   |            |  |  |                         |                            | (9)   | (8) |  |                             |                               |   |                  |  |                              |                     |  |   | (9) |
| Last Smith<br>First Mary<br>Middle Jane<br>Maiden Jones<br>Teacher Number 3652789<br>Social Security Number 378-42-4004 | F          |  | 1  | 2                       | 105                        | 9   | 72  | K. S. U.   | 45                          | 24                            | English I   | 1-2              | 24                                     | 1                            | 7600                | P. L. 89-10  | Non P. L. 89-10                                       |     |
|   |            |  |  |                         |                            |   |     | 28   | 6                           | English I                     | 1-2   | 22               | 2                                      |                              |                     |  |   |     |
|   |            |  |  |                         |                            |   |     | 28   | 6                           | Constitution                  | 1   | 20               | 4                                      |                              |                     |  |   |     |
|   |            |  |  |                         |                            |   |     | 28   | 6                           | Economics                     | 2   | 18               | 4                                      |                              |                     |  |   |     |
|   |            |  |  |                         |                            |   |     | 45   | 6                           | Speech                        | 1   | 18               | 5                                      |                              |                     |  |   |     |
|   |            |  |  |                         |                            |   |     | 45   | 7                           | Journalism                    | 2   | 19               | 6                                      |                              |                     |  |   |     |
|   |            |  |  |                         |                            |   |     | 45   | 24                          | English I                     | 1-2   | 19               | 6                                      |                              |                     |  |   |     |
|   |            |  |  |                         |                            |   |     |  |                             |                               |   |                  |  |                              |                     |  |   |     |
|   |            |  |  |                         |                            |   |     |  |                             |                               |   |                  |  |                              |                     |  |   |     |
|   |            |  |  |                         |                            |   |     |  |                             |                               |   |                  |  |                              |                     |  |   |     |

**CERTIFIED PERSONNEL QUALIFICATIONS AND SERVICES PERFORMED**

Kansas State Department of Education, 120 E. 10th, Topeka 66612

County \_\_\_\_\_, District Number \_\_\_\_\_, Superintendent \_\_\_\_\_, Ph. No. \_\_\_\_\_ Area Code \_\_\_\_\_

Building Principal \_\_\_\_\_, School Building \_\_\_\_\_, Mailing Address \_\_\_\_\_, Zip Code \_\_\_\_\_

| (1)<br>List Principal, then alphabetically list teachers and include all special service personnel. In 17 and 17a indicate time assigned to this building.<br><br>Give full name. Do not use initials. Married women should include maiden name if certificate was issued prior to marriage. | (2)<br>Sex | Previous Status | No. of Years Experience, Do Not Include This year                              |             | Kansas Certificate |                     |                 | Education and Teaching Load |  |                     |                       |   |          |                                |                      |             | (16)<br>Contract salary also indicate that part paid from PL 89-10 funds | Full or part time? Use to nearest tenth |       |
|--|------------|-----------------|--|-------------|--------------------|---------------------|-----------------|-----------------------------|--|---------------------|-----------------------|---|----------|--------------------------------|----------------------|-------------|--|---|-------|
|  |            |                 | District number and county or city taught in last year or occupation last year | This School | In Other Schools   | Type or Code Number | Expiration Date |                             | Last college attended and total sem. hours completed 9-15- | Sem. hours in field | Sem. hours in subject | List assignment by grade(s), or subject(s), or service(s) | Semester | Number in class first semester | Period in school day | (17)        |  | (17a)                                   |       |
|  |            | Mo.             |  |             |                    |                     | Yr.             | (9)                         |  |                     |                       |   |          |                                |                      |             |  |   | (9a)  |
|  |            | (3)             | (4)  | (5)         | (6)                | (7)                 | (8)             | (9)                         | (9a)   | (10)                | (11)                  | (12)  | (13)     | (14)                           | (15)                 | (16)        |  | (17)                                    | (17a) |
| Example of Name and Number<br><br>Last Smith<br>First Mary<br>Middle Jane<br>Maiden Jones<br>Teacher Number 3652789<br>Social Security Number 376-42-4004  | F          |                 | 1  | 3           | 105                | 9                   | 72              | K. S. U.                    | 45   | 24                  | English I             | 1-2   | 24       | 1                              | 7500                 | P. L. 89-10 | Non P. L. 89-10  |   |       |
|  |            |                 |  |             |                    |                     |                 | 124                         | Do not use this column                                     | 28                  | 6                     | English I   | 1-2      | 22                             | 2                    |             |  |   |       |
|  |            |                 |  |             |                    |                     |                 | 28                          | 6  | 6                   | Constitution          | 1   | 20       | 4                              |                      |             |  |   |       |
|  |            |                 |  |             |                    |                     |                 | 45                          | 6  | 6                   | Economics             | 2   | 18       | 4                              |                      |             |  |   |       |
|  |            |                 |  |             |                    |                     |                 | 45                          | 7  | 7                   | Speech                | 1   | 18       | 5                              |                      |             |  |   |       |
|  |            |                 |  |             |                    |                     |                 | 45                          | 24   | 24                  | Journalism            | 2   | 19       | 5                              |                      |             |  |   |       |
|  |            |                 |  |             |                    |                     |                 |                             |  |                     | English I             | 1-2   | 19       | 6                              |                      |             |  |   |       |

District No. \_\_\_\_\_

# DEPARTMENT OF EDUCATION

Superintendent \_\_\_\_\_

Street Address \_\_\_\_\_

120 E. 10th, Topeka, 66612

City \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone No. \_\_\_\_\_ Area Code \_\_\_\_\_

County \_\_\_\_\_

## HIGH SCHOOL PRINCIPAL'S ORGANIZATION REPORT

Two Copies due at the Kansas State Department of Education October 1, each year.

### A. POLICIES AND ORGANIZATION

1. Percentage of time for administration. This building \_\_\_\_\_ Other building \_\_\_\_\_
2. School Term—Number of days taught \_\_\_\_\_, Date of opening school \_\_\_\_\_, Closing date \_\_\_\_\_
3. How many units are required for graduation from your high school? \_\_\_\_\_
4. What is the minimum length of period, exclusive of passing, for all laboratory type classes? \_\_\_\_\_
5. Number and length of class periods—ENCLOSE CLASS SCHEDULE.

| Period.....                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----------------------------------|---|---|---|---|---|---|---|---|
| Hour*.....                       |   |   |   |   |   |   |   |   |
| Length of period<br>in minutes** |   |   |   |   |   |   |   |   |

6. How many of the above periods does the normal or typical student have classes? \_\_\_\_\_
  7. Are you planning to complete an evaluation according to the Kansas plan this school year? Yes \_\_\_\_\_, No \_\_\_\_\_
  8. What designation (comprehensive, or accredited) do you believe your school can achieve this year? \_\_\_\_\_
  9. Is person responsible for activity fund bonded? Yes \_\_\_\_\_, No \_\_\_\_\_
- \*Hour (9:00 to 9:40 etc.) \*\*exclusive of passing.

### B. ENROLLMENT AND TEACHING STAFF

1. Net enrollment on September 15. Give enrollment for all grades included in your high school organization.

|            | 7th | 8th | 9th | 10th | 11th | 12th | Post-graduates and Special | Total |
|------------|-----|-----|-----|------|------|------|----------------------------|-------|
| Boys.....  |     |     |     |      |      |      |                            |       |
| Girls..... |     |     |     |      |      |      |                            |       |
| Total..... |     |     |     |      |      |      |                            |       |

2. Enrollment area vocational technical school. Boys..... Girls..... Total.....
3. Size of classes. Total.....

|                                | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31 and Over |
|--------------------------------|-----|------|-------|-------|-------|-------|-------------|
| Number of pupils in class..... |     |      |       |       |       |       |             |
| Number of classes.....         |     |      |       |       |       |       |             |

4. Teachers full-time equivalence\*
  - (a) Total number.....
  - (b) New\*\* teachers.....
  - (c) Per cent of teachers that are new  
(b divided by a).....

5. What is your pupil teacher ratio? \_\_\_\_\_  
(Total enrollment given in 1 divided by 4a)

\* Include the building principal.  
 \*\* New teachers includes all teachers that were not teaching in your school last school year.

E. MEDIA PROGRAM—(Joint Library and Audiovisual)

SCHOOL HOURS of media service per day, (exclusive of study hall supervision, instruction and planning)

Personnel Services:

a. Professional: name \_\_\_\_\_

Certificate code \_\_\_\_\_ Training: Sem. Hrs. Lib. A. V. \_\_\_\_\_

b. Name of person and position responsible for media supervision if not listed above: \_\_\_\_\_

c. Nonprofessional: Number of—  
 Adult paid \_\_\_\_\_ Adult paid \_\_\_\_\_ Adult nonpaid \_\_\_\_\_ Student \_\_\_\_\_ Technicians \_\_\_\_\_  
 clerical \_\_\_\_\_ aides \_\_\_\_\_ aides \_\_\_\_\_ assistants \_\_\_\_\_

d. Hours of service of media center: Before school \_\_\_\_\_; After school \_\_\_\_\_;  
 Total daily \_\_\_\_\_ Per week, night \_\_\_\_\_; Per week, summer \_\_\_\_\_.

e. Is instruction in the use of library techniques provided by the librarian? \_\_\_\_\_; class-room teacher? \_\_\_\_\_ Beginning at grade \_\_\_\_\_.

f. Is an INSERVICE TRAINING program for teachers and students in the use of print and nonprint materials in operation? Yes \_\_\_\_\_, No \_\_\_\_\_.

FACILITIES of the Media Center:

a) Building—  
 Seating capacity: Tables \_\_\_\_\_; Carrels \_\_\_\_\_; Conference rooms \_\_\_\_\_;  
 Production area: Yes \_\_\_\_\_ No \_\_\_\_\_; Total sq. ft. of media center \_\_\_\_\_;  
 Classroom collections \_\_\_\_\_; Central collection \_\_\_\_\_; Combined with study hall \_\_\_\_\_.

b) District services—  
 Sound film library: Yes \_\_\_\_\_, No \_\_\_\_\_; A. V. production: Yes \_\_\_\_\_, No \_\_\_\_\_;  
 VTR production: Yes \_\_\_\_\_, No \_\_\_\_\_; CCTV: Yes \_\_\_\_\_, No \_\_\_\_\_; Central processing Yes \_\_\_\_\_, No \_\_\_\_\_.

INVENTORY—Equipment: Number of—

Projectors: 16mm Silent \_\_\_\_\_ Sound \_\_\_\_\_ 8mm \_\_\_\_\_ Filmstrip \_\_\_\_\_ Slide \_\_\_\_\_ Overhead \_\_\_\_\_ Opaque \_\_\_\_\_ Micro \_\_\_\_\_  
 Receivers: AM/FM \_\_\_\_\_ AM \_\_\_\_\_ FM \_\_\_\_\_ TV \_\_\_\_\_  
 Screens: Portable \_\_\_\_\_ Wall mounted \_\_\_\_\_ Rearview \_\_\_\_\_  
 Microfilm: Reader \_\_\_\_\_ Reader-Printer \_\_\_\_\_  
 Cameras: Still \_\_\_\_\_ Motion \_\_\_\_\_  
 Machines: Reading \_\_\_\_\_ Teaching \_\_\_\_\_  
 Previewers: Filmstrip \_\_\_\_\_ Slide \_\_\_\_\_ VTR: 1/4" \_\_\_\_\_ 1" \_\_\_\_\_ CCTV \_\_\_\_\_  
 Copiers: Dry \_\_\_\_\_ Diazo \_\_\_\_\_  
 Record players \_\_\_\_\_  
 Recorders: Tape \_\_\_\_\_ Cassette \_\_\_\_\_

2. Do you use the official transcript in assigning classes to teachers? Yes \_\_\_\_\_, No \_\_\_\_\_  
 3. Did you use the official transcript in reporting TEACHER QUALIFICATIONS AND TEACHING LOAD? Yes \_\_\_\_\_, No \_\_\_\_\_.

Inventory:

a) Book Materials

|                            | Number of vol. last report | Added this year | Withdrawn this year | Total on hand |
|----------------------------|----------------------------|-----------------|---------------------|---------------|
| Total Books                |                            |                 |                     |               |
| b) Nonbook Materials       |                            |                 |                     |               |
| Filmstrips—silent          |                            |                 |                     |               |
| sound                      |                            |                 |                     |               |
| Recordings—disc            |                            |                 |                     |               |
| tape                       |                            |                 |                     |               |
| Transparency & slide sets  |                            |                 |                     |               |
| Flat pictures & art prints |                            |                 |                     |               |
| 8mm loop films             |                            |                 |                     |               |
| 8mm sound films            |                            |                 |                     |               |
| 16mm sound films           |                            |                 |                     |               |
| Maps, charts & globes      |                            |                 |                     |               |
| Multimedia kits            |                            |                 |                     |               |
| Realia                     |                            |                 |                     |               |

c) Periodicals & Newspapers: Number of—

Periodicals \_\_\_\_\_; Different titles \_\_\_\_\_; Different titles on microfilm \_\_\_\_\_;  
 Newspapers \_\_\_\_\_; Different titles on microfilm \_\_\_\_\_.  
 Magazine Index used: Readers' Guide \_\_\_\_\_; Abridged Readers' Guide \_\_\_\_\_;  
 Subject guide to children's magazines \_\_\_\_\_.

d) Encyclopedia: Number of sets \_\_\_\_\_; Less than 5 years old \_\_\_\_\_; More than 5 years old \_\_\_\_\_.

e) Professional Materials: Total books \_\_\_\_\_; Magazines \_\_\_\_\_; A.V. Materials \_\_\_\_\_.

SELECTION of materials for media center or instructional program

Check list of aids used: Sr. High School Lib. Catalog \_\_\_\_\_ ed. \_\_\_\_\_  
 Elem. Sch. Lib. Collection \_\_\_\_\_ ed. \_\_\_\_\_ Educational Screen and A.V. Guide \_\_\_\_\_  
 AIA Basic Book Collection \_\_\_\_\_ ed. \_\_\_\_\_ A.V. Instructor \_\_\_\_\_  
 Books for Kansas Schools \_\_\_\_\_ ed. \_\_\_\_\_ Instructor \_\_\_\_\_  
 Children's catalog \_\_\_\_\_ ed. \_\_\_\_\_ Other \_\_\_\_\_  
 Jr. High School Lib. Catalog \_\_\_\_\_ ed. \_\_\_\_\_

BUDGET: Media Materials (excluding textbooks)

Budget for the current school year: Total \$ \_\_\_\_\_  
 Books: \$ \_\_\_\_\_; Periodicals & Newspapers: \$ \_\_\_\_\_; Encyclopedias: \$ \_\_\_\_\_  
 Rebinding and repair: \$ \_\_\_\_\_; Media supplies \$ \_\_\_\_\_;  
 A.V. materials: \$ \_\_\_\_\_; A.V. equipment \$ \_\_\_\_\_; Paperback \$ \_\_\_\_\_

F. EDUCATIONAL CHANGE AND PROGRESS

1. List Subjects \_\_\_\_\_  
 List Subjects \_\_\_\_\_  
 Subjects alternated \_\_\_\_\_

2. Check the item below and complete the requested information if your school is involved with any of the listed innovations.

|                                   | IS TAUGHT THIS YEAR     |          | UNITS OF CREDIT   |   | IS TAUGHT THIS YEAR  |                          | UNITS OF CREDIT                 | THIS YEAR                       |                          | UNITS OF CREDIT          |  |
|-----------------------------------|-------------------------|----------|-------------------|---|----------------------|--------------------------|---------------------------------|---------------------------------|--------------------------|--------------------------|--|
|                                   | 1ST SEM.                | 2ND SEM. |                   |   | 1ST SEM.             | 2ND SEM.                 |                                 | 1ST SEM.                        | 2ND SEM.                 |                          |  |
| Group I<br>English Language Arts. | English I               |          |                   | Group V<br>Foreign Languages.   | Latin I              |                          |                                 | Group VIII<br>Fine Arts.        | Chorus                   |                          |  |
|                                   | English II              |          |                   |   | Latin II             |                          |                                 |                                 | Glee Club (girls)        |                          |  |
|                                   | English III             |          |                   |   | Latin III            |                          |                                 |                                 | Glee Club (boys)         |                          |  |
|                                   | English IV              |          |                   |   | Spanish I            |                          |                                 |                                 | Orchestra                |                          |  |
|                                   | Debate                  |          |                   |   | Spanish II           |                          |                                 |                                 | Band                     |                          |  |
| Group II<br>Mathematics.          | Speech                  |          |                   | French I  |                      |                          | Music Appreciation              |                                 |                          |                          |  |
|                                   | Dramatics               |          |                   | French II   |                      |                          | Art                             |                                 |                          |                          |  |
|                                   | Journalism              |          |                   | German I  |                      |                          | Crafts                          |                                 |                          |                          |  |
|                                   | General Mathematics     |          |                   | German II   |                      |                          |                                 |                                 |                          |                          |  |
|                                   | Algebra I               |          |                   | Business Mathematics  |                      |                          | Group IX<br>Physical Education. | Physical Education              |                          |                          |  |
| Algebra II                        |                         |          | Bookkeeping I     |   |                      | Health                   |                                 |                                 |                          |                          |  |
| Plane Geometry                    |                         |          | Bookkeeping II    |   |                      | Safety                   |                                 |                                 |                          |                          |  |
| Solid Geometry                    |                         |          | Business English  |   |                      |                          |                                 |                                 |                          |                          |  |
| Trigonometry                      |                         |          | Shorthand I       |   |                      |                          |                                 |                                 |                          |                          |  |
| Group III<br>Social Studies.      |                         |          |                   | Group VI<br>Business Education.                                       | Shorthand II         |                          |                                 | TOTAL UNITS OF CREDIT THIS YEAR |                          |                          |  |
|                                   | Citizenship             |          |                   |   | Typewriting I        |                          |                                 |                                 |                          |                          |  |
|                                   | Vocations               |          |                   |   | Typewriting II       |                          |                                 |                                 |                          |                          |  |
|                                   | World History           |          |                   |   | Office Practice      |                          |                                 |                                 |                          |                          |  |
|                                   | World Geography         |          |                   |   | Business Economics   |                          |                                 |                                 |                          |                          |  |
|                                   | American History        |          |                   | Home Economics I  |                      |                          | 6th Grade Art                   |                                 | <input type="checkbox"/> |                          |  |
|                                   | American Government     |          |                   | Home Economics II   |                      |                          | 7th Grade Art                   |                                 | <input type="checkbox"/> |                          |  |
|                                   | Economics               |          |                   | Home Economics III  |                      |                          | 7th Grade English               |                                 | <input type="checkbox"/> |                          |  |
|                                   | Sociology               |          |                   | Woodwork I  |                      |                          | 8th Grade English               |                                 | <input type="checkbox"/> |                          |  |
|                                   | International Relations |          |                   | Woodwork II   |                      |                          | 7th Grade Social Studies        |                                 | <input type="checkbox"/> |                          |  |
| Driver Education                  |                         |          | Drafting          |   |                      | 8th Grade Social Studies |                                 | <input type="checkbox"/>        |                          |                          |  |
| Family Living                     |                         |          | General Shop      |   |                      | 7th Grade Mathematics    |                                 | <input type="checkbox"/>        |                          |                          |  |
| Group IV<br>Sciences.             |                         |          |                   | Group VII<br>Home Economics, Industrial Arts and Vocational Education | Auto Mechanics       |                          |                                 | 8th Grade Mathematics           |                          | <input type="checkbox"/> |  |
|                                   | General Science         |          |                   |   | Graphic Arts         |                          |                                 | 7th Grade Home Economics        |                          | <input type="checkbox"/> |  |
|                                   | Earth Science           |          |                   |   | Metals               |                          |                                 | 8th Grade Home Economics        |                          | <input type="checkbox"/> |  |
|                                   | Practical Lab. Science  |          |                   |   | Plastics             |                          |                                 | 7th Grade Science               |                          | <input type="checkbox"/> |  |
|                                   | Biology                 |          |                   |   | Voc. Agriculture I   |                          |                                 | 8th Grade Science               |                          | <input type="checkbox"/> |  |
|                                   | Physics                 |          |                   |   | Voc. Agriculture II  |                          |                                 | 7th Grade Industrial Arts       |                          | <input type="checkbox"/> |  |
|                                   | Chemistry               |          |                   |   | Voc. Agriculture III |                          |                                 | 8th Grade Industrial Arts       |                          | <input type="checkbox"/> |  |
|                                   |                         |          |                   |   | Voc. Agriculture IV  |                          |                                 | 7th Grade Music                 |                          | <input type="checkbox"/> |  |
|                                   |                         |          |                   |   | Voc. Home Ec. I      |                          |                                 | 8th Grade Music                 |                          | <input type="checkbox"/> |  |
|                                   |                         |          |                   |   | Voc. Home Ec. II     |                          |                                 | 7th Foreign Languages           |                          | <input type="checkbox"/> |  |
|                                   |                         |          | Voc. Home Ec. III |   |                      | 8th Foreign Languages    |                                 | <input type="checkbox"/>        |                          |                          |  |
|                                   |                         |          | Voc. Home Ec. IV  |   |                      | 7th Physical Education   |                                 | <input type="checkbox"/>        |                          |                          |  |
|                                   |                         |          |                   |   |                      | 8th Physical Education   |                                 | <input type="checkbox"/>        |                          |                          |  |
|                                   |                         |          |                   |   |                      | Other Subjects:          |                                 |                                 |                          |                          |  |

Indicate only those subjects which are taught this year

Indicate only those subjects which are taught this year

Buildings and grounds:

Equipment?

|                       |  |  |  |
|-----------------------|--|--|--|
| Simulation.....       |  |  |  |
| Team teaching.....    |  |  |  |
| Ungraded.....         |  |  |  |
| Others? describe..... |  |  |  |

4. Describe briefly your program of in-service training of teachers.

G. GUIDANCE

Boys      Girls      Total

- Number of last year's graduates.....
- Number presently engaged in each of the following activities:
  - (a) Employed full time.....
  - (b) Attending junior college.....
  - (c) Attending senior college or university.....
  - (d) Attending private business or trade school.....
  - (e) Attending area vocational school.....
  - (f) Military.....
  - (g) Others.....
  - (h) Unknown.....

Total of items "a" through "g" must agree with 1 above

2. Counselors contracted services and time assigned for counseling.

| Name | Number Months Contracted | Clock Hours Per Day |
|------|--------------------------|---------------------|
|      |                          |                     |
|      |                          |                     |
|      |                          |                     |

H. HEALTH AND PHYSICAL EDUCATION

- How many units of physical education do you require of boys?....., girls?.....
- Do you have an organized and functioning intramural program for boys? Yes....., No.....; for girls? Yes....., No.....
- Does your school have the services of a school nurse? Yes....., No.....

IMMUNIZATION STATUS

- Number of students enrolled who entered school in Kansas for the first time.....
- Number of students included in (1) presenting certification of immunization (complete or in process).....
- Number of students included in (1) presenting exemption from immunization for religious reasons....., medical reasons....., personal reasons.....

I. SPECIAL EDUCATION

- Do you have special education programs in this school? Yes....., No.....; if so, list:.....
- Are you interested in establishing new programs in special education? yes....., no.....
- Are regular graduating diplomas issued to pupils in special education classes? Yes....., No.....

J. VOCATIONAL EDUCATION

- Do you have vocational education program in this school? Yes....., No.....; if so, list:.....
- Are you interested in establishing new programs in vocational education? Yes....., No.....
- Are vocational certificates issued to vocational education classes? Yes....., No.....

I hereby certify that the statements of this report are true and correct.

Signed and sworn before me this \_\_\_\_ day of \_\_\_\_\_ 19\_\_\_\_.

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_, 19\_\_\_\_

Notary Public

Superintendent or Principal of School

My commission expires.....

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## Appendix C

TABLE 25

ONE-COURSE TEACHING COMBINATIONS OF FULL-TIME MALE AND FEMALE TEACHERS  
OF BUSINESS SUBJECTS IN KANSAS SECONDARY SCHOOLS DURING 1969-70

| Course Combinations  | Male | Female | Total |
|--|------|--------|-------|
| Typewriting  | 32   | 55     | 87    |
| Bookkeeping  | 6    | 2      | 8     |
| Business Mathematics   | 4    | 3      | 7     |
| General Business   | 4    | 2      | 6     |
| Shorthand  | 2    | 3      | 5     |
| Office Practice (Office Education Coordinator)                             |      | 4      | 4     |
| Office Practice  | 1    | 2      | 3     |
| Bookkeeping (Office Education Coordinator)                                 | 3    |        | 3     |
| Business Economics   | 2    | 1      | 3     |
| Data Processing  | 1    | 1      | 2     |
| Business Law   | 2    |        | 2     |
| Shorthand (Office Education and Distributive Education Coordinator)        |      | 1      | 1     |
| Business English (Office Education Coordinator)                            |      | 1      | 1     |
| Salesmanship (Office Education Coordinator)                                | 1    |        | 1     |
| Typewriting (Office Education Coordinator)                                 | 1    |        | 1     |
| Business English (Distributive Education Coordinator)                      |      | 1      | 1     |
| Business Mathematics (Office Education Coordinator)                        |      | 1      | 1     |
| Record Keeping (Office Education Coordinator)                              | 1    |        | 1     |
| Marketing and Distribution (Distributive Education Coordinator)            | 1    |        | 1     |
| (Distributive Education and Office Education Coordinator)                  | 1    |        | 1     |
| General Business (Office Education Coordinator)                            |      | 1      | 1     |
| M & M (Distributive Education Coordinator)                                 | 1    |        | 1     |
| General Business (Distributive Education and Office Education Coordinator) |      | 1      | 1     |
| Data Processing (Office Education Coordinator)                             | 1    |        | 1     |



TABLE 26

TWO-COURSE TEACHING COMBINATIONS OF FULL-TIME MALE AND FEMALE TEACHERS  
OF BUSINESS SUBJECTS IN KANSAS SECONDARY SCHOOLS DURING 1969-70

| Course Combinations   | Male | Female | Total |
|---|------|--------|-------|
| Typewriting, Bookkeeping  | 23   | 9      | 32    |
| Typewriting, Shorthand  | 8    | 20     | 28    |
| Typewriting, General Business   | 6    | 21     | 27    |
| Typewriting, Office Practice  | 5    | 8      | 13    |
| Shorthand, Office Practice  | 1    | 6      | 7     |
| Bookkeeping, Business Mathematics   | 5    |        | 5     |
| Typewriting, Record Keeping   | 1    | 4      | 5     |
| Bookkeeping, Business Economics   | 2    | 2      | 4     |
| Typewriting, Business Law   | 2    | 2      | 4     |
| Typewriting, Business Mathematics   | 2    | 1      | 3     |
| Typewriting, Office Machines  |      | 3      | 3     |
| Typewriting, Notehand   |      | 3      | 3     |
| Typewriting, Business English   |      | 3      | 3     |
| Shorthand, Office Practice (Office Education Coordinator)                     | 1    | 2      | 3     |
| Bookkeeping, Shorthand  |      | 3      | 3     |
| Bookkeeping, Business Law   | 1    | 2      | 3     |
| Bookkeeping, Office Practice  | 1    | 2      | 3     |
| Business Law, Business Economics  | 3    |        | 3     |
| Typewriting, Data Processing  | 2    |        | 2     |
| Typewriting, Business Economics   | 1    | 1      | 2     |
| Bookkeeping, Data Processing  | 1    | 1      | 2     |
| Bookkeeping, Record Keeping   | 1    | 1      | 2     |
| Shorthand, Business Mathematics   |      | 2      | 2     |
| General Business, Distributive Education (Distributive Education Coordinator) | 2    |        | 2     |
| Office Practice, Office Machines  | 1    | 1      | 2     |
| Typewriting, Marketing  |      | 1      | 1     |
| Typewriting, Business English (Distributive Education Coordinator)            | 1    |        | 1     |

TABLE 26 (continued)

| Course Combinations   | Male | Female | Total |
|---|------|--------|-------|
| Typewriting, Marketing and Distribution                             | 1    |        | 1     |
| Typewriting, Business Principles                                    | 1    |        | 1     |
| Typewriting, Office Practice (Office Education Coordinator)         |      | 1      | 1     |
| Bookkeeping, General Business                                       | 1    |        | 1     |
| Bookkeeping, Office Machines  |      | 1      | 1     |
| Bookkeeping, Shorthand (Office Education Coordinator)               |      | 1      | 1     |
| Bookkeeping, Notehand   | 1    |        | 1     |
| Bookkeeping, Business Economics (Office Education Coordinator)      | 1    |        | 1     |
| Shorthand, Business English   |      | 1      | 1     |
| Shorthand, Business Economics (Distributive Education Coordinator)  |      | 1      | 1     |
| Shorthand, Notehand   |      | 1      | 1     |
| Office Practice, General Business                                   |      | 1      | 1     |
| Office Practice, Business English                                   |      | 1      | 1     |
| Office Practice, Office Machines (Office Education Coordinator)     |      | 1      | 1     |
| Office Practice, Record Keeping                                     |      | 1      | 1     |
| General Business, Business Mathematics                              |      | 1      | 1     |
| General Business, Business Economics                                | 1    |        | 1     |
| General Business, Salesmanship (Distributive Education Coordinator) | 1    |        | 1     |
| General Business, Record Keeping                                    | 1    |        | 1     |
| Data Processing, Computer Programming                               |      | 1      | 1     |
| Data Processing, Retailing  | 1    |        | 1     |
| Business Mathematics, Office Machines                               | 1    |        | 1     |
| Business Economics, Record Keeping                                  | 1    |        | 1     |

TABLE 27

THREE-COURSE TEACHING COMBINATIONS OF FULL-TIME MALE AND FEMALE TEACHERS  
OF BUSINESS SUBJECTS IN KANSAS SECONDARY SCHOOLS DURING 1969-70

| Course Combinations  | Male | Female | Total |
|--|------|--------|-------|
| Typewriting, Bookkeeping, Shorthand                                    | 11   | 41     | 52    |
| Typewriting, Shorthand, Office Practice                                | 12   | 28     | 40    |
| Typewriting, Bookkeeping, Office Practice                              | 12   | 9      | 21    |
| Typewriting, Bookkeeping, General Business                             | 17   | 4      | 21    |
| Typewriting, Office Practice, General Business                         | 2    | 4      | 6     |
| Typewriting, Bookkeeping, Business Economics                           | 4    |        | 4     |
| Typewriting, Bookkeeping, Business Mathematics                         | 3    |        | 3     |
| Typewriting, Shorthand, General Business                               | 1    | 2      | 3     |
| Typewriting, Bookkeeping, Business Law                                 | 3    |        | 3     |
| Typewriting, Shorthand, Office Machines                                |      | 3      | 3     |
| Typewriting, Business Machines, Business Law                           | 3    |        | 3     |
| Bookkeeping, Business Law, Business Economics                          | 3    |        | 3     |
| Bookkeeping, Business Economics, General Business                      | 2    | 1      | 3     |
| Shorthand, Office Practice, General Business                           | 1    | 2      | 3     |
| Typewriting, Shorthand, Business English                               |      | 2      | 2     |
| Typewriting, Business Law, Business Mathematics                        |      | 2      | 2     |
| Typewriting, Shorthand, Office Practice (Office Education Coordinator) |      | 2      | 2     |
| Typewriting, Bookkeeping, Data Processing                              | 2    |        | 2     |
| Typewriting, Office Practice, Business English                         | 1    | 1      | 2     |
| Bookkeeping, Business Law, General Business                            | 2    |        | 2     |
| Bookkeeping, General Business, Business Mathematics                    | 1    | 1      | 2     |
| Bookkeeping, Shorthand, Office Practice                                |      | 2      | 2     |
| Bookkeeping, Office Practice, General Business                         | 2    |        | 2     |
| Bookkeeping, Business Law, Business English                            | 2    |        | 2     |
| Bookkeeping, Shorthand, Business Economics                             | 1    | 1      | 2     |
| Office Practice, Marketing and Distribution, Retailing                 | 1    | 1      | 2     |
| Office Practice, Computer Programming, Data Processing                 | 2    |        | 2     |
| Shorthand, Business Law, Business English                              | 1    | 1      | 2     |

TABLE 27 (continued)

| Course Combinations  | Male | Female | Total |
|--|------|--------|-------|
| Typewriting, Bookkeeping, Office Machines                                |      | 1      | 1     |
| Typewriting, Bookkeeping, Record Keeping                                 | 1    |        | 1     |
| Typewriting, Bookkeeping, Office Practice (Office Education Coordinator) |      | 1      | 1     |
| Typewriting, Bookkeeping, Business English                               | 1    |        | 1     |
| Typewriting, Shorthand, Business Mathematics                             |      | 1      | 1     |
| Typewriting, Shorthand, Office Practice                                  |      | 1      | 1     |
| Typewriting, Office Machines, Business Mathematics                       | 1    |        | 1     |
| Typewriting, Office Practice, Office Machines                            | 1    |        | 1     |
| Typewriting, Office Practice, Business Economics                         |      | 1      | 1     |
| Typewriting, Office Practice, Data Processing                            |      | 1      | 1     |
| Typewriting, Office Practice, Business Mathematics                       | 1    |        | 1     |
| Typewriting, General Business, Business Mathematics                      | 1    |        | 1     |
| Typewriting, General Business, Business English                          |      | 1      | 1     |
| Typewriting, General Business, Business Principles                       | 1    |        | 1     |
| Typewriting, General Business, Penmanship                                | 1    |        | 1     |
| Typewriting, Salesmanship, Business Law                                  |      | 1      | 1     |
| Typewriting, Business Economics, Business Law                            | 1    |        | 1     |
| Bookkeeping, Shorthand, Business Principles                              | 1    |        | 1     |
| Bookkeeping, Shorthand, Record Keeping                                   |      | 1      | 1     |
| Bookkeeping, Shorthand, Business Mathematics                             | 1    |        | 1     |
| Bookkeeping, General Business, Business Law                              | 1    |        | 1     |
| Bookkeeping, Business English, General Business                          |      | 1      | 1     |
| Bookkeeping, Data Processing, Business Economics                         | 1    |        | 1     |
| Bookkeeping, Business Economics, Record Keeping                          | 1    |        | 1     |
| Shorthand, Office Practice, Office Machines                              |      | 1      | 1     |
| Shorthand, Office Practice, Business English                             |      | 1      | 1     |
| Shorthand, General Business, Business Economics                          |      | 1      | 1     |
| Shorthand, Notehand, Record Keeping                                      |      | 1      | 1     |
| General Business, Business Law, Salesmanship                             |      | 1      | 1     |
| General Business, Business English, Data Processing                      |      | 1      | 1     |

TABLE 27 (continued)

| Course Combinations   | Male | Female | Total |
|---|------|--------|-------|
| General Business, Business Law, Business Mathematics  |      | 1      | 1     |
| General Business, Business Law, Salesmanship (Distributive Education Coordinator)           | 1    |        | 1     |
| General Business, Salesmanship, Distributive Education (Distributive Education Coordinator) | 1    |        | 1     |
| Business Economics, Business Law, Business Mathematics                                      | 1    |        | 1     |
| Business Economics, Business Law, Business Principles                                       | 1    |        | 1     |
| Business Law, Office Machines, Salesmanship   | 1    |        | 1     |
| Typewriting, Shorthand, Record Keeping  | 1    |        | 1     |

TABLE 28

FOUR-COURSE TEACHING COMBINATIONS OF FULL-TIME MALE AND FEMALE TEACHERS  
OF BUSINESS SUBJECTS IN KANSAS SECONDARY SCHOOLS DURING 1969-70

| Course Combinations   | Male | Female | Total |
|---|------|--------|-------|
| Typewriting, Bookkeeping, Shorthand, Office Practice                | 14   | 48     | 62    |
| Typewriting, Bookkeeping, Shorthand, General Business               | 4    | 9      | 13    |
| Typewriting, Bookkeeping, Office Practice, General Business         | 2    | 7      | 9     |
| Typewriting, Bookkeeping, General Business, Business Economics      | 4    | 1      | 5     |
| Typewriting, Shorthand, Office Practice, General Business           | 1    | 4      | 5     |
| Bookkeeping, Shorthand, General Business, Office Practice           |      | 5      | 5     |
| Typewriting, Bookkeeping, Shorthand, Business Law                   | 2    | 2      | 4     |
| Typewriting, Bookkeeping, Business Economics, Business Law          | 3    | 1      | 4     |
| Bookkeeping, Business Economics, Business Law, Business Mathematics | 1    | 3      | 4     |
| Typewriting, Shorthand, Office Practice, Office Machines            |      | 3      | 3     |
| Typewriting, Bookkeeping, Office Practice, Business Mathematics     | 1    | 2      | 3     |
| Typewriting, Bookkeeping, Shorthand, Office Machines                |      | 2      | 2     |
| Typewriting, Shorthand, Office Practice, Business Law               |      | 2      | 2     |
| Typewriting, Office Practice, Business Economics, Business Law      | 1    | 1      | 2     |
| Typewriting, General Business, Office Practice, Penmanship          | 1    | 1      | 2     |
| Bookkeeping, Shorthand, Office Practice, Data Processing            |      | 2      | 2     |
| Typewriting, Bookkeeping, Shorthand, Business Mathematics           | 1    |        | 1     |
| Typewriting, Bookkeeping, Shorthand, Business Economics             |      | 1      | 1     |
| Typewriting, Bookkeeping, General Business, Business Mathematics    |      | 1      | 1     |
| Typewriting, Bookkeeping, Office Practice, Business Economics       |      | 1      | 1     |
| Typewriting, Bookkeeping, Office Practice, Business Law             |      | 1      | 1     |
| Typewriting, Bookkeeping, Business Law, Business Mathematics        | 1    |        | 1     |
| Typewriting, Bookkeeping, Business Mathematics, Data Processing     | 1    |        | 1     |
| Typewriting, Bookkeeping, Business Law, General Business            | 1    |        | 1     |
| Typewriting, Bookkeeping, General Business, Business English        |      | 1      | 1     |
| Typewriting, Bookkeeping, Business Economics, Business Principles   | 1    |        | 1     |
| Typewriting, Bookkeeping, Business Law, Business Principles         |      | 1      | 1     |

TABLE 28 (continued)

| Course Combinations  | Male | Female | Total |
|--|------|--------|-------|
| Typewriting, Bookkeeping, Business Principles, Data Processing       | 1    |        | 1     |
| Typewriting, Bookkeeping, Business Economics, Office Machines        | 1    |        | 1     |
| Typewriting, Bookkeeping, Office Machines, Data Processing           | 1    |        | 1     |
| Typewriting, Bookkeeping, General Business, Office Machines          | 1    |        | 1     |
| Typewriting, Bookkeeping, Business Economics, Business Mathematics   | 1    |        | 1     |
| Typewriting, Shorthand, Office Practice, Business Mathematics        |      | 1      | 1     |
| Typewriting, Shorthand, Office Practice, Business English            |      | 1      | 1     |
| Typewriting, Shorthand, Office Practice, Notehand                    |      | 1      | 1     |
| Typewriting, Shorthand, Office Practice, Business Economics          |      | 1      | 1     |
| Typewriting, Shorthand, Office Practice, Record Keeping              | 1    |        | 1     |
| Typewriting, Shorthand, Business Law, Salesmanship                   |      | 1      | 1     |
| Typewriting, Shorthand, General Business, Office Machines            | 1    |        | 1     |
| Typewriting, Shorthand, Office Practice, Business Publications       |      | 1      | 1     |
| Typewriting, Shorthand, Business Mathematics, Office Machines        | 1    |        | 1     |
| Typewriting, General Business, Business Management, Data Processing  | 1    |        | 1     |
| Typewriting, Office Practice, Business Mathematics, Office Machines  |      | 1      | 1     |
| Typewriting, Business Mathematics, Business Law, Business English    |      | 1      | 1     |
| Typewriting, Business Economics, Business Law, Record Keeping        | 1    |        | 1     |
| Bookkeeping, General Business, Business Economics, Business Law      | 1    |        | 1     |
| Bookkeeping, General Business, Business Law, Data Processing         | 1    |        | 1     |
| Bookkeeping, General Business, Business Law, Business Mathematics    | 1    |        | 1     |
| Bookkeeping, Office Practice, Business Mathematics, Record Keeping   |      | 1      | 1     |
| Bookkeeping, Office Practice, Business English, Business Mathematics |      | 1      | 1     |
| Bookkeeping, Shorthand, Business Economics, Record Keeping           |      | 1      | 1     |
| Bookkeeping, Shorthand, General Business, Office Practice            |      | 1      | 1     |
| Bookkeeping, Shorthand, Business Law, Salesmanship                   | 1    |        | 1     |
| Office Practice, Business Law, Business Mathematics, Salesmanship    |      | 1      | 1     |
| Shorthand, Office Practice, Office Machines, Record Keeping          |      | 1      | 1     |

TABLE 29

FIVE-COURSE TEACHING COMBINATIONS OF FULL-TIME MALE AND FEMALE TEACHERS  
OF BUSINESS SUBJECTS IN KANSAS SECONDARY SCHOOLS DURING 1969-70

| Course Combinations   | Male | Female | Total |
|---|------|--------|-------|
| Typewriting, Bookkeeping, Shorthand, General Business, Office Practice              | 3    | 7      | 10    |
| Typewriting, Bookkeeping, Shorthand, Office Practice, Business Mathematics          | 2    | 3      | 5     |
| Typewriting, Bookkeeping, Shorthand, Office Practice, Business Law                  | 1    | 4      | 5     |
| Typewriting, Bookkeeping, Shorthand, Business Economics, Business Law               | 1    | 3      | 4     |
| Typewriting, Shorthand, Office Practice, Business Law, Business Economics           |      | 3      | 3     |
| Typewriting, Bookkeeping, Office Practice, Business Economics, Business Law         | 1    | 2      | 3     |
| Typewriting, Bookkeeping, Shorthand, Office Practice, Business Economics            | 1    | 1      | 2     |
| Typewriting, Bookkeeping, Shorthand, Office Practice, Office Machines               |      | 2      | 2     |
| Typewriting, Bookkeeping, Shorthand, General Business, Business Law                 |      | 2      | 2     |
| Typewriting, Bookkeeping, Shorthand, Business Economics, General Business           | 1    | 1      | 2     |
| Typewriting, Bookkeeping, Office Practice, General Business, Business Economics     | 2    |        | 2     |
| Typewriting, Bookkeeping, General Business, Business Economics, Business Law        | 1    | 1      | 2     |
| Typewriting, Office Practice, Business Mathematics, Business English, Penmanship    |      | 2      | 2     |
| Typewriting, Bookkeeping, Shorthand, Office Practice, Business Principles           |      | 1      | 1     |
| Typewriting, Bookkeeping, Shorthand, Business Principles, Office Machines           |      | 1      | 1     |
| Typewriting, Bookkeeping, Shorthand, Business Mathematics, Business English         |      | 1      | 1     |
| Typewriting, Bookkeeping, Shorthand, Business Law, Business Machines                |      | 1      | 1     |
| Typewriting, Bookkeeping, Business Economics, Business Mathematics, Office Machines | 1    |        | 1     |



TABLE 29 (continued)

| Course Combinations  | Male | Female | Total |
|--|------|--------|-------|
| Typewriting, Bookkeeping, General Business, Business Law, Business Principles      |      | 1      | 1     |
| Typewriting, Bookkeeping, General Business, Business Mathematics, Business English |      | 1      | 1     |
| Typewriting, Shorthand, Office Practice, Business Economics, Business Law          |      | 1      | 1     |
| Typewriting, Shorthand, Office Practice, General Business, Business English        |      | 1      | 1     |
| Typewriting, Shorthand, Office Practice, General Business, Business Economics      | 1    |        | 1     |
| Typewriting, Shorthand, Office Practice, General Business, Business Law            |      | 1      | 1     |
| Typewriting, Shorthand, Office Practice, General Business, Data Processing         | 1    |        | 1     |
| Typewriting, Shorthand, Office Practice, Business Law, Business Machines           |      | 1      | 1     |
| Typewriting, General Business, Business Law, Business English, Business Law        |      | 1      | 1     |
| Bookkeeping, Shorthand, Office Practice, Business Law, Business Mathematics        |      | 1      | 1     |

TABLE 30

SIX-COURSE TEACHING COMBINATIONS OF FULL-TIME MALE AND FEMALE TEACHERS  
OF BUSINESS SUBJECTS IN KANSAS SECONDARY SCHOOLS DURING 1969-70

| Course Combinations  | Male | Female | Total |
|--|------|--------|-------|
| Typewriting, Bookkeeping, Shorthand, Office Practice, General Business,<br>Business Economics      | 1    | 2      | 3     |
| Typewriting, Bookkeeping, Shorthand, Office Practice, General Business,<br>Data Processing         |      | 1      | 1     |
| Typewriting, Bookkeeping, Shorthand, Office Practice, General Business,<br>Business Law            |      | 1      | 1     |
| Typewriting, Bookkeeping, Shorthand, Office Practice, Business Law,<br>Business Economics          |      | 1      | 1     |
| Typewriting, Bookkeeping, Shorthand, General Business, Business Machines,<br>Business English      |      | 1      | 1     |
| Typewriting, Bookkeeping, Office Practice, Business Economics, Business<br>Law, Office Machines    |      | 1      | 1     |
| Typewriting, Bookkeeping, Office Practice, General Business, Business<br>Law, Business Mathematics |      | 1      | 1     |
| Typewriting, Bookkeeping, Office Practice, General Business, Business<br>Economics, Business Law   | 1    |        | 1     |
| Typewriting, Bookkeeping, Business Economics, Business Law, Business<br>Mathematics, Salesmanship  | 1    |        | 1     |
| Typewriting, Shorthand, Office Practice, Business Law, Business Economics,<br>Data Processing      | 1    |        | 1     |
| Typewriting, Bookkeeping, General Business, Business Economics, Business<br>Law, Data Processing   | 1    |        | 1     |