

A COMPARATIVE ANALYSIS OF THE STATUS OF BUSINESS EDUCATION
IN KANSAS SECONDARY SCHOOLS FOR 1962-63

286M

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	3
Definitions of Terms Used	5
High schools and secondary schools	5
Full-time business teacher	5
Part-time business teacher	5
Course titles	6
Alternated courses	7
School classification	8
Legal organization of schools	8
The Scope of the Study	9
Methods of Procedure	10
II. REVIEW OF RELATED LITERATURE	13
III. A SURVEY OF THE FIELD OF TEACHING IN	
BUSINESS EDUCATION	20
School Classification and Legal Organization	20
Business Curriculum	23
Classification of Teachers	23
Teaching Fields	35
Course Combinations	45
Experience and Tenure	48
Degrees Held	60
Salaries	62

CHAPTER	PAGE
IV. THE STATUS OF THE FIRST-YEAR TEACHER OF BUSINESS SUBJECTS IN KANSAS SECONDARY SCHOOLS FOR 1962-63	80
V. A COMPARATIVE ANALYSIS OF THE STATUS OF BUSINESS EDUCATION OVER THE PAST THIRTY-SIX YEARS FROM 1926-27 TO 1962-63	96
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . .	110
Summary and Conclusions	110
Recommendations	119
BIBLIOGRAPHY	122
APPENDIX A	126
APPENDIX B	130
APPENDIX C	133

LIST OF TABLES

TABLE	PAGE
I. Kansas Secondary Schools Offering a Business Curriculum during 1962-63 by School Classification and Legal Organization	21
II. Business Courses Offered in 636 Kansas Secondary Schools for the School Year 1962-63	24
III. Business Courses in 636 Kansas Secondary Schools which were Added, Dropped, or Alternated but not Offered in 1962-63 . .	25
IV. Numbers and Percentages of Business Teachers in 636 Kansas Secondary Schools for 1962-63 by Sex and Teacher Classification	26
V. Numbers and Percentages of Male and Female Part- and Full-time Business Teachers in 636 Kansas Secondary Schools in 1962-63 by School Classification	30
VI. Classification of Part- and Full-time Business Teachers in 636 Kansas Secondary Schools by Sex and Legal Organization of Employing School	32

TABLE

PAGE

VII. Number of Administrators Teaching Business Courses in 636 Kansas Secondary Schools by School Classification 34

VIII. Number of Teaching Fields in which 989 Kansas Secondary School Business Teachers Work by School Classification 36

IX. Frequency with which Teaching Fields are Taught with Business Courses by Kansas Business Teachers 40

X. Teaching Field Combinations of Part-time Business Teachers in 636 Kansas Secondary Schools during 1962-63 by School Classification and Sex 41

XI. Teaching Field Combinations of Full-time Business Teachers in 636 Kansas Secondary Schools during 1962-63 by School Classification and Sex 43

TABLE

PAGE

XII.	Twelve Most Frequently Found Teaching Combinations for Full-time Business Teachers in 636 Kansas Secondary Schools for 1962-63	46
XIII.	Total Teaching Experience of Business Teachers in 592 Kansas Secondary Schools for 1962-63	50
XIV.	Total Teaching Experience of Male and Female Teachers of Business Subjects in 592 Kansas Secondary Schools for 1962-63 by School Classification	52
XV.	Tenure of Business Teachers in 592 Kansas Secondary Schools in their 1962-63 Teaching Positions	55
XVI.	Tenure of Business Teachers in 592 Kansas Secondary Schools in their 1962-63 Positions by School Classification	57
XVII.	Highest Degree Held by all Teachers of Business Subjects in 636 Kansas Secondary Schools during 1962-63	61
XVIII.	Salaries of Male and Female Teachers of Business Subjects in 592 Kansas Secondary Schools during 1962-63	64

TABLE

PAGE

XIX.	Salaries of Male and Female Business Teachers in 592 Kansas Secondary Schools during 1962-63 by School Classification	66
XX.	Salaries of Administrator-teachers of Business Subjects in 636 Kansas Secondary Schools during 1962-63	73
XXI.	Salaries of Male and Female Business Teachers with Master's Degrees in 592 Kansas Secondary Schools during 1962-63	74
XXII.	Median Salaries of Teachers of Business Subjects in 592 Kansas Secondary Schools during 1962-63 in Comparison with Degree Held	75
XXIII.	High, Low, and Median Salaries of Business Teachers in 592 Kansas Secondary Schools during 1962-63 Compared with Teaching Experience	77

TABLE

PAGE

XXIV. Classification of Ninety-four First-year
Part- and Full-time Business Teachers
in Kansas Secondary Schools for
1962-63 by Sex and School
Classification 82

XXV. Classification of Ninety-four First-year
Part- and Full-time Business Teachers
in Kansas Secondary Schools for
1962-63 by Sex and School's
Legal Organization 83

XXVI. Teaching Field Combinations of Ninety-four
First-year Business Teachers in Kansas
Secondary Schools during 1962-63 85

XXVII. Teaching Course Combinations of Ninety-four
Male and Female First-year Business
Teachers in Kansas Secondary
Schools during 1962-63 87

XXVIII. Colleges Granting Bachelor's Degrees to
Ninety-four First-year Teachers in
Kansas Secondary Schools during
1962-63 90

XXIX. Salaries Paid to Ninety-four First-year
Teachers in Kansas Secondary Schools
during 1962-63 94

TABLE

PAGE

XXX.	Part-time and Full-time Male and Female Business Teachers in Kansas Secondary Schools as Shown by Five Studies from 1942-43 to 1962-63	97
XXXI.	Number of Male and Female Administrators Teaching Business Courses in Kansas Secondary Schools as Shown by Three Studies from 1942-43 to 1962-63	100
XXXII.	A Comparison of the Percentages of the Twenty Most Frequently Offered Business Subjects in Kansas Secondary Schools as Found in Seven Studies over a Period of Thirty-six years	102
XXXIII.	A Comparison of the Teaching Fields Most Frequently Taught in Combination with Business Courses over a Period of Thirty-two years as Shown by Six Studies	104
XXXIV.	Average Salaries of Teachers of Business Subjects and their Comparison with the Cost of Living as Found in Six Studies from 1930-31 to 1962-63	106

TABLE

PAGE

XXXV.	Teaching Course Combinations of 170 Male and Female Part-time Business Teachers in 636 Kansas Secondary Schools during 1962-63	134
XXXVI.	One-Course Teaching Combinations of 819 Full-time Male and Female Teachers of Business Subjects in 636 Kansas Secondary Schools during 1962-63	136
XXXVII.	Two-Course Teaching Combinations of 819 Full-time Male and Female Teachers of Business Subjects in 636 Kansas Secondary Schools during 1962-63	137
XXXVIII.	Three-Course Teaching Combinations of 819 Full-time Male and Female Teachers of Business Subjects in 636 Kansas Secondary Schools during 1962-63	139
XXXIX.	Four-Course Teaching Combinations of 819 Full-time Male and Female Teachers of Business Subjects in 636 Kansas Secondary Schools during 1962-63	142

TABLE

PAGE

XL.	Five-Course Teaching Combinations of 819 Full-time Male and Female Teachers of Business Subjects in 636 Kansas Secondary Schools during 1962-63	146
XLI.	Six-Course Teaching Combinations of 819 Full-time Male and Female Teachers of Business Subjects in 636 Kansas Secondary Schools during 1962-63	148

CHAPTER I

INTRODUCTION

Large and small business organizations throughout Kansas and the United States annually step back and view their operations over the past year. They objectively evaluate any progress and strive to improve the services or products they have to offer to the consumer. It would seem logical that business education should follow this example and periodically take inventory of the service it offers to its consumers--education to high school business students. It seems most reasonable that an inventory taken every five years would indicate the progress made and assist in directing future efforts. Benjamin R. Haynes supported a need for research in connection with problems unique to the business curriculum:

While public business education has retained many of its original features, an interest in the scientific study of its problems has been aroused within recent years. Even though business education has shared in the benefits derived from research in general education, there are many specific problems peculiar to it that await solution.¹

This is not to infer that business education has let other areas of education pass it by nor that it has ignored

¹Benjamin R. Haynes and Clyde W. Humphrey, Research Applied to Business Education (New York: Gregg Publishing Company, 1939), p. 33.

its changing role in the education of the secondary student. Fred C. Cole, President of Washington and Lee University, was quoted as saying ". . . business education in general has undergone, and is undergoing, an admirable adaptation to changing needs and conditions."²

Has business education changed in Kansas? If so, what are the results of these changes on each factor of business education: the school, the curriculum, the teacher, and the student. Why should we know of the changes, and what can be done after we find the status of business education in Kansas?

The findings of a status study of business education in Kansas have a three-fold value. First, current information is necessary to induce present and prospective college students to follow the business curriculum and to encourage enrollments in the business teaching field.

Second, the results of an inventory of this type could be extremely helpful to the college student who has already chosen business education. These students will be interested in salaries, tenure, teaching loads, selection of

²Maurice W. Lee, "A Prologue to Some Diverse Views on Business Administration," Views on Business Education--A Symposium (Chapel Hill, N. C.: American Association of Collegiate Schools of Business by the School of Business Administration, University of North Carolina, 1960), p. 5.

a minor course area, availability of teaching positions, and business curriculum in the secondary schools.

Third, findings concerning the curriculum would provide an indication of the opportunities for a Kansas high school student interested in business education. It would be possible to note the services that are available to the high school consumer in the business education field and to evaluate them according to the needs and desires of the state and its communities.

I. STATEMENT OF THE PROBLEM

It is the primary objective of this study to present available data in order to determine the status of business education in the secondary schools of Kansas during the school year 1962-63. The secondary objective of the study will be to compare the present status with previous findings and to report any indicated trends over a period of thirty-six years, from the school year 1926-27 to the 1962-63 school year.

In fulfilling these two objectives, the following areas will be considered:

1. The business curriculum in Kansas secondary schools classified according to:
 - a. Number of schools offering business education
 - b. Subjects offered by school classification
 - c. Subjects added, alternated, or dropped

2. Personnel teaching business subjects in Kansas secondary schools classified by number and, in some cases, per cent according to:

- a. Sex
- b. Teaching assignment--part-time or full-time
- c. School classification
- d. Legal organization of school
- e. Teaching field combinations
- f. Teaching course combinations
- g. Experience and tenure
- h. Highest degree held
- i. Salary

3. Administrators teaching business subjects in Kansas secondary schools classified by number according to:

- a. Sex
- b. School classification
- c. Salary

4. Any existing relationship between salaries of business teachers and employing school's classification, experience, academic degrees, and the cost of living.

5. Significant information concerning the first-year teachers of business subjects including:

- a. Employing school's classification
- b. Employing school's legal organization
- c. Teaching field combinations
- d. Teaching course combinations
- e. College institutions granting degrees
- f. Salary

6. Trends in the status of business education and teachers of business in Kansas as indicated through previous studies over a period of thirty-six years.

II. DEFINITIONS OF TERMS USED

High schools and secondary schools. For the purpose of this study, high schools and secondary schools include grades 9, 10, 11, and 12. Whenever the ninth grade is considered part of the junior high school, the portion of the junior high school reports that pertains to the ninth grade has been included in this study.

Full-time business teacher. A full-time business teacher instructs not less than two classes in the business field, has a teaching load which is made up of at least fifty per cent business courses, and is employed by the school as an instructor for the entire school day. This category also includes those teachers of business courses who also act in an administrative capacity in addition to a full teaching schedule.

Part-time business teacher. A part-time business teacher includes all instructors who teach at least one subject in the business curriculum and who are not included in the classification of full-time business teachers. The three types of teachers who are classified as part-time business teachers are: (1) a teacher who teaches only one or two business courses in combination with another major teaching field and whose teaching load is not made up of

fifty per cent business classes; (2) administrators who teach in the business curriculum for a portion (less than fifty per cent) of the school day; and (3) a teacher who is employed by the school for only a partial teaching assignment and who is not in attendance during the entire school day.

Course titles. Several titles were given for the same basic courses on the high school principal's reports. There were also some courses for which the content could not be determined by the course title. For the purposes of this study, the following consolidations were made.

1. General Business includes courses listed as General Business, Business Explorations, Basic Business, General Business Training, Current Business, and Junior Business Training.
2. Business Economics includes courses listed as Consumer Economics, Business Economics, Personal Finance, Consumer Problems, Money and Banking, and Economics. (Classes in Economics were included only if a business teacher taught them.)
3. Business Law includes courses listed as Business Law and Commercial Law.
4. Business Mathematics includes courses listed as Business Mathematics, Business Arithmetic, Applied Math, Consumer Math, and Commercial Arithmetic.
5. Business English includes courses listed as Business English and Business Communications.
6. Office Machines includes all courses listed as Office Machines and Business Machines.

7. Personal Typewriting includes all courses listed as Personal Typing and Business Typing which are offered for one semester for one hour.
8. Personal Shorthand includes all courses listed as Personal Shorthand and Personal Stenography.
9. Personal Bookkeeping includes all courses listed as Personal Bookkeeping and Record Keeping.
10. Business Principles includes all courses listed as Business Principles and Advanced General Business which are offered on the senior level only and in addition to a course in General Business.
11. Secretarial Practice includes all two-hour courses listed as Secretarial Practice, Secretarial Training, Stenography, Transcription, and Office Practice.
12. Office Practice includes all one-hour courses which are not reimbursed through a vocational educational program listed as Office Practice and Business Practice.
13. Office Practice Cooperative includes all courses listed as Office Practice and offered in conjunction with a reimbursed vocational educational program.
14. Distributive Education includes those courses which are part of a government reimbursed cooperative part-time program whereby students spend a part of the day in school and part of the day in a selected distributive occupation.

Alternated courses. Those courses which are not offered every semester or year but alternating ones have been termed alternated courses for the purpose of this study.

School classification. Accredited high schools are designated as either comprehensive, standard, or approved by the State Department of Public Instruction.³ Schools, because of their nature or manner of operation, which were not graded by the State Department of Public Instruction are also considered as a part of this study.⁴

Legal organization of schools. High schools of Kansas are classified according to their legal organization into school districts. There are five common types of high school districts⁵ which are determined by law and ". . . constitute a body corporate and politic possessing the usual powers of a corporation for public purposes."⁶ There are two other types of school organization in Kansas high schools, non-public and those established under special laws.⁷

³Appendix A.

⁴Appendix A.

⁵Appendix A.

⁶Adel F. Throckmorton, Kansas School Laws (Topeka: J. E. Needham, compiler, 1957), p. 11

⁷Appendix A.

III. THE SCOPE OF THE STUDY

The data obtained for this study was secured from the High School Principal's Organizational Reports which are on file in the office of the State Superintendent of Public Instruction, Division of Elementary and Secondary Accreditation. This study includes the reports of all accredited junior high and senior high schools plus schools which had reports on file but were not graded. Parochial and other non-public schools are included in this study unless otherwise indicated. The list of schools whose reports were available was checked against the official list of operating accredited schools for the school year 1962-63. There were 594 secondary schools which operated and were recognized by the State Department of Public Instruction, and each had a report on file. In addition to the 594 secondary schools, ninety-five junior high schools' reports were examined.⁸

From the reports on Kansas accredited schools, data has been recorded in an attempt to analyze the status of business education in Kansas for the school year 1962-63 and to determine trends in business education covering a period of thirty-six years.

⁸Adel F. Throckmorton, Secondary Schools Accredited by the State Department of Public Instruction, 1962-63 (Topeka: State Department of Public Instruction, June, 1963), pp. 1, 28.

IV. METHODS OF PROCEDURE

A step-by-step method of procedure used in this study was as follows:

1. A survey of previous studies of a similar nature was made to determine types of information needed for a study to present the status of business education in the state of Kansas. Work sheets of similar studies were examined in order to ascertain the best methods of recording the desired data for this study. A copy of the High School Principal's Organizational Report was also examined to determine the information available from this source.

2. A work sheet, a copy of which appears in Appendix B, was formulated for gathering the desired data. The work sheet has two parts, employed teacher and employing school. Certain parts of the work sheet have been coded for transfer to International Business Machines cards which are designed to facilitate the interpretation of the results of this study.

3. Trips were made to the office of the State Superintendent of Public Instruction, Division of Elementary and Secondary Accreditation, Topeka, Kansas. Data regarding teachers of business courses and the schools in which the teachers were employed were transferred from the reports to the work sheets.

4. Information concerning the institutions granting degrees to first-year teachers of business courses was gathered from the transcript of each teacher who had been indicated as a first-year teacher on the principal's reports. The transcripts of these teachers are filed in the office of Teacher Certification, State Department of Public Instruction.

5. The data gathered on the work sheets were punched into International Business Machines cards by unit record equipment to aid in the tabulation and interpretation of findings for this study.

6. The data were sorted, tabulated, and prepared in tables for presentation in this study.

7. The tables were examined in order to discover findings, make comparisons, and draw conclusions on the status of business education in the secondary schools of Kansas during the school year 1962-63.

Chapter I has noted three major reasons for the value of findings of a status study of business education. It has prepared a foundation for the presentation of this particular study by defining terms necessary to the interpretation of the data, limiting the boundaries for the study, and explaining the methods of procedure. Chapter II will present the previous studies which relate, either wholly or in part, to this comparative study. Chapter III will survey the field

of business education from the view of the secondary schools and will present data concerning the curriculum and teachers of business education. Chapter IV presents information relative to the first-year business teacher, and comparisons with previous studies covering a period of thirty-six years form Chapter V. Chapter VI summarizes the findings of this study and presents recommendations.

The organization of this status study of business education has been planned in such a way as to present as complete a picture as possible for the 1962-63 school year.

CHAPTER II

REVIEW OF RELATED LITERATURE

Several evaluation studies have been made in the area of business education during the past thirty-six years. The first studies based upon evaluations of business education were made by Kauzer¹ and OBrien² for the school year 1926-27. Certain data concerning the status of business teachers are used as a basis for comparisons in this study. However, because of the changes in school organization and classification, the data presented by Kauzer and OBrien are, in most instances, not completely comparable. Kauzer surveyed approximately 144 schools by the interview and questionnaire methods.

OBrien made his questionnaire evaluation study during the same year as Kauzer, 1926-27. He collected and presented data by dividing all the schools into two groups; those with more than two hundred students comprised Group I and those with less than two hundred students were classified in Group II. OBrien received questionnaire

¹Adelaide Marie Kauzer, "Status of the Teaching of Shorthand and Typewriting in Secondary Public Schools of Kansas, 1926-27," Teaching, 8:1-36, April, 1928.

²F. P. OBrien, "The Status of Business Courses in the High School," University of Kansas Bulletin of Education, 2:1-26, October, 1928.

replies from 243 public high schools who reported the status of 338 Kansas business teachers. He included information concerning the teaching experience, monthly salaries, college education and degrees of the teachers, and enrollment and offerings in the business curriculum.

Ridgway³ made a thorough study of the status of all high school teachers in Kansas in the year 1931. He classified them according to their subject matter fields. In 1938 Irwin⁴ made a follow-up of Ridgway's study but used a slightly different method of classifying teachers. Lockard⁵ completed a second follow-up study in 1946. Irwin devoted much of his study to discussing changes which had taken place since Ridgway's study. Lockard viewed his findings in the form of three-way comparisons which allows the reader to

³C. W. Ridgway, "A Comparative Study of the Training and Teaching Combinations of Kansas High School Teachers," Studies in Education (Bulletin of the Graduate Division No. 5. Emporia: Kansas State Teachers College, October, 1931), pp. 1-31.

⁴Frank 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. Emporia: Kansas State Teachers College, September, 1938), pp. 1-38.

⁵Gene K. Lockard, "A Comparative Study of the College Preparation, Teaching Combinations, and Salaries of Kansas High School Administrators and Teachers," Bulletin of Information (Bulletin of the Graduate Division, Studies in Education, Vol. 26, No. 11. Emporia: Kansas State Teachers College, November, 1946), pp. 1-38.

determine the differences and trends over the first study made by Ridgway. In all three of these studies, the authors collected data from the high school principal's reports. The portions of these studies concerning the salaries and teaching field combinations of business teachers are used for comparisons in this study.

Fink⁶ included data tabulated from the principal's reports on the business teachers of 655 accredited schools for the school year 1930-31. The majority of the presentations of Fink's study is based on the school classifications A, B, C, and D; therefore, in most instances, comparisons of his findings to the data of this study are not feasible. The only comparisons which were possible involved the relationship of college institutions granting degrees to all business teachers in Fink's study and the college institutions granting degrees to first-year business teachers in this study, median years of experience and tenure, and information concerning salaries paid to business teachers.

Doepke⁷ organized his data according to the State Department of Education's classification of schools, A, B,

⁶E. L. Fink, "Commercial Teachers and Commercial Education in Kansas High Schools" (unpublished Master's thesis, The University of Kansas, Lawrence, 1931), pp. 1-43.

⁷Fred W. Doepke, "Commercial Education in Kansas High Schools, 1934-35 and 1937-38" (unpublished Master's thesis, The University of Kansas, Lawrence, 1939), pp. 1-71.

and C; therefore, comparisons between the findings of his study and this study are also limited. Two areas of comparison were drawn with Doepke's study, college institutions granting degrees to first-year teachers in this study with institutions granting degrees to all teachers in his study and the percentages of Kansas schools offering the twenty most frequently taught business subjects.

A survey of the business curriculum was made by Snyder⁸ for the school year 1932-33. Snyder tabulated data from a questionnaire sent to the principals of all high schools in Kansas offering a business course. Information including curriculum offerings, length of period, adopted textbook, and opinions evaluating the objectives fulfilled by the curriculum in cities of the first, second, and third class were reported.

Meier⁹ completed an evaluation for the school year 1940-41 by recording data reported on the high school principal's reports. Included in this study were 716 schools classified as first-, second-, and third-class cities,

⁸Clara 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.

⁹Elnora 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.

parochial, and others. The main objective of this study was to present the status of the business curriculum in Kansas during 1940-41.

In reporting the status and determining the trends of business education in the high schools of Kansas for the year 1942-43 Gould¹⁰ also studied the high school principal's reports. Course offerings, male and female part- and full-time business teachers, teaching experience and tenure, colleges granting degrees, and salaries paid to business teachers offer opportunities for comparison to this study. Gould examined the reports of all seven hundred high schools in Kansas operating during 1942-43 and classified the schools as A, B, C, and M; therefore, only totals will be used in the comparisons.

Two status studies which offer the greatest availability for comparisons with this study were completed by Iliff¹¹ for the year 1948-49 and by Grabhorn¹² for the

¹⁰Ernest B. Gould, "An Analysis of the Status and Trends of Business Education in Kansas Secondary Schools for 1942-43" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1944), pp. 1-154.

¹¹Kathryn 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 of Emporia, 1950), pp. 1-144.

¹²Fred 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 of Emporia, 1954), pp. 1-128.

year 1953-54. Both Iliff and Grabhorn included junior high schools in their studies; however, Iliff, unlike Grabhorn, omitted parochial schools.

Iliff recorded data from the principal's reports on a state-wide basis, including all but five of the secondary schools listed in the Kansas Educational Directory of that year. Comparisons available for this study include: number of male and female part- and full-time business teachers, number of teaching fields in which all business teachers work, teaching field combinations of business teachers, business course teaching combinations, degrees held by all business teachers, teaching experience and tenure, salaries, and salaries compared to degree held, experience, and cost of living.

Grabhorn also used the principal's reports for collecting data "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."¹³ Grabhorn's study offers several areas for comparison which closely parallel those presented by Iliff.

The most recent study completed on the status of the teachers of business subjects in Kansas was made by

¹³Ibid., p. 8.

Jeffers¹⁴ for the school year 1956-57. Jeffers used the high school principal's reports to obtain data on the employing school and the employed teacher; but in addition, she examined the transcripts, whenever available, of the 849 teachers included in her study. Number of male and female teachers, teaching field combinations with business courses, and salaries of business teachers offer areas of comparison between this study and the study by Jeffers.

In many instances the data presented by previous studies are not strictly comparable to that offered by this study. This is primarily due to the differences in classifications of schools by the State Department of Public Instruction over the past thirty-six years. Because of the nature of this study and in order to present the information as an evaluation of progress, it is necessary that the data from earlier studies be used as a basis for comparisons whenever possible.

¹⁴Charlene 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 of Emporia, 1959), pp. 1-135.

CHAPTER III

A SURVEY OF THE FIELD OF TEACHING IN BUSINESS EDUCATION

In viewing the status of business education, administrators, curriculum directors, college placement officials and counselors as well as prospective teachers automatically ask questions relative to the status of the curriculum and the teacher's responsible role in conjunction with the curriculum. It will be the purpose of Chapter III to present data that will determine the status of the business education curriculum and the teachers of business subjects for the school year 1962-63.

I. SCHOOL CLASSIFICATION AND LEGAL ORGANIZATION

Table I shows the number of secondary schools in Kansas which offered business courses during 1962-63. Secondary senior high schools are classified into three major grades as explained previously and noted in Appendix A under school classification. Junior high schools considered in this study are also classified into three groups, A, B, and C, by similar standards established by the State Department of Public Instruction. Table I further divides the secondary schools into their legal organization classification, noted in Appendix A.

TABLE I

KANSAS SECONDARY SCHOOLS OFFERING A BUSINESS CURRICULUM
DURING 1962-63 BY SCHOOL CLASSIFICATION
AND LEGAL ORGANIZATION

Legal Organization	School Classification					Total
	A*	S*	C*	NG*	JH*	
Common School District	97	35				132
Rural High School	212	70	15	2	9	308
Community High School	12	17	4			33
First-class City			20		25**	45
Second-class City	10	25	21		7	63
Non-public	24	19	1			44
Special Law	<u>4</u>	<u>2</u>	<u>2</u>	<u>-</u>	<u>3</u>	<u>11</u>
Totals	359	168	63	2	44	636

*The abbreviations in the column headings are as follows: A for approved schools, S for standard schools, C for comprehensive schools, NG for not graded, and JH for junior high A and B.

**The one junior high school classified as B is located in a first-class city.

According to Table I, 359 secondary schools classified as approved, 168 classified as standard, and sixty-three comprehensive schools offered business subjects. Only two schools were not graded, and both of them offered business courses. Of the 594 senior high schools which had reports on file, a total of 590, or 99.3 per cent, listed a business curriculum. One school was eliminated from the study because the only business course it offered was through correspondence study.

There were reports for ninety-five junior high schools; forty-three classified as A and one classified as B offered business subjects, a total of forty-four junior high schools, or 46.3 per cent of the junior high schools with reports on file. There were fourteen junior high schools which included only the seventh and eighth grades and one junior high which was only a one-year school. Since none of these fifteen schools include the ninth grade, they were eliminated from the total of ninety-five schools which had reports on file. Using the new figure, eighty junior high schools, the forty-four offering business subjects represents fifty-five per cent of the junior high schools with reports on file.

A total of 636, or 94.4 per cent, of the 674 secondary senior and junior high schools which include grades 9, 10, 11, and 12 and which had reports on file listed business courses in their curriculum.

II. BUSINESS CURRICULUM

Business course offerings in secondary schools, listed according to the number of schools in each classification reporting these courses, are shown in Table II.

Typewriting, bookkeeping, and shorthand appear in the table in this order; a ranking that has appeared consistently in many different business education curriculum studies that are used for comparison and cover a period of thirty-six years in Chapter V, Table XXXII.

Table III lists the courses in the curriculum of the secondary schools which were either added, dropped, or alternated but not offered during the 1962-63 school year. The twenty-one courses listed in this table would indicate a trend toward adding courses to the curriculum of the schools or adopting the method of alternation of courses when it does not seem practical or feasible to offer a particular course each year. This phase of the business curriculum has not been considered before; therefore, there can be no direct comparison to previous studies.

III. CLASSIFICATION OF TEACHERS

Table IV begins the presentation of information relative to the status of business teachers in Kansas for the purpose of showing their position during the 1962-63 school year.

TABLE II

BUSINESS COURSES OFFERED IN 636 KANSAS SECONDARY SCHOOLS
FOR THE SCHOOL YEAR 1962-63

Subject Offered	School Classification					Total
	A	S	C	NG	JH	
Typewriting I	354	167	63	2	36	622
Bookkeeping I	295	159	63	1		518
Shorthand I	201	141	63	1		406
Typewriting II	205	80	31	1		316
Office Practice	138	84	41	1		264
General Business	66	33	38		11	148
Business Mathematics	47	24	23		1	95
Business Law	29	13	39			81
Business Economics	29	22	22	1		74
Shorthand II	18	21	23	1		63
Secretarial Practice	9	6	22			37
Personal Typewriting	1	10	20			31
Business English	9	2	19			30
Salesmanship	4	3	12			19
Business Machines	1	2	11	1		15
Distributive Education		4	11			15
Office Practice Cooperative	1	3	8			12
Bookkeeping II	3	3	5			11
Personal Bookkeeping	2		4			6
Penmanship and Spelling	1		2		2	5
Notehand		1	3			4
Retailing			3			3
Marketing and Distribution	1		2			3
Business Principles	1	1	1			3
Work Experience			2			2
Accounting I and II			2			2
Personal Shorthand		1	1			2
Vocabulary Study			1			1
Machine Dictation			1			1
Typewriting III			1			1
Transcription			1			1
Mimeographing			1			1
Data Processing		1				1
Briefhand			1			1
Business Geography	1					1

TABLE III

BUSINESS COURSES IN 636 KANSAS SECONDARY SCHOOLS
WHICH WERE ADDED, DROPPED, OR ALTERNATED
BUT NOT OFFERED IN 1962-63

Name of Course	Added	Dropped	Alternated but not Offered
Shorthand I	34	14	63
Bookkeeping I	10	4	38
Office Practice	25	8	10
Typewriting II	19	6	14
Business Mathematics	15	12	5
General Business	20	9	18
Business Law	20	10	10
Secretarial Practice	8	5	8
Bookkeeping II	6	2	4
Personal Typewriting	6	1	
Salesmanship	4	3	
Shorthand II	4		1
Business Economics	9	6	7
Business English	2	3	2
Office Machines and Filing	3	2	1
Business Principles	2		
Accounting	1	1	
Notehand	2	1	
Penmanship		1	
Personal Shorthand	1		
Personal Bookkeeping	1		

TABLE IV

NUMBERS AND PERCENTAGES OF BUSINESS TEACHERS
IN 636 KANSAS SECONDARY SCHOOLS FOR 1962-63
BY SEX AND TEACHER CLASSIFICATION

Classification of Teachers	Male	Per Cent	Female	Per Cent	Total	Per Cent
Full time	390	48.0	423	52.0	813	82.2
Administrator and full time	6	100.0			6	0.6
Total full time	396	48.4	423	51.6	819	82.8
Part time	49	46.6	56	53.4	105	10.6
Administrator and part time	41	95.3	2	4.7	43	4.3
Half day*	3	17.6	14	82.4	17	1.7
Less than half day (1 or 2 classes)			5	100.0	5	0.5
Total part time	93	54.7	77	45.3	170	17.1
Grand totals	489	49.4	500	50.6	989	100.0

*This category includes one teacher who taught for three-fourths of the day and was paid accordingly.

Table IV shows the number of business teachers in Kansas according to sex and teacher classification. Teachers who instruct a minimum of two classes in the business field, have a teaching load which is made up of at least fifty per cent business courses, and are employed by the school as an instructor for the entire school day are included in the classification of full-time business teachers. Also included in the designation of full-time teachers but divided into a separate classification for this table are those teachers who are not only full-time teachers but also act in an administrative capacity.

Those whose teaching assignment includes at least one subject in the business curriculum and who are not included in the classification of full-time business teachers are classified as part-time business teachers. For the purpose of this table, the classification of part-time business teachers has also been subdivided. Administrators who teach at least one business course make up the second subdivision; a teacher who is employed by the school for only a partial teaching assignment and who is in attendance during one half of the school day is designated as a half-day teacher. The last classification, less than half-day, includes teachers who teach only one or two classes during the day and at least one of these classes is a business course.

Teachers who acted in a supervisory capacity for classes enrolled in correspondence courses were not counted as business teachers. There were two teachers who participated in a correspondence program; however, one of these teachers also taught a class of regular instruction and is included in this study in that capacity.

There were 390 males, or forty-eight per cent of all full-time business teachers; 423 females, or fifty-two per cent of all full-time business teachers; and a total of 813, or a total percentage of 82.2 per cent of all business teachers, included in the first classification of full-time business teachers. With the inclusion of the six males who were full-time teachers and administrators, a total of 396, or 48.4 per cent, of all full-time teachers were males. There were 423 females, or 51.6 per cent, included in the full-time teacher classification.

There were forty-nine males, or 46.6 per cent of the part-time business teachers; fifty-six females, or 53.4 per cent of the part-time business teachers; and a total of 105, or 10.6 per cent of all teachers of business, included in the classification of part-time business teachers. Forty-one males, 95.3 per cent of the part-time teachers and administrators; two females, 4.7 per cent of the part-time teachers and administrators; and a total of forty-three, or 4.3 per cent of all business teachers, were administrators

as well as part-time teachers. There were three males and fourteen females who taught for a half day; these seventeen teachers accounted for 1.7 per cent of all business teachers. Only five teachers taught for less than one-half day. There were ninety-three males and seventy-seven females, or a total of 170, or 17.1 per cent of all business teachers, included in the classification of part-time business teachers.

According to this study, 989 individuals were teaching at least one subject in the business education curriculum during the school year 1962-63 in the secondary schools of Kansas. It is important to note at this particular point the percentage of male business teachers to female business teachers. The comparison of the total number of male and female part- and full-time teachers and the percentages based upon these figures as found in four previous studies representing a period of twenty years are given in Chapter V, Table XXXI. During 1962-63, the percentage of male teachers to female teachers reached the closest point of balance when compared to all previous studies, 489 males, or 49.4 per cent, compared to 500 females, or 50.6 per cent.

Table V shows the number of male and female part- and full-time business teachers classified according to the school classification in which they were employed. As previously indicated and further substantiated by this division, the ratio of male and female teachers in each

TABLE V

NUMBERS AND PERCENTAGES OF MALE AND FEMALE
PART- AND FULL-TIME BUSINESS TEACHERS
IN 636 KANSAS SECONDARY SCHOOLS IN
1962-63 BY SCHOOL CLASSIFICATION

School Classification	Full time		Part time		Totals		
	Male	Female	Male	Female	Male	Female	Both
Approved							
Numbers	154	172	51	43	205	215	420
Percentages	38.9	40.7	54.8	55.8	41.9	43.0	42.5
Standard							
Numbers	100	113	26	21	126	134	260
Percentages	25.3	26.7	28.0	27.3	25.8	26.8	26.3
Comprehensive							
Numbers	122	116	11	8	133	124	257
Percentages	30.8	27.4	11.8	10.4	27.2	24.8	26.0
Not Graded							
Numbers	2	1			2	1	3
Percentages	0.5	0.25			0.4	0.2	0.3
Junior High							
Numbers	18	21	5	5	23	26	49
Percentages	4.5	5.0	5.4	6.5	4.7	5.0	5.0
Totals							
Numbers	396	423	93	77	489	500	989
Percentages	40.0	42.8	9.4	7.8	49.4	50.6	100.0

classification is close to balancing. Table V includes one teacher in the division of full-time females under the standard school classification who also teaches part of the day in a junior high school classified as A. This teacher will remain in this category throughout the remainder of this study. The approved classification of schools represents 56.4 per cent of the total schools in this study; and although they employ the greatest number of teachers for any one classification, the percentage of business teachers found in this classification is only 42.5. On the other hand, the comprehensive schools represent only 9.9 per cent of the schools in the study; yet they employ twenty-six per cent of all Kansas business teachers. The standard school classification which has 26.4 per cent of the schools employs 26.3 per cent of the teachers, the only classification to employ its representative position.

In the division of male and female business teachers, each classification is nearly balanced with approved schools showing the greatest differences.

Table VI presents the data offered by Table V in a different form, classifying teachers according to the school's legal organization. Again, the numbers offered in each classification for male and female differ only to a small degree. Rural high schools comprise 48.4 per cent of the schools included in this study and employ 42.8 per cent

TABLE VI

CLASSIFICATION OF PART- AND FULL-TIME BUSINESS TEACHERS
IN 636 KANSAS SECONDARY SCHOOLS BY SEX AND
LEGAL ORGANIZATION OF EMPLOYING SCHOOL

Legal Organization	Full time		Part time		Male	Totals		Per Cent
	M*	F*	M*	F*		Female	Both	
Rural High School	173	172	48	30	221	202	423	42.8
Community High School	23	25	4	6	27	31	58	5.9
First-class City	65	64	4	4	69	68	137	13.9
Second-class City	61	60	16	9	77	69	146	14.8
Common School District	55	63	16	14	71	77	148	15.0
Non-public	9	33	3	12	12	45	57	5.8
Special Law	10	6	2	2	12	8	20	2.0

*The abbreviations M and F in the column headings stand for male and female.

of the total number of business teachers; common school districts represent 27.5 per cent of the schools which employ fifteen per cent of the teachers; cities of the first class have 7.1 per cent of the schools and employ 13.9 per cent of the teachers while cities of the second class represent 9.9 per cent of the schools with 14.8 per cent of the teachers; community high schools have 5.2 per cent of the schools and employ 5.9 per cent of the teachers. The non-public schools represent 6.9 per cent of the schools employing 5.8 per cent of Kansas business teachers while the schools established under special laws represent less than two per cent of the schools and employ two per cent of the teachers. The greatest differences appear in cities of the first and second classes which each employ a greater percentage of teachers than their legal organization represents.

Table VII presents data on the number of administrators teaching business courses. Altogether there were forty-nine administrators who could be classified as either part- or full-time business teachers. Forty-seven men were in this classification while only two administrator-teachers were women. For the first time in this study, an imbalance appears in the classification of teachers according to sex. Approximately five per cent of all the teachers included in the study were administrators, and over 3.5 per cent of these

TABLE VII

NUMBER OF ADMINISTRATORS TEACHING BUSINESS COURSES
IN 636 KANSAS SECONDARY SCHOOLS
BY SCHOOL CLASSIFICATION

Classification of Administrators	School Classification					Total
	A	S	C	NG	JH	
Full-time teacher						
Male	6					6
Female						0
Part-time teacher						
Male	29	10	1		1	41
Female	1	1				2
Totals						
Male	35	10	1		1	47
Female	1	1				2

were administrator-teachers in approved schools. The male administrator who also teaches full time dominates the entire full-time teacher category with all six appearing in approved schools. Twenty-eight of the part-time administrator-teachers appeared in approved schools; eleven were in standard schools; one, in junior high; and one, in a comprehensive school. The two female administrator-teachers were both employed in non-public schools, one approved and one standard.

A comparative table of three studies covering a period of twenty years from 1942-43 to 1962-63 showing the number of male and female administrators in Kansas secondary schools which also taught business courses can be found in Chapter V.

IV. TEACHING FIELDS

When examining the percentages listed in Table VIII, the business education major would possibly believe that the selection of a minor teaching field is relatively unimportant. It will be noted, however, that just the opposite is true when the figures pertaining to first-year business teachers are presented in Chapter IV, for many of these teachers taught in the smaller schools of the state and, in many cases, were required to teach in two or more fields.

Table VIII indicates that 70.9 per cent of all full-time business teachers taught in only one teaching field,

TABLE VIII

NUMBER OF TEACHING FIELDS IN WHICH 989 KANSAS SECONDARY
SCHOOL BUSINESS TEACHERS WORK BY SCHOOL CLASSIFICATION

Classification of Schools and Teachers	Teaching Fields				Total
	1	2	3	4	
Approved					
Full time	168	130	28		326
Part time	28	41	21	4	94
Standard					
Full time	159	50	4		213
Part time	13	23	10	1	47
Comprehensive					
Full time	221	17			238
Part time	3	11	5		19
Not Graded					
Full time	2	1			3
Part time					
Junior High					
Full time	31	8			39
Part time	2	6	2		10
Totals					
Full time	581	206	32		819
Part time	46	81	38	5	170
Both	627	287	70	5	989
Percentages					
Full time (full time business teachers only)	70.9	25.2	3.9		100.0
Full time (all business teachers)	58.7	20.8	3.2		82.8
Part time (all business teachers)	4.7	8.2	3.8	0.5	17.2
Both	63.4	29.0	7.1	0.5	100.0

and that an additional 25.2 per cent taught in two teaching fields. Table VIII also indicates that 4.7 per cent of all the business teachers were part-time teachers teaching in only one field; that is to say, either part-time teachers, teacher-administrators, half-day teachers, or less than half-day teachers taught only business subjects. The percentages of the part-time teachers are not included in the comparisons with other studies, for most studies have completely eliminated part-time teachers in their analyses of teaching fields. In 1931, Ridgway¹ found fifty-eight per cent of the business teachers working in only one field; Irwin² reported sixty-six per cent in 1938; Lockard,³ in a 1946 study, indicated sixty-two per cent; 57.4 per cent was listed in

¹C. W. Ridgway, "A Comparative Study of the Training and Teaching Combinations of Kansas High School Teachers," Studies in Education (Bulletin of the Graduate Division No. 5. Emporia: Kansas State Teachers College, October, 1931), p. 20.

²Frank 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. Emporia: Kansas State Teachers College, September, 1938), p. 21.

³Gene K. Lockard, "A Comparative Study of the College Preparation, Teaching Combinations, and Salaries of Kansas High School Administrators and Teachers," Bulletin of Information (Bulletin of the Graduate Division, Studies in Education, Vol. 26, No. 11. Emporia: Kansas State Teachers College, November, 1946), p. 25.

1948-49 by Iliff;⁴ and Grabhorn⁵ found fifty-seven per cent in 1953-54. The percentages reported in these studies, when compared with this survey, would seem to indicate a decrease during the late forties and early fifties. A study by Jeffers⁶ in 1956-57 indicated 65.8 per cent of the business teachers teaching in only one field; however, Jeffers did not classify the teachers in the same way as other studies mentioned or the present one. The 65.8 per cent in Jeffers' study represented those teachers teaching in only one field who had also listed business education as their first major preparation teaching field. Although Jeffers' percentage cannot be strictly compared, it did show an upward trend in the percentage of business teachers teaching in only one field. The 70.9 per cent of this study is the highest percentage yet to be recorded. This could possibly be accounted for by the reorganization of school districts and the plan to consolidate smaller districts into larger ones,

⁴Kathryn 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 of Emporia, 1950), p. 27.

⁵Fred 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 of Emporia, 1954), p. 24.

⁶Charlene 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 of Emporia, 1959), p. 53.

therefore, offering a more complete business curriculum and more class periods for the business teacher.

There has also been a notable increase in the number of teachers with full-time business teaching schedules. In 1931, there were 308 teachers in this category⁷ which increased to 410 in Iliff's⁸ study of 1948-49 and to the present number of 581, an increase of 273, or 88.6 per cent, over the 1931 study of Ridgway.

Table IX notes the number of business teachers teaching in other academic fields and the percentages represented by these numbers. The most common teaching combination was business and social science. There were sixty-six males and twenty-one females, or a total of eighty-seven business teachers, teaching in the social science field in addition to business education. The social science field was the most popular second teaching field for male business teachers, while English and speech with fifty-nine females was the most popular for the women. Table XXXIII in Chapter V compares the most frequently taught fields in combination with business over a period of thirty-two years.

Tables X and XI present the data in Table IX in a divided form by school classification and sex. Table X

⁷Ridgway, loc. cit.

⁸Iliff, loc. cit.

TABLE IX

FREQUENCY WITH WHICH TEACHING FIELDS
ARE TAUGHT WITH BUSINESS COURSES
BY KANSAS BUSINESS TEACHERS

Teaching Field	Number of Teachers			Per Cent of Total Teachers
	Male	Female	Total	
Social Science	66	21	87	8.8
English and Speech	18	59	77	7.8
Physical Education	48	10	58	5.9
Mathematics	28	18	46	4.7
Library	2	28	30	3.0
Driver's Education	27		27	2.7
Home Economics		26	26	2.6
Psychology, Philosophy, and Sociology	18	5	23	2.3
Guidance	10	8	18	1.8
Sciences	11	5	16	1.6
Language	3	11	14	1.4
Industrial Arts	10		10	1.0
Music		8	8	0.8
Trade and Industry	1		1	0.1
Art		1	1	0.1

TABLE X

TEACHING FIELD COMBINATIONS OF PART-TIME BUSINESS TEACHERS
IN 636 KANSAS SECONDARY SCHOOLS DURING 1962-63
BY SCHOOL CLASSIFICATION AND SEX

Teaching Field Combination	MALE						FEMALE						GRAND TOTAL
	School Classification		C	NG	JH	Total	School Classification		C	NG	JH	Total	
A	S	A					S	Total					Total
Business only	18	8	1		1	28	10	5	2		1	18	46
Business and:													
Social Science	10	2			1	13	4	1			1	6	19
English and Speech	2		2		1	5	5	4	1			10	15
Mathematics	1	3	3			7	2	3	1			6	13
Home Economics						0	9	1				10	10
Sciences	3	2				5		1				1	6
Guidance		3			1	4		1				1	5
Physical Education					1	1				2		2	3
Language	1	1				2			1			1	3
Library						0	1				1	2	2
Driver's Education	2					2						0	2
Music						0	1					1	1
Trade and Industry			1			1						0	1
Psychology, Philosophy, and Sociology		1				1						0	1
Eng. Speech/Library						0	2	1	1			4	4
Phys. Educ./Dr. Education	1	3				4						0	4
Soc. Sc./Psy., Phil., Soc.	2		1			3						0	3
Eng. Speech/Guidance						0	1	2				3	3
Mathematics/Sciences	2					2	1					1	3

TABLE X (continued)

Teaching Field Combination	MALE						FEMALE						GRAND TOTAL
	School		Classification		Total		School		Classification		Total		
	A	S	C	NG	JH	Total	A	S	C	NG	JH	Total	
Phys. Educ./Mathematics			3			3						0	3
Eng. Speech/Language						0	1				1	2	2
Psy., Phil., Soc./Guidance		2				2						0	2
Mathematics/Library						0	1					1	1
Soc. Sc./Eng. Speech						0				1		1	1
Mathematics/Home Economics						0	1					1	1
Eng. Speech/Home Economics						0	1					1	1
Soc. Sc./Library						0	1					1	1
Language/Library						0		1				1	1
Soc. Sc./Industrial Arts	1					1						0	1
Soc. Sc./Guidance	1					1						0	1
Soc. Sc./Mathematics	1					1						0	1
Dr. Education/Indus. Arts	1					1						0	1
Soc. Sc./Phys. Education	1					1						0	1
Eng. Speech/Mathematics	1					1						0	1
Mathematics/Indus. Arts	1					1						0	1
Dr. Education/Sciences	1					1						0	1
Eng. Speech/Mathematics/ Library						0	1					1	1
Home Econ./Eng. Speech/ Library						0	1					1	1
Soc. Sc./Eng. Speech/Library						0	1					1	1
Soc. Sc./Guidance/Psy., Phil., Soc.	1					1						0	1
Mathematics/Phys. Educ./ Industrial Arts		1				1						0	1

TABLE XI

TEACHING FIELD COMBINATIONS OF FULL-TIME BUSINESS TEACHERS
 IN 636 KANSAS SECONDARY SCHOOLS DURING 1962-63
 BY SCHOOL CLASSIFICATION AND SEX

Teaching Field Combination	MALE						FEMALE						GRAND TOTAL
	School Classification						School Classification						
	A	S	C	NG	JH	Total	A	S	C	NG	JH	Total	
Business only	71	64	111	2	15	263	97	95	110		16	318	581
Business and:													
Social Science	29	7	2		1	39	6	1	2		1	10	49
English and Speech	4	7				11	21	3	3		1	28	39
Physical Education	16	9	2			27	2	6				8	35
Mathematics	4		2		2	8	4	2			1	7	15
Library	1	1				2	8	4				12	14
Driver's Education	5	5	2			12						0	12
Home Economics						0	7			1	2	10	10
Psychology, Philosophy, Sociology	5	1	1			7	1					1	8
Music						0	4	1				5	5
Language						0	3	1	1			5	5
Industrial Arts	2	3				5						0	5
Guidance	1		1			2	2					2	4
Sciences	2					2	2					2	4
Art						0	1					1	1
Phys. Educ./Dr. Educ.	4					4						0	4
Soc. Sc./Phys. Educ.	3	1				4						0	4
Eng. Speech/Psy., Phil., Soc.						0	3					3	3

TABLE XI (continued)

Teaching Field Combination	MALE						FEMALE						GRAND TOTAL
	School Classification						School Classification						
	A	S	C	NG	JH	Total	A	S	C	NG	JH	Total	
Home Economics/Library						0	2					2	2
Eng. Speech/Mathematics	1					1	1					1	2
Phys. Educ./Psy., Phil., Soc.		2				2						0	2
Soc. Sc./Eng. Speech						0	1					1	1
Soc. Sc./Sciences						0	1					1	1
Eng. Speech/Library						0	1					1	1
Eng. Speech/Guidance						0	1					1	1
Home Economics/Music						0	1					1	1
Music/Language						0	1					1	1
Language/Library						0	1					1	1
Psy., Phil., Soc./Guidance						0	1					1	1
Soc. Sc./Dr. Education	1					1						0	1
Phys. Educ./Mathematics	1					1						0	1
Soc. Sc./Psy., Phil., Soc.	1					1						0	1
Sciences/Industrial Arts	1					1						0	1
Mathematics/Dr. Education	1					1						0	1
Language/Dr. Education	1					1						0	1
Mathematics/Psy., Phil., Soc.			1			1						0	1

classifies part-time business teachers in their teaching field combinations, and Table XI classifies the full-time business teachers. Forty-six part-time business teachers taught only business according to Table X. The most popular teaching field combination of the part-time business teachers was social science with nineteen teachers in this classification. Part-time teachers taught in as many as three other fields during the school day.

Table XI notes the division of the 819 full-time business teachers. Full-time teachers taught primarily in one or two teaching fields with a very small number, thirty-two, or 3.9 per cent of all full-time business teachers, working in three teaching fields.

V. COURSE COMBINATIONS

The twelve business subject combinations which were found most frequently in the daily schedules of full-time teachers are included in Table XII. These twelve schedules represent all combinations with a frequency of ten or more teachers, although there were numerous other combinations which were listed on the principal's reports. All of the subject combinations for part-time and full-time business teachers which were taken from the principal's reports can be found in Appendix C with divisions according to male and female teachers in public and non-public schools. It should

TABLE XII

TWELVE MOST FREQUENTLY FOUND TEACHING COMBINATIONS
FOR FULL-TIME BUSINESS TEACHERS IN 636 KANSAS
SECONDARY SCHOOLS DURING 1962-63

Subject Combination	Male	Female	Total
*Typewriting, Shorthand, Bookkeeping	31	57	88
*Typewriting, Bookkeeping, Shorthand, Office Practice	30	51	81
*Typewriting, Bookkeeping	53	24	77
*Typewriting	30	41	71
*Typewriting, Shorthand	11	36	47
Typewriting, Office Practice, Shorthand	5	29	34
Typewriting, Office Practice, Bookkeeping	19	13	32
*Typewriting, Bookkeeping, General Business	13	9	22
Typewriting, Office Practice	5	11	16
*Typewriting, Shorthand, Bookkeeping, General Business	6	7	13
*Typewriting, General Business	10	2	12
Typewriting, Bookkeeping, Shorthand, Office Practice, General Business	5	6	11

*Indicates those combinations which also appeared in Iliff's study of 1948-49 and Grabhorn's study of 1953-54.

be kept in mind that many of the teachers from whose programs Table XII and Appendix C were compiled were working in other teaching fields in addition to business education and that these tables do not in any way indicate the number of different subjects taught daily. The tables merely show the business subject combinations which were taught by all business teachers.

The twelve schedules listed in Table XII include a total of 503, or 61.4 per cent of all full-time business teachers. Iliff⁹ found seventy-nine per cent of the full-time business teachers in 1948-49 teaching in thirteen business subject combinations, while Grabhorn,¹⁰ in his study for 1953-54, found over seventy per cent of the full-time business teachers included in fourteen subject combinations. Iliff and Grabhorn found four subject combinations that were taught most frequently to be the same; they were, listed in order of frequency: (1) Typewriting, Shorthand, and Bookkeeping; (2) Typewriting and Bookkeeping; (3) Typewriting and Shorthand; and (4) Typewriting only. According to this study, the combination of Typewriting, Shorthand, and Bookkeeping again was the most popular. The two combinations of Typewriting and Bookkeeping and Typewriting only appeared in

⁹Iliff, op. cit., p. 33.

¹⁰Grabhorn, op. cit., p. 30.

the top four places again; but for the first time, a four-subject combination appeared in one of these positions. The combination of Typewriting, Bookkeeping, Shorthand, and Office Practice moved into second place; it was the sixth most frequently taught combination in Iliff's and Grabhorn's studies. The major difference noted in the combinations of the two previous studies and the present one was that no combinations including Business Mathematics appeared with a frequency of ten or more while four were present in the study by Iliff and two in Grabhorn's study. This could possibly be accounted for by the fact that the percentage of schools offering Business Mathematics has been decreasing over the years as indicated in Chapter V, Table XXXII.

VI. EXPERIENCE AND TENURE

Not only is it vital to our educational system to recruit young men and women into the teaching profession but after they have accepted the responsibility of a teacher, it is important that they continue in the profession. One factor then which would seem pertinent to a study of the status of business education would be the length of time which the teachers in the field are remaining on the job. The term "experience" is used to indicate teaching experience of any type, whether in the field of business education or in some other area. On the principal's reports, from which the

data were taken, there was no indication of other fields in which business teachers had been working; there was also no way of determining whether or not the teachers had had any previous business experience.

Table XIII shows the total teaching experience of all business teachers in Kansas during 1962-63 excluding the non-public teachers. Of the 932 teachers included in this analysis, ninety-two, or 9.9 per cent of them, were teaching for the first time. There were seventy-six, or 7.9 per cent, who had completed over thirty years of teaching experience including eighteen, or 1.9 per cent, who had completed forty or more years of teaching. As the percentages indicate, by the time teachers have reached their fifth year of teaching, approximately one-third of them have left the profession to take other positions and be replaced by new teachers.

The largest number of teachers, 377, was reported in the one to five year group. This group contained 40.5 per cent of all teachers. The next largest group appeared in the six to ten year category, 173 teachers, or 18.6 per cent. The numbers decline in reverse proportion to the number of years experience with only one exception. There were only 4.4 per cent in the twenty-six to thirty group, while the over thirty category included 6.2 per cent. The most

TABLE XIII

TOTAL TEACHING EXPERIENCE OF BUSINESS TEACHERS
IN 592 KANSAS SECONDARY SCHOOLS FOR 1962-63
(Excluding non-public teachers)

Number of Years	Number of Males	Per Cent	Number of Females	Per Cent	Total	Per Cent
First Year	39	8.2	53	11.6	92	10.0
2	56	11.7	35	7.7	91	9.8
3	43	9.0	31	6.8	74	7.9
4	37	7.8	23	5.1	60	6.4
5	36	7.5	23	5.1	59	6.3
1 to 5	211	44.2	165	36.3	376	40.5
6 to 10	104	21.9	69	15.2	173	18.6
11 to 15	66	13.9	59	13.0	125	13.3
16 to 20	35	7.3	40	8.7	75	8.0
21 to 25	15	3.1	43	9.4	58	6.2
26 to 30	22	4.6	19	4.2	41	4.4
Over 30	14	2.9	44	9.7	58	6.2
Over 40	6	1.3	12	2.6	18	1.9
Not Given	4	0.8	4	0.9	8	0.9
Totals	477	100.0	455	100.0	932	100.0

probable answer to this difference is the shorter number of years represented by the first figure.

Table XIV presents the same data given in Table XIII except that there are divisions not only in respect to sex but also for school classification.

The median experience for males was seven years; females had a median of nine years; and the combined median for all business teachers for this study was seven years.

Kauzer's¹¹ study in 1926-27 reported a percentage of 18.2 of the total number of teachers in her study as teaching for the first time, almost twice the percentage found in this study. The median teaching experience found in that year was five years.

O'Brien¹² found an average teaching experience of five years in large schools and two years in small schools; his median was also five years for all teachers in 1926-27.

Fink¹³ found a median teaching experience of 3.08 years for all teachers of business subjects in his 1930-31

¹¹Adelaide Marie Kauzer, "Status of the Teaching of Shorthand and Typewriting in Secondary Public Schools of Kansas, 1926-27," Teaching, 8:24, April, 1928.

¹²F. P. O'Brien, "The Status of Business Courses in the High School," University of Kansas Bulletin of Education, 2:20, October, 1928.

¹³E. L. Fink, "Commercial Teachers and Commercial Education in Kansas High Schools" (unpublished Master's thesis, The University of Kansas, Lawrence, 1931), p. 29.

TABLE XIV

TOTAL TEACHING EXPERIENCE OF MALE AND FEMALE TEACHERS OF BUSINESS SUBJECTS
IN 592 KANSAS SECONDARY SCHOOLS FOR 1962-63 BY SCHOOL CLASSIFICATION
(Excluding non-public teachers)

Number of Years	MALE						FEMALE						GRAND TOTAL
	School Classification						School Classification						
	A	S	C	NG	JH	Total	A	S	C	NG	JH	Total	
First Year	25	9	5			39	25	13	13	1	1	53	92
2	28	16	9	1	2	56	17	5	12			35	91
3	24	10	7		2	43	10	9	9		3	31	74
4	17	8	9	1	2	37	9	6	6		2	23	60
5	15	9	7		5	36	5	10	7		1	23	59
1 to 5	109	52	37	2	11	211	66	43	48	1	7	165	376
6 to 10	38	29	33		4	104	34	13	17		5	69	173
11 to 15	18	21	24		3	66	27	13	17		2	59	125
16 to 20	13	5	16		1	35	14	14	7		5	40	75
21 to 25	6	5	2		2	15	19	13	10		1	43	58
26 to 30	7	4	9		2	22	11	3	4		1	19	41
Over 30	4	2	8			14	14	12	16		2	44	58
Over 40	2	1	3			6	5		5			12	18
Not Given	3		1			4	3	1				4	8

study, a little less than half the number of years for the present study.

Doepke¹⁴ reported forty-eight per cent of the teachers in his study of 1937-38 with less than seven years of experience; his medians were given according to classes of cities and are, therefore, not comparable to the present study.

Gould's¹⁵ median teaching experience was nine years for the teachers included in his study of 1942-43; he reported a male median of eleven years and a female median of seven years.

Iliff¹⁶ found the male teaching experience median in 1948-49 to be eight years and the female median, ten years. The combined median for Iliff's study was nine years.

Grabhorn,¹⁷ in 1953-54, found the same median as Iliff with the exception of the female median; he found this median to be eleven years as compared to Iliff's ten-year median.

¹⁴Fred W. Doepke, "Commercial Education in Kansas High Schools, 1934-35 and 1937-38" (unpublished Master's thesis, The University of Kansas, Lawrence, 1939), pp. 58-60.

¹⁵Ernest B. Gould, "An Analysis of the Status and Trends of Business Education in Kansas Secondary Schools for 1942-43" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1944), p. 135.

¹⁶Iliff, op. cit., p. 80.

¹⁷Grabhorn, op. cit., pp. 64-65.

The median number of years of experience increased from five reported in 1926-27 to nine reported in 1942-43 and has now dropped to seven, possibly indicating a trend for teachers to leave the profession for better opportunities in business or other fields.

It can be noted from the comparisons that the median years of experience for men has decreased over the past twenty years by four years, but the median for women has increased by two years. As noted in Table XIII, the number of women in teaching declined until the point of sixteen to twenty years and then leveled off until over forty, while the number of men continued to decline throughout the table. This leveling off in the experience of women probably accounted for the additional two years of female over male median years of experience.

The tenure of teachers in their positions often has been used to indicate the attitude existing between the faculty and administration and the community represented by the school board. Table XV presents the information as taken from the principal's reports in relation to the tenure of business teachers in their 1962-63 teaching positions excluding teachers in non-public schools. Almost one fourth, 22.5 per cent, of the teachers were in their first year of tenure. This figure would also include the ninety-two teachers who were teaching for the first time; therefore, 118 teachers in

TABLE XV

TENURE OF BUSINESS TEACHERS IN 592 KANSAS SECONDARY SCHOOLS
 IN THEIR 1962-63 TEACHING POSITIONS
 (Excluding non-public teachers)

Number of Years	Number of Males	Per Cent	Number of Females	Per Cent	Total	Per Cent
First Year	104	21.8	106	23.3	210	22.5
2	91	19.1	69	15.2	160	17.2
3	55	11.5	42	9.2	97	10.4
4	38	8.0	30	6.6	68	7.3
5	32	6.7	25	5.5	57	6.1
1 to 5	320	67.1	272	59.8	592	63.5
6 to 10	89	18.7	87	19.1	176	18.9
11 to 15	33	7.0	39	8.6	72	7.8
16 to 20	13	2.7	33	7.3	46	4.9
21 to 25	13	2.7	6	1.3	19	2.0
26 to 30	3	0.6	8	1.8	11	1.2
Over 30	6	1.3	9	2.0	15	1.6
Not Given	—	—	1	0.2	1	0.1
Totals	477	100.0	455	100.0	932	100.0

addition to the ninety-two first-year teachers were in new positions during 1962-63. The number of teachers who were in the tenure group of one to five years was 592, or 63.5 per cent of all teachers of business subjects. There were fifteen teachers, or 1.6 per cent, who had completed over thirty years in their present position. The table indicates that a larger number of males than females were in their second year of tenure, but the two begin to balance after the second year and continue throughout the rest of the table.

Table XVI presents the tenure of business teachers divided further into school classification. The most noticeable trend shown by Table XVI is that the comprehensive schools, larger schools in most instances, have a higher percentage of teachers remaining in the school. Comprehensive schools have thirty-two teachers, or 20.5 per cent of all comprehensive teachers, with over twenty years tenure; standard schools have only seven teachers, or three per cent, of its 231 teachers with over twenty years tenure; and approved schools have four teachers, or one per cent, of its 402 teachers with over twenty years tenure.

The median years of tenure for male business teachers is three years; for females, four years; and for all business teachers, the median is three years.

TABLE XVI

TENURE OF BUSINESS TEACHERS IN 592 KANSAS SECONDARY SCHOOLS
 IN THEIR 1962-63 POSITIONS BY SCHOOL CLASSIFICATION
 (Excluding non-public teachers)

Number of Years	MALE						FEMALE						GRAND TOTAL
	School Classification						School Classification						
	A	S	C	NG	JH	Total	A	S	C	NG	JH	Total	
First Year	62	23	17	2		104	50	25	27	1	3	106	210
2	45	23	19		4	91	36	14	16		3	69	160
3	21	14	13		7	55	16	11	11		4	42	97
4	18	10	8		2	38	11	8	10		1	30	68
5	11	8	11		2	32	7	7	9		2	25	57
1 to 5	157	78	68	2	15	320	120	65	73	1	13	272	592
6 to 10	24	28	34		3	89	42	19	18		8	87	176
11 to 15	10	10	11		2	33	19	12	6		2	39	72
16 to 20	6	2	3		2	13	10	10	11		2	33	46
21 to 25	1		11		1	13		2	4			6	19
26 to 30	1		2			3	1	2	5			8	11
Over 30	1	1	4			6		2	6		1	9	15
Not Given						0	1					1	1

Several factors should be considered when analyzing the data on teacher tenure in relation to a healthy or unhealthy attitude between the community and the educational representatives. Most teachers continually strive to better themselves as far as their teaching position is concerned; therefore, there is a natural tendency for teachers to move on to better positions and other jobs. The number of business teachers also is increasing as school population and business education population continues to grow. These factors all tend to create a depressing effect on the median tenure of all business teachers. With this in mind, a comparison with other studies can now be presented.

Iiliff,¹⁸ in her study for 1948-49, found that 3.7 per cent of the teachers had over twenty years tenure. In his study for 1953-54, Grabhorn¹⁹ found that 4.7 per cent of the teachers had a tenure of over twenty years. The same percentage of 4.7 was found by this study; however, Grabhorn found a percentage of 5.2 for women and 3.9 for men, and this study found 5.1 for women and 4.6 for men indicating once again that the two are beginning to balance.

If the percentage of teachers in the one to five year period are compared to the two previously mentioned studies,

¹⁸Iiliff, op. cit., p. 88.

¹⁹Grabhorn, op. cit., p. 67.

a favorable trend is apparent. Iliff²⁰ found that 76.7 per cent of the teachers were included in the one to five year category; a percentage of 69.3 was found by Grabhorn;²¹ and this study found a percentage of 63.5, or 12.2 per cent lower than Iliff in a fourteen-year period.

The following shows the median years of tenure as found in five studies over a period of thirty-two years.

<u>Name of Study and Year</u>	<u>Median Years of Tenure</u>		
	<u>Men</u>	<u>Women</u>	<u>Both</u>
Fink, 1930-31			2
Gould, 1942-43	3	2	2
Iliff, 1948-49	2	2	2
Grabhorn, 1953-54	3	3	3
DeBross, 1962-63	3	4	3

When the tenure of business teachers of 1962-63 is compared to other studies, it shows a slow steady climb in spite of the fact that more new teachers are entering the field each year. The fact that there are more teachers and more new teachers each year should have just the reverse effect and tend to lessen the rate of increase in tenure. Possibly then it can be concluded that teachers are, in increasing numbers, finding permanent teaching positions.

²⁰Iliff, op. cit., p. 86.

²¹Grabhorn, op. cit., p. 65.

VII. DEGREES HELD

In Table XVII all teachers of business subjects are classified according to the type of highest degree held. Of 989 teachers of business subjects in Kansas during 1962-63, there were 674, or 68.1 per cent, who held Bachelor's degrees with the majority, 50.1 per cent, holding a Bachelor of Science degree. Almost one-third of the teachers of business subjects, 31.2 per cent, held a Master's degree.

There were a few teachers who had earned the Bachelor of Music, Bachelor of Business Administration, and Bachelor of Philosophy degrees. They were considered to be in the Bachelor of Arts classification unless the teacher had also received a higher degree which then transferred him into the Master's degree classification.

The number of teachers who have received an advanced degree has increased steadily over the past thirty-six years. In Kauzer's²² study of 1926-27, there were no teachers with advanced degrees; however, in the same year, OBrien²³ reported thirteen, or about four per cent of the total, had received advanced degrees. Gould²⁴ indicated that 17.3 per

²²Kauzer, op. cit., p. 22.

²³OBrien, op. cit., p. 13.

²⁴Gould, op. cit., p. 119.

TABLE XVII

HIGHEST DEGREE HELD BY ALL TEACHERS OF BUSINESS SUBJECTS
IN 636 KANSAS SECONDARY SCHOOLS DURING 1962-63

Type of Degree Held	Full time		Part time		Total	Per Cent
	Male	Female	Male	Female		
Bachelor of Science	204	226	23	42	495	50.1
Bachelor of Arts	57	94	12	16	179	18.1
Total Bachelor's Degrees	261	320	35	58	674	68.1
Master of Science	103	64	39	11	217	22.0
Master of Arts	19	29	10	3	61	6.2
Master of Education	6	2	8	3	19	1.9
Master of Business or Business Administration	3	6			9	0.9
Master of Teaching	2		1		3	0.3
Total Master's Degrees	133	101	58	17	309	31.3
Not Given	2	2		2	6	0.6

cent of all teachers of business subjects held the Master's degree in 1942-43; in Iliff's²⁵ study of 1948-49 a percentage of 19.1 was reported; and for the school year 1953-54, Grabhorn²⁶ found that the percentage had increased to 26.9. The data presented in Table XVII shows that a further increase has occurred and that 31.2 per cent of the teachers hold Master's degrees, a total increase of 13.9 per cent over Gould's study of twenty years ago.

VIII. SALARIES

The salary that can be expected by the beginning teacher as well as that which he can look forward to in coming years can be one of the best incentives to enter the teaching profession, or it can be a deterrent to incentive. Although the teaching profession has not been able to offer especially attractive salaries to its employees, it has continually been striving to improve and overcome the increasing cost of living. The purpose of this section is to present data relative to the salaries paid to teachers of business subjects in Kansas during 1962-63.

The statement that Grabhorn made in his presentation of salaries in 1953-54 is still true and can be applied in

²⁵Iliff, op. cit., p. 61.

²⁶Grabhorn, op. cit., p. 52.

several ways to this study. He wrote, "Involved in presenting salary figures are some factors that tend to alter the true presentation of the fact."²⁷ Among these influencing factors are the following considerations. Administrators, whether part- or full-time teachers, usually receive a salary considering their additional administrative duties. Teachers in non-public schools receive smaller salaries generally but also may receive board and room to subsidize this pay. Teachers who teach only a half day or less than half day also present basic problems in relation to salary data. In each of the tables presenting data for this study, all teachers of business subjects except three-fourths day, half-day, and less than half-day teachers are included unless otherwise stated on the table itself.

Table XVIII presents the salaries paid to men and women teachers of business subjects excluding those teachers in non-public schools and those who teach for three-fourths day or less.

Salaries for 913 teachers are included in the tabulation for Table XVIII. Of the 913 teachers included in the data, there were only sixteen teachers for whom no salary figure was given. The salaries of forty-seven administrators were included in this table; this influenced the

²⁷Ibid., p. 71.

TABLE XVIII

SALARIES OF MALE AND FEMALE TEACHERS OF BUSINESS SUBJECTS
 IN 592 KANSAS SECONDARY SCHOOLS DURING 1962-63
 (Excluding three-fourths day, half day,
 less than half day, and non-public)

Salary in dollars	Male		Female		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Below 3000			6	1.4	6	0.7
3001-3500			1	0.2	1	0.1
3501-4000	4	0.8	16	3.7	20	2.2
4001-4100			4	0.9	4	0.4
4101-4200	15	3.2	18	4.1	33	3.6
4201-4300	14	2.9	19	4.3	33	3.6
4301-4400	14	2.9	21	4.8	35	3.8
4401-4500	25	5.3	34	7.7	59	6.5
4501-4600	23	4.8	31	7.1	54	5.9
4601-4700	31	6.5	33	7.5	64	7.0
4701-4800	35	7.4	31	7.1	66	7.2
4801-4900	11	2.3	28*	6.4	39	4.3
4901-5000	35	7.4	33	7.5	68*	7.5
5001-5100	16	3.4	19	4.3	35	3.8
5101-5200	19*	4.0	13	3.0	32	3.5
5201-5300	11	2.3	21	4.8	32	3.5
5301-5400	18	3.8	9	2.1	27	3.0
5401-5500	15	3.2	8	1.8	23	2.5
5501-5600	10	2.1	12	2.7	22	2.4
5601-5700	12	2.5	11	2.5	23	2.5
5701-5800	14	2.9	9	2.1	23	2.5
5801-5900	9	1.9	4	0.9	13	1.4
5901-6000	21	4.4	9	2.1	30	3.3
6001-6100	12	2.5	1	0.2	13	1.4
6101-6200	13	2.7	8	1.8	21	2.3
6201-6300	7	1.5	6	1.4	13	1.4
6301-6400	7	1.5	3	0.7	10	1.1
6401-6500	15	3.2	2	0.5	17	1.9
6501-7000	27	5.7	7	1.6	34	3.7
7001-8000	27	5.7	13	3.0	40	4.4
Over 8000	6	1.3	1	0.2	7	0.8
Not Given	9	1.9	7	1.6	16	1.8
Totals	475	100.0	438	100.0	913	100.0

*Numbers underscored are medians.

medians of male teachers and of all teachers upwardly, but it had no effect on the median salary of female teachers since only two administrators were females and both of them appeared in non-public schools.

There were 224 males, or 47.3 per cent of all male teachers in Table XVIII, and 252 females, or 55.3 per cent of the female teachers in Table XVIII, and a total of 476, or 52.1 per cent of the teachers, who appeared in the \$1000 salary range from \$4401-4500 through \$5301-5400. There were forty-seven teachers, or 5.1 per cent, receiving over \$7000, only four of which were administrators; of the seven who were receiving over \$8000, only two were administrators.

Table XIX presents the same data that appeared in Table XVIII but further divides the teachers into groups by school classification. It can be noted from Table XIX that the majority of teachers in approved schools appeared in the \$4101-4200 through \$5001-5100 salary range. There were 275 teachers, or seventy-two per cent, of the total 382 teachers in approved schools which fell into that salary category; the median for teachers in approved schools was \$4700. There were 137, or 60.4 per cent, of the 227 teachers in standard schools which fell into a \$1000 salary zone from \$4301-4400 through \$5201-5300 with a median for standard schools of \$5000. About one-third, 38.3 per cent, or ninety-seven teachers of the 253 teachers in comprehensive

TABLE XIX

SALARIES OF MALE AND FEMALE BUSINESS TEACHERS IN 592 KANSAS SECONDARY SCHOOLS
 DURING 1962-63 BY SCHOOL CLASSIFICATION
 (Excluding three-fourths day, half day,
 less than half day, and non-public)

Salary in dollars	Approved		Standard		Comprehensive		Not Graded		Jr. High		Total		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
Below 3000		4		2								6	6
3000-3500		1										1	1
3501-4000	4	11		1		4					4	16	20
4001-4100		2		2								4	4
4101-4200	13	12	1	3	1	3					15	18	33
4201-4300	8	13	5	5	1	1					14	19	33
4301-4400	9	14	4	3		4			1		14	21	35
4401-4500	21	23	4	6		4				1	25	34	59
4501-4600	15	20	7	6	1	5					23	31	54
4601-4700	16	14*	9	11	6	6		1		1	31	33	64
4701-4800	23	12	8	10	3	8	1			1	35	31	66
4801-4900	6	12	3	9	2	4				3	11	28*	39
4901-5000	15	16	13	9*	5	7			2	1	35	33	68*
5001-5100	8	5	6	8	2	5				1	16	19	35
5101-5200	5	5	7		5	6			2	2	19*	13	32
5201-5300	2	6	5	9	4	6					11	21	32
5301-5400	5	2	3	4	8	3			2		18	9	27
5401-5500	3	1	5	2	5	4			2	1	15	8	23

TABLE XIX (continued)

Salary in dollars	Approved		Standard		Comprehensive		Not Graded		Jr. High		Total		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
5501-5600	4	3	2	2	3	5	1			2	10	12	22
5601-5700	4	1	3	6	<u>4</u>	<u>3*</u>			1	1	12	11	23
5701-5800	3	2	5	2	5	3			1	2	<u>14</u>	9	23
5801-5900	2	1	3		3	3			1		9	4	13
5901-6000	9	1	4	3	7	4			1	1	21	9	30
6001-6500	9	1	12	2	29	<u>14</u>			4	3	54	20	74
6501-7000	7		4		<u>14</u>	6			2	1	27	7	34
7001-8000	2		2		20	11			3	2	27	13	40
Over 8000			1		5	1					6	1	7
Not Given	5	2	3	3					1	2	9	7	16

*Numbers underscored are medians.

schools drew salaries in the \$1000 group of \$4601-4700 through \$5501-5600. Another 39.5 per cent, or one hundred teachers in comprehensive schools, made over \$6000 during 1962-63. The highest median, \$5700, appeared in comprehensive schools. It is noted with importance that the majority of teachers in comprehensive schools draw higher salaries than the majority of teachers in standard schools, and standard high school teachers tend to draw more than teachers in approved schools.

The salaries for men ranged from a low of \$3800 to a high of \$8600, with a median of \$5200. Excluding administrators as well as non-public and three-fourths day or less, the salaries ranged from \$3800 to \$8500, with a median of \$5100. If non-public schools were included, still excluding three-fourths day or less and administrators, the low salary would have changed to \$2600, but neither the high salary nor the median would have been altered.

The salaries for women ranged from a low of \$800 to a high of \$8300, with a median of \$4900. There were only two female administrators, both in non-public schools, so excluding administrators did not change any of these figures. If non-public schools were included, still excluding administrators and three-fourths day or less, the low salary was \$400; the high was \$8300; and the median salary was \$4800.

Kauzer²⁸ reported in 1926-27 a median salary of \$1503 for all teachers of shorthand and typewriting. For teachers with four years of college or more, this median was \$1580. The highest salary reported for males was \$2600, and the highest salary for females was \$1872.

O'Brien²⁹ found a median salary for all teachers to be from \$1440 to \$1520, approximately the same as Kauzer.³⁰

Fink,³¹ in a study in 1930-31, found a median of \$1500 with a range in salaries from \$900 to \$3400.

The medians found in Gould's study of 1942-43 and Grabhorn's study of 1953-54 can be used in direct comparison with the present study to show the increase over a twenty-year period. All three of these studies excluded the teachers in non-public schools and included administrators teaching business subjects.

Gould³² found the median salary for female teachers to be in the range of \$1200-1299; Grabhorn³³ calculated a median for women at \$3300; this study found that this median

²⁸Kauzer, op. cit., pp. 27-28.

²⁹O'Brien, op. cit., p. 15.

³⁰Kauzer, loc. cit.

³¹Fink, op. cit., p. 35.

³²Gould, op. cit., p. 120.

³³Grabhorn, op. cit., p. 79.

had increased to \$4900, four times that of Gould's findings and a fifty per cent increase over Grabhorn's figure.

The median for male teachers of business subjects according to Gould³⁴ was in the range of \$1600-1699, Grabhorn's³⁵ median was \$3800, and the median for this study was \$5200. The increase for male teachers has not been as great, yet there is more than a three-fold increase from 1942-43 and about thirty-three per cent over 1953-54.

The median for all teachers of business subjects was \$5000 according to this study; Grabhorn³⁶ found the median to be \$3500 and Gould³⁷ listed it as being in the \$1200-1299 range. The median for both male and female teachers combined has increased four times over 1942-43 and \$1500, or almost forty-three per cent, over 1953-54.

Iliff³⁸ found a difference in the median salaries of men over women of \$475; Grabhorn³⁹ found \$500 difference; this study found a decrease of \$200 or only \$300 difference between the medians of male and female business teachers.

³⁴Gould, loc. cit.

³⁵Grabhorn, loc. cit.

³⁶Ibid.

³⁷Gould, loc. cit.

³⁸Iliff, op. cit., p. 101.

³⁹Grabhorn, op. cit., p. 80.

Average salaries of male and female business teachers were calculated for three different groups for this study. The first group includes all teachers of business subjects excluding only those teachers who taught three-fourths day, half day, or less than half day. There were 923 teachers, 451 females and 472 males, in this category for whom salary figures were given. The average female salary was \$4911; the average male salary, \$5436; and the average salary for both sexes was \$5179.

The next group of averages was calculated by eliminating all teachers in non-public schools. As was previously mentioned, the inclusion of these teachers would tend to decrease any average or median calculated. The average salaries for the 897 teachers, 431 females and 466 males, included in this category were \$4996 for females, \$5443 for males, and \$5229 for the two combined. Although the difference is not as great as might be expected, the inclusion of the non-public schools in the first group did bring the averages down for the females \$85, for the males, only \$8, and for the two combined, \$50.

The last group is the one most indicative of the actual average salaries paid to business teachers in Kansas. Included in this group are only part- and full-time business teachers in public schools. That is to say, teachers teaching three-fourths day or less, teachers in non-public

schools, and administrators have been excluded. The average female salary for the 431 females represented was \$4996; the average male salary for the 419 males was \$5339; the combined average was \$5175.

Table XX presents the salaries of the administrators who were also teaching business subjects during 1962-63. As previously noted, there were only two female administrators, both in non-public schools. The highest salary paid to an administrator-teacher was \$8600, an administrator and part-time teacher in a standard school. The median salary for all administrators shown in Table XX was \$6100; this median would not change if the two females in non-public schools were excluded.

Table XXI presents the salaries of all business teachers, including administrators, which hold a Master's degree. There were 287 teachers, 181 males and 106 females, which held a Master's degree and for whom a salary figure was given. The important question asked by most teachers is the degree of relationship, if any, between salaries and the graduate degree held. Do teachers with a Master's degree earn a higher salary than those with only a Bachelor's degree. Table XXII presents the medians of male and female teachers with the Bachelor's degree and with a Master's degree so that a comparison with degree held and salary can be seen.

TABLE XX

SALARIES OF ADMINISTRATOR-TEACHERS OF BUSINESS
 SUBJECTS IN 636 KANSAS SECONDARY SCHOOLS
 DURING 1962-63

Salary in dollars	Number of Administrators	
	Part-time Teacher	Full-time Teacher
800	2*	
4000-5000	4	
5001-5500		1
5501-5600		2
5601-5700	2	1
5701-5800	1	
5801-5900	3	
5901-6000	7	1
6001-6100	2	
6101-6200		
6201-6300	3	
6301-6400	3	
6401-6500	2	1
6501-6600	3	
6601-6700	2	
6701-6800	1	
6801-6900	2	
6901-7000	2	
7001-7500	2	
7501-8000	1	
Over 8000	1	

*Both female administrators are represented by this figure and both appear in non-public schools.

TABLE XXI

SALARIES OF MALE AND FEMALE BUSINESS TEACHERS WITH MASTER'S DEGREES IN 592 KANSAS SECONDARY SCHOOLS DURING 1962-63
(Excluding three-fourths day, half day, less than half day, and non-public teachers)

Salary in dollars	Male	Female	Total
Below 3000		5	5
3001-3500		1	1
3501-4000	1	2	3
4001-4500	3	6	9
4501-4600	1	2	3
4601-4700	3	1	4
4701-4800	4	5	9
4801-4900	1	3	4
4901-5000	7	7	14
5001-5100	3	4	7
5101-5200	5	2	7
5201-5300	5	6	11
5301-5400	9	5	14
5401-5500	5	3	8
5501-5600	5	3*	8
5601-5700	6	<u>8</u>	14
5701-5800	10	4	14
5801-5900	6	4	10*
5901-6000	15	5	<u>20</u>
6001-6100	<u>9*</u>		9
6101-6200	10	6	16
6201-6300	5	3	8
6301-6400	6	1	7
6401-6500	10		10
6501-6600	5	1	6
6601-6700	6	3	9
6701-6800	5		5
6801-6900	3	2	5
6901-7000	4	1	5
7001-7100	3		3
7101-7200	7	4	11
7201-7300	3	2	5
7301-7400	5	4	9
7401-7500			0
7501-8000	5	2	7
Over 8000	6	1	7

*Numbers underscored are medians.

TABLE XXII

MEDIAN SALARIES OF TEACHERS OF BUSINESS SUBJECTS
IN 592 KANSAS SECONDARY SCHOOLS DURING 1962-63
IN COMPARISON WITH DEGREE HELD
(Excluding non-public teachers)

Sex	Teachers holding Bachelor's degrees	Teachers holding Master's degrees
Male	\$5000	\$6100
Female	4700	5600
Both	4800	5900

The addition of an advanced degree, according to Table XXII, seems to be more beneficial to males than to females. It should be kept in mind, however, that the presence of administrators in this group would tend to raise the median for males; there were no female administrators represented in this table since non-public schools were excluded. As was previously noted, there was a \$300 difference in the median salaries of all male teachers over female teachers. For teachers with Bachelor's degrees, this difference is still \$300; but when the factor of the Master's degree is considered, the difference between male and female median salaries jumps to \$500, the same as that for all teachers in Grabhorn's⁴⁰ study.

Table XXIII presents data concerning the salaries of business teachers as it relates to teaching experience. The table presents the highest, lowest, and median salaries for male and female teachers and the median for both sexes in comparison with teaching experience. The highest salary paid to a male business teacher, \$8600, was found in the over thirty years of experience category, while the highest salary for a female business teacher, \$8300, was found in the over forty years of experience group. The lowest salary paid to males, \$3800, was the same for one to five years and six

⁴⁰Ibid.

TABLE XXIII

HIGH, LOW, AND MEDIAN SALARIES OF BUSINESS TEACHERS
 IN 592 KANSAS SECONDARY SCHOOLS DURING 1962-63
 COMPARED WITH TEACHING EXPERIENCE
 (Excluding three-fourths day or
 less and non-public teachers)

Number of Years Experience	Highest Salary	Lowest Salary	Median	Median for Both Sexes
1 to 5:				\$4700
Male	\$7000	\$3800	\$4700	
Female	5700	3700	4600	
6 to 10:				5300
Male	7000	3800	5600	
Female	8000	2300	4900	
11 to 15:				5600
Male	8200	4000	6100	
Female	6900	2600	5200	
16 to 20:				5700
Male	7800	4500	6500	
Female	7300	4300	5300	
21 to 25:				5300
Male	8100	4700	6000	
Female	7600	800	5000	
26 to 30:				5400
Male	8500	4500	6100	
Female	7400	3500	5000	
Over 30:				5500
Male	8600	4800	5700	
Female	7400	2700	5300	
Over 40:				6000
Male	8100	5100	5700	
Female	8300	1800	6300	

to ten years of experience. The lowest female salary, \$800, appeared in the twenty-one to twenty-five years of experience category. Neither the median salary for males nor females increased in direct proportion to the number of years experience accumulated. The medians for both males and females rose progressively until after twenty years of experience at which time both of them dropped. The male median was at its highest, \$6500, in the sixteen to twenty years of experience group; the female median did jump to \$6300 for the over forty group, but very few females were included in this category. These figures could possibly indicate that there is a point at which the median salary tends to decrease or remain steady; or in other terms, the teacher of just less than twenty years of experience commands much the same salary as the teacher who has more than twenty years of experience.

Iliff⁴¹ found median salaries ranging from \$2644.40 to \$3050.00 with a difference of \$405.60. Grabhorn⁴² showed a range from \$3300 to \$3859 with a difference of \$550. The range of \$4700 to \$6000 for this study will indicate a difference of \$1300. It is of significance to note that the

⁴¹Iliff, op. cit., p. 109.

⁴²Grabhorn, op. cit., p. 85.

lowest category median of this study is \$1650 above Iliff's highest category and \$850 above Grabhorn's highest group.

An attempt has been made in Chapter III to present the status of business education as can be seen through the curriculum offered by the secondary schools of Kansas and the position of the teacher of business subjects. The latter was studied according to teacher classifications, field and course combinations, experience and tenure, degrees held, and salaries.

CHAPTER IV

THE STATUS OF THE FIRST-YEAR TEACHER OF BUSINESS SUBJECTS IN KANSAS SECONDARY SCHOOLS FOR 1962-63

The college graduate entering teaching for the first time has many questions relative to the position of responsibility he is about to undertake. It is the purpose of this chapter to single out those teachers who were teaching for the first time in Kansas secondary schools during 1962-63 and to present information concerning their distribution according to school classification and legal organization, their teaching field and subject combinations, the institutions which granted their degrees, and their salaries.

Frequently, individuals entering the teaching profession have no conception of the role they are about to play and because of this lack of information, they expect too much and are disappointed or they expect too little and fail to possess the enthusiasm that should accompany a new experience. By analyzing the information presented here and comparing it to the information of previous chapters, the prospective or beginning teacher should have a better opportunity to visualize the factors involved in his new career.

In 1962-63, there were ninety-four first-year business teachers in Kansas secondary schools. There were

fifty-four women, forty-seven of whom were full-time teachers, and forty men, thirty-seven of whom were full-time teachers.

Table XXIV shows the division of these ninety-four teachers according to sex and school classification. There are several comparisons that can be drawn with the status of the first-year teacher classified according to the employing school and the similar status of all business teachers as presented in Table V of Chapter III. A great percentage of all business teachers, 42.5 per cent, are employed in approved schools; this same dominance is pointed out in Table XXIV, for 53.3 per cent of all first-year business teachers are employed in approved schools. Standard high schools employ 26.3 per cent of all teachers and 23.4 per cent of the first-year teachers. When the percentages for approved and standard schools are grouped together, it can be seen that over three-fourths, 76.7 per cent, of all first-year teachers teach in one of these two school classifications. Approved and standard schools consist primarily of the smaller schools in the state; therefore, it is logical to conclude that most first-year teachers will be employed in the smaller schools.

Table XXV presents the division of the first-year teachers according to the legal organization of the employing school which can be compared with Table VI presented in Chapter III. According to Table VI, 42.5 per cent of all

TABLE XXIV

CLASSIFICATION OF NINETY-FOUR FIRST-YEAR PART- AND FULL-TIME
 BUSINESS TEACHERS IN KANSAS SECONDARY SCHOOLS FOR 1962-63
 BY SEX AND SCHOOL CLASSIFICATION

School Classification	Male		Female		Total
	P-T*	F-T*	P-T*	F-T*	
Approved	1	25	6	20	52
Standard	1	8	1	12	22
Comprehensive	1	4		13	18
Not Graded				1	1
Junior High	—	—	—	1	1
Totals	3	37	7	47	94

*The abbreviation P-T refers to part-time teachers
 and F-T stands for full-time teachers.

TABLE XXV

CLASSIFICATION OF NINETY-FOUR FIRST-YEAR PART- AND FULL-TIME
BUSINESS TEACHERS IN KANSAS SECONDARY SCHOOLS FOR 1962-63
BY SEX AND SCHOOL'S LEGAL ORGANIZATION

Legal Organization	Male		Female		Total
	P-T	F-T	P-T	F-T	
Common School District		9	3	6	18
Rural High School District	2	22	2	24	50
Community High School Dist.				4	4
City of the First Class	1			3	4
City of the Second Class		3	2	10	15
Non-public		1		1	2
Special Law		1			1

business teachers were employed in rural high schools; similarly, 53.2 per cent of the first-year teachers were employed in this legal organization. The second most popular employer of all teachers was the common school district with fifteen per cent; likewise, the common school district employed the second highest number and percentage of first-year teachers, 19.1 per cent. One important point to notice is the difference in the percentage of all business teachers who were employed by cities of the first class and first-year teachers who were employed in this legal organization, 13.9 per cent for all teachers and 4.3 per cent for first-year teachers. Schools in the first-class cities are usually larger schools, and are primarily classified as comprehensive. From the difference in the percentages, it would indicate that the comprehensive schools favor employment of the more experienced teacher.

Over one-half of the first-year business teachers in Kansas taught in only one teaching field during 1962-63. Table XXVI shows the combinations of teaching fields taught with divisions according to sex and teacher classification. The most popular combination for first-year teachers was English and speech which ranked second among all business teachers. Social science, first among all business teachers, was the second most popular combination for first-year teachers. Of the fifty-seven first-year teachers who taught

TABLE XXVI

TEACHING FIELD COMBINATIONS OF NINETY-FOUR FIRST-YEAR
BUSINESS TEACHERS IN KANSAS SECONDARY SCHOOLS
DURING 1962-63

Teaching Field Combination	Male		Female		Total
	P-T	F-T	P-T	F-T	
Business only		19	3	35	57
Business and:					
Social Science	1	5		1	7
English and Speech	1	1	2	4	8
Physical Education		3		2	5
Home Economics				3	3
Mathematics	1	2			3
Music				1	1
Driver's Education		4			4
Industrial Arts		1			1
Library		1			1
Social Science; Psychology, Philosophy, and Sociology		1			1
English and Speech; Psychology, Philosophy, and Sociology				1	1
English and Speech; Home Economics			1		1
English and Speech; Library			1		1

only business subjects, nineteen, or 33.3 per cent, were males and thirty-eight, or 66.7 per cent, were females.

This would indicate that the male beginning business teacher, at least from the results of this study, is asked to teach in other fields more than the female. The fact that many beginning teachers had to teach in other fields would suggest that due consideration be given to the selection of a minor field.

Although it was previously concluded that many of the first-year teachers were employed in smaller schools which would suggest a more varied teaching schedule, the course combinations of the first-year teachers showed that fourteen, or about fifteen per cent of the first-year teachers, taught only one course. It must be remembered, however, that there is no breakdown into part- and full-time teachers so that this indication cannot strictly be concluded. Table XXVII presents the course combinations of the first-year teachers as they were tabulated from the principal's reports.

Only one previous study has considered the first-year teachers separately from all business teachers. Grabhorn¹ found the most popular teaching field combination for both men and women was business and physical education in his

¹Fred 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 of Emporia, 1954), p. 92.

TABLE XXVII

TEACHING COURSE COMBINATIONS OF NINETY-FOUR MALE AND FEMALE FIRST-YEAR BUSINESS TEACHERS IN KANSAS SECONDARY SCHOOLS DURING 1962-63

Teaching Course Combinations	Male	Female	Total
Typewriting	2	5	7
Shorthand		2	2
Bookkeeping	1	1	2
Business Mathematics	1	1	2
Business English	1		1
Typewriting, Bookkeeping	5	2	7
Typewriting, Shorthand		4	4
Shorthand, Secretarial Practice		2	2
Bookkeeping, General Business	1	1	2
Typewriting, Office Practice		1	1
General Business, Distributive Education	1		1
Typewriting, Bookkeeping, Shorthand	5	12	17
Typewriting, Shorthand, Office Practice		3	3
Typewriting, Bookkeeping, Business Economics	2	1	3
Typewriting, Bookkeeping, Business Law	2		2
Typewriting, Bookkeeping, Business Mathematics	1	1	2
Typewriting, Shorthand, Business Mathematics	2		2
Typewriting, Bookkeeping, Office Practice	1		1
Typewriting, Bookkeeping, General Business	1		1
Typewriting, General Business, Office Machines	1		1
Typewriting, General Business, Business Law		1	1
Shorthand, Office Practice, Office Machines	1	1	2
Shorthand, Bookkeeping, Office Practice		1	1

TABLE XXVII (continued)

Teaching Course Combinations	Male	Female	Total
Bookkeeping, Business Law, Business English		1	1
Typewriting, Office Practice Cooperative, General Business (Office Education Coordinator)		1	1
Typewriting, Bookkeeping, Shorthand, Office Practice	2	6	8
Typewriting, Bookkeeping, Shorthand, General Business	1	2	3
Typewriting, Bookkeeping, General Business, Business Economics	2		2
Typewriting, Bookkeeping, Office Practice, General Business	2		2
Typewriting, Bookkeeping, Shorthand, Business Mathematics		1	1
Typewriting, Shorthand, Business English, Bookkeeping	1		1
Typewriting, Shorthand, General Business, Business Mathematics		1	1
Diversified Occupations, Distributive Education and Office Education Coordinator	1		1
Salesmanship, Business Economics, Office Practice Cooperative, Distributive Education (Distributive Education and Office Education Coordinator)			
Typewriting, Bookkeeping, Shorthand, Office Practice, General Business	2	1	3
Typewriting, Bookkeeping, Shorthand, Office Practice, Business Law		1	1
Typewriting, Shorthand, Office Practice, Business Law, Business Economics		1	1
Typewriting, Bookkeeping, General Business, Business Law, Salesmanship	1		1

study of 1953-54. The second most popular field combination was social science for men and home economics for women. He did not give a detailed description of the course combinations for the first-year teacher but did state that they were quite similar to those for all business teachers which he did elaborate.

Table XXVIII indicates the colleges granting degrees to first-year business teachers. Two first-year teachers, one male and one female, had received Master's degrees according to the principal's reports. Both teachers received their degrees from Kansas State Teachers College of Emporia. In Grabhorn's² study also, two first-year teachers had Master's degrees.

According to Table XXVIII, 38.7 per cent of all full-time first-year business teachers, or 37.5 per cent of all first-year business teachers, received their degrees from Kansas State Teachers College of Emporia. In Grabhorn's³ study of sixty first-year teachers in 1953-54, twelve teachers, or twenty per cent, had received their degrees from the same institution. Oklahoma colleges ranked second for colleges granting degrees to first-year teachers for this study and Grabhorn's study; Grabhorn indicated eleven

²Ibid., p. 91.

³Ibid., p. 93.

TABLE XXVIII

COLLEGES GRANTING BACHELOR'S DEGREES TO NINETY-FOUR FIRST-YEAR BUSINESS TEACHERS
IN KANSAS SECONDARY SCHOOLS DURING 1962-63

College Granting Degree	Part-time Teacher	Per Cent of Part-time Teachers	Full-time Teacher	Per Cent of Full-time Teachers	Total	Per Cent of Total
Kansas State Teachers College, Emporia	3	30.0	32	38.7	35	37.5
Kansas State College, Pittsburg	2	20.0	9	10.8	11	11.8
Kansas State University, Manhattan	1	10.0	6	7.2	7	7.5
Kansas State College, Hays			5	6.0	5	5.4
Bethany College			5	6.0	5	5.4
Sterling College			3	3.6	3	3.2
Bethel College			2	2.4	2	2.2
University of Kansas, Lawrence			1	1.2	1	1.1
Washburn University			1	1.2	1	1.1
St. Benedict's College	1	10.0			1	1.1
Southwestern College			1	1.2	1	1.1
Kansas City University			1	1.2	1	1.1
McPherson College			1	1.2	1	1.1
Friends University			1	1.2	1	1.1
Oklahoma Colleges	2	20.0	10	12.0	12	12.7
Missouri Colleges			3	3.6	3	3.2
Nebraska Colleges			1	1.2	1	1.1
Other Out-of-State Colleges	1	10.0	2	2.4	3	3.2
Totals	10	100.0	84	100.0	94	100.0

graduates for 18.3 per cent, while this study has twelve graduates, or 12.7 per cent. The second most popular Kansas institution for this study was Kansas State College, Pittsburg, which graduated eleven of the first-year teachers, or 11.8 per cent.

The institutions granting degrees to first-year teachers in Grabhorn's study and the present one can be compared to the institutions granting degrees to all teachers in five other studies covering a period of twenty-two years from 1926-27 to 1948-49. Kauzer⁴ found that 65.3 per cent of the teachers in her study had been trained in three teachers' colleges, Kansas State Teachers College of Emporia, Fort Hays State College, and Kansas State Teachers College of Pittsburg (now Kansas State College, Pittsburg). Fink⁵ found 39.3 per cent of all teachers of business subjects in 1930-31 had been trained in these same three colleges; Doepke,⁶ in 1934-35, reported 49.6 per cent of the total teachers were also trained in these three institutions.

⁴Adelaide Marie Kauzer, "Status of the Teaching of Shorthand and Typewriting in Secondary Public Schools of Kansas, 1926-27," Teaching, 8:22, April, 1928.

⁵E. L. Fink, "Commercial Teachers and Commercial Education in Kansas High Schools" (unpublished Master's thesis, The University of Kansas, Lawrence, 1931), p. 31.

⁶Fred W. Doepke, "Commercial Education in Kansas High Schools, 1934-35 and 1937-38" (unpublished Master's thesis, The University of Kansas, Lawrence, 1939), p. 43.

Gould⁷ found 44.1 per cent of the teachers in his 1942-43 study; and Iliff,⁸ in a study of 1948-49, reported that 43.4 per cent of the total were trained in these teachers' colleges.

Grabhorn⁹ found 36.7 per cent of the first-year teachers, or twenty-two teachers, in his study that had been trained in the three Kansas schools; the percentage increased to 54.7 for this study.

Another area of comparison which can be drawn is the percentages of teachers graduating from out-of-state colleges as found by the different studies. The comparisons note that out-of-state schools have contributed substantially to our teacher population over the past thirty-six years.

Kauzer's¹⁰ study showed only 8.9 per cent of all the teachers were trained out of state. By 1930-31 Fink¹¹ found this percentage had increased to 11.3; there was a slight

⁷Ernest B. Gould, "An Analysis of the Status and Trends of Business Education in Kansas Secondary Schools for 1942-43" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1944), p. 117.

⁸Kathryn 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 of Emporia, 1950), p. 69.

⁹Grabhorn, loc. cit.

¹⁰Kauzer, loc. cit.

¹¹Fink, loc. cit.

decrease in 1934-35 according to Doepke's¹² study which reported 9.3 per cent. Gould's¹³ study for 1942-43 found that the percentage almost doubled, or 17.5 per cent of all teachers had received their training in out-of-state institutions. Iliff¹⁴ found a percentage of 21.7 for the comparison. Grabhorn¹⁵ did not give the total number of first-year teachers who were trained out of state in his study of 1953-54, but he did list eleven teachers, or 18.3 per cent, as being graduates of Oklahoma colleges and universities. This study found that 20.2 per cent of the first-year teachers had been trained in out-of-state schools, with Oklahoma graduating 12.7 per cent of them.

Table XXIX shows the salaries for first-year teachers divided according to sex and teacher classification. Sixty-nine, or 73.4 per cent, of the first-year teachers received a salary in the \$500 range of \$4101-4200 through \$4601-4700. The lowest salary paid to a first-year teacher who taught for more than a half day was \$2600. There were two teachers in this salary category, one female and one male, both in non-public schools. The highest salary paid to a first-year

¹²Doepke, loc. cit.

¹³Gould, loc. cit.

¹⁴Iliff, op. cit., p. 70.

¹⁵Grabhorn, loc. cit.

TABLE XXIX

SALARIES PAID TO NINETY-FOUR FIRST-YEAR BUSINESS TEACHERS
IN KANSAS SECONDARY SCHOOLS DURING 1962-63

Salary in dollars	Male Part-time	Male Full-time	Female Part-time	Female Full-time	Total
Below 3000		1	4	1	6
3001-3500					0
3501-3600					0
3601-3700			1		1
3701-3800					0
3801-3900				1	1
3901-4000			1	6	7
4001-4100				2	2
4101-4200	1	8		7	16
4201-4300		6	1	5	12
4301-4400		3		4	7*
4401-4500		7		9	16
4501-4600	1	2		4	7
4601-4700	1	5		5	11
4701-4800		1		2	3
4801-4900		1		1	2
4901-5000		2			2
Not Given		1			1

*Number underscored is median.

teacher was \$5000; two male teachers fell into this category, one in a standard high school and one in a junior high school. The median salary for first-year teachers was \$4400 and the average, \$4367, excluding four teachers who taught half day or less and one teacher for whom no salary could be determined.

There was considerably less difference in the salaries of beginning male and female teachers when compared to the difference between all male and female teachers. This could be the result of experience and tenure, which were not influencing factors in the data for the first-year teachers, or advanced degrees, since only two first-year teachers had Master's degrees.

Chapter IV has attempted to present data pertaining only to the first-year teacher of business subjects with the hope of answering some of the questions posed by prospective teachers. Through examination of the material presented, the prospective teacher should have a basic concept of the profession he is about to enter and his responsibility to that profession.

CHAPTER V

A COMPARATIVE ANALYSIS OF THE STATUS OF BUSINESS EDUCATION OVER THE PAST THIRTY-SIX YEARS FROM 1926-27 TO 1962-63

As was noted in the introduction to this study, one of the most vital reasons for conducting a status survey is to determine the needs and weaknesses of the curriculum and the teachers in the profession. It is also important that strong points be emphasized, improvements be noted, and successes encouraged. The most logical method of interpretation of this status study of business education would seem to be the comparison of its progress over the past thirty-six years, the period of time covered by analysis studies in this field of education.

Although comparisons have been drawn throughout the presentation of data in Chapters III and IV, it will be the purpose of this chapter to present tables specifically designed for comparisons.

One of the most important factors governing any success or failure in business education is the teachers who have entered the profession. Table XXX shows a comparison of the total number of male and female part- and full-time teachers and the percentages based on these figures for four

TABLE XXX

PART-TIME AND FULL-TIME MALE AND FEMALE BUSINESS TEACHERS
 IN KANSAS SECONDARY SCHOOLS AS SHOWN BY FIVE STUDIES
 FROM 1942-43 TO 1962-63

Previous Studies for Comparison	Full-time		Part-time		Totals		Both
	Male	Female	Male	Female	Male	Female	
Gould, 1942-43*							
Numbers	214	539	30	97	244	636	880
Percentages	28.2	71.1	26.2	72.3	27.9	71.9	
Iliff, 1948-49							
Numbers	234	480	42	76	276	556	832
Percentages	32.8	67.2	35.6	64.4	33.2	66.8	
Grabhorn, 1953-54							
Numbers	329	451	90	60	419	511	930
Percentages	42.1	57.9	60.0	40.0	45.0	55.0	
Jeffers, 1956-57							
Numbers					433	407	840
Percentages					51.5	48.5	
DeBross, 1962-63							
Numbers	396	423	93	77	489	500	989
Percentages	48.4	52.6	54.7	45.3	49.4	50.6	

*Gould found seven teachers wherein the sex could not be determined accurately from information in the principal's reports.

previous studies, Gould,¹ Iliff,² Grabhorn,³ and Jeffers,⁴ covering a period of twenty years. During 1962-63, the percentage of male teachers to female teachers reached the closest point of balance, 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. As shown in Table XXX, the trend in the full-time teacher classification has been from a low percentage of male teachers to the almost equal balance of this study. In the part-time teacher classification, the male population has risen from twenty-seven per cent in 1942-43 to a high of sixty per cent in 1953-54 and dropped back to 54.7 per cent in this study. The total number of male teachers has consistently increased from study to study making its greatest increase from 1948-49 (Iliff)

¹Ernest B. Gould, "An Analysis of the Status and Trends of Business Education in Kansas Secondary Schools for 1942-43" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1944), p. 103.

²Kathryn 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 of Emporia, 1950), p. 18.

³Fred 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 of Emporia, 1954), p. 17.

⁴Charlene 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 of Emporia, 1959), p. 18.

to 1953-54 (Grabhorn). The female teacher population has not changed greatly but has decreased from its high of 636 in 1942-43 to the 500 female part- and full-time business teachers included in this study.

The most important factor to note is that the female teacher population in business education has not increased proportionately with the male population, therefore allowing the two, both in numbers and percentages, to become more nearly equal.

Table XXXI presents data relative to the number of male and female administrators who teach business courses as part of their employment. Iliff⁵ was the first one to note this factor in business education, but that study did not give the breakdown for male and female administrators. In 1948-49, Iliff found sixty-six administrators teaching business subjects. Grabhorn⁶ found an increase in administrators teaching business courses in 1953-54 with this category greatly dominated by men, eighty-one males to five females. The most apparent trend since Grabhorn's study is the extreme reduction in the number of male administrators who also are full-time teachers. In Grabhorn's study, there were fifty-one males, or 58.9 per cent of the

⁵Iliff, op. cit., p. 25.

⁶Grabhorn, op. cit., p. 24.

TABLE XXXI

NUMBER OF MALE AND FEMALE ADMINISTRATORS TEACHING BUSINESS
COURSES IN KANSAS SECONDARY SCHOOLS
AS SHOWN BY THREE STUDIES
FROM 1942-43 TO 1962-63

Classification of Administrators	Iliff 1942-43	Grabhorn 1953-54	DeBross 1962-63
Full-time teacher			
Male	?	51	6
Female	?	4	
Both	44	55	6
Part-time teacher			
Male	?	30	41
Female	?	1	2
Both	22	31	43
Totals			
Male	?	81	47
Female	?	5	2
Both	66	86	49

administrator-teachers, who taught full time in addition to performing administrative duties. In the present survey, only six males, or 12.2 per cent, are in this category. The decreasing number in this category almost completely accounts for the total decrease in administrator-teachers.

Table XXXII presents a comparison of the percentages of twenty of the most frequently offered business courses in Kansas secondary schools since the school year 1926-27. As well as could be determined, each of the percentages is based on the number of schools offering the course in relation to the number of secondary schools in Kansas. The percentages for this study are based on the 674 secondary schools which includes all schools with grades 9, 10, 11, and 12 in Kansas as explained in Chapter III (page 22).

Typewriting I has been for the past thirty-six years the most popular business subject with Bookkeeping I and Shorthand I consistently taking the second and third positions respectively. Typewriting II seemed to gain in popularity during the 1930's and 1940's, but it has dropped to some degree since that time. The greatest increase in the offering of a course is the one hour course of Office Practice. Office Practice was listed for the first time in Grabhorn's⁷ study of 1953-54 with 15.3 per cent of the schools offering

⁷Grabhorn, op. cit., p. 35.

TABLE XXXII

A COMPARISON OF THE PERCENTAGES OF THE TWENTY MOST
FREQUENTLY OFFERED BUSINESS SUBJECTS IN KANSAS
SECONDARY SCHOOLS AS FOUND IN SEVEN STUDIES
OVER A PERIOD OF THIRTY-SIX YEARS

Subject	Kauzer 1926- 1927	Fink 1930- 1931	Snyder 1932- 1933	Meier 1940- 1941	Gould 1942- 1943	Grabhorn 1953- 1954	DeBross 1962- 1963
Typewriting I	87.5	77.9	98.7	97.3	96.1	95.8	92.3
Bookkeeping I	86.8	63.5	95.5	72.3	68.7	74.6	76.9
Shorthand I	68.1	40.8	74.3	57.8	67.0	58.5	60.2
Typewriting II	59.0	31.6	62.2	62.8	65.9	51.6	46.9
Office Practice						15.3	39.2
General Business	6.0		22.0	22.0	23.9	17.9	22.0
Business Mathematics	72.2	37.3	80.4	36.0	27.3	18.1	14.1
Business Law	56.9	16.6	63.0	27.5	19.7	9.7	12.0
Business Economics			1.4	1.4	1.1	1.0	11.0
Shorthand II	39.6	11.8	31.7	15.1	15.9	15.1	9.0
Secretarial Practice	11.8		11.3	14.3	17.1	18.1	5.5
Personal Typewriting				0.1	0.6	0.2	4.6
Business English	14.6		17.4	3.5	5.0	2.4	4.5
Salesmanship	13.2		23.5	2.2	2.4	2.8	2.8
Business Machines	1.4			0.6	1.0	0.2	2.2
Distributive Education							2.2
Bookkeeping II	12.5	4.3	16.3	6.8	5.1	4.4	1.7
Penmanship and Spelling	55.6	13.9	36.5	6.0	3.3	2.9	0.7
Work Experience					0.2	4.7	0.3
Business Geography	45.8	8.4	44.6	10.2	9.1	1.8	0.1

it; the percentage has risen to 39.2 for the present study, an increase of 23.9 per cent. Iliff⁸ mentioned Office Practice in her study, but she did not include a listing of business course offerings.

Business Mathematics, Business Law, Shorthand II, Business Geography, and Penmanship and Spelling have dropped forty per cent or more in their offerings. Penmanship and Spelling dropped abruptly from 1926-27 to 1930-31 then rose again only to fall below ten per cent and remain there. Business Mathematics dropped from 72.2 per cent of the schools offering it in 1926-27 to 14.1 per cent for this study, a decrease of 58.1 per cent.

Distributive Education was listed for the first time with this study. Although the course name Work Experience has been used when speaking of Distributive Education, they were listed as two separate courses on the principal's reports which were examined for this study.

The five most frequently combined teaching fields with business comprise Table XXXIII. Seven different teaching fields have appeared in these top five positions over the thirty-two years covered by the table. Social science has appeared in the first or second position in four out of six studies and appeared in the third position in the other

⁸Iliff, loc. cit.

TABLE XXXIII

A COMPARISON OF THE TEACHING FIELDS MOST FREQUENTLY TAUGHT
 IN COMBINATION WITH BUSINESS COURSES
 OVER A PERIOD OF THIRTY-TWO YEARS
 AS SHOWN BY SIX STUDIES

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

studies. Physical education was the most popular combination found by Iliff⁹ in 1948-49 and Grabhorn¹⁰ in 1953-54.

Library, which was listed in the top five for the first time in this study, was the fifth most popular teaching combination for 1962-63.

Table XXXIV shows the average salaries of business teachers as found by six different studies over a period of thirty-two years and a comparison with the cost of living over the same period of time. There have been only five studies, Ridgway,¹¹ Irwin,¹² Lockard,¹³ Iliff,¹⁴ and

⁹Iliff, op. cit., p. 32.

¹⁰Grabhorn, op. cit., p. 25.

¹¹C. W. Ridgway, "A Comparative Study of the Training and Teaching Combinations of Kansas High School Teachers," Studies in Education (Bulletin of the Graduate Division No. 5. Emporia: Kansas State Teachers College, October, 1931), p. 28.

¹²Frank 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. Emporia: Kansas State Teachers College, September, 1938), p. 29.

¹³Gene K. Lockard, "A Comparative Study of the College Preparation, Teaching Combinations, and Salaries of Kansas High School Administrators and Teachers," Bulletin of Information (Bulletin of the Graduate Division, Studies in Education, Vol. 26, No. 11. Emporia: Kansas State Teachers College, November, 1946), p. 27.

¹⁴Iliff, op. cit., p. 111.

TABLE XXXIV

AVERAGE SALARIES OF TEACHERS OF BUSINESS SUBJECTS AND THEIR COMPARISON
WITH THE COST OF LIVING AS FOUND IN SIX STUDIES
FROM 1930-31 TO 1962-63
(Excluding three-fourths
day or less and non-
public teachers)

Study	Average Salary	Per Cent of Increase or Decrease	Purchasing Power of \$1.00 in 1935-39 Dollars	Purchasing Power of Salary in 1935-39 Dollars	Per Cent of Increase or Decrease from 1930-31 Salary
Ridgway, 1930-31	\$1556	100.0	0.890	\$1385	---
Irwin, 1937-38	1207	77.6	0.981	1184	- 14.5
Lockard, 1945-46	1961	126.0	0.728	1428	+ 3.1
Iliff, 1948-49	2752	176.9	0.586	1613	+ 16.5
Grabhorn, 1953-54	3395	218.2*	0.5096	1730	+ 24.8
DeBross, 1962-63	5229	336.1	0.4619**	2415	+ 74.4

*An error was found in the percentage indicated by Grabhorn; he indicated a percentage of 281.3 in his study; it was corrected and changed so that a true comparison can be seen.

**An explanation of how the consumer price index for 1947-49 prices was converted to the index of the 1935-39 period appears on page 107.

Grabhorn,¹⁵ which gave data for the average salary for all teachers excluding non-public schools. All other studies reported median salaries; therefore, they could not be used for comparisons.

The Consumer's Price Index as used in the Iliff¹⁶ study was based on 1935-39 prices based on twenty-eight commodities.¹⁷ The consumer index was revised in 1952 and was based on prices quoted in several thousand stores in major cities patronized by moderate-income workers. The Consumer Price Index now used is based on prices during 1957-59.¹⁸ Because of this change in the base for our comparisons of cost of living, Table XXXIV was compiled by using the one presented by Iliff (Table XLI) and adjusting the data found pertinent to the average salary for this study. Iliff's percentage of .586 based on 1935-39 dollars was converted into 1957-59 dollars by multiplying 83.4¹⁹ (the average for 1948-49 according to 1957-59 dollars)

¹⁵Grabhorn, op. cit., p. 88.

¹⁶Iliff, loc. cit.

¹⁷Elmer Clark Bratt, Business Cycles and Forecasting, (Chicago: Richard D. Irwin, Inc., 1953), p. 38.

¹⁸Board of Governors of the Federal Reserve System, Federal Reserve Bulletin, 50:384, March, 1964.

¹⁹Board of Governors of the Federal Reserve System, Federal Reserve Bulletin, 48:1046, August, 1962.

times .586. The answer from this multiplication was .4887 which represents Iliff's purchasing power on a 1957-59 base according to 1935-39 dollar values. This purchasing power of .4887 was then divided by 105.8 (the average index for the months of September, 1962²⁰ through May, 1963²¹) to obtain the purchasing power of the 1962-63 dollar based on 1935-39 dollar values. The purchasing power of \$1.00 in 1935-39 dollars--computed as described previously--for 1962-63 was 0.4619. When the purchasing power of the 1962-63 average salary is adjusted to the 1935-39 index, a purchasing power of \$2415 results.

A study of this table shows the changes in teachers' salaries over a thirty-two year period. From the beginning of the 1930-31 school year until 1962-63, there was an actual dollar increase of \$3673, or 236.1 per cent over the 1930-31 school year. The actual purchasing power of the salaries of business teachers has increased only \$1030, or 74.3 per cent over than of 1930-31. In very simple terms, it means that for every three dollar raise the business teacher received, he was able to purchase more commodities to the extent of one dollar, or two-thirds of any increase

²⁰Board of Governors of the Federal Reserve System, Federal Reserve Bulletin, 49:532, April, 1963.

²¹Board of Governors of the Federal Reserve System, Federal Reserve Bulletin, 50:384, March, 1964.

in salary has been lost by the decrease in the purchasing power of the dollar over the past thirty-two years.

Although an increase in the average salary of the Kansas business teacher from 1953-54 to 1962-63 showed an actual dollar increase of \$1834, the actual purchasing power increased only \$685, again about two dollars out of every three dollars was lost in the decreasing purchasing power.

Chapter V has been an attempt to consolidate some of the basic factors in this analysis study for the purpose of comparing them with other studies covering a period of thirty-six years. The factors discussed and compared in this chapter were part- and full-time male and female business teachers by numbers and percentages, administrator-teachers, percentages of the twenty most frequently offered business subjects, teaching fields most frequently taught in combination with business, and average salaries of business teachers in comparison with the cost of living.

CHAPTER VI

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

I. SUMMARY AND CONCLUSIONS

The primary objective of this study as stated in Chapter I was to present available data in order to determine the status of business education in the secondary schools of Kansas during the school year 1962-63. The secondary objective was to compare the present status with previous findings and to report any indicated trends over a period of thirty-six years, beginning with a study by Kauzer¹ for the school year 1926-27.

The following statements are summaries and conclusions of the data which has been presented in the preceding chapters.

1. A total of 636, or 94.4 per cent of the 674 accredited secondary and junior high schools which include grades 9, 10, 11, and 12 offered business courses in 1962-63.

2. Typewriting I, Bookkeeping I, and Shorthand I appeared most frequently in the curriculum of the 636 secondary schools; Typewriting I was the most popular with 622 schools including it.

¹Adelaide Marie Kauzer, "Status of the Teaching of Shorthand and Typewriting in Secondary Public Schools of Kansas, 1926-27," Teaching, 8:1-36, April, 1928.

3. When the percentages of the twenty most frequently offered business courses over a period of thirty-six years were compared, the following trends were noted. Typewriting I, Bookkeeping I, and Shorthand I have maintained the top three positions of popularity throughout the thirty-six years. The number of schools offering Business Mathematics has dropped considerably during this period, from 72.2 per cent in 1926-27² to 14.1 per cent for this study. Other courses which have dropped forty per cent or more are Shorthand II, Penmanship and Spelling, Business Geography, and Business Law. Office Practice, which wasn't listed as a course offering until Grabhorn's³ 1953-54 study, is now offered in approximately forty per cent of the schools, and Business Economics jumped ten per cent over Grabhorn's study.

4. There were twenty-one courses which were either added, dropped, or alternated during 1962-63. The results of this tabulation seem to indicate that schools are adding courses or adopting the method of alternation of courses which are not practical for yearly offerings.

5. There were 989 teachers of business subjects, 489 males and 500 females. Of the 989 teachers, 819 were

²Ibid.

³Fred 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 of Emporia, 1954), p. 35.

classified as full-time teachers while 170 were part time. An equality in number and percentages of male and female teachers was more nearly reached in this study than in any previous business education status study.

6. Approved schools employed almost one half of the business teachers in Kansas, 42.5 per cent; standard high schools employed an additional 26.3 per cent; and comprehensive high schools employed twenty-six per cent with not graded schools and junior high schools employing all the remaining teachers.

7. When teachers were classified according to the legal organization of the employing school, it was found that the rural high school district employed 42.8 per cent of all business teachers with schools in the first-class cities, second-class cities, and common school districts employing about fifteen per cent each.

8. There has been an increase of 109 teachers in the total number of business teachers since 1942-43, as shown by Gould's⁴ study; and an increase of 157 over Iliff's⁵

⁴Ernest B. Gould, "An Analysis of the Status and Trends of Business Education in Kansas Secondary Schools for 1942-43" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1944), p. 102.

⁵Kathryn 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 of Emporia, 1950), p. 18.

study of 1948-49, the lowest number recorded in a study since 1942-43.

9. Forty-nine administrators were also teaching business subjects during 1962-63, only six of which were full-time teachers as well as administrators. The number of administrators teaching business subjects has decreased since 1953-54⁶ with the greatest amount centered in the area of full-time male administrator-teachers.

10. Approximately seventy per cent of all full-time business teachers were teaching only business subjects; the percentage decreased to 58.7 when part-time teachers were also included.

11. The most popular teaching field combination was social science for male business teachers and English and speech for female business teachers. Social science was ranked first when both sexes were considered.

12. A total of 503, or 61.4 per cent, of all full-time business teachers were listed as teaching twelve of the most popular subject combinations. The most popular subject combination for this study was typewriting, bookkeeping, and shorthand, as found by Iliff⁷ and Grabhorn.⁸

⁶Grabhorn, op. cit., p. 24.

⁷Iliff, op. cit., p. 36.

⁸Grabhorn, op. cit., p. 33.

13. There were seventy-six teachers who had over thirty years of teaching experience representing 7.9 per cent of all business teachers. The largest group of teachers appeared in the one to five years of experience category; there were 377 teachers, or 40.5 per cent, in this group.

14. The median years of experience for males was seven years; females had a median of nine years; and the combined median for all business teachers was seven years, a decrease of two years over the studies of Gould,⁹ Iliff,¹⁰ and Grabhorn¹¹ and an increase of two years over the first status study by Kauzer¹² in 1926-27. The decrease in median years of experience would indicate that teachers are leaving the profession for better opportunities in other fields and that the increasing number of new teachers is not balanced by teachers remaining in education.

15. The tenure of business teachers in comprehensive schools, larger schools in most instances, was longer than standard or approved schools. The median years of tenure for all business teachers for 1962-63 was three years, with three for men and four for women. This indicated a slow

⁹Gould, op. cit., p. 135.

¹⁰Iliff, op. cit., p. 80.

¹¹Grabhorn, op. cit., pp. 64-65.

¹²Kauzer, op. cit., p. 24.

steady increase in the median years of tenure over previous studies, but the low median still does not indicate an especially good position in relationship to tenure.

16. Approximately two-thirds of the business teachers in Kansas held Bachelor's degrees and the remaining one-third held Master's degrees. There has been a definite trend toward teachers returning to school for Master's degrees since OBrien¹³ first reported that only four per cent of the business teachers had advanced degrees.

17. The salaries of male business teachers ranged from \$3800 to \$8600 with a median of \$5200; for female business teachers, \$800 to \$8300 with a median of \$4900. The median salary for all business teachers was \$5000, three times that of Gould's¹⁴ median of 1942-43 and approximately a thirty-three per cent increase over Grabhorn's¹⁵ study of 1953-54.

18. There were 476, or 52.1 per cent of all business teachers, who appeared in the \$1000 salary range from \$4401-4500 through \$5301-5400. Forty-seven teachers, or

¹³F. P. OBrien, "The Status of Business Courses in the High School," University of Kansas Bulletin of Education, 2:13, October, 1928.

¹⁴Gould, op. cit., p. 120.

¹⁵Grabhorn, op. cit., p. 79.

5.1 per cent, received over \$7000; only twenty-seven teachers received less than \$4000.

19. The median salary for teachers in approved schools was \$4700; for teachers in standard schools, \$5000; and for teachers in comprehensive schools, \$5700. It was also noted that the majority of teachers in comprehensive schools draw higher salaries than the majority in standard or approved schools.

20. The average salary for teachers of business subjects excluding teachers who taught three-fourths day or less, teachers in non-public schools, and administrators was \$5175. The average female salary for this group was \$4996, and the average male salary was \$5339.

21. The median salary for administrator-teachers was \$6100; the highest salary paid to any business teacher was \$8600, an administrator-teacher. There were six administrators who received less than \$5000, two of which were employed in non-public schools.

22. The median salary for teachers holding the Master's degree was \$6100 for males, \$5600 for females, and \$5900 for the two combined.

23. Iliff¹⁶ found a difference in the median salaries of all male business teachers over female business

¹⁶Iliff, op. cit., p. 101.

teachers of \$475; Grabhorn¹⁷ found a difference of \$500; and this study found the difference to be only \$300. When the factor of the Master's degree was considered, this difference increased to \$500 in this study.

24. When salary was compared to teaching experience, the highest male salary was in the over thirty years of experience category; the highest female salary appeared in over forty years of experience category; the lowest salary for males was in the one to five years of experience group and for females, the twenty-one to twenty-five years group. The highest median salary for both sexes, \$6000, appeared in the over forty years of experience group. No direct relationship in the increase in salary as compared to teaching experience could be seen after the twenty year group.

25. When the 1962-63 average dollar salary was adjusted to show the purchasing power of the earnings as compared with previous studies, a purchasing power of \$2415 was found. The adjusted salary indicated a 74.3 per cent, \$1030, actual purchasing power increase over the 1930-31 salary reported by Ridgway.¹⁸ The actual dollar increase

¹⁷Grabhorn, op. cit., p. 80.

¹⁸C. W. Ridgway, "A Comparative Study of the Training and Teaching Combinations of Kansas High School Teachers," Studies in Education (Bulletin of the Graduate Division No. 5. Emporia: Kansas State Teachers College, October, 1931), p. 28.

was \$3673, or 236.1 per cent over the 1930-31 figure. The purchasing power increase over the 1953-54 study of Grabhorn¹⁹ was \$685. It was concluded that about every two out of three dollars increase in salary since 1930-31 has been lost in the decreasing purchasing power of the dollar.

26. There were ninety-four first-year business teachers, or ten per cent of all business teachers, during 1962-63; fifty-four were females and forty were males.

27. There were 53.3 per cent of the first-year teachers employed in approved schools and an additional 26.3 per cent in the standard schools; or over three-fourths of the first-year teachers were employed in standard and approved schools, which are primarily the smaller schools in the state.

28. The first-year teachers were primarily employed in the rural high schools, 53.2 per cent, and common school districts, 19.1 per cent. One difference noted in the employing schools of first-year teachers as compared to employing schools of all teachers was that cities of the first class employ 13.9 per cent of all teachers but only 4.3 per cent of the first-year teachers.

29. Although over one-half of the first-year business teachers taught only business subjects, it was

¹⁹Grabhorn, op. cit., p. 88.

concluded that the choice of a second teaching field should be given serious thought. The most popular second teaching field for first-year teachers in this study was English and speech with social science ranking second.

30. There were two first-year teachers with Master's degrees. The greatest number of them received their Bachelor's degrees from Kansas State Teachers College of Emporia, also found by Grabhorn²⁰ in 1953-54. The second most popular Kansas institution graduating eleven first-year teachers was Kansas State College, Pittsburg, but Oklahoma colleges ranked second behind Kansas State Teachers College of Emporia by supplying a total of twelve teachers.

31. Sixty-nine, or 73.4 per cent, of the first-year teachers received a salary in the \$500 range of \$4101-4200 through \$4601-4700. The lowest salary paid to a first-year teacher was \$2600 and the highest, \$5000 with a median of \$4400 and an average of \$4367.

II. RECOMMENDATIONS

1. It is recommended that college advisors of prospective business teachers do all possible to alert students to the importance of planning of college work. Undergraduates should be informed of popular course combinations

²⁰Ibid., p. 93.

of business teachers and especially of the popular field combinations of business teachers so that students may prepare themselves in a satisfactory manner for entrance into the teaching profession.

2. It is recommended that teachers be encouraged to do additional college work for an advanced degree since a direct relationship between the degree held and salary was determined in this study.

3. It is recommended that the State Department of Public Instruction encourage school principals to include all information requested on the High School Principal's Organizational Reports. It is also recommended that some system of classification of schools be established that would not be altered over a period of years which would facilitate the comparisons of schools.

4. It is recommended that studies be made to determine the status of the business teacher as a professional person in relationship to organizational memberships and contributions and that studies be made to determine the success of the business teacher who leaves the profession for better opportunities in other fields in the business world.

5. It is recommended that additional status studies be conducted every five years so that current information

is available for analysis by prospective business teachers. Information such as presented in this study becomes out of date in a relatively short period of time and should be revised periodically.

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standard high
school requirements
four semester hours of
college equivalent of

APPENDIX A

Dr. [unclear],
and [unclear].
The [unclear].

APPENDIX A

School classification. Classification of schools

. . . is based on the excellence of administration, evidence of good relationship among faculty, students, board of education and community, and total effectiveness of the school program in terms of curriculum, teacher preparation, library and special services, and building and equipment.¹

Business teachers in comprehensive and standard high schools must meet standard field and subject requirements which stipulate a minimum of twenty-four semester hours of preparation in the business field with the equivalent of six semester hours in each subject taught. Teachers in approved schools may meet minimum field and subject requirements by having fifteen semester hours in the business field with the equivalent of five semester hours in each subject taught. Two teachers in each approved school must meet subject and field requirements, but this does not necessarily have to be the business teacher.²

Legal organization of schools. High schools of Kansas are divided into five common types of high school districts.

¹Adel F. Throckmorton and State Board of Education, Kansas Secondary School Handbook, 1961 (Topeka: Jean M. Neibarger, State Printer, Kansas State Printing Plant, 1961), p. 32.

²Ibid., p. 43.

The rural high school district may be within one county or may constitute two counties. The district must have at least sixteen square miles and must contain tangible taxable property of an assessed valuation of not less than four million dollars. It must also have fifty children under the age of twenty who are eligible for admission into high school.³

A community high school district includes all of the territory of the county in which it is situated which is not part of the territory of a district maintaining an accredited high school.⁴

Cities of the first and second class school district refers to the class of city in which the district is located.⁵

The common school district includes all school districts that are not community high school districts, rural high school districts, schools located in the cities of the first and second class, non-public, and those organized under special laws.⁶

³Adel F. Throckmorton, Kansas School Laws (Topeka: J. E. Needham, compiler), 1957, p. 297.

⁴Ibid., p. 60.

⁵Ibid., p. 11.

⁶Ibid., p. 31.

Non-public schools include parochial, college laboratory, and state high schools. There are certain other school districts which have special statutes for organization or financial support. These schools are placed in the category under "special laws." There were ten schools classified on the principal's reports as unified school districts. Since it was not clear under which classification of legal organization they should be included, they were tabulated with the schools under special laws.

Subjects Allocated
and Not Trained This Year

1.	
2.	

APPENDIX B

5)

56)

DATA CONCERNING EMPLOYING SCHOOL

Name of School (1-3) _____

Location _____

County _____ Classification (4) _____

Legal Organization (5) _____ Internal Organization (6) _____

Enrollment 9th _____ (7) Number of Teachers Employed (15-17) _____

10th _____ (8)

11th _____ (9)

12th _____ (10)

Total _____ (11-14)

Subjects Added This Year	Subjects Dropped This Year	Subjects Alternated But Not Offered This Year
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

Business Subjects Offered in 1962-63

Grade

1. (18-19) _____	(20) _____
2. (21-22) _____	(23) _____
3. (24-25) _____	(26) _____
4. (27-28) _____	(29) _____
5. (30-31) _____	(32) _____
6. (33-34) _____	(35) _____
7. (36-37) _____	(38) _____
8. (39-40) _____	(41) _____
9. (42-43) _____	(44) _____
10. (45-46) _____	(47) _____
11. (48-49) _____	(50) _____
12. (51-52) _____	(53) _____
13. (54-55) _____	(56) _____
14. (57-58) _____	(59) _____

DATA CONCERNING EMPLOYED TEACHER

Name of Teacher (1-4) _____ Sex (5) _____

Name of School _____ Age (6-7) _____

Total Years of Teaching Experience (8-9) _____ Legal Org. (6) _____

Years of Years in Present Position (10-11) _____ School Class. (7) _____

Certificate (12-14) _____

Degree Held	Major	Minor	Date Rec.	College Granting
(15) _____	(16) _____	(17) _____	(18-19) _____	(20-21) _____
(22) _____	(23) _____	(24) _____	(25-26) _____	(27-28) _____
(29) _____	(30) _____	(31) _____	(32-33) _____	(34-35) _____

Hours in Field	Hours in Subject	Subject Taught	No. in Class	Period
_____	_____	(36-37) _____	(38-39) _____	_____
_____	_____	(40-41) _____	(42-43) _____	_____
_____	_____	(44-45) _____	(46-47) _____	_____
_____	_____	(48-49) _____	(50-51) _____	_____
_____	_____	(52-53) _____	(54-55) _____	_____
_____	_____	(56-57) _____	(58-59) _____	_____
_____	_____	(60-61) _____	(62-63) _____	_____
_____	_____	(64-65) _____	(66-67) _____	_____
_____	_____	(68-69) _____	(70-71) _____	_____

Other Fields of Teaching (72) _____ (73) _____ (74) _____ (75) _____

Annual Salary (76-78) _____

Full-time (79) _____ Part-time (79) _____ Admin. (79) _____

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APPENDIX C

TABLE XXXV

TEACHING COURSE COMBINATIONS OF 170 MALE AND FEMALE PART-TIME BUSINESS TEACHERS
IN 636 KANSAS SECONDARY SCHOOLS DURING 1962-63

Teaching Course Combinations	Male		Female		Totals	
	P*	NP*	P*	NP*	P*	NP*
Typewriting	14		9	5	23	5
Business Mathematics	15		7	1	22	1
Bookkeeping	14		4		18	
General Business	6		7		13	
Shorthand	4		5	1	9	1
Business English	1		4	1	5	1
Business Economics	4				4	
Business Law	3				3	
Penmanship and Spelling			2		2	
Office Practice	1				1	
Salesmanship	1				1	
Typewriting, Bookkeeping	9		8		17	
Typewriting, Shorthand	1		6	1	7	1
Bookkeeping, Business Economics	2	1			2	1
Typewriting, Office Practice			2		2	
Typewriting, Business Mathematics	1		1		2	
Bookkeeping, Office Practice	1			1	1	1
Shorthand, Office Practice			2		2	
Typewriting, General Business	1				1	
Bookkeeping, Shorthand	1				1	
Bookkeeping, General Business	1				1	
Bookkeeping, Business Mathematics	1				1	
Shorthand, Secretarial Practice			1		1	
General Business, Business Mathematics			1		1	

TABLE XXXV (continued)

Teaching Course Combinations	Male		Female		Totals	
	P*	NP*	P*	NP*	P*	NP*
General Business, Office Machines	1				1	
Business Economics, Business Law	1				1	
Typewriting, Bookkeeping, Office Practice	1	1	3	1	4	2
Typewriting, Bookkeeping, Shorthand	1		2		3	
Typewriting, Office Practice, Shorthand	2				2	
Bookkeeping, Business Economics, Business Law	2				2	
Typewriting, Shorthand, Business Economics				1		1
Typewriting, Office Practice, General Business			1		1	
Bookkeeping, Business Law, Business Mathematics	1				1	
Typewriting, Bookkeeping, Office Practice, Business Economics		1				1

*The abbreviation P in the column heading denotes public schools and NP represents non-public schools.

TABLE XXXVI

ONE-COURSE TEACHING COMBINATIONS OF 819 FULL-TIME MALE AND FEMALE TEACHERS
OF BUSINESS SUBJECTS IN 636 KANSAS SECONDARY SCHOOLS DURING 1962-63

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Typewriting	29	1	38	3	67	4
Bookkeeping	6		2		8	
Shorthand	1		2		3	
General Business	3				3	
Business Mathematics	2		1		3	
Office Practice			1		1	
Office Machines (Office Education Coordinator)	1				1	
Office Practice Cooperative (Office Education Coordinator)	1				1	
Retailing (Distributive Education Coordinator)	1				1	

TABLE XXXVII

TWO-COURSE TEACHING COMBINATIONS OF 819 FULL-TIME MALE AND FEMALE TEACHERS
OF BUSINESS SUBJECTS IN 636 KANSAS SECONDARY SCHOOLS DURING 1962-63

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Typewriting, Bookkeeping	51	2	21	3	72	5
Typewriting, Shorthand	11		32	4	43	4
Typewriting, Office Practice	5		11		16	
Typewriting, General Business	9	1	2		11	1
Typewriting, Business Mathematics	4		1		5	
Bookkeeping, Business Law	3		2		5	
Bookkeeping, General Business	3		1		4	
Office Practice, Shorthand	1		3		4	
Typewriting, Secretarial Practice			3		3	
Typewriting, Office Machines	3				3	
Typewriting, Business Economics	1		1		2	
Typewriting, Business English	1		1		2	
Bookkeeping, Shorthand	1		1		2	
Bookkeeping, Business Economics	1		1		2	
Bookkeeping, Business Mathematics	2				2	
Office Practice, Secretarial Practice			2		2	
Office Practice, Office Practice Cooperative (OE Coordinator)	1		1		2	
Distributive Education, Office Practice Cooperative (OE and DE Coordinator)	2				2	
Typewriting, Distributive Education (DE Coordinator)			1		1	
Typewriting, Business Geography			1		1	
Bookkeeping, Office Practice	1				1	
Bookkeeping, Office Machines	1				1	
Bookkeeping, Secretarial Practice	1				1	
Shorthand, Secretarial Practice			1		1	

TABLE XXXVII (continued)

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Shorthand, Office Machines			1		1	
Shorthand, Business English			1		1	
Shorthand, Mimeographing	1				1	
Shorthand, General Business	1				1	
Shorthand, Business Mathematics	1				1	
General Business, Business Mathematics	1				1	
General Business, Secretarial Practice			1		1	
General Business, Business Law			1		1	
General Business, Business Economics	1				1	
General Business, Distributive Education	1				1	
General Business, Distributive Education (DE Coordinator)	1				1	
General Business, Office Practice Cooperative (OE Coordinator)			1		1	
Business Law, Office Practice			1		1	
Business Law, Business Principles	1				1	
Business Economics, Business Mathematics	1				1	
Business Economics, Distributive Education (DE Coordinator)	1				1	

Bookkeeping, Shorthand, Business Law
 Bookkeeping, General Business, Business Law
 Shorthand, Business Law, Mimeographing
 General Business, Business Law, Mimeographing
 Typewriting, Office Practice, General Business

TABLE XXXVIII

THREE-COURSE TEACHING COMBINATIONS OF 819 FULL-TIME MALE AND FEMALE TEACHERS
OF BUSINESS SUBJECTS IN 636 KANSAS SECONDARY SCHOOLS DURING 1962-63

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Typewriting, Bookkeeping, Shorthand	30	1	53	4	83	5
Typewriting, Shorthand, Office Practice	5		27	2	32	2
Typewriting, Bookkeeping, Office Practice	18	1	11	2	29	3
Typewriting, Bookkeeping, General Business	11	2	8	1	19	3
Typewriting, Bookkeeping, Business Mathematics	5		4		9	
Typewriting, Bookkeeping, Business Economics	4		3		7	
Typewriting, Shorthand, Business Mathematics	4		2		6	
Typewriting, Shorthand, Secretarial Practice	1		5		6	
Typewriting, Shorthand, General Business	1		4	1	5	1
Typewriting, Shorthand, Business English			6		6	
Typewriting, Bookkeeping, Business Law	2		1		3	
Typewriting, General Business, Business Law	2		1		3	
Bookkeeping, Shorthand, General Business	3				3	
Bookkeeping, Business Law, Business Economics	3				3	
Bookkeeping, Business Law, General Business	3				3	
Shorthand, Secretarial Practice, Office Practice	1		2		3	
Typewriting, Bookkeeping, Accounting I and II	2				2	
Typewriting, Shorthand, Business Law	2				2	
Typewriting, Shorthand, Business Economics			2	1	2	1
Typewriting, General Business, Office Practice						
Cooperative (OE Coordinator)			2		2	
Typewriting, Secretarial Practice, General Business	1			1	1	1
Bookkeeping, Shorthand, Business Law	1		1		2	
Bookkeeping, General Business, Business Mathematics	1		1		2	
Shorthand, Business Law, Salesmanship	1		1		2	
General Business, Business Law, Salesmanship	2				2	
Typewriting, Office Practice, General Business	1				1	

TABLE XXXVIII (continued)

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Typewriting, Business Law, Business Mathematics			1		1	
Typewriting, Business Law, Secretarial Practice			1		1	
Typewriting, Secretarial Practice, Office Machines			1		1	
Typewriting, Business Law, Office Practice			1		1	
Typewriting, Office Practice, Business English			1		1	
Typewriting, Secretarial Practice, Business English			1		1	
Typewriting, Shorthand, Office Machines			1		1	
Typewriting, General Business, Business Mathematics	1				1	
Typewriting, General Business, Office Machines	1				1	
Typewriting, Office Practice, Office Machines	1				1	
Typewriting, Business Mathematics, Retailing	1				1	
Typewriting, Business Economics, Business Law	1				1	
Typewriting, Bookkeeping, Secretarial Practice	1				1	
Typewriting, Shorthand, Notehand				1		1
Typewriting, Shorthand, Office Practice Cooperative (OE Coordinator)	1				1	
Typewriting, General Business, Distributive Education (DE Coordinator)			1		1	
Typewriting, Business Economics, Office Practice			1		1	
Typewriting, Business Economics, Business English	1				1	
Bookkeeping, Shorthand, Office Practice			1		1	
Bookkeeping, Office Practice, General Business			1		1	
Bookkeeping, Office Practice, Accounting I and II			1		1	
Bookkeeping, Business Law, Business English			1		1	
Bookkeeping, Business Economics, General Business	1				1	
Bookkeeping, Shorthand, Office Machines	1				1	
Bookkeeping, Shorthand, Business Economics	1				1	
Bookkeeping, Business Law, Business Mathematics	1				1	
Bookkeeping, Marketing and Distribution, Distributive Education (DE Coordinator)	1				1	

TABLE XXXVIII (continued)

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Shorthand, Business Law, Business Economics			1		1	
Shorthand, Office Practice, Office Machines			1		1	
Shorthand, Secretarial Practice, Business English			1		1	
General Business, Business Law, Business Mathematics	1				1	
General Business, Salesmanship, Retailing (DE Coordinator)	1				1	
Business Economics, Salesmanship, Business Mathematics	1				1	
Business Economics, Office Practice, Business Mathematics	1				1	
Business Law, Distributive Education, Marketing and Distribution (DE Coordinator)						
Business Mathematics, Salesmanship, Distributive Education (DE Coordinator)			1		1	
Business English, Retailing, Office Practice Cooperative (DE and OE Coordinator)	1				1	

Economics
Typewriting, Bookkeeping, Office Practice, Business
Typewriting, Bookkeeping, Shorthand, Business
Typewriting, Bookkeeping, Business Law, Business
Mathematics
Bookkeeping, General Business, Business Economics,
Business Law

TABLE XXXIX

FOUR-COURSE TEACHING COMBINATIONS OF 819 FULL-TIME MALE AND FEMALE TEACHERS
OF BUSINESS SUBJECTS IN 636 KANSAS SECONDARY SCHOOLS DURING 1962-63

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Typewriting, Bookkeeping, Shorthand, Office Practice	30		46	5	76	5
Typewriting, Bookkeeping, Shorthand, General Business	6		4	3	10	3
Typewriting, Bookkeeping, Office Practice, General Business	4		3	1	7	1
Typewriting, Bookkeeping, Shorthand, Business Mathematics	5		2		7	
Typewriting, Bookkeeping, Shorthand, Secretarial Practice	2		2		4	
Typewriting, Shorthand, Office Practice, General Business		1	2		2	1
Typewriting, Bookkeeping, General Business, Business Economics	3				3	
Typewriting, Shorthand, Office Practice, Business Mathematics			2		2	
Typewriting, Shorthand, General Business, Business Mathematics	1		1		2	
Typewriting, Bookkeeping, General Business, Business Mathematics	1		1		2	
Typewriting, Bookkeeping, Office Practice, Business Economics	2				2	
Typewriting, Bookkeeping, Office Practice, Business Law	2				2	
Typewriting, Bookkeeping, Shorthand, Business Law	2				2	
Typewriting, Bookkeeping, Business Law, Business Mathematics	2				2	
Bookkeeping, General Business, Business Economics, Business Law	2				2	

TABLE XXXIX (continued)

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Typewriting, Bookkeeping, Shorthand, Business English	2				2	
Typewriting, Bookkeeping, Office Practice, Business Economics	1				1	
Typewriting, Bookkeeping, Office Practice, Business Mathematics			1		1	
Typewriting, Bookkeeping, Office Practice, Business English			1		1	
Typewriting, Bookkeeping, Office Practice, Penmanship and Spelling			1		1	
Typewriting, Bookkeeping, Business Law, Business Mathematics	1				1	
Typewriting, Bookkeeping, Shorthand, Office Machines			1		1	
Typewriting, Bookkeeping, Business Law, General Business	1				1	
Typewriting, Bookkeeping, Business Law, Business English	1				1	
Typewriting, Bookkeeping, Shorthand, Business Economics	1				1	
Typewriting, Shorthand, Business Mathematics, Penmanship and Spelling			1		1	
Typewriting, Shorthand, Business Economics, Business Law			1		1	
Typewriting, Shorthand, Office Practice, Business English				1		1
Typewriting, Shorthand, Office Practice, Business Law	1				1	
Typewriting, Shorthand, Office Practice, Business Economics	1				1	
Typewriting, Business Economics, Business Law, Work Experience			1		1	
Typewriting, General Business, Salesmanship, Marketing and Distribution	1				1	
Typewriting, Office Practice, Business Economics, Business Law	1				1	

TABLE XXXIX (continued)

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Typewriting, Office Practice, Business Mathematics, Office Machines	1				1	
Typewriting, Office Practice, General Business, Salesmanship	1				1	
Typewriting, Business Mathematics, Business Law, Business English	1				1	
Typewriting, Business Mathematics, Business Law, Business Economics	1				1	
Typewriting, General Business, Business Law, Notehand	1				1	
Typewriting, Business English, Salesmanship, Office Practice Cooperative (OE Coordinator)			1		1	
Bookkeeping, Shorthand, General Business, Secretarial Practice			1		1	
Bookkeeping, Shorthand, General Business, Office Practice			1		1	
Bookkeeping, Shorthand, Business English, Penmanship and Spelling	1				1	
Bookkeeping, Business Economics, Business Law, Business Mathematics			1		1	
Bookkeeping, General Business, Business Law, Secretarial Practice	1				1	

TABLE XXXIX (continued)

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Bookkeeping, Shorthand, Office Practice, Data Processing	1				1	
Bookkeeping, General Business, Business Law, Business English	1				1	
Shorthand, Office Practice, General Business, Business Law			1		1	
Shorthand, Office Practice, Business Economics, Marketing and Distribution			1		1	
General Business, Business Law, Business Mathematics, Salesmanship			1		1	
General Business, Business Law, Marketing and Distribution, Office Practice Cooperative (OE and DE Coordinator)	1				1	
General Business, Business Economics, Salesmanship, Retailing (DE Coordinator)	1				1	
Business Economics, Salesmanship, Distributive Education, Office Practice Cooperative (OE and DE Coordinator)	1				1	

TABLE XL

TABLE XL (cont)

FIVE-COURSE TEACHING COMBINATIONS OF 819 FULL-TIME MALE AND FEMALE TEACHERS
OF BUSINESS SUBJECTS IN 636 KANSAS SECONDARY SCHOOLS DURING 1962-63

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Typewriting, Bookkeeping, Shorthand, General Business, Office Practice	5		6		11	
Typewriting, Bookkeeping, Shorthand, Office Practice, Business Mathematics	3		4		7	
Typewriting, Bookkeeping, Shorthand, Office Practice, Business Law	3		2		5	
Typewriting, Bookkeeping, Shorthand, Office Practice, Business Economics			2		2	
Typewriting, Bookkeeping, Shorthand, General Business, Business Mathematics			1		1	
Typewriting, Bookkeeping, Shorthand, General Business, Business Law	1				1	
Typewriting, Bookkeeping, Shorthand, Office Practice, Salesmanship			1		1	
Typewriting, Bookkeeping, Shorthand, Office Practice, Business English			1		1	
Typewriting, Bookkeeping, Shorthand, Office Practice, Business Economics	1				1	
Typewriting, Bookkeeping, Shorthand, Business Economics, Business Law			1		1	
Typewriting, Bookkeeping, Shorthand, Business Law, Salesmanship	1				1	
Typewriting, Bookkeeping, Shorthand, Business Economics, Secretarial Practice	1				1	
Typewriting, Bookkeeping, Office Practice, Business Economics, Business Mathematics			1		1	

TABLE XL (continued)

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Typewriting, Bookkeeping, General Business, Office Practice, Business Law			1		1	
Typewriting, Bookkeeping, General Business, Business Law, Salesmanship	1				1	
Typewriting, Bookkeeping, Office Practice, Business English, Business Principles	1				1	
Typewriting, Bookkeeping, Business Economics, Distributive Education, Office Practice Cooperative (OE and DE Coordinator)	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, Business Law, Business Mathematics	1				1	
Typewriting, Shorthand, Business Economics, Business Law, Business Mathematics	1				1	
Typewriting, Shorthand, Office Practice, Briefhand, Vocabulary Study			1		1	
Bookkeeping, Shorthand, Business Economics, Business Law, Business Mathematics	1				1	

TABLE XLI

SIX-COURSE TEACHING COMBINATIONS OF 819 FULL-TIME MALE AND FEMALE TEACHERS
OF BUSINESS SUBJECTS IN 636 KANSAS SECONDARY SCHOOLS DURING 1962-63

Course Combinations	Male		Female		Total	
	P	NP	P	NP	P	NP
Typewriting, Bookkeeping, Shorthand, Office Practice, General Business, Business Mathematics			1		1	
Typewriting, Bookkeeping, Shorthand, Office Practice, General Business, Secretarial Practice	1				1	
Typewriting, Bookkeeping, Shorthand, Office Practice, General Business, Business Economics	1				1	
Typewriting, Bookkeeping, Shorthand, Office Practice, Business Economics, Business Principles	1				1	