


THE STATUS OF TEACHERS OF BUSINESS
SUBJECTS IN THE KANSAS SECONDARY
SCHOOLS FOR 1956-1957

A Thesis
presented to
the Department of Business and Business Education
The Kansas State Teachers College of Emporia

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Business Education

by
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Working Experience

Type of Certificate Held

Kind of Degree Held by Teachers of Business

Subjects

Source of Anticipated Degree

Years since Receiving Anticipated Degree

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... of a nation's population are to be realized. The
... increasing population of the world may not be
... of people in terms of economic and
... of people. It is not that we can only be taught to
... through a business
... situation?

A part of the people entered into (business)
... profit. There is a
... of the
... of this nation and the nation around it.
... "Education and Business Built
... together," says Owen said,¹

To have the feeling that the individual enterprise,
... the best, the best, the best of the
... of the people, and the best of the best of
... a great and significant relationship
... of a better world and the
... of peace.

Perhaps from this statement, the conclusion may be
... in business is becoming a necessity.

¹Owen Owen, "Education and Business Built Together,"
... 225 (October,
... 1931), pp. 12-13.

CHAPTER I

INTRODUCTION

Business education is a necessity if the economic wants of a nation's population are to be satisfied. The rapidly increasing population of the world today has made it necessary for people to think in terms of economic and social welfare. In what better way can they be taught to meet the problems facing them than through a business education?

A short time ago people entered into an industrial enterprise solely to make a profit. Today there is a consciousness entering into business, a consciousness of the social welfare of this nation and the nations around it. In an article entitled, "Education and Business Build Together," Dwayne Orton said,¹

We have the feeling that the industrial enterprise, whether it be in the East, the West, the North or the South of our globe, around the globe or at the top or at the bottom, has a great and significant relationship to the building of a better world and the sustaining of peace.

Perhaps from this statement, the conclusion may be drawn that an education in business is becoming a necessity.

¹Dwayne Orton, "Education and Business Build Together," The National Business Education Quarterly, XXI (October, 1952), pp. 112-113.

If the dream for a better world and the sustaining of peace is to come true, it is important that the business education of a nation's population is of the very highest quality. In order to achieve this necessary high quality of instruction, state surveys of business education in the secondary schools must be made. Only in this way is it possible that the deficiencies which may be occurring in business education can be discovered. Such surveys also provide information for college advisors of future business teachers. It is necessary that advisors be able to answer the constantly arising questions which are pertinent to business education throughout the state.

Proper academic preparation of teachers is necessary if a high quality of instruction is to be achieved and maintained throughout the state. Therefore the question arises: Have the business teachers in the state of Kansas had adequate academic preparation to teach the subjects which they are teaching? An attempt will be made in this thesis to present data by means of a survey which will answer this question as well as many other questions which are constantly being asked by those interested in business education throughout the state.

I. STATEMENT OF THE PROBLEM

The objective of this study is to determine the current status of the teachers of business subjects in the public high schools of Kansas. This will be done by:

1. Presenting personal data regarding the teachers such as sex, age, teaching experience, and work experience.
2. Presenting data concerning their teaching position including the class, type of organization, and enrollment of the school, as well as the salary of the teachers of business.
3. Presenting the teaching combinations of the teachers.
4. Investigating the academic preparation of the teacher by gathering data regarding the number of college credit hours earned in the different fields of business, the name of the degree held, and the number of years since this degree was granted.
5. Presenting information regarding certain relationships of the various colleges from which the teachers graduated with the high schools in which they are employed, the number of college credit hours earned in the different fields of business, and the subjects which they are teaching.

The following problems will also be considered:

1. The number and per cent of men and women teachers of business subjects classified according to data pertaining to the employing school. These data include:
 - a. Classification of school.
 - b. Type of organization.
 - c. Various types of districts as determined by the law of high school organization.
 - d. Population of city.
 - e. Enrollment of school.

2. The number and per cent of men and women teachers of business subjects classified according to data pertaining to the teacher. These data include:

- a. Type of certificate held.
- b. Salary.
- c. Tenure and experience.
- d. Age.
- e. Size of town in which the high school is located from which the teacher graduated.

3. The teachers of business subjects classified by their Baccalaureate Degree according to:

- a. College granting degree.
- b. Years since receiving degree.

4. The teachers of business subjects with a Master's degree classified according to:

- a. College granting degree.
- b. Years since receiving the degree.

5. The teachers of business subjects as classified according to the various colleges from which they received their Baccalaureate degree classified according to:

- a. Classification of school in which employed.
- b. Enrollment of high school in which employed.
- c. Age.

6. The number and per cent of administrators who are teaching business subjects.

7. The major and minor fields of study of teachers of business subjects classified according to:

- a. Number of teachers.
- b. College from which the teacher graduated.
- c. Age.

8. The fields in which the teachers of business subjects are teaching classified according to:

- a. The first and second teaching fields.
- b. The number of teachers teaching business only.
- c. The frequency with which other fields are taught with Business Education.

9. The academic preparation of the teachers shown by their hours of college credit in the different fields of business. Classifications will be made showing the college credit of teachers according to:

- a. Age.
- b. Class of school in which employed.
- c. Graduates from the various colleges.

10. The number of college hours of credit held by the teachers in the subject in which they are teaching.

11. The number of teachers having college credit in the different fields of business besides the ones in which they are teaching.

12. The number of teachers in each different business subject in the secondary public high schools of Kansas.

13. The number of teachers who are teaching different course combinations and what the subjects are in each combination.

II. DEFINITION OF TERMS USED

For the purposes of this study the following definitions will be used:

Business Teacher. A business teacher is one who instructs one or more classes in the business field.

Secondary School. The secondary school means the officially-recognized public senior high school. This, in most cases, includes grades nine, ten, eleven, and twelve; or freshmen, sophomores, juniors, and seniors. However, when the ninth grade is considered a part of the junior high school, the ninth grade is not included.

Major Field of Study. The major field of study is the field which the graduating college has designated as a major on the transcript of the graduate. In cases where it has not been stated, the field in which the graduate had the most college credit hours was considered the major field of study. No definite number of hours was used in determining the major field of study.

Minor Field of Study. The minor field of study is the field which the graduating college has designated as a minor on the transcript of the graduate. In cases where the minor field has not been stated, the field in which the graduate had the second highest number of college credit hours was considered the minor field of study. No definite number of hours was used in determining the minor field of study.

First Teaching Field. The first teaching field is the field in which the teacher is teaching the largest

number of classes. In cases where the teacher is teaching the same number of classes in one field as in another, the field in which the teacher has the larger number of college credit hours is given preference and is considered the first teaching field.

Second Teaching Field. The second teaching field is the field in which the teacher is teaching the second largest number of classes. In cases where the teacher is teaching the same number of classes in one field as in another, the field in which the teacher has the second highest number of semester hours of college credit is considered the second teaching field.

School Classifications. The school classifications used in this study are the ones granted by the State Board of Education to the high schools of Kansas. Secondary schools are classified A, B, or C for an indefinite period. This classification is valid so long as the school meets the conditions for the given ranking. The rating of the schools is based on:

1. Excellence of administration.
2. Effectiveness of school programs in terms of curriculum, building and equipment, library and special services, and teacher preparation.
3. Evidence of good relationship between faculty, students, board of education and community.

4. All standards for accrediting secondary schools shall be met by October 15 of each school year.²

Teachers in Class A schools must have twenty-four semester hours of preparation in the business field with the equivalent of six semester hours in each subject taught. Teachers in Class B schools must have twelve semester hours of preparation in the business field with five semester hours in each subject taught. Teachers in Class C schools must have eight semester hours of preparation in the business field with three semester hours in each subject taught.³

Class M schools are those which do not meet the above specified requirements but which are accredited by the State Department of Public Instruction upon the recommendation of the state high school supervisors; provided that any such school shall be known as a "minimum" school and designated by the letter "M" and provided further that no minimum school shall be so accredited for more than two successive years.⁴

Schools, which because of their nature or manner of operation have not been classified by the State Department

²Adel F. Throckmorton, Kansas Secondary School Handbook, 1956, (Topeka: Ferd Voiland, Jr., State Printer, 1955), pp. 49-50.

³Adel F. Throckmorton and State Board of Education, Certificate Handbook, March 1, 1955, (Topeka: Ferd Voiland, Jr., State Printer, 1955), p. 67.

⁴Throckmorton, loc. cit.

of Public Instruction, are indicated in this study as "Provisional."

High School Organization Law. High school districts in Kansas are determined by law and constitute a "body corporate and politic possessing the usual powers of a corporation for public purposes." There are various types of districts.⁵

The Community High School District includes all of the territory of a county not included in the territory of a district maintaining an accredited high school.⁶

The Rural High School District may be within one county or may constitute two counties. The district must have at least 16 square miles and must contain tangible taxable property of an assessed valuation of not less than 4 million dollars. It must also have 50 children at the time of organization who are eligible for admission into high school.

Cities of the First and Second Class School District refers to the class of city in which the district is located.⁷ Cities that are classified as first class cities have a

⁵Adel F. Throckmorton, Kansas School Laws, (Topeka: Albert B. Martin, compiler,) 1953, p. 11.

⁶Ibid., p. 56.

⁷Ibid., p. 11.

population of 15,000 and over, while the second class cities are those that have a population between 2,000 and 15,000.

The Common School Districts include all school districts that are not community high school districts, rural high school districts, and schools located in cities of first and second class.⁸ The common school district may be wholly within one county or may be partly in two or more counties.⁹

III. SCOPE OF THE STUDY

This study is based on data concerning the teachers of the officially-recognized public senior high schools of Kansas who taught one or more business subjects during the 1956-57 school year. Junior high schools, private schools, and parochial schools are omitted from this study.

This study includes data obtained from microfilm of the High School Principals' Organization Reports on file in the office of the State Department of Public Instruction and from transcripts on file in the same office. Transcripts of the teachers who graduated from Kansas State Teachers College of Emporia, Kansas State Teachers College of Pittsburg, and Fort Hays Kansas State College whose transcripts were

⁸Ibid., p. 30.

⁹Ibid., p. 33.

not on file at the Department of Public Instruction were obtained by going directly to the respective registrars' offices.

It is believed that the data presented are accurate and complete with the exception of:

1. Data concerning the academic preparation of fifty-four teachers for whom transcripts were not available.
2. Data concerning the graduate and post-graduate work of teachers who had failed to file recent college credit.
3. Clerical errors made by the reporting school in the organizational reports.
4. Vague or illegible recording of information on the reports.
5. The possibility of deliberate inaccurate recording of information on the organizational reports.
6. Mistaken identity of subjects through improper naming of courses by colleges.
7. Clerical errors made by this writer or her assistants in transferring data from the reports and transcripts to the work sheets used for this study.

IV. METHOD 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 which would determine the status of teachers of business subjects in the secondary schools of the state. Work sheets of similar studies were examined in order to determine the best methods of recording the desired information.

2. A work sheet,¹⁰ a copy of which appears in the appendix, was prepared for gathering data from both the High School Principals' Reports and the transcripts of the teachers who were teaching business subjects. Even though much time and effort were spent in devising this work sheet, it was still found necessary to supplement the work sheet with an additional section for the purpose of making certain comparisons. As it was found impossible to gather all information originally planned when preparing the work sheet, certain portions of the work sheet are not used in this study.

3. Data including the names of the teachers of business subjects, information concerning these teachers, and information regarding the schools in which the teachers were employed was gathered from microfilm of the High School Principals' Reports and were transferred to the work sheets.

4. Information concerning the academic preparation in business subjects was gathered from the college transcript of each individual business teacher.

5. The data gathered on the work sheets were coded according to codes which had been set up along with the preparation of the work sheet. The Bureau of Measurements of Kansas State Teachers College, Emporia, cooperated in

¹⁰Appendix.

devising these codes so the material might be sorted by the International Business Machines available in the Bureau of Measurements Department.

6. Blank table forms necessary for the development of this study were planned and presented to the Bureau of Measurements along with the coded work sheets.

7. The coded data from the work sheets were then sorted and tabulated in the form presented in this study.

8. These tables were examined in order to discover facts, make comparisons, and draw conclusions concerning the status of the teachers of business subjects in the secondary schools of Kansas for the school year of 1956-57.

V. TYPES OF DATA COLLECTED

From the High School Principals' Reports and from the college transcripts of the teachers, data concerning both the teacher and the employing school of the teacher were recorded. The following types of data were collected:

1. Data concerning the employing school of each teacher.

- a. Location and name.
- b. Classification and type of organization.
- c. Population of city in or near where the school is located.
- d. Enrollment.

2. Data pertaining to the teacher.

- a. Sex and age.
- b. Name and population of city where teacher graduated from high school.

- c. Type of certificate teacher holds.
- d. Years of teaching experience in present school and years of teaching experience in other schools.
- e. Salary.
- f. First teaching field, second teaching field if teaching in a second field, and whether serving in an administrative capacity.
- g. Business subjects taught during the school year of 1956-57.
- h. Major and minor fields of study.
- i. Name of college from which the bachelor's degree was received, name of degree, and the number of years since receiving this degree.
- j. Name of college from which each teacher holding a master's degree received it, name of degree, and number of years since receiving this degree.
- k. Academic preparation--college credit hours in the different fields of business.

VI. PREVIOUS STUDIES

Many studies have been made concerning business education in the secondary schools of Kansas. These studies have furnished information which has proven of tremendous value toward the advancement of business education. These studies have been made largely from information gathered from the High School Principals' Reports. As far as this writer is able to determine, at no time has there been a study made concerning the teachers of business subjects in Kansas by studying the transcripts of the individual teachers.

Such a study was made by Baker and Brooks (1957) regarding the teachers of science in the high schools of

Kansas for 1955-56. Baker and Brooks investigated the academic preparation of the teachers of science in Kansas, presented data relevant to the teachers' background, teaching assignment, teaching position, and information concerning the college from which they graduated.¹¹ In acquiring the above-mentioned information, it was necessary to gather data from the High School Principals' Reports before a study of the individual transcripts of the teachers could be made.

Using the same method of procedure, but with some variance in the type of data collected, Sare (1958) conducted a study concerning the background and academic preparation of the social science teachers in the high schools of Kansas for 1956-57.¹²

In the present study an attempt will be made to present information and data concerning the teachers of business subjects in the high schools of Kansas. It will in many ways be patterned after both the Baker and Brooks study and the Sare study.

¹¹Weldon N. Baker and Merle E. Brooks, Background and Academic Preparation of the Teachers of Science in the High Schools of Kansas, 1955-56 (The Emporia State Research Studies, December, 1957) Vol. 6, No. 2.

¹²Harold V. Sare, Background and Academic Preparation of the Social Science Teachers in the High Schools of Kansas 1956-57 (The Emporia State Research Studies, December, 1958) Vol. 7, No. 2.

Before World War II numerous studies were made concerning college preparation, teaching experience, teaching combinations, and salaries of business teachers. During the period since World War II, studies have been made on the various phases of business education which parallel those made before the war. Trends have been shown by these studies. Since this study is not intended to show trends in business education, these studies are merely mentioned to acquaint the reader with other recent studies of business education in the high schools of Kansas.

One recent study containing important data concerning business education in the high schools of Kansas was made by Iliff¹³ in 1950. Another was made by Grabhorn¹⁴ in 1954. These were comparative studies made with data gathered from the High School Principals' Reports. These studies each showed the number of business and part-time business teachers; classification, type, and enrollment of school where employed; sex, experience, types of degrees held, and college preparation of the teacher; business subjects

¹³Kathryn Mary Iliff, The Status of Teachers of Business Subjects in the Kansas Secondary Schools for 1948-49, (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1950), pp. 1-133.

¹⁴Fred W. Grabhorn, The Status of Teachers of Business Subjects in the Secondary Schools of Kansas for 1953-54, (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1954), pp. 1-107.

offered, business subjects added or dropped during the year and those alternated but not offered the year of the study; and subjects taught by business teachers, including the teaching combinations of the business teachers.

Both Iliff and Grabhorn included junior high schools in their studies. However, Iliff did not include parochial schools whereas Grabhorn did include them. Grabhorn found an increase of 111 business teachers during the four-year period between Iliff's study and his study.¹⁵ He also found an improvement in the amount of college preparation for teachers of business subjects, as well as an increase of almost eight per cent in the number of teachers holding a Master's degree.¹⁶ Kansas State Teachers College of Emporia furnished the largest percentage of the teachers holding this degree. Grabhorn showed the median salary for business teachers to be \$3450 while Iliff showed a median of \$2739.10. There had been an increase in the median of \$710.90 during the four-year period.¹⁷ There would have undoubtedly been a greater increase had the parochial schools been included in the Iliff study, as salaries in parochial schools tend to be lower than those in public schools.

¹⁵Ibid., p. 96.

¹⁶Ibid., p. 98.

¹⁷Ibid., pp. 78-79.

CHAPTER II

A SURVEY OF THE FIELD OF TEACHING IN BUSINESS EDUCATION

The data presented in this chapter are based on information obtained from the High School Principals' Reports. There were 840 teachers of business subjects in the 606 officially-recognized public senior high schools of Kansas for the year of 1956-57. This included two teacher-training schools.

The women teachers slightly outnumbered the men teaching business subjects. There were 433 women teachers, which was 51.5 per cent of the total number while there were 407 men.

I. CLASS OF SCHOOL

The Kansas State Department of Public Instruction maintains certain policies in accrediting and classifying Kansas high schools. These classifications have been explained earlier in this study. The number and per cent of teachers of business subjects in each school classification are shown in Table I. Five hundred twenty teachers, or 61.9 per cent, were teaching in the 306 class A schools. One hundred twenty-nine, or 15.3 per cent, were employed in the 119 class B schools, and 166, or 19.8 per cent, were

employed in the 1915, also a table, the number of teachers employed in each classification of schools of year and teacher per school.

According to the Kansas Educational Directory, there were 417 schools in the State in 1915. However,

TABLE I

CLASS OF SCHOOLS IN WHICH THE TEACHERS OF BUSINESS SUBJECTS WERE EMPLOYED

such as Table I and the other tables where school classifica-

Class of School	Number of Men	Number of Women	Number of Teachers	Per Cent of Teachers
A	254	266	520	61.9
B	60	69	129	15.3
C	79	89	166	19.8
M	11	9	20	2.4
Provisional	3	2	5	.6
Total	407	433	840	100.0%

II. TYPE OF SCHOOL ORGANIZATION

The type of organization of each school is determined by the local authorities. The type of school organization was provided in Kansas in the 1915 year in which the

employed in the 154 class C schools. The eighteen class M schools employed twenty teachers. There was an average in each classification of schools of over one teacher per school.

According to the Kansas Educational Directory, there were six ungraded schools for the year 1956-57. However, as these ungraded schools had filled in a classification on their principal organization report, they are counted as such in Table I and the other tables where school classifications are used. There were three schools classified as provisional. In these three schools there were five teachers of business subjects. It is interesting to note that one of the schools had three teachers who were each teaching one class of business.

It is not shown on Table I, but 62.4 per cent of the men and 61.4 per cent of the women teaching business subjects were teaching in class A schools. This shows that there is little, if any, preference given to one sex over the other in the field of business education in Kansas high schools.

II. TYPE OF SCHOOL ORGANIZATION

The type of organization of each school is determined by the local authorities. The type of school organization most prevalent in Kansas is the 8-4 plan in which the

student has eight years of elementary school and four years of high school. The second most common plan is the 6-3-3 type of organization in which the student has six years of elementary, three years of junior high school, and three years of senior high school. In the 6-4-4 plan and the 6-3-3-2 plan, the last two years are Junior College. Other types of organization found in the state public schools are the 6-6 and the 6-2-4 plans.

It is shown in Table II that there are 613 teachers of business subjects, or 73 per cent, who are teaching in high schools organized on the 8-4 plan. The next highest number of teachers are employed by senior high schools which are a part of the 6-3-3 type of system. The combined total number employed in the 6-4-4 and the 6-3-3-2 plans is 44 teachers which is only five and two-tenths per cent of the total number of teachers of business subjects throughout the state.

III. HIGH SCHOOL ORGANIZATION LAW

Data in Table III show the number of teachers of business subjects employed in the different classifications of schools according to the High School Organization Law under which the schools were organized. Of the 840 teachers of business subjects in Kansas, 582 or nearly 70 per cent, were employed in rural high schools and common school

TABLE II

TABLE III
 CLASSIFICATION OF TEACHERS OF BUSINESS SUBJECTS
 ACCORDING TO THE TYPE OF GRADE ORGANIZATION

Type of Organization	Number of Men	Number of Women	Number of Teachers	Per Cent of Teachers
8-4	292	321	613	73.0
6-6	22	36	58	6.9
6-3-3	55	50	105	12.5
6-2-4	12	8	20	2.4
6-4-4	7	3	10	1.2
6-3-3-2	19	15	34	4.0
Total	407	433	840	100.0%

Christian schools, while only 30 per cent were employed in the secondary high schools, the cities of first class, and the cities of second class schools.

IV. EFFICIENCY OF SCHOOL AND POPULATION OF CITY
IN WHICH TEACHERS WERE EMPLOYED

TABLE III

College students who are preparing themselves for the
teach CLASSIFICATION OF TEACHERS OF BUSINESS SUBJECTS
BY HIGH SCHOOL ORGANIZATION LAW
for them to start their teaching career in a small high

High School Organization Law	Number of Men	Number of Women	Number of Teachers	Per Cent
Community High School	22	18	40	4.7
Rural High School	188	207	395	47.0
City of the First Class	40	44	84	10.0
City of the Second Class	70	64	134	16.0
Common School District	87	100	187	22.3
Total	407	433	840	100.0%

Table IV that 123 teachers, or 14.5 per cent, were teaching in schools having an enrollment of less than one hundred students. This was only one-half of the teachers of business subjects in the entire high schools of Iowa. It may be noted in Table V that nearly one half, 42.5 per cent to be exact, were teaching in schools located in towns with a

district schools, while only 30 per cent were employed in the community high schools, the cities of first class, and the cities of second class schools.

IV. ENROLLMENT OF SCHOOL AND POPULATION OF CITY IN WHICH TEACHERS WERE EMPLOYED

College students who are preparing themselves for the teaching profession seldom realize that it may be necessary for them to start their teaching career in a small high school located in a rural or small town community. This is often true as a result of the large number of schools having a small enrollment located in a small town, and it is often the beginning teacher who finds it necessary to take a position in these small schools.

Data in Table IV indicate the number of teachers of business subjects employed in schools of various enrollment while Table V data indicate the number of teachers of business subjects employed in schools which are located in towns and cities of different present populations. It may be noted in Table IV that 424 teachers, or 50.5 per cent, were teaching in schools having an enrollment of less than one hundred students. This was over one-half of the teachers of business subjects in the senior high schools of Kansas. It may be noted in Table V that nearly one half, 42.5 per cent to be exact, were teaching in schools located in towns with a

TABLE IV

ENROLLMENT OF THE SCHOOL IN WHICH THE TEACHERS
OF BUSINESS SUBJECTS WERE EMPLOYED

School Enrollment	Number of Men	Number of Women	Number of Teachers	Per Cent of Teachers
10-24	17	27	44	5.2
25-49	89	85	174	20.7
50-74	64	81	145	17.3
75-99	35	26	61	7.3
100-199	72	77	149	17.7
200-299	20	32	52	6.2
300-499	35	29	64	7.6
500-999	34	41	75	8.9
1000-2499	36	27	63	7.5
2500-above	5	8	13	1.6
Total	407	433	840	100.0%

population of less than 500 people. Only 152 teachers, or 18.1 per cent, were teaching in cities having over 20,000 population.

TABLE V

POPULATION OF CITIES WHERE TEACHERS OF BUSINESS SUBJECTS WERE EMPLOYED

Population of City	Number of Men	Number of Women	Number of Teachers	Per Cent of Teachers
1-500	165	194	357	42.5
501-1000	67	55	122	14.5
1001-1500	29	22	51	6.1
1501-2000	9	24	33	3.9
2001-4000	33	38	71	8.6
4001-6000	12	13	25	3.0
6001-10,000	13	14	27	3.3
10,001-20,000	30	27	57	6.8
20,001-50,000	12	9	21	2.5
50,001-above	37	37	74	8.8
Total	407	433	840	100.0%

population of less than 500 people. Only 152 teachers, or 18.1 per cent, were teaching in cities having over 20,000 population.

V. SIZE OF TOWN IN WHICH HIGH SCHOOL WAS LOCATED
FROM WHICH THE TEACHER WAS GRADUATED

Of the 840 teachers employed in the teaching of business subjects in the public senior high schools of Kansas for the year 1956-57, data regarding the population of the city in which the high school was located from which the teachers graduated were found for all but forty-nine of the teachers. These available data showing the number and per cent of teachers graduating from high schools in the various classes of city populations are presented in Table VI. Comparison of the data in Table VI with that in Table V shows that only 251 teachers, or 29.9 per cent, graduated from high schools located in cities with less than 500 population while 357 teachers, or 42.5 per cent, are teaching in cities with less than 500 population. A similar situation existed in cities with a population of over 50,000. Only thirty-seven teachers, or four and four-tenths per cent, were graduates of high schools in these large cities, whereas seventy-four, or eight and eight-tenths, were employed there.

TABLE VI

SIZE OF TOWN IN WHICH HIGH SCHOOL WAS LOCATED
FROM WHICH THE TEACHER WAS GRADUATED

Size of Town or City	Number of Men	Number of Women	Number of Teachers	Per Cent of Teachers
1-500	134	117	251	29.9
501-1000	65	52	117	13.9
1001-1500	18	19	37	4.4
1501-2000	18	23	41	4.9
2001-4000	40	48	88	10.5
4001-6000	9	22	31	3.7
6001-10,000	25	30	55	6.5
10,001-20,000	53	45	98	11.7
20,001-50,000	14	22	36	4.3
50,001-above	14	23	37	4.4
Unknown	17	32	49	5.8
Total	407	433	840	100.0%

High schools located in cities with a population of 500 to 1500 nearly supplied the number of teachers teaching in the cities of this size.

High schools located in cities ranging from 1500 to 50,000 more than produced their share of the number of teachers needed in cities of this size. The high schools having the best record in regard to this matter were those located in cities with a population range between 10,000 and 20,000. They produced ninety-eight of the teachers, which was 172 per cent of the fifty-seven which they employed.

VI. TEACHING EXPERIENCE

The teaching experience of the teachers of business subjects for the year of 1956-57 is shown by the use of two tables. The number of years of teaching experience in the current school is shown in Table VII while the teaching experience in other schools is shown in Table VIII.

A study of Table VII shows that 234 teachers, or 27.9 per cent, were teaching their first year in their present position. No doubt many of this number had experience in other schools, so it is impossible to determine from the data presented in this table the number of actually beginning teachers for the year. A total of 458

TABLE VII

TEACHING EXPERIENCE OF TEACHERS OF BUSINESS
SUBJECTS IN PRESENT POSITION

Number of Years	Number of Men	Number of Women	Number of Teachers	Per Cent of Teachers
0-1	113	121	234	27.9
2-3	109	115	224	26.7
4-5	57	58	115	13.7
6-10	70	57	127	15.1
11-15	27	44	71	8.5
16-20	17	12	29	3.4
21-25	3	6	9	1.1
26-30	4	9	13	1.5
31-40	6	5	11	1.3
Over 40	0	2	2	.2
Unknown	1	4	5	.6
Total	407	433	840	100.0%

teachers, or 33.7 per cent, had no more than three years experience in their present teaching position.

A study of 3014 of the 840 teachers, or 33.7 per cent, have no experience or only one year in other schools.

TABLE VIII

TEACHING EXPERIENCE OF TEACHERS OF BUSINESS SUBJECTS IN OTHER POSITIONS

Data presented in Table VII indicates very little

Number of Years	Number of Men	Number of Women	Number of Teachers	Per Cent of Teachers
0-1	164	119	283	33.7
2-3	58	56	114	13.6
4-5	48	36	84	10.0
6-10	61	79	140	16.7
11-15	39	56	95	11.3
16-20	12	29	41	4.9
21-25	12	22	34	4.0
26-30	6	16	22	2.6
31-40	4	11	15	1.8
Over 40	0	0	0	0.0
Unknown	3	9	12	1.4
Total	407	433	840	100.0%

of successful teaching experience during the period for which the certificate was valid.

The Degree Certificate is a three-year certificate renewable for life which may be issued to the applicant

teachers, or 54.6 per cent, had no more than three years experience in their present teaching position.

A study of Table VIII shows that 283 teachers, or 33.7 per cent, have no experience or only one year in other schools.

Data presented in Table VII indicate very little difference in the years of experience in the current position for men and women. However, data in Table VIII show that women tend to have more years of teaching experience in other schools than do men. This may be an indication that women stay with the teaching profession while men tend to leave it for other type of work.

VIII. TYPE OF CERTIFICATE HELD

The number of teachers of business subjects holding the different types of certificates is given in Table IX. The type held by the largest number is the Life Degree which was held by 312 teachers, or 37.1 per cent of the entire number. This certificate might be issued to the holder of a degree three-year certificate at the end of the third year provided the applicant had secured two years of successful teaching experience during the period for which the certificate was valid.

The Degree Certificate is a three-year certificate renewable for life which may be issued to the applicant

who holds a baccalaureate degree. It was held by 301 teachers of business subjects. The life diploma was issued prior to July 1, 1957, on the basis of a degree from an accredited college and is the only certificate which has not expired from three consecutive years of non-use. This type of certificate is no longer issued by

TABLE IX
TYPE OF CERTIFICATE HELD BY THE TEACHERS
OF BUSINESS SUBJECTS

Type of Certificate	Number of Men	Number of Women	Number of Teachers	Per Cent Teachers
Degree	164	145	309	36.8
Life	81	101	182	21.7
Life Degree	133	179	312	37.1
Life Administration	17	1	18	2.1
Provisional Administration	9	2	11	1.3
Unknown	3	5	8	1.
Total	407	433	840	100.0%

as the principal's reports as a result of this incomplete information, the type of degree held by the teachers is not shown in this study.

II. SOURCE OF BACCALAUREATE DEGREE

Among the five state colleges, two of which are charged with the specific responsibility of training

who holds a baccalaureate degree. It was held by 309 teachers of business subjects. The Life Diploma was issued prior to July 1, 1957, on the basis of a degree from an accredited Kansas college and is the only certificate which does not elapse from three consecutive years of non-use. This type of certificate is no longer issued by these colleges. It was held by 182 teachers.

Included in Table IX are the Administrator's Provisional Certificate, which may be issued at the expiration of the first and second Administrator's Provisional Certificate.

IX. KIND OF DEGREE HELD BY TEACHERS OF BUSINESS SUBJECTS

An attempt was made to determine the kind of bachelors and masters degrees held by the teachers of business subjects. Data concerning the kind of degree were gathered from the Principals' Reports. Upon examining the transcripts of the teachers, it was found that many of the principals had not given the full title of the degree on the Principals' Reports. As a result of this incomplete information, the type of degrees held by the teachers is not shown in this study.

X. SOURCE OF BACCALAUREATE DEGREES

Kansas has five state colleges, two of which are charged with the specific responsibility of training

teachers for the public schools. The other three have departments of education which annually graduate potential teachers. In addition to the state colleges there are two municipal universities, fifteen private or denominational colleges, all training teachers for the public schools of Kansas.

The number of teachers of business subjects in the public senior high schools of Kansas for the year of 1956-57 supplied by the individual Kansas colleges, together with those supplied by Oklahoma, Missouri, and other colleges, is shown in Table X. The per cent of teachers supplied by the individual colleges is also shown on the table. For purposes of clarity and comparison, the colleges are combined into groups representing the state colleges and universities, municipal universities, and independent colleges.

The largest single group of teachers, which was 158 or 18.8 per cent of the total number, were graduates of Kansas State College of Emporia. Kansas State Teachers College of Pittsburg ranked second with 118 teachers which was 14.1 per cent of the total. Third in rank was Fort Hays State College with eighty-five of the teachers or 10.1 per cent. Since Fort Hays State College was for so long a teachers college, it seems appropriate to include

TABLE X

SOURCE OF BACCALAUREATE DEGREES

Colleges	Number of Teachers	Per Cent of Total
KANSAS STATE COLLEGES AND UNIVERSITIES		
Kansas State Teachers College of Emporia	158	18.8
Kansas State Teachers College of Pittsburg	118	14.1
Fort Hays Kansas State College	85	10.1
Kansas State College	44	5.2
University of Kansas	25	3.0
KANSAS MUNICIPAL UNIVERSITIES		
Washburn University	15	1.8
Wichita University	18	2.1
KANSAS INDEPENDENT COLLEGES		
Baker University	11	1.3
Bethany College	28	3.3
College of Emporia	15	1.8
Friends University	8	1.0
Hesston College	0	0.0
Kansas Wesleyan University	27	3.2
McPherson College	19	2.3
Marymount College	13	1.5
Mount St. Scholastica College	5	.6
Ottawa University	14	1.7
St. Benedict's College	6	.7
St. Mary's College	2	.2
Southwestern College	28	3.3
Sterling College	3	.4
Other Kansas Colleges	5	.6
OKLAHOMA COLLEGES AND UNIVERSITIES		
Teachers Colleges	54	6.4
Other State Colleges	28	3.3
Independent Colleges	10	1.2
MISSOURI COLLEGES AND UNIVERSITIES		
Teachers Colleges	32	3.8
University of Missouri	6	.7
Independent Colleges	9	1.1
OTHER COLLEGES AND UNIVERSITIES		
Teachers Colleges	9	1.1
State Colleges and Universities	30	3.6
Independent Colleges	15	1.8
Total	840	100.0%

its graduates with the graduates of the other two teachers colleges.

A combination of Kansas State College of Manhattan, which supplied forty-four of the teachers, and the University of Kansas, which supplied twenty-five, with the three teachers colleges gives a total of 430 teachers graduating from the five state institutions of Kansas. This total represents 51.2 per cent of the total number of teachers of business subjects in the public senior high schools for the year of 1956-57. The two municipal universities furnished a total of thirty-three teachers and the independent colleges of Kansas furnished 184. The two largest sources from the independent colleges of Kansas were Bethany College and Southwestern College each furnishing twenty-eight. Kansas Wesleyan University ranked next with twenty-seven. Graduates of Oklahoma colleges and universities total ninety-two, Missouri schools total forty-seven, and other out-of-state colleges and universities fifty-four.

XI. YEARS SINCE RECEIVING BACHELOR'S DEGREES

The number of years which have elapsed since the teachers graduated from college with a baccalaureate degree is given in Table XI. Two hundred thirty-seven, or 28.2 per cent of the teachers, have graduated within the last five years. One hundred eighty-six, or 22.1 per cent of

TABLE XI

YEARS SINCE TEACHERS RECEIVED BACHELOR'S DEGREES

	Number of Teachers		Years										41- above	Unknown
			1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41- above			
All Teachers of Business Subjects	840	No. 237 % 28.2	186 22.1	57 6.8	119 14.2	59 7.0	94 11.2	62 7.4	10 1.2	6 .7	10 1.2			
Kansas State Teachers College, Emporia	158	No. 52 % 32.9	30 19.0	8 5.1	21 13.3	10 6.2	23 14.6	9 5.7	0 0.0	2 1.3	3 1.9			
Kansas State Teachers College, Pittsburg	118	No. 26 % 22.0	28 23.7	10 8.5	24 20.3	8 6.8	14 11.9	5 4.2	1 .9	0 0.0	2 1.7			
Fort Hays State College	85	No. 18 % 21.2	17 20.0	7 8.2	15 17.6	8 9.4	6 7.1	11 12.9	1 1.2	0 0.0	2 2.4			
Kansas State College	44	No. 7 % 15.9	14 31.8	3 6.8	10 22.7	3 6.8	4 9.1	2 4.6	1 2.3	0 0.0	0 0.0			
University of Kansas	25	No. 4 % 16.0	4 16.0	4 16.0	2 8.0	2 8.0	3 12.0	4 16.0	1 4.0	1 4.0	0 0.0			
Other Kansas Colleges	217	No. 55 % 25.3	52 24.0	12 5.5	24 11.1	19 8.8	31 14.3	18 8.3	5 2.8	1 .4	0 0.0			
Oklahoma Colleges	92	No. 50 % 54.3	20 21.7	7 7.6	9 9.8	2 2.2	0 0.0	3 3.3	0 0.0	0 0.0	1 1.1			
Missouri Colleges	47	No. 8 % 17.0	10 21.3	3 6.4	8 17.0	5 10.6	9 19.2	3 6.4	0 0.0	1 2.1	0 0.0			
Other Colleges	54	No. 17 % 31.5	11 20.4	3 5.6	6 11.1	2 3.7	4 7.4	7 13.0	1 1.8	1 1.8	2 3.7			

NOTE: This table should be read as follows: Of the 840 teachers, 237 or 28.2 per cent had received their Bachelor's degree within the last five years. Of the 158 graduates of Kansas State Teachers College, Emporia, 52 or 32.9% received their Bachelor's degree within the last five years.

the teachers, have graduated within the period of six to ten years previously. This shows that 50.3 per cent or over one-half of the teachers have graduated within the last ten years. The next largest group are those who graduated from sixteen to twenty years ago.

It is interesting to note that fifty of the ninety-two teachers from Oklahoma colleges and universities graduated during the last five years. This is 54.3 per cent of the Oklahoma graduates teaching business subjects in the public senior high schools of Kansas for the year of 1956-57.

Data in Table XI indicate that Kansas State Teachers College of Emporia has graduated a relatively greater number during the most recent five-year period than any other individual college. For example, 32.9 per cent of the 158 graduates received their baccalaureate degrees during the last five years.

XII. AGE OF TEACHERS

The data in Table XII indicate that teachers of nearly all ages were teaching business subjects. Fifty-six and nine-tenths per cent were under forty years of age leaving 43.1 per cent which included those over forty and those for whom the age was unavailable. Generally speaking, the teachers for whom the ages were unavailable were those who had been teaching for a number of years.

TABLE XII

AGE OF TEACHERS OF BUSINESS SUBJECTS

Age in Years	Number of Men	Number of Women	Number of Teachers	Per Cent of Total
20-25	43	71	114	13.6
26-30	92	51	143	17.0
31-35	79	30	109	13.0
36-40	59	53	112	13.3
41-45	30	27	57	6.8
46-50	26	46	72	8.6
51-55	26	55	81	9.6
56-60	18	41	59	7.0
61-above	19	31	50	6.0
Unknown	15	28	43	5.1
Total	407	433	840	100.0%

The per cent of women teaching ranked higher than that of the men teachers in the age group of twenty to twenty-five years. However, the per cent of men ranked higher throughout the ages of twenty-six to forty-five which comprised four age groups. After the age of forty-five, more women than men were teaching.

In Table XIII the number and per cent of the graduates of the various colleges are grouped according to age. Graduates of the Oklahoma colleges were a distinctly younger group, with 55.5 per cent under thirty years of age. Eight of the twenty-five, or 32 per cent, of the teachers graduated from the University of Kansas were in the fifty-one to fifty-five years of age group.

XIII. ENROLLMENT AND CLASS OF HIGH SCHOOL IN WHICH GRADUATES OF VARIOUS COLLEGES WERE EMPLOYED

Data presented in Tables XIV and XV show where the graduates of the various colleges were employed, in terms of high school enrollment and high school classification. These tables are a further breakdown of the data presented in Table I and Table IV.

Sixty-one and nine-tenths per cent of all the teachers of business subjects were teaching in class A schools. Of the graduates of Kansas State Teachers College of Pittsburg, 72.9 per cent were teaching in class A

TABLE XIII

AGE OF GRADUATES OF THE VARIOUS COLLEGES

	Number of Teachers	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-above	Unknown
All Teachers of Business Subjects	840	11.4	14.3	10.9	11.2	5.7	7.2	8.1	5.9	5.0	4.3
		% 13.6	17.0	13.0	13.3	6.8	8.6	9.6	7.0	6.0	5.1
Kansas State Teachers College, Emporia	158	22	31	22	10	11	14	16	15	12	5
		% 13.9	19.6	13.9	6.3	7.0	8.9	10.1	9.5	7.6	3.2
Kansas State Teachers College, Pittsburg	118	15	14	19	20	6	15	11	6	10	2
		% 12.7	11.9	16.1	16.9	5.1	12.7	9.3	5.1	8.5	1.7
Fort Hays State College	85	11	11	9	12	10	7	9	11	3	2
		% 12.9	12.9	10.6	14.1	11.8	8.3	10.6	12.9	3.5	2.4
Kansas State College	44	3	3	7	11	5	3	4	1	4	3
		% 6.8	6.8	15.9	25.0	11.4	6.8	9.1	2.3	9.1	6.8
University of Kansas	25	4	1	4	4	0	1	8	1	0	2
		% 16.0	4.0	16.0	16.0	0.0	4.0	32.0	4.0	0.0	8.0
Other Kansas Colleges	217	23	43	23	26	12	22	25	10	15	18
		% 10.6	19.8	10.6	12.0	5.5	10.2	11.5	4.6	6.9	8.3
Oklahoma Colleges	92	26	25	7	17	6	2	2	2	2	3
		% 28.3	27.2	7.6	18.4	6.5	2.2	2.2	2.2	2.2	3.2
Missouri Colleges	47	4	5	7	6	3	6	4	5	2	5
		% 8.5	10.6	14.9	12.8	6.4	12.8	8.5	10.6	4.3	10.6
Other Colleges	54	6	10	11	6	4	2	2	8	2	3
		% 11.1	18.5	20.4	11.1	7.4	3.7	3.7	14.8	3.7	5.6

NOTE: This table should be read as follows: Of the 840 teachers of business subjects, 114 or 13.6 per cent were between the ages of 20 and 25. Of the 158 graduates of Kansas State Teachers College of Emporia, 22 or 13.9 per cent were between the ages of 20 and 25.

TABLE XIV

CLASS OF SCHOOL IN WHICH GRADUATES OF VARIOUS COLLEGES WERE EMPLOYED

	Number of Teachers	A	B	C	M	Provisional
All Teachers of Business Subjects	840	520 61.9	129 15.3	166 19.8	20 2.4	5 .6
Kansas State Teachers College, Emporia	158	112 70.9	19 12.0	26 16.5	1 .6	0 0.0
Kansas State Teachers College, Pittsburg	118	86 72.9	16 13.6	15 12.7	1 .8	0 0.0
Fort Hays State College	85	44 51.8	19 22.4	16 18.8	4 4.7	2 2.3
Kansas State College	44	18 40.9	10 22.7	14 31.8	1 2.3	1 2.3
University of Kansas	25	12 48.0	5 20.0	8 32.0	0 0.0	0 0.0
Other Kansas Colleges	217	128 59.0	31 14.3	51 23.5	6 2.8	1 .4
Oklahoma Colleges	92	54 58.7	13 14.1	20 21.8	5 5.4	0 0.0
Missouri Colleges	47	30 63.8	6 12.8	9 19.2	1 2.1	0 2.1
Other Colleges	54	36 66.7	10 18.5	7 12.9	1 1.9	0 0.0

NOTE: This table should be read as follows: Of the 840 teachers of business subjects, 520 or 61.9 per cent were teaching in Class A schools. Of the 158 graduates of Kansas State Teachers College of Emporia, 112 or 70.9 per cent were teaching in Class A schools.

TABLE IV

ENROLLMENT OF HIGH SCHOOLS IN WHICH GRADUATES OF VARIOUS COLLEGES WERE EMPLOYED

	Number of Teachers	Enrollment									
		10 to 24	25 to 49	50 to 74	75 to 99	100 to 199	200 to 299	300 to 499	500 to 999	1000 to 2499	2500 and above
All Teachers of Business Subjects	840	44 5.2	174 20.7	145 17.3	61 7.3	149 17.7	52 6.2	64 7.6	75 8.9	63 7.5	13 1.6
Kansas State Teachers College, Emporia	158	9 5.7	16 10.1	31 19.6	9 5.7	27 17.1	11 7.0	17 10.8	21 13.3	15 9.5	2 1.2
Kansas State Teachers College, Pittsburg	116	2 1.7	17 14.4	13 11.0	14 11.9	15 12.7	11 9.3	19 16.1	12 10.2	12 10.2	3 2.5
Fort Hays State College	85	6 7.1	28 32.9	16 18.8	2 2.4	18 21.1	6 7.1	2 2.4	3 3.5	4 4.7	0 0.0
Kansas State College	144	5 11.4	14 31.8	7 15.9	1 2.3	6 13.6	2 4.6	6 13.6	2 4.6	0 0.0	1 2.2
University of Kansas	25	3 12.0	5 20.0	3 12.0	2 8.0	6 24.0	1 4.0	1 4.0	2 8.0	2 8.0	0 0.0
Other Kansas Colleges	217	9 4.2	56 25.8	40 18.4	13 6.0	14 20.2	11 5.1	12 5.5	11 5.1	15 6.9	6 2.8
Oklahoma Colleges	92	5 5.4	20 21.7	17 18.5	11 12.0	17 18.5	4 4.3	3 3.3	6 8.7	7 7.6	0 0.0
Missouri Colleges	47	4 8.5	7 14.9	9 19.2	3 6.4	4 8.5	3 6.4	1 2.1	11 23.4	5 10.6	0 0.0
Other Colleges	54	1 1.9	11 20.4	9 16.7	6 11.1	12 22.2	3 5.5	3 5.5	5 9.3	3 5.5	1 1.9

NOTE: This table should be read as follows: Of the 840 teachers of business subjects, 44 or 5.2 per cent taught in schools with an enrollment between 10 and 24. Of the 158 graduates of Kansas State Teachers College, Emporia, 9 or 5.7 per cent taught in schools with an enrollment between 10 and 24.

schools. Of the graduates of Kansas State Teachers College of Emporia, 70.9 per cent were teaching in class A schools. Others also ranked high.

From data presented in Table IV it was shown that 50.5 per cent of the teachers were employed in schools having an enrollment of less than one hundred students. The data in Table XV indicate the colleges from which these teachers graduated. Over sixty per cent of the graduates of Kansas State College of Manhattan and Fort Hays State College were teaching in schools with enrollments of less than one hundred. The colleges with the highest percentages of their graduates teaching in schools with an enrollment of more than one hundred were Kansas State Teachers College of Emporia and the Kansas State Teachers College of Pittsburg. These two colleges also ranked highest in the percentage of graduates teaching in class A schools.

XIV. MASTER'S DEGREES

Two hundred forty-seven, or 29.4 per cent of the 340 teachers held Master's degrees. The number of these degrees granted by the different colleges is shown in Table XVI. Over sixty per cent of the degrees had been conferred by the five state schools of Kansas. Kansas State Teachers College of Emporia had conferred 23.5 per cent of the Master's degrees, which was more than those granted by any of

TABLE XVI

SOURCE OF MASTER'S DEGREE

Name of College	Number of Teachers	Per Cent of Total
Kansas State Teachers College, Emporia	58	23.5
Kansas State Teachers College, Pittsburg	47	19.0
Fort Hays Kansas State College	16	6.5
Kansas State College	11	4.5
University of Kansas	20	8.1
Wichita University	5	2.0
Washburn University	2	.8
University of Colorado	9	3.6
Colorado State College of Education	14	5.7
Missouri University	2	.8
Central Missouri State College	0	0.0
Northeast Missouri State College	1	.4
Northwest Missouri State College	0	0.0
Southwest Missouri State College	0	0.0
Other Colleges	62	25.1
Total	247	100.0%

the other colleges or universities. Kansas State Teachers College of Pittsburg conferred 19 per cent.

The elapsed time since receiving the Master's degree by the teachers is given on Table XVII. In the table are shown the number and per cent of the Master's degree graduates from the various colleges within five-year periods. It is shown by the data that 105 of the 247, or 42.5 per cent, of the teachers with a Master's degree had received it within the last five years. Of the individual colleges, the colleges with the highest percentages graduating within the most recent five-year period were the Kansas State Teachers College of Emporia with 63.8 per cent, Fort Hays State College with 43.8 per cent, and Kansas State Teachers College of Pittsburg with 40.4 per cent.

XV. TEACHING FIELDS

One of the most important problems with which the undergraduate student preparing for the teaching profession is faced is the selection of teaching minors. In an effort to help in the solution of this problem, data are presented concerning the fields in which the teachers of business subjects were actually teaching. Many of the teachers were teaching in more than two fields, but in this study only the first two fields are considered. The manner of

TABLE XVII

YEARS SINCE TEACHERS RECEIVED MASTER'S DEGREES

Number of Teachers	Number of Years											41- above	Unknown
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41- above	Unknown			
All Teachers of Business Subjects 247	No.	105	62	18	32	12	9	1	1	0	0	0	7
	%	42.5	25.1	7.3	13.0	4.9	3.6	.4	.4	.0	.0	.0	2.8
Kansas State Teachers College, Emporia	No.	37	16	1	1	1	0	0	0	0	0	0	2
	%	63.8	27.6	1.7	1.7	1.7	.0	.0	.0	.0	.0	.0	3.5
Kansas State Teachers College, Pittsburg	No.	19	14	6	5	2	0	0	0	0	0	0	1
	%	40.4	29.8	12.8	10.6	4.3	.0	.0	.0	.0	.0	.0	2.1
Fort Hays State College	No.	7	5	1	1	1	0	0	0	0	0	0	1
	%	43.8	31.3	6.2	6.2	6.2	.0	.0	.0	.0	.0	.0	6.3
Kansas State College	No.	3	4	1	0	1	2	0	0	0	0	0	0
	%	27.3	36.3	9.1	.0	9.1	18.2	.0	.0	.0	.0	.0	.0
University of Kansas	No.	2	5	2	4	2	2	1	1	0	0	0	1
	%	10.0	25.0	10.0	20.0	10.0	10.0	5.0	5.0	.0	.0	.0	5.0
Wichita University	No.	1	3	0	0	0	1	0	0	0	0	0	0
	%	20.0	60.0	.0	.0	.0	20.0	.0	.0	.0	.0	.0	.0
Washburn University	No.	2	0	0	0	0	0	0	0	0	0	0	0
	%	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
Colorado Colleges	No.	9	1	5	7	0	0	0	0	0	0	0	1
	%	39.1	4.4	21.7	30.4	.0	.0	.0	.0	.0	.0	.0	4.4
Missouri Colleges	No.	2	0	0	0	0	0	0	0	0	0	0	1
	%	66.7	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	33.3
Other Colleges	No.	23	14	2	14	5	4	0	0	0	0	0	0
	%	37.1	22.6	3.2	22.6	8.1	6.4	.0	.0	.0	.0	.0	.0

NOTE: This table should be read as follows: Of the 247 teachers of business subjects, 105 or 42.5 per cent had received their Master's degree within the last five years. Of the 58 teachers who had received their Master's degrees from Emporia State Teachers College, 37 or 63.8 per cent had received them within the last five years.

determination of these fields has been explained in the section on definition of terms in Chapter I.

As it is not uncommon to find school administrators also teaching classes, data were also gathered in this regard. It was found that seventy-nine of the administrators were teaching at least one business subject. Seventy-three were men and six were women. Approximately ten per cent of all the teachers included in this study were administrators.

The first teaching fields of the 840 teachers of business subjects in the public senior high schools for the year of 1956-57 are shown in Table XVIII. Seven hundred forty, or 88.1 per cent, of the teachers were teaching more subjects in the field of Business Education than in any other field. This left one hundred teachers who were teaching business subjects but not as their first teaching field. In this group, there were twenty-seven teachers who were teaching more courses in mathematics than in business. A number of these teachers were teaching only business arithmetic in the business field.

The second teaching fields of the teachers are given in Table XIX. In studying this table, it should be kept in mind that the first teaching field of these teachers was not necessarily business education. In a number of cases there were teachers teaching only one class of business

TABLE XVIII

FIRST TEACHING FIELDS OF THE TEACHERS
OF BUSINESS SUBJECTS

Teaching Field	Number of Teachers	Per Cent of Total
Business Education	740	88.1
English and/or Speech	17	2.0
Social Science	19	2.2
Mathematics	27	3.2
Science	5	.6
Home Economics	9	1.1
Industrial Arts	5	.6
Fine Arts	7	.8
Physical Education	5	.6
Library	0	.0
Others	3	.4
Unknown	3	.4
Total	840	100.0%

TABLE XIX

SECOND TEACHING FIELDS OF THE TEACHERS
OF BUSINESS SUBJECTS

Second Teaching Field	Number of Teachers	Per Cent of Total
No Second Field	488	58.1
Business Education	73	8.7
English and/or Speech	63	7.5
Social Science	51	6.1
Mathematics	42	5.0
Science	19	2.2
Home Economics	26	3.1
Industrial Arts	4	.5
Fine Arts	6	.7
Physical Education	41	4.9
Library	6	.7
Others	21	2.5
Total	840	100.0%

and teaching more than one subject in each of two other fields. In other words, business education was neither their first nor second teaching field. Combined information from the data in both Table XVIII and Table XIX indicate that twenty-seven teachers were in this category, as there were 740 teachers for whom business education was the first teaching field and seventy-three teachers for whom it was the second teaching field.

Four hundred eighty-seven, or 58 per cent, of the teachers had no second teaching field. These teachers were evidently teaching only business subjects. There was one teacher for whom the second teaching field was determined but not the first teaching field.

XVI. FREQUENCY WITH WHICH BUSINESS EDUCATION IS TAUGHT WITH OTHER FIELDS

Teachers who find it necessary to accept positions in small high schools need preparation in one or two fields other than business education. In order that college advisors may be able to offer future teachers better advice as to the combinations most commonly taught with business education, Table XX has been prepared. The data in this table pertain only to the 740 teachers for whom business was listed as the number one teaching field. It does not

TABLE XX

FREQUENCY WITH WHICH BUSINESS EDUCATION
IS TAUGHT WITH OTHER FIELDS

Teaching Combination in Fields	Number of Teachers	Per Cent
Business Education only.	487	65.8

Business Education and:		
English and/or Speech	57	7.7
Social Science	49	6.6
Mathematics	40	5.4
Science	13	1.8
Home Economics	23	3.1
Industrial Arts	4	.5
Fine Arts	5	.7
Physical Education	37	5.0
Library	6	.8
Others	19	2.6

Total	740	100.0%

NOTE: Read table as follows: Of the 740 teachers who listed business education as their first teaching field, 487 teachers, or 65.8% were teaching business education only. Fifty-seven teachers, or 7.7%, who listed business education as their first teaching field were also teaching in the field of English and/or Speech.

include the one hundred teachers for whom business education was not the first teaching field.

Information given by the data in Table XX indicates that 487, or 65.8 per cent, of the teachers for whom business was listed as the first teaching field were teaching business only. Most of the teachers who work in only one field are found in the large school systems of the state, systems which usually employ experienced people.¹ The first highest ranking field taught with business education was English and/or Speech. The second was social science, the third was mathematics, and the fourth was physical education. Industrial arts, fine arts, and library science are fields which were seldom used as the second teaching field with business education.

XVII. BUSINESS EDUCATION COURSES

It is very important that the undergraduate student preparing for teaching be aware of the courses most frequently taught by teachers in the high schools. The data in Table XXI give the number of teachers teaching a given

¹Kathryn Mary Iliff, The Status of Teachers of Business Subjects in the Kansas Secondary Schools for 1948-49 (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1950), p. 25.

TABLE XXI

NUMBER OF TEACHERS TEACHING THE DIFFERENT
BUSINESS SUBJECTS

Subject	Yes	No	Unknown
Typewriting I	646	180	14
Typewriting II	214	612	14
Shorthand I	394	432	14
Shorthand II	37	789	14
Bookkeeping I	474	352	14
Bookkeeping II	11	815	14
Secretarial, Clerical, and Office Practice	157	669	14
General Business Training	109	717	14
Business Arithmetic	102	724	14
Business Law	54	772	14
Business English	10	816	14
Commercial Geography	1	825	14
Economics	15	811	14
Consumer Economics	7	819	14
Salesmanship	10	816	14
Penmanship	3	823	14
Business Machines	7	819	14
Supervision of Work Experience	3	823	14
Others	47	779	14

NOTE: Read table as follows: Of the 840 teachers of business subjects, 646 were teaching a class or classes in typewriting I. One hundred eighty were not teaching typewriting I. There were 14 teachers of business subjects for whom no definite subjects were given on the High School Principals' Organization Reports.

business subject. Many of them were teaching other business or non-business courses as well.

The data concerning the number of teachers of typewriting II, shorthand II, and bookkeeping II is only approximate as many of the High School Principals' Reports were not definite as to the level of training being taught in these subjects. Also on fourteen of the reports the principal had failed to be explicit in the actual subjects taught by the teacher, merely reporting that the teacher was teaching commercial subjects.

The largest number of teachers, 646, were teaching typewriting I. Four hundred seventy-four were teaching bookkeeping I, and 394 were teaching shorthand I. These three subjects were evidently the most popular throughout the state.

One hundred nine were teaching general business training, and 102 were teaching business arithmetic. From this point there was a large drop in the number of teachers teaching basic business courses. The next basic business course most-frequently taught was business law which was taught by fifty-four teachers.

From the last two paragraphs, the conclusion may be drawn that far more teachers were teaching the skill subjects than basic business courses.

XVIII. BUSINESS COURSE COMBINATIONS

What combinations of business courses are being taught in the high schools of Kansas? This question is answered in the data presented in Tables XXII, XXIII, XXIV, and XXV. The data given in these tables present most of the combinations found in the daily programs of the business teachers. In studying these data, it should be kept in mind that many of the teachers from whose programs these tables were compiled were working in other fields in addition to business and that these data do not in any way indicate the number of different subjects taught daily. This merely shows the business subject combinations which were taught by the teachers comprising this study. The term "others" used in these tables applies to subjects being taught other than the ones designated on the worksheet.² These were subjects so rarely taught that they were not given a separate subject heading.

A total of one hundred ten different teaching combinations of business subjects are shown in this study. This includes twelve courses in which the teacher taught only one business course, thirty-two two-course combinations, thirty-three three-course combinations, thirty-two

²Appendix.

PART XXII

TABLE XXII

TEACHERS TEACHING ONLY ONE COURSE IN BUSINESS

Name of Course	Number of Teachers
Typewriting and Secretarial Training	73
Bookkeeping and Bookkeeping	31
Business Arithmetic	23
Shorthand	12
General Business or Junior Business Training	8
Secretarial, Clerical, and Office Practice	6
Economics	2
Business English	1
Salesmanship	1
Consumer Education or Economics	1
Work Experience	1
Others	4
Total	163

TABLE XXIV

TEACHERS TEACHING THREE COURSES IN BUSINESS

Name of Three-Course Combination	Number of Teachers
Typewriting, Shorthand, and Bookkeeping	125
Typewriting, Shorthand, and Secretarial Training	20
Typewriting, Bookkeeping, and General Business	19
Typewriting, Bookkeeping, and Business Arithmetic	14
Typewriting, Bookkeeping, and Others	12
Typewriting, Bookkeeping, and Secretarial Training	9
Typewriting, Shorthand, and General Business	7
Shorthand, Bookkeeping, and Secretarial Training	6
Typewriting, Shorthand, and Others	5
Typewriting, Shorthand, and Business Arithmetic	4
Bookkeeping, Business Arithmetic, and General Business	4
Shorthand, Bookkeeping, and General Business	3
Typewriting, Bookkeeping, and Business Law	3
Typewriting, Business Arithmetic, and Business Law	3
Shorthand, Secretarial Training, and General Business	3
Typewriting, Shorthand, and Business English	2
Bookkeeping, Business Arithmetic, and Business Law	2
Shorthand, Business Arithmetic, and Business Law	2
Typewriting, Shorthand, and Business Law	1
Shorthand, Bookkeeping, and Business Law	1
Bookkeeping, Business Law, and General Business	1
Bookkeeping, Business Law, and Economics	1
Typewriting, Shorthand, and Business Machines	1
Typewriting, Shorthand, and Penmanship	1
Typewriting, Business Law, and Consumer Education	1

TABLE XXIV (Continued)

Name of Three-Course Combination	Number of Teachers
Typewriting, Business Law, and Economics	1
Typewriting, Business Arithmetic, and Salesmanship	1
Typewriting, General Business, and Others	1
Typewriting, General Business, and Penmanship	1
Typewriting, General Business, and Business Law	1
Typewriting, Secretarial Training and Others	1
Typewriting, Secretarial Training, and Business English	1
Shorthand, Economics, and Others	1
Total	258

TABLE XXV

TEACHERS TEACHING FOUR COURSES IN BUSINESS

Name of Four-Course Combination	Number of Teachers
Typewriting, Shorthand, Bookkeeping, and Secretarial Training	52
Typewriting, Shorthand, Bookkeeping, and General Business	14
Typewriting, Shorthand, Bookkeeping and Business Arithmetic	9
Typewriting, Shorthand, Bookkeeping, and Others	5
Typewriting, Shorthand, Bookkeeping, and Business Law	4
Typewriting, Bookkeeping, Secretarial Training and General Business	3
Typewriting, Shorthand, Secretarial Training and Business Arithmetic	2
Typewriting, Shorthand, Secretarial Training and General Business	2
Typewriting, Bookkeeping, Secretarial Training and Business Arithmetic	2
Shorthand, Secretarial Training, General Business, and Business Law	2
Typewriting, Shorthand, Bookkeeping, Economics	1
Typewriting, Shorthand, Bookkeeping, and Business Machines	1
Typewriting, Shorthand, Secretarial Training, and Business Law	1
Typewriting, Shorthand, Secretarial Training, and Consumer Education	1
Typewriting, Shorthand, Secretarial Training, and Business Machines	1
Typewriting, Shorthand, Secretarial Training, and Others	1
Typewriting, Shorthand, General Business, and Economics	1
Typewriting, Shorthand, General Business, and Business English	1
Typewriting, Shorthand, Business Arithmetic, and Business English	1
Typewriting, Shorthand, Business Arithmetic, and Others	1

TABLE XXV (Continued)

Name of Four-Course Combination	Number of Teachers
Typewriting, Bookkeeping, Business Arithmetic, and Others	1
Typewriting, Bookkeeping, Business Arithmetic, and Business Machines	1
Typewriting, Bookkeeping, General Business, and Business Law	1
Typewriting, Bookkeeping, Secretarial Training and Others	1
Typewriting, Bookkeeping, Business Law, and Business English	1
Typewriting, Bookkeeping, Business Law, and Geography	1
Typewriting, Bookkeeping, Secretarial Training, and Business Law	1
Typewriting, Secretarial Training, General Business, and Business Law	1
Shorthand, Bookkeeping, Business Law, and Others	1
Shorthand, Bookkeeping, Business Arithmetic, and Business Law	1
Shorthand, Bookkeeping, Secretarial Training, and Business English	1
Shorthand, Bookkeeping, Secretarial Training, and Business Law	1
Total	117

TABLE XXVI

TEACHERS TEACHING FIVE COURSES IN BUSINESS

Name of Five-Course Combination	Number of Teachers
Typewriting, Shorthand, Bookkeeping, Secretarial Training, and Business Arithmetic	6
Typewriting, Shorthand, Bookkeeping, Secretarial Training, and Business Law	2
Typewriting, Shorthand, Bookkeeping, Secretarial Training, and General Business	2
Typewriting, Shorthand, Bookkeeping, Secretarial Training, and Others	1
Typewriting, Bookkeeping, Secretarial Training, Business Arithmetic, and Others	1
Typewriting, Bookkeeping, Business Arithmetic, Business Law, and Business English	1
Typewriting, Bookkeeping, Business Arithmetic, Business Law, and Economics	1
Typewriting, Shorthand, Bookkeeping, Business Law, and Economics	1
Typewriting, Shorthand, Bookkeeping, Business Machines, and Others	1
Total	16

four-course combinations, nine five-course combinations, and one six-course combination. This six-course combination included classes in shorthand, bookkeeping, secretarial, clerical, and office practice, general business, business law, and some course listed under the heading of others.

The four combinations most frequently found in the high schools of Kansas included only three subjects: typewriting, shorthand, and bookkeeping. The combination of these three subjects was taught by 125 teachers and ranked first as a combination. Typewriting-bookkeeping ranked second; typewriting-shorthand, third; and typewriting, [?][?][?] alone, fourth. The fourth subject found in the largest number of combinations was secretarial, clerical, and office practice. From the data in Tables XXII, XXIII, XXIV, XXV, and XXVI it appears that the skill subjects in business are receiving major emphasis in the business curricula in the senior high schools of Kansas.

It is interesting to note that two-course and three-course combinations were taught by the same number of teachers. Two hundred fifty-eight teachers were teaching two-course combinations with the same number teaching three-course combinations. One hundred seventeen teachers were teaching four courses in their daily program. Sixteen teachers were teaching five-course combinations. The above-mentioned tables indicate that teachers may expect

to teach at least two if not more subjects if employed in the field of business education.

XIX. SALARIES

The salaries paid to the teachers of business subjects in the public senior high schools of Kansas for the year of 1956-57 are shown in Table XXVII. Neither the lowest salary nor the highest salary received by any teacher is given, but a larger percentage of teachers received over \$5600 than the percentage which received under \$2400. It is also possible that some of the teachers who were teaching for less than \$2400 were not employed on a full-time basis by the school.

The median salary for the men teachers ran somewhat higher than the median salary for the women teachers. The median salary for men was somewhere within the range of \$4000 and \$4399, while the median for women was somewhere between \$3600 and \$3999. Thirty-two and seven-tenths, or nearly one-third of the teachers were within the range of \$3600 and \$3999.

Practically the same percentage of teachers was in the range from \$3200 to \$3599 as in the range \$4000 to \$4399, with the higher percentage of female teachers in the lower range and the higher percentage of male teachers in the

higher salary than female. This information indicates that male teachers of business subjects are expected to receive a somewhat higher salary than female.

TABLE XXVII

SALARIES OF TEACHERS OF BUSINESS SUBJECTS

Salary (in dollars)	Number of Men	Number of Women	Total Number	Per Cent of Total
Under 2400	4	12	16	1.9
2400-2799	1	4	5	.6
2800-3199	3	11	14	1.7
3200-3599	40	130	170	20.2
3600-3999	116	159	275	32.7
4000-4399	93	76	169	20.1
4400-4799	60	18	78	9.3
4800-5199	45	6	51	6.1
5200-5599	20	6	26	3.1
5600-above	20	8	28	3.3
Unknown	5	3	8	1.0
Total	407	433	840	100.0%

upper range. This information indicates that male teachers of business subjects may expect to receive a somewhat higher salary than female teachers.

THE ACADEMIC PREPARATION OF THE TEACHERS
OF BUSINESS SUBJECTS

The purpose of this chapter is to analyze the academic preparation of all teachers of business subjects in terms of college semester hours. This research was conducted by examining the transcript of each of the teachers. All but fifty-four of the transcripts were located and studied. Therefore, the major portion of this chapter will be devoted to the 780 teachers for whom transcripts were available.

1. MAJOR FIELD OF STUDY

One way to analyze the academic preparation of teachers of business subjects is to determine the major or minor field of study. Each field of study has certain requirements and standards. It is wished to know these qualifications and standards in order to determine if different colleges have different standards and requirements for majors and minors, and whether there is any relation between the major or minor field of study and the salary of the teacher. Descriptions of the major and minor fields of study are given in the definitions of these fields in Chapter I. In some cases it was necessary to determine the major or minor field of study of the teacher through the transcript even though this was not the case.



CHAPTER III

THE ACADEMIC PREPARATION OF THE TEACHERS OF BUSINESS SUBJECTS

The purpose of this chapter is to analyze the academic preparation of all teachers of business subjects in terms of college semester hours. This research was conducted by examining the transcript of each of the teachers. All but fifty-four of the transcripts were located and studied. Therefore, the major portion of this chapter will be devoted to the 786 teachers for whom transcripts were available.

I. MAJOR FIELD OF STUDY

For how many teachers of business subjects was business the major or minor field of study? What other fields were most often found as the major field of study? An attempt to answer these questions has been made in Table XXVIII. As different colleges have different standard requirements for majors and minors, no definite number of hours was set as the minimum for a major or minor field of study in this thesis. Explanations of the major and minor fields of study are given in the definitions of terms found in Chapter I. In some cases it was impossible to determine the major or minor field of the teachers even though the transcripts were found. This was often the case

TABLE XXVIII

MAJOR FIELDS OF STUDY OF TEACHERS
OF BUSINESS SUBJECTS

At least 502, or 59.5 per cent of the 840 teachers

Field of Study	Number of Teachers	Per Cent of Total
Business Education	502	59.8
English and/or Speech	41	4.9
Social Science	63	7.5
Mathematics	27	3.2
Science	13	1.5
Home Economics	33	3.9
Industrial Arts	8	1.0
Fine Arts	25	3.0
Physical Education	34	4.0
Library	0	0.0
Others	10	1.2
Unknown	84	10.0
Total	840	100.0%

in the examination of the transcripts of the teachers who had graduated from Liberal Arts colleges. In some other cases the transcripts were too dim to be completely discernible.

At least 502, or 59.5 per cent of the 840 teachers had done their major study in the field of business education. This does not mean that the other 40.5 per cent of the teachers were teaching in their minor field of study. In fact, only 104, or 12.4 per cent, of the teachers had taken business as their minor field of study. There were eighty-four for whom the major field of study and 187 for whom the minor field of study was undetermined due to the unavailability or the undiscernibility of the transcripts. As they were teachers of business subjects, there is little doubt that many of them had done either major or minor study in the field of business. Therefore, the true percentage is unquestionably higher than that shown on Table XXVIII.

Aside from business education, social science ranked first as the major field of study of the teachers of business. English ranked second; physical education and home economics vied for third rank. No teachers of business are shown as having made library science their major field of study.

In Table XXIX is shown the distribution into major fields of the teachers according to the various age groups. Three hundred thirty-eight, or 67.3 per cent, of the teachers whose major field of study was business education were less than forty years of age. This rate is 10.4 per cent higher than the rate for all teachers of business subjects who are under forty years of age.

Twenty-four, or 70.6 per cent, of the thirty-four teachers whose major field of study was physical education were less than thirty-five years of age. This was distinctly a younger group than those majoring in other fields.

In Table XXX are shown the majors by the colleges from which the teachers graduated. Kansas State Teachers College of Emporia produced the largest number of teachers having made business education their major field of study. This number was 121, which was nearly one-fourth of the total number. Of the individual colleges, Kansas State Teachers College of Pittsburg ranked second with seventy-seven, which was 15.3 per cent of those majoring in business.

The independent colleges of Kansas graduated nearly one-half of those who had majored in physical education and nearly one-third of those making social science their major field of study. The major fields of interest of those graduating from independent Kansas colleges were unknown for thirty-three teachers.

TABLE XXIX

MAJOR FIELDS OF STUDY OF TEACHERS OF BUSINESS SUBJECTS CLASSIFIED BY AGE

Age of Teachers	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-above	Unknown
Number of Teachers	840	1143	109	112	57	72	81	59	50	43
Major	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Business Education	502	94	75	62	36	35	38	29	21	5
English and/or Speech	41	3	3	6	4	5	6	7	7	0
Social Science	63	1	7	12	6	9	7	8	4	0
Mathematics	27	1	4	3	0	3	7	3	3	0
Science	13	2	0	3	2	1	1	2	2	0
Home Economics	33	5	2	7	1	4	4	3	2	0
Industrial Arts	8	0	2	2	0	1	2	0	0	0
Fine Arts	25	1	0	4	2	7	3	2	1	1
Physical Education	34	6	9	2	1	3	2	0	1	1
Library	0	0	0	0	0	0	0	0	0	0
Others	10	0	1	4	0	0	3	0	2	0
Unknown	84	1	6	7	5	4	8	5	7	36
Total	840	1143	109	112	57	72	81	59	50	43

NOTE: Read table as follows: 502 of the teachers of business subjects had majored in Business Education. Of the 1143 teachers between the ages of 20 and 25 were Business Education majors.

TABLE XXX

MAJOR FIELD OF STUDY BY COLLEGE FROM WHICH TEACHER WAS GRADUATED

Major Field of Study	K.S.T.C. Pitts- burg		K.S.T.C. Fort Hayes K.S.C. Coll.		Kans. Univ. Wash- burn Wichita Univ.		Kans. Indep. Coll.		Okla- homa Mo. Coll.		Others	
	121	77	59	16	9	11	77	68	28	27		
Business Education	502	121	59	16	9	11	77	68	28	27		
English and/or Speech	41	4	6	2	3	1	5	3	0	6		
Social Science	63	5	8	4	2	4	20	0	5	5		
Mathematics	27	3	3	0	2	1	7	3	1	1		
Science	13	1	0	4	2	0	3	0	1	0		
Home Economics	33	3	1	6	0	0	14	3	1	3		
Industrial Arts	8	2	2	1	0	0	0	1	0	0		
Fine Arts	25	3	2	1	1	0	8	6	1	0		
Physical Education	34	5	2	1	0	1	15	0	1	4		
Library	0	0	0	0	0	0	0	0	0	0		
Others	10	1	1	2	1	0	2	0	0	1		
Unknown	84	10	1	7	5	0	33	8	9	7		
Total	840	150	118	85	44	25	15	18	184	92	47	54

NOTE: Read table as follows: Of the 502 teachers who made Business Education the major field of study, 121 of them were graduates of Kansas State Teachers College, Emporia.

II. ACADEMIC PREPARATION

The following portion of this study concerns the preparation of the teachers in terms of the number of college credit hours received in the different business subjects as shown on the transcripts of the individual teachers. Each subject in the field of business has been classified under one of seven different divisions. These divisions are:

1. Typewriting
2. Shorthand
3. Secretarial and Office Practice
4. Bookkeeping and Accounting
5. Basic Business
6. Retailing and Distributive Education
7. Methods and Theory

Those teachers having training in Office Machines were later separated from those in Secretarial and Office Practice who had not had training. Subdivisions were also made in Basic Business for the subjects: Business Arithmetic, Economics, Salesmanship, and Business Law.

It was found many times that the data on the transcripts did not agree with that previously recorded from the Principals' Organization Reports. This study does not recognize the data concerning the number of credit hours of the teacher in subjects as found on the principals' reports. It should be noted that some of the teachers may have had additional preparation which does not appear

in the data, that is, credit earned subsequent to the filing of the most recent transcript. Yet, in a number of cases, the complete transcript of the teacher up to the current date was available, and it still did not agree with the data as shown by the high school principal.

Rates of per cent are figured on only the number of teachers for whom transcripts were available. As the transcripts were unavailable for fifty-four of the teachers of business subjects, the base used is 786 when figuring the rates of per cent of the college credit of all teachers of business subjects. When figuring the per cent of college credit for the teachers teaching a certain subject, the base used is the number of teachers actually teaching the subject. Only those for whom transcripts were available are included in this base.

Typewriting. Tables XXXI and XXXII contain data concerning college credit in typewriting. The first of the two tables concerns all teachers who were teaching business subjects while the second table pertains only to the teachers who were teaching typewriting.

Six hours was the amount of college credit most prevalent for the teachers actually teaching typewriting as well as all teachers of business subjects. One hundred one teachers of business subjects had over six hours of college credit in typewriting.

TABLE XXXI

COLLEGE CREDIT IN TYPEWRITING FOR ALL TEACHERS
OF BUSINESS SUBJECTS

Credit Hours	Number of Teachers	Per Cent
1	3	.4
2	44	5.6
3	117	14.9
4	91	11.6
5	101	12.8
6	183	23.3
7	49	6.2
8	30	3.8
9	15	2.0
More than 9	7	.9
Teachers Without Credit	146	18.5
Total	786	100.0%

NOTE: Read table as follows: Of the 786 teachers for whom transcripts were available, 183, or 23.3 per cent, of the teachers had six college credit hours of typewriting.

TABLE XXXII

COLLEGE CREDIT IN TYPEWRITING FOR THE TEACHERS
OF TYPEWRITING

Credit Hours	Number of Teachers	Per Cent
1	3	.5
2	34	5.6
3	97	15.9
4	65	10.7
5	78	12.8
6	166	27.3
7	44	7.2
8	27	4.4
9	12	2.0
More than 9	6	1.0
Teachers Without Credit	77	12.6
Total	609	100.0%

NOTE: Read table as follows: Of the 609 teachers of typewriting for whom transcripts were available, 166, or 27.3 per cent, of them had six college credit hours of typewriting.

Forty-two per cent of the teachers had six or more hours of college credit in shorthand.

One hundred forty-six, or 18.5 per cent, of the teachers actually teaching typewriting had no college credit in the subject. However, this does not mean an entire lack of credit as the teachers may have had typewriting in high school and may, upon entering some colleges, have passed proficiency examinations in typewriting, thereby earning exemption from certain typewriting courses. The number of hours of the course may be counted in meeting the state requirements for teaching typewriting.

Shorthand. In Tables XXXIII and XXXIV the number of hours of college credit in shorthand are given. The first of the two tables pertains to all teachers of business subjects for whom transcripts were available, while the second table pertains to those teachers actually employed in the teaching of shorthand. As stated earlier in this chapter, transcripts were unavailable for fifty-four of the teachers of business subjects. Of this group twenty-eight were teaching shorthand.

Two hundred sixty-nine, or 34.2 per cent, of the teachers of business subjects had no college credit in shorthand. Of those who did have college credit, six hours seemed to be the predominant number of hours taken in college. Forty-two per cent of the teachers had six or more hours of college credit in shorthand.

TABLE XXXIII

COLLEGE CREDIT IN SHORTHAND FOR ALL TEACHERS
OF BUSINESS SUBJECTS

Credit Hours	Number of Teachers	Per Cent
1-3	95	12.1
4	10	1.3
5	81	10.3
6	183	23.3
7	17	2.2
8	33	4.2
9	37	4.7
10	39	4.9
11	7	.9
More than 11	15	1.9
Teachers Without Credit	269	34.2
Total	786	100.0%

NOTE: Read table as follows: Of the 786 teachers for whom transcripts were available, 183, or 23.3 per cent, of them had six college credit hours of shorthand.

TABLE XXXIV

COLLEGE CREDIT IN SHORTHAND FOR THE TEACHERS
OF SHORTHAND

Credit Hours	Number of Teachers	Per Cent
1-3	51	13.8
4	5	1.4
5	46	12.5
6	110	29.8
7	12	3.3
8	19	5.1
9	23	6.2
10	26	7.0
11	5	1.4
More than 11	10	2.7
Teachers Without Credit	62	16.8
Total	369	100.0%

NOTE: Read table as follows: Of the 369 teachers of shorthand for whom transcripts were available, 110, or 29.8 per cent, of them had six college credit hours of shorthand.

It is indicated by the data shown in Table XXXIV which concerns only those teachers actually teaching shorthand that a number of them had no college credit in shorthand. In fact, sixty-two of the 369, or 16.8 per cent, for whom transcripts were available were in this category. Again, as in the college credit of all teachers of business subjects shown in Table XXXIII, six hours seemed to be the predominant number of hours of shorthand held by the teachers of the subject. Fifty-five per cent of the shorthand teachers had six or more hours of college credit in the subject.

Secretarial and Office Practice. Tables XXXV and XXXVI contain data concerning the college credit in secretarial and office practice. In the first table is presented the college credit held by all teachers of business subjects in secretarial and office practice, while the information in the second table pertains to the actual teachers of the subject. Transcripts were available for all but nine of the teachers.

In recording the college credit in this area, it is quite possible that secretarial training may have been the second course in shorthand. Therefore, some credit may be included in the shorthand area which actually should be in the area of secretarial and office practice.

TABLE XXXV

COLLEGE CREDIT IN SECRETARIAL AND OFFICE PRACTICE
FOR ALL TEACHERS OF BUSINESS SUBJECTS

Credit Hours	Number of Teachers	Per Cent Per Cent
1	14	1.8
2	64	8.1
3	72	9.2
4	53	6.7
5	60	7.6
6	57	7.5
7	50	6.4
8	26	3.3
9	54	6.9
More than 9	63	8.0
Teachers Credit	222	28.2
Without Credit	271	34.5
Total	786	100.0%

NOTE: Read table as follows: Of the 786 teachers for whom transcripts were available, 72, or 9.2 per cent, of them had only three hours of secretarial and office practice in college.

TABLE XXXVI

COLLEGE CREDIT IN SECRETARIAL AND OFFICE PRACTICE
FOR THE TEACHERS OF SECRETARIAL TRAINING

Credit Hours	Number of Teachers	Per Cent
1	5	3.4
2	14	9.4
3	20	13.5
4	15	10.1
5	15	10.1
6	14	9.5
7	14	9.5
8	2	1.3
9	10	6.8
More than 9	17	11.5
Teachers Without Credit	22	14.9
Total	148	100.0%

NOTE: Read table as follows: Of the 148 teachers of secretarial training, 20, or 13.5 per cent, of them had three college credit hours of Secretarial and Office Practice. It should be kept in mind that some of these teachers probably had credit in high school bookkeeping which is not shown in this study. Some may even have had business college courses in accounting.

The range in the number of hours of college credit held in this area was quite large. It is shown in Table XXXV that 34.5 per cent of the teachers of business subjects had no credit in the subject. For those who did have credit, it is interesting to note that practically the same number had over nine hours as those having only two hours.

Regarding the college credit of the teachers of secretarial and office practice, it is shown in Table XXXVI that twenty-two, or 14.9 per cent of the teachers did not hold any college credit in the subject. Again, as was the case regarding all teachers of business subjects, the range of hours was quite wide. Three hours seemed to be the most common number of hours held by the teachers.

Bookkeeping and Accounting. Tables XXXVII and XXXVIII contain data regarding the number of hours of college credit held in bookkeeping and accounting by the teachers of business subjects and the teachers of bookkeeping. The transcripts of thirty teachers of bookkeeping were not available.

It is indicated by the tables that one hundred eleven, or 14.1 per cent of the teachers of business subjects and forty, or nine per cent of the actual teachers of bookkeeping had no college credit in the subject. It should be kept in mind that some of these teachers probably had credit in high school bookkeeping which is not shown in this study. Some may even have had Business College courses in accounting.

TABLE XXXVII

COLLEGE CREDIT IN BOOKKEEPING AND ACCOUNTING FOR ALL
TEACHERS OF BUSINESS SUBJECTS

Credit Hours	Number of Teachers	Per Cent
1-3	72	9.2
4-6	273	34.7
7-9	156	19.8
10-12	90	11.5
13-15	53	6.7
16-18	17	2.2
19-21	9	1.1
22-24	2	.3
25-27	2	.3
More than 27	1	.1
Teachers Without Credit	111	14.1
Total	786	100.0%

NOTE: Read table as follows: Of the 786 teachers for whom the transcripts were available, 273, or 34.7 per cent, of them had from 4-6 college credit hours of bookkeeping and accounting.

TABLE XXXVIII

COLLEGE CREDIT IN BOOKKEEPING AND ACCOUNTING FOR THE
TEACHERS OF BOOKKEEPING

Credit Hours	Number of Teachers	Per Cent
1-3	35	7.9
4-6	167	37.5
7-9	97	21.8
10-12	57	12.8
13-15	29	6.5
16-18	11	2.5
19-21	6	1.4
22-24	1	.2
25-27	2	.4
More than 27	0	0.0
Teachers Without Credit	40	9.0
Total	445	100.0%

NOTE: Read table as follows: Of the 445 teachers of bookkeeping for whom transcripts were available, 167, or 37.5 per cent, of them had from four to six college credit hours of bookkeeping and accounting.

The most common interval concerning the number of college credit hours in bookkeeping and accounting was four to six. Thirty-four and seven-tenths per cent of the teachers of business subjects and 37.5 per cent of the teachers actually teaching bookkeeping fell in this group. Approximately one fifth of both groups had from seven to nine hours. In only one case did a teacher hold more than twenty-seven hours of credit in bookkeeping and accounting.

Office Machines. Data concerning the number of semester hours of college credit in office machines for all teachers of business subjects are presented in Table XXXIX. Only 192, or 24.4 per cent, of the teachers had any college credit in office machines. This left 594 teachers who had no college credit in office machine courses. Of the 192 who did have credit, 128 had only one or two hours.

A table presenting data regarding the college credit of the teachers actually teaching an office machines course is not given as only one of the seven teachers of an office machines course had college credit in the subject. This teacher had three hours.

Basic Business. Subjects considered by this study as basic business were such courses as: business arithmetic, economics, introduction to business, salesmanship, business organization and management, finance, marketing, business

law, insurance, and personal management. Tables II and III contain data concerning **TABLE XXXIX** in basic business.

The first of the two tables pertains to all teachers of business subjects and **OF BUSINESS SUBJECTS** pertains only to the teachers who were teaching general business or junior

Credit Hours	Number of Teachers	Per Cent
1	40	5.1
2	88	11.2
3	47	6.0
4	10	1.3
5	4	.5
6	1	.1
7	0	0.0
8	2	.2
9	0	0.0
More than 9	0	0.0
Teachers Without Credit	594	75.6
Total of business subjects	786	100.0%

NOTE: Read table as follows: Of the 786 teachers of business subjects for whom transcripts were available, 88, or 11.2 per cent, of them had two college credit hours of office machines.

subjects for whom transcripts were available had no college credit in business without it. Twenty-eight and six-tenths

law, insurance, and personnel management. Tables XL and XLI contain data concerning college credit in basic business. The first of the two tables pertains to all teachers of business subjects while the second table pertains only to the teachers who were teaching general business or junior business training.

A study of Table XL shows that all but seventy-six of the teachers of business subjects for whom transcripts were available had some training in basic business. One hundred eight, or 13.8 per cent, of the teachers had from thirteen to fifteen hours in the field. Eighty teachers had over twenty-seven hours.

The transcripts of all but six teachers of general business were studied. From the transcripts studied, it was shown that the teachers were academically well qualified to teach the subject. Only seven of the teachers of general business had no college credit. Twelve, or 11.7 per cent, had over twenty-seven hours in the field.

The college credit hours in basic business for the teachers of business subjects broken down into the various subjects of business arithmetic, economics, salesmanship, and business law are shown in Table XLII. A study of this table shows that 75.6 per cent of the teachers of business subjects for whom transcripts were available had no college credit in business arithmetic. Twenty-eight and six-tenths

TABLE XL

COLLEGE CREDIT IN BASIC BUSINESS FOR ALL TEACHERS
OF BUSINESS SUBJECTS

Credit Hours	Number of Teachers	Per Cent
1-3	52	6.6
4-6	73	9.3
7-9	70	8.9
10-12	82	10.4
13-15	108	13.8
16-18	96	12.2
19-21	74	9.4
22-24	49	6.2
25-27	26	3.3
More than 27	80	10.2
Teachers Without Credit	76	9.7
Total	786	100.0%

NOTE: Read table as follows: Of the 786 teachers for whom transcripts were available, 108, or 13.8 per cent, of them had from thirteen to fifteen college credit hours in Business courses.

TABLE XLI

COLLEGE CREDIT IN BASIC BUSINESS FOR THE TEACHERS
OF GENERAL BUSINESS

Credit Hours	Number of Teachers	Per Cent
1-3	1	1.0
4-6	4	3.9
7-9	14	13.6
10-12	16	15.5
13-15	12	11.6
16-18	13	12.6
19-21	11	10.7
22-24	9	8.7
25-27	4	3.9
More than 27	12	11.7
Teachers Without Credit	7	6.8
Total	103	100.0%

NOTE: Read table as follows: Of the 103 teachers of general business for whom transcripts were available, 16, or 15.5 per cent, of them had from ten to twelve college credit hours of Basic Business courses.

TABLE XLII

COLLEGE CREDIT OF ALL TEACHERS OF BUSINESS SUBJECTS IN EACH OF THE FOLLOWING:
 BUSINESS ARITHMETIC, ECONOMICS, SALESMANSHIP, AND BUSINESS LAW

Credit Hours	Business Arithmetic	Economics	SalemanSHIP	Business Law
	%	%	%	%
1	0	0	3	1
2	57	10	105	21
3	109	213	48	183
4	7	7	4	38
5	3	97	5	86
6	13	135	1	167
7	1	7	0	7
8	1	30	0	59
9	0	23	0	8
More than 9 Teachers Without Credit	1	39	0	1
	594	225	620	215
	75.6	28.6	78.9	27.4
Total	786	786	786	786
	100.0%	100.0%	100.0%	100.0%

NOTE: Read table as follows: Of the 786 teachers for whom transcripts were available, 109 or 13.7 per cent had three hours college credit in business arithmetic, 213 or 27.1 per cent had three hours college credit in economics, 48 or 6.1 per cent had three hours college credit in salesmanship, and 183 or 23.3 per cent had three hours college credit in business law.

TABLE XLIII
COLLEGE CREDIT IN BUSINESS ARITHMETIC, ECONOMICS, SALESMANSHIP, AND BUSINESS LAW
FOR THE TEACHERS OF EACH SUBJECT

Credit Hours	Business Arithmetic	Per Cent	Economics	Per Cent	Salesmanship	Per Cent	Business Law	Per Cent
1	0	0.0	0	0.0	0	0.0	0	0.0
2	3	3.1	0	0.0	6	60.0	0	0.0
3	9	9.4	9	40.9	0	0.0	14	26.9
4	0	0.0	0	0.0	0	0.0	1	1.9
5	1	1.0	1	4.5	0	0.0	7	13.5
6	4	4.2	7	31.9	0	0.0	19	36.6
7	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	1	4.5	0	0.0	4	7.7
9	1	1.0	0	0.0	0	0.0	1	1.9
More than 9 Teachers Without Credit	78	81.3	3	13.7	4	40.0	6	11.5
Total	96	100.0%	22	100.0%	10	100.0%	52	100.0%

NOTE: Read table as follows: Of the 96 teachers of business arithmetic for whom transcripts were available 9, or 9.4 per cent, of them had three hours college credit. Of the 22 teachers of economics for whom transcripts were available, 9, or 40.9 per cent, of them had three hours college credit in economics. Of the 10 teachers of salesmanship for whom transcripts were available, 6 or 60 per cent had two hours of college credit. Of the 52 teachers of business law, 19 or 36.6 per cent had six hours college credit.

TABLE XLIV

COLLEGE CREDIT IN RETAILING AND DISTRIBUTIVE EDUCATION
FOR ALL TEACHERS OF BUSINESS SUBJECTS

Credit Hours	Number of Teachers	Per Cent
1	3	.4
2	36	4.6
3	55	7.0
4	8	1.0
5	7	.9
6	3	1.0
7	1	.1
8	4	.5
9	0	0.0
More than 9	4	.5
Teachers Without Credit	660	84.0
Total	786	100.0%

NOTE: Read table as follows: Of the 786 teachers for whom transcripts were available, 55 or 7 per cent of them had three hours of college credit in retailing and distributive education.

and Distributive Education. In fact, only 125, or 16 per cent of the teachers for whom transcripts were available had any training in the field. Of these 126 teachers there were ninety-four who had only two or three hours of credit. Of the 786 teachers for whom transcripts were available, this left only thirty-two teachers having over three hours of credit in the area.

Methods and Theory. Included in this section of methods and theory of teaching business education are such courses as: principles of business education, methods courses in secretarial training, accounting, basic business, and distributive education. Also included are courses dealing with problems, seminars, and workshops in business education.

Table XLV contains data regarding the amount of college training of the teachers on how to teach business subjects in the high schools. It should be kept in mind when studying this table that in a number of cases, records concerning the graduate work of the teachers were not available although it was a certainty that they had done graduate work. This was true where teachers had done work at out-of-state institutions or in Kansas colleges and universities besides the three teacher-education institutions of Kansas and had failed to send a record of their work to the State Superintendent of Public Instruction.

TABLE XLV

COLLEGE CREDIT IN METHODS AND THEORY OF ALL TEACHERS
OF BUSINESS SUBJECTS

Credit Hours	Number of Teachers	Per Cent
1-3	186	23.7
4-6	64	8.2
7-9	53	6.7
10-12	21	2.7
13-15	19	2.4
16-18	13	1.7
19-21	9	1.1
22-24	8	1.0
25-27	3	.4
Over 27	1	.1
Teachers Without Credit	409	52.0
Total	786	100.0%

NOTE: Read table as follows: Of the 786 teachers for whom transcripts were available, 186, or 23.7 per cent, had from one to three hours of college credit in Methods and Theory of Business Education.

A study of Table XLV shows that only 48 per cent of the teachers employed in the teaching of business subjects for whom transcripts were available had any special training in methods and theory of business education with the exception of practice teaching which may or may not have been done in the field of business. Practice teaching is not considered by this study as it was impossible to determine by the transcripts the field in which the teaching had been done. Of the forty-eight per cent of the teachers who did have college credit in methods and theory of teaching business subjects, 23.7 per cent of them had only three hours. In the majority of the cases, this amount of college credit had been obtained at the undergraduate level through the course, Principles of Business Education.

It is, however, encouraging to discover that 191, or 24.3 per cent of the teachers of business subjects had more than three hours of college credit in methods and theory of teaching business subjects. Had proper registration of graduate work with the State Superintendent of Public Instruction been followed, there would have been a much higher number in this category.

Due to the fact that 409, or 52 per cent, of the teachers either did not have any college credit in methods and theory of teaching business subjects or had failed to register it, an effort should be made to correct this

situation. It is important that teachers not only know the material which they are attempting to teach, but that they also know and employ the best possible method of teaching this material.

III. CREDIT IN THE SEVEN BASIC FIELDS OF BUSINESS EDUCATION HELD BY THE TEACHERS OF THE DIFFERENT BUSINESS SUBJECTS

In order to be a successful business teacher, it is necessary that a teacher have a knowledge of the other fields of business as well as the required number of hours in the subject being taught. An attempt to show the number and per cent of teachers who have credit in the other fields of business as well as the subject in which they are teaching is shown in Table XLVI. In this table the teachers are grouped according to the subject taught. By a study of the individual groupings, one can determine the number and per cent of each group having college credit in each of the seven basic fields of business education.

The field in which college courses were taken most frequently by the group as a whole were Basic Business (90.3 per cent), Bookkeeping (85.9 per cent), and Typewriting (81.4 per cent). The field in which work was least frequently taken was Retailing and Distributive Education. In this field only sixteen per cent of the entire group for

TABLE XLVI

TEACHERS GROUPED BY SUBJECT TAUGHT GIVING COLLEGE CREDIT IN SEVEN BASIC FIELDS OF BUSINESS EDUCATION

	All Business Teachers		Type-writing		Short-hand		Secretarial Training		Office Machines		Book-keeping	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Number of Teachers	786		609		369		148		7		145	
College Credit												
Typewriting	610	81.4	532	87.4	331	89.7	137	92.6	6	85.7	382	85.8
Shorthand	517	65.8	429	70.4	307	83.2	113	76.4	7	100.0	308	69.2
Secretarial Training	515	65.5	419	68.8	282	76.7	126	85.1	7	100.0	289	64.9
Bookkeeping	675	85.9	535	87.8	336	91.1	142	95.9	7	100.0	405	91.0
Basic Business	710	90.3	552	90.6	347	94.6	143	96.6	7	100.0	408	91.7
Distributive Education	126	16.0	96	15.8	55	14.9	26	17.6	1	14.3	68	15.3
Methods and Theory	377	48.0	199	32.7	211	57.2	97	65.5	5	71.4	220	49.4

TABLE XLVI (Continued)

Number of Teachers	Subject Taught											
	General Business		Business Arithmetic		Business Law		Records		Salesmanship		Other Business Subjects	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
103			96		52		22		10		61	
College Credit	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Typewriting	85	82.5	66	68.8	45	86.5	16	81.8	8	80.0	46	75.4
Shorthand	74	71.8	45	46.9	33	63.5	13	59.1	6	60.0	37	60.7
Secretarial Training	73	70.9	55	57.3	37	71.2	14	63.6	7	70.0	42	68.9
Bookkeeping	91	88.3	74	77.1	48	92.3	19	86.4	9	90.0	53	86.9
Basic Business	96	93.2	82	85.4	52	100.0	22	100.0	7	70.0	59	96.7
Distributive Education	26	25.2	16	16.7	10	19.2	6	27.3	7	70.0	7	11.5
Methods and Theory	51	49.5	41	42.7	32	61.5	12	54.5	9	90.0	26	42.6

NOTE: Read table as follows: Of the 766 teachers of business subjects, 610 teachers had college credit in typewriting. Of the 609 typewriting teachers for whom transcripts were available, 532, or 87.4 per cent, had credit in typewriting. Of the 609, there were 429, or 70.4 per cent, had credit in shorthand, 119, or 68.8 per cent had credit in secretarial training, 535, or 87.8 per cent had credit in bookkeeping, 552, or 90.6 per cent had credit in basic business, 96, or 15.8 per cent had credit in distributive education, and 199, or 32.7 per cent had credit in methods and theory.

whom transcripts were available had any credit. As was shown earlier in this study, this amount was very meager.

A study of this table shows that the major portion of the typewriting teachers had college work in the other fields. Of the 609 typewriting teachers, 429 of them had some credit in shorthand, 419 in secretarial and office practice, 535 in bookkeeping, 552 in basic business, 96 in retailing and distributive education, and 199 in methods and theory.

Perhaps the teachers of secretarial and office practice had a higher per cent of their number with credit in the other fields than any other group of teachers. Ninety-two and six-tenths per cent had credit in typewriting, 76.4 per cent in shorthand, 95.9 per cent in bookkeeping, 96.6 per cent in basic business, 17.6 per cent in retailing and distributive education, and 65.5 per cent in methods and theory.

A thorough study of Table XLVI indicates that the teachers of business subjects in the senior high schools of Kansas tend to not only specialize in a certain subject or phase of business, but that they also tend to have taken college work in a number of fields, thus being academically well prepared to teach in the field of business education.

IV. PREPARATION IN RELATION TO AGE

The academic preparation in the seven basic business fields analyzed in relation to age of the teachers is given in Table XLVII. The younger teachers, those between the ages of twenty and twenty-five, had the highest percentage in all fields but retailing and distributive education. The ones in the age group from twenty-six to thirty represented the highest percentage in retailing and distributive education.

A study of the table indicates that there has been an almost gradual rise from the oldest age groups to the youngest groups in the percentage of teachers taking courses in the different fields in relation to age. This speaks well for the present preparation of the teachers who are entering the field of business education.

V. PREPARATION IN RELATION TO CLASS OF SCHOOL IN WHICH TEACHING

As stated earlier in this study, the classification of Kansas high schools into classes A, B, C, and M is determined in part by the academic preparation of the teachers. In Table XLVIII data are given showing the number and per cent of teachers having college credit in each of the seven basic fields of business in relation to the class of school in which they are employed.

TABLE XLVII

COLLEGE CREDIT IN DIFFERENT BUSINESS FIELDS OF TEACHERS BY AGE GROUPS

Age of Teachers	20-25	25-30	31-35	36-40	41-45	46-50	51-55	56-60	61-above	Unknown
Number of Teachers	114	140	107	111	55	71	76	56	48	8
Typewriting	No. 106 % 93.0	No. 128 % 91.4	No. 92 % 86.0	No. 87 % 78.4	No. 42 % 76.4	No. 54 % 76.1	No. 57 % 75.0	No. 40 % 71.4	No. 28 % 58.3	No. 6 % 75.0
Shorthand	No. 94 % 82.5	No. 103 % 73.6	No. 67 % 62.6	No. 70 % 63.1	No. 33 % 60.0	No. 45 % 63.4	No. 46 % 60.5	No. 30 % 53.6	No. 24 % 50.0	No. 5 % 62.5
Secretarial Training	No. 97 % 85.1	No. 100 % 71.4	No. 69 % 64.5	No. 65 % 58.6	No. 33 % 60.0	No. 39 % 54.9	No. 41 % 53.9	No. 37 % 66.1	No. 30 % 62.5	No. 4 % 50.0
Bookkeeping	No. 109 % 95.6	No. 128 % 91.4	No. 93 % 86.9	No. 91 % 82.0	No. 49 % 89.1	No. 58 % 81.7	No. 57 % 75.0	No. 47 % 83.9	No. 37 % 77.1	No. 6 % 75.0
Basic Business	No. 112 % 98.2	No. 134 % 95.7	No. 101 % 94.4	No. 98 % 88.3	No. 49 % 89.1	No. 62 % 87.3	No. 62 % 81.6	No. 48 % 85.7	No. 38 % 79.2	No. 6 % 75.0
Distributive Education	No. 20 % 17.5	No. 32 % 22.9	No. 18 % 16.8	No. 16 % 14.4	No. 6 % 10.9	No. 10 % 14.1	No. 10 % 13.2	No. 10 % 17.9	No. 3 % 6.1	No. 1 % 12.5
Methods and Theory	No. 68 % 59.6	No. 74 % 52.9	No. 58 % 54.2	No. 50 % 45.0	No. 25 % 45.5	No. 29 % 40.8	No. 34 % 44.7	No. 20 % 35.7	No. 16 % 33.3	No. 3 % 37.5

NOTE: Read table as follows: Of the 114 teachers of age 20-25, 106, or 93 per cent, had college credit in typewriting.

TABLE XLVIII

TEACHERS WITH COLLEGE CREDIT IN DIFFERENT BUSINESS FIELDS
GROUPED BY CLASS OF SCHOOL IN WHICH EMPLOYED

Class of School	A		B		C		M		Provisional	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Number of Teachers	496		114		152		20		4	
Subject	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Typewriting	421	84.9	95	83.3	109	71.7	13	65.0	2	50.0
Shorthand	361	72.8	74	64.9	74	48.7	8	40.0	0	0.0
Secretarial Training	362	73.0	66	57.9	76	50.0	10	50.0	1	25.0
Bookkeeping	444	89.5	93	81.6	120	78.9	16	80.0	2	50.0
Basic Business	464	93.5	96	84.2	132	86.8	16	80.0	2	50.0
Distributive Education	90	18.1	16	14.0	18	11.8	2	10.0	0	0.0
Methods and Theory	270	54.4	47	41.2	53	34.9	7	35.0	0	0.0

NOTE: Read table as follows: Of the 496 teachers teaching in class A schools, 421, or 84.9 per cent had college credit in typewriting.

A study of the table indicates that a higher percentage of teachers in class A schools had training in more business courses than did those in the other classes. Class B teachers had a higher percentage of teachers with college credit in the seven basic fields than did class C. The percentages for class M and the provisional schools were lower than those for class C. There was a decline in the preparation of the teachers as the classification of the schools tended to decline. A conclusion drawn from table XLVIII is that the teachers with more academic preparation tend to be teaching in the schools holding better classification.

VI. ACADEMIC PREPARATION BY COLLEGES OR UNIVERSITIES FROM WHICH GRADUATED

The academic preparation in business courses of the teachers of business subjects who were graduates of the different colleges is given in Tables XLIX through LV. A table has been set up for each of the seven basic fields used in this study. From these tables it is possible to determine the number of semester hours of college credit in each subject held by the graduates of the various colleges.

Typewriting. Table XLIX contains data concerning the credit in typewriting of the graduates of the various colleges and universities. The college with the largest

TABLE XLIX

COLLEGE CREDIT HOURS IN TYPEWRITING FOR THE TEACHERS GRADUATING FROM VARIOUS COLLEGES

Name of College	1	2	3	4	5	6	7	8	9	More than 9	No Credit		
											Number	Per Cent	
Kansas State Teachers College, Emporia	150	1	18	17	14	39	9	29	7	0	3	13	8.7
Kansas State Teachers College, Pittsburg	118	0	4	10	35	14	33	2	1	5	0	14	11.9
Fort Hays State College	84	1	4	9	13	8	29	2	7	0	0	11	13.1
Kansas State College	37	0	3	3	2	8	6	1	0	0	0	14	37.8
University of Kansas	21	0	3	3	6	0	2	0	0	1	0	6	28.6
Washburn University	14	0	2	3	0	1	1	1	1	0	0	5	35.7
Wichita University	18	0	0	2	2	2	4	0	3	0	0	5	27.8
Other Kansas Colleges	164	0	3	32	6	6	53	6	5	1	1	51	31.1
Oklahoma Colleges	87	1	3	26	5	6	28	3	3	3	1	8	9.2
Missouri Colleges	42	0	1	5	2	12	10	1	2	0	1	8	19.0
Other Colleges	51	0	3	7	6	5	8	4	1	5	1	11	21.6

NOTE: Read table as follows: Of the 150 graduates of Kansas State Teachers College, Emporia, for whom transcripts were available, 39 had five hours of college credit in typewriting.

percentage of its graduates who were teaching business having credit in typewriting was Emporia State Teachers College. Only eight and seven-tenths per cent of the graduates of Kansas State Teachers College of Emporia who were teaching business did not have credit in typewriting. Oklahoma Colleges and Universities were next with Kansas State Teachers College of Pittsburg third.

Shorthand. The data in Table L indicate that Oklahoma Colleges and Universities had the largest percentage of graduates with college credit in shorthand. Kansas State Teachers College of Emporia and Kansas State Teachers College of Pittsburg followed respectively. Fort Hays State College had the highest per cent of graduates teaching business who did not have any credit in shorthand.

Secretarial and Office Practice. In Table LI data are presented which show the percentage of the graduates of the various colleges who have college credit in Secretarial and Office Practice. Kansas State College of Emporia seems to have a higher percentage of graduates with training in this field than any other college. Ninety per cent of the graduates from Emporia State Teachers College who were teaching business subjects in Kansas high schools had college credit in Secretarial and Office Practice. Kansas State Teachers College of Pittsburg ranked second with 82.2 per cent.

TABLE I.

COLLEGE CREDIT HOURS IN SHORTHAND FOR THE TEACHERS GRADUATING FROM VARIOUS COLLEGES

Name of College	1-3	4	5	6	7	8	9	10	11	More than 11	No Credit	
											Number	Per Cent
Kansas State Teachers College, Emporia	24	0	9	50	2	6	9	19	2	1	28	18.7
Kansas State Teachers College, Pittsburg	17	1	46	21	1	4	0	2	0	15	25	21.2
Fort Hays State College	8	3	6	6	0	3	1	6	0	0	51	60.7
Kansas State College	4	0	3	8	0	1	0	1	0	0	20	54.1
University of Kansas	4	0	1	4	0	0	2	0	0	1	9	42.9
Washburn University	2	0	0	6	1	1	0	0	0	0	4	28.6
Wichita University	1	1	1	3	3	0	0	0	0	0	9	50.0
Other Kansas Colleges	19	2	8	41	0	4	4	3	1	1	81	49.4
Oklahoma Colleges	7	1	0	30	6	3	14	3	1	7	15	17.2
Missouri Colleges	1	1	4	7	1	9	1	4	0	3	11	26.2
Other Colleges	8	1	3	7	3	2	6	1	3	1	16	31.4

NOTE: Read table as follows: Of the 150 graduates of Kansas State Teachers College, Emporia for whom transcripts were available, twenty-four had from 1-3 college credit hours of shorthand.

TABLE LI

COLLEGE CREDIT HOURS IN SECRETARIAL AND OFFICE PRACTICE FOR THE TEACHERS
GRADUATING FROM VARIOUS COLLEGES

Name of College	1	2	3	Number of Hours							More than 9	No Credit	
				4	5	6	7	8	9	Number		Per Cent	
Kansas State Teachers College, Emporia	0	16	11	22	13	15	18	6	22	12	15	10.0	
Kansas State Teachers College, Pittsburg	5	2	10	3	6	13	5	11	15	27	21	17.8	
Fort Hays State College	0	18	13	6	11	2	0	3	2	2	27	32.1	
Kansas State College	1	2	8	3	1	0	3	0	2	0	17	45.9	
University of Kansas	0	2	1	0	1	2	1	0	0	2	12	57.1	
Washburn University	0	0	2	1	1	2	0	0	0	1	7	50.0	
Wichita University	0	1	1	2	0	4	0	0	0	0	10	55.6	
Other Kansas Colleges	4	7	8	9	7	8	3	2	2	1	113	68.9	
Oklahoma Colleges	1	7	3	3	15	11	13	2	10	7	15	17.2	
Missouri Colleges	1	7	8	3	2	2	2	1	0	3	13	31.0	
Other Colleges	2	2	7	1	3	0	5	1	1	8	21	41.2	

NOTE: Read table as follows: Of the 150 graduates of Kansas State Teachers College, Emporia, for whom transcripts were available, 16 had two college credit hours of secretarial and office practice.

Kansas Independent Colleges seem to have fewer graduates teaching business subjects in the Kansas high schools with college credit in Secretarial and Office Practice than any of the other colleges. Only 31.1 per cent of their graduates had training in the field.

Bookkeeping. The percentages of the graduates of the various colleges having college credit in bookkeeping are given in Table LII. Ninety-eight and seven-tenths per cent or all but two of the 150 graduates of Emporia State Teachers College who were teaching business subjects in the Kansas high schools had college credit in bookkeeping. Missouri Colleges and Universities and Oklahoma Colleges and Universities ranked second and third respectively in the high per cent of graduates with college credit in bookkeeping.

Basic Business. In Table LIII are presented data pertaining to college credit of the graduates of various colleges in the field of basic business. A study of this table indicates that all of the colleges and universities have a high percentage of graduates who have some college credit in basic business. The graduates of Kansas State Teachers College of Emporia showed the highest percentage with basic business training. Ninety-five and three-tenths of the graduates of Kansas State Teachers College of Emporia had some college credit in basic business. Ninety of the

TABLE LII

COLLEGE CREDIT HOURS IN BOOKKEEPING OF THE TEACHERS GRADUATING FROM VARIOUS COLLEGES

Name of College	Number of Hours										More than 27	No Credit Per Number Cent		
	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	27				
Kansas State Teachers College, Emporia	150	9	60	35	14	25	3	2	0	0	0	0	2	1.3
Kansas State Teachers College, Pittsburg	118	6	31	16	32	10	4	1	1	0	0	0	15	12.7
Fort Hays State College	84	11	37	16	4	1	0	4	0	0	0	0	11	13.1
Kansas State College	37	6	7	2	5	2	0	1	0	0	0	1	13	35.1
University of Kansas	21	1	4	8	1	0	0	0	0	0	0	0	7	33.3
Washburn University	14	3	6	2	0	1	0	0	0	0	0	0	2	14.3
Wichita University	18	4	3	0	3	0	0	0	0	0	0	0	8	44.4
Other Kansas Colleges	164	15	68	24	14	4	7	1	0	0	0	0	31	18.9
Oklahoma Colleges	87	7	36	23	7	5	0	0	1	1	0	0	7	8.0
Missouri Colleges	42	5	9	14	5	2	1	0	0	0	0	0	6	5.3
Other Colleges	51	5	12	14	5	3	2	0	0	1	0	0	9	17.6

NOTE: Read table as follows: Of the 150 graduates of Kansas State Teachers College, Emporia, for whom transcripts were available, sixty had from 4-6 college credit hours of bookkeeping and accounting.

TABLE LIII

COLLEGE CREDIT HOURS IN BASIC BUSINESS OF THE TEACHERS GRADUATING FROM VARIOUS COLLEGES

Name of College	Number of Hours													More than 27	No Credit Per Cent
	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	27	Number	Cent			
Kansas State Teachers College, Emporia	150	3	7	9	15	26	30	22	12	10	9	7	4.7		
Kansas State Teachers College, Pittsburg	118	9	5	7	8	16	9	9	8	5	34	8	6.8		
Fort Hays State College	84	5	4	7	9	10	11	7	6	7	10	8	9.5		
Kansas State College	37	10	4	4	4	0	2	3	1	1	4	4	10.8		
University of Kansas	21	1	4	1	1	4	3	2	1	0	1	3	14.3		
Washburn University	14	1	1	1	3	1	4	1	0	0	0	2	14.3		
Wichita University	18	2	2	1	4	4	2	1	1	0	0	1	5.6		
Other Kansas Colleges	164	6	17	11	17	26	22	18	13	1	6	27	16.5		
Oklahoma Colleges	87	4	14	21	14	9	8	5	3	1	3	5	5.7		
Missouri Colleges	42	7	4	4	4	10	2	4	0	1	3	3	7.1		
Other Colleges	51	4	11	4	3	2	3	2	4	0	10	8	15.7		

NOTE: Read table as follows: Of the 150 graduates of Kansas State Teachers College, Emporia, for whom transcripts were available, thirty had from 16-18 college credit hours of basic business.

150 graduates had over fifteen hours in the field. Wichita University ranked second with 94.4 per cent of the graduates having credit in basic business. The majority of the students from Wichita University, however, had less than fifteen hours in the field. Out of a total of 352 graduates of the three teacher-education institutions, only twenty-three, or 6.5 per cent, of the number had no training in basic business. In comparison with this, 16.5 per cent of the graduates of Kansas Independent Colleges had no credit in the field.

Retailing and Distributive Education. In Table LIV are shown data regarding the amount of college credit held in retailing and distributive education by the teachers of business subjects in the high schools of Kansas. A study of this table indicates that a very small amount of college preparation has been made in this field by the graduates of the various colleges. A higher percentage of the graduates of Washburn University had credit in this field than the other colleges and universities. However, even their percentage was not good as only four of the fourteen graduates had any training and none of the four had over four hours of credit.

Methods and Theory in Business Education. The college credit hours in methods and theory in business education of

TABLE LIV

COLLEGE CREDIT HOURS IN RETAILING AND DISTRIBUTIVE EDUCATION OF THE TEACHERS
GRADUATING FROM VARIOUS COLLEGES

Name of College	Number of Hours									More than 9	No Credit		
	1	2	3	4	5	6	7	8	9		Number	Per Cent	
Kansas State Teachers College, Emporia	150	0	18	11	2	4	0	1	2	0	2	110	73.3
Kansas State Teachers College, Pittsburg	118	0	2	6	0	0	1	0	0	0	0	109	92.4
Fort Hays State College	84	0	5	6	0	0	2	0	1	0	0	70	83.3
Kansas State College	37	0	0	0	0	0	0	0	0	0	0	37	100.0
University of Kansas	21	0	0	5	0	0	0	0	0	0	0	16	76.2
Washburn University	14	0	1	1	0	0	0	0	0	0	0	10	47.6
Wichita University	18	0	1	2	0	0	0	0	0	0	0	15	83.3
Other Kansas Colleges	164	3	4	10	1	1	4	0	0	0	0	141	86.0
Oklahoma Colleges	87	0	2	6	2	0	0	0	0	0	1	76	87.4
Missouri Colleges	42	0	1	3	2	1	1	0	0	0	0	34	81.0
Other Colleges	51	0	1	5	0	1	0	0	1	0	1	42	82.4

NOTE: Read table as follows: Of the 150 graduates of Kansas State Teachers College, Emporia, for whom transcripts were available, eighteen had two hours of credit in retailing and distributive education.

the graduates of the various colleges are given in Table LV. A study of this table reveals that a large part of the teachers of business subjects have no college credit in preparation for teaching business subjects aside from the practice teaching which is considered a course in the field of Education.

Kansas State Teachers College of Emporia and Kansas State Teachers College of Pittsburg show higher percentages of graduates with work in methods and theory courses than did the other colleges and universities. The per cents for the two colleges were 71.3 per cent and 70.3 per cent respectively. Next in rank were the Missouri Colleges and Universities. About one-third of the graduates of the above-mentioned teachers' colleges and the Missouri Colleges and Universities had only three hours in methods and theory courses. This was an indication that a large part of the indicated credit was on an under-graduate level in such a course as Principles of Business Education.

VII. TEACHERS' AVERAGE GRADES IN COLLEGE

Plans were made at the beginning of this study to collect data concerning the average grade in the business subjects and the average overall grade in college of the teachers of business subjects. However, due to certain

TABLE LV

COLLEGE CREDIT HOURS IN METHODS AND THEORY OF THE TEACHERS GRADUATING FROM VARIOUS COLLEGES

Name of College	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	More		Per Cent	
										than 27	No Credit		
Kansas State Teachers College, Emporia	150	47	19	15	3	7	5	3	6	2	0	43	28.7
Kansas State Teachers College, Pittsburg	118	38	12	15	12	2	3	1	0	0	0	35	29.7
Fort Hays State College	84	13	5	5	0	0	0	0	0	0	0	61	72.6
Kansas State College	37	5	2	2	0	0	0	3	0	0	0	25	67.6
University of Kansas	21	1	0	2	0	1	0	0	1	0	0	16	76.2
Washburn University	14	2	1	0	0	1	1	0	0	0	0	9	64.3
Wichita University	18	3	0	0	0	1	0	0	0	0	0	14	77.8
Other Kansas Colleges	164	22	4	2	2	2	4	0	0	1	1	126	76.8
Oklahoma Colleges	67	31	5	4	1	2	0	0	0	0	0	44	50.6
Missouri Colleges	42	14	8	2	1	1	0	1	1	0	0	14	33.3
Other Colleges	51	10	8	6	2	2	0	1	0	0	0	22	43.1

NOTE: Read table as follows: Of the 150 graduates of Kansas State Teachers College, Emporia, for whom transcripts were available, forty-seven teachers had from one to three hours of methods and theory of Business Education.

obstacles encountered and the lack of uniformity among colleges and universities in reporting and recording grades, it seemed hardly worth while to continue the plan. Therefore, the attempt to arrive at the teachers' grade averages was abandoned.

The purpose of this study, as stated in Chapter I, was to determine the current status of the professional teaching forces in the public high schools of Kansas for the following:

1. Personal data regarding the teachers such as sex, age, and teaching experience.
2. Data concerning their teaching position including the grade, type of organization, and enrollment of the school, as well as the salary of the teachers.
3. The teaching combinations of the teachers.
4. The academic preparation of the teacher.
5. Certain relationships of the various colleges from which the teachers graduated with the high schools in which they are employed.

The data presented in the preceding chapters are summarized in the following statements:

1. A total of 257 teachers are reported teaching various subjects in the 104 accredited regular public high schools of Kansas for the year of 1946-47. The study included the year 44 years ago 43, which included and 197 were reported teaching subjects.

2. Of all the teachers of primary subjects employed in the public high schools of Kansas during 1946-47, 41.5 per cent were teaching in Class A schools, 12.3 per cent were

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study, as stated in Chapter I, was to determine the current status of the teachers of business subjects in the public high schools of Kansas as it pertains to:

1. Personal data regarding the teachers such as sex, age, and teaching experience.
2. Data concerning their teaching position including the class, type of organization, and enrollment of the school, as well as the salary of the teachers.
3. The teaching combinations of the teachers.
4. The academic preparation of the teacher.
5. Certain relationships of the various colleges from which the teachers graduated with the high schools in which they are employed.

The data presented in the preceding chapters are summarized in the following statements:

1. A total of 840 teachers was reported teaching business subjects in the 606 officially-recognized public senior high schools of Kansas for the year of 1956-57. The women slightly outnumbered the men as there were 433 women teachers and 407 men teaching business subjects.
2. Of all the teachers of business subjects employed in the public high schools of Kansas during 1956-57, 61.9 per cent were teaching in class A schools, 15.3 per cent were

teaching in class B schools, and 19.8 per cent were employed in class C schools.

3. Six hundred thirteen, or 73 per cent, of the teachers were teaching in high schools organized on the 8-4 plan. Under this plan students have eight years of elementary school and four years of high school.

4. Seventy per cent of the teachers of business subjects were employed in rural high schools and common school district schools, while only 30 per cent were employed in the community high schools, the cities of first class, and the cities of second class.

5. There were 424 teachers or 50.5 per cent of all teachers of business subjects, who were teaching in schools having an enrollment of less than one hundred students.

6. There were 357 teachers, or 42.5 per cent of the teachers of business subjects, who were teaching in schools located in towns with a population of less than 500 people.

7. Two hundred fifty-one teachers graduated from high schools located in cities with less than 500 population while 357 teachers are teaching in cities with less than 500 population. A similar situation existed concerning cities with a population of over 50,000. High schools located in cities ranging from 1500 to 50,000 population produced more than their share of the number of teachers needed in cities of corresponding size.

8. Over one-fourth of the teachers of business subjects, or 27.9 per cent, were teaching their first year in their present position.

9. The type of certificate held by the largest number of teachers of business subjects is the Life Degree Certificate, which was held by 312 teachers, or over one-third of the entire number.

10. Kansas state colleges and universities produced 430, or over one-half, of the teachers of business subjects in Kansas. Of this number, 158 were graduates of Kansas State Teachers College of Emporia, 118 from Kansas State Teachers College of Pittsburg, 85 from Fort Hays State College, 44 from Kansas State College, and 25 from University of Kansas.

11. Over one-half, or 50.3 per cent, of the teachers of business subjects have graduated within the last ten years.

12. Of the teachers for whom the ages were known, 56.9 per cent of the teachers of business subjects were under forty years of age. Six per cent were over sixty years of age.

13. The per cent of women teaching ranked higher than that of the men teaching in the age group of twenty to twenty-five years. However, the per cent of men ranked higher throughout the ages of twenty-six to forty-five.

After the age of forty-five, more women than men were teaching.

14. Of the graduates of Kansas State Teachers College of Pittsburg, 72.9 per cent were teaching in class A schools. Kansas State Teachers College of Emporia ranked second with 70.9 per cent of its graduates teaching in class A schools.

15. Two hundred forty-seven of the 840 teachers held Master's degrees. Kansas State Teachers College of Emporia had conferred 23.5 per cent of these degrees, which was more than those granted by any other individual college or university.

16. Forty-two and five-tenths per cent of the teachers with a Master's degree had received it within the last five years.

17. Of the seventy-nine administrators who were teaching at least one business subject for the year of 1956-57, seventy-three were men and six were women.

18. Seven hundred forty, or 88.1 per cent, of the teachers were teaching more subjects in the field of Business Education than in any other field. Of this number, 487 were teaching only business subjects.

19. The most common teaching combinations of teachers of business subjects in order of frequency were the following: English and/or speech, social science, mathematics,

physical education, home economics, science, library, fine arts, and industrial arts.

20. Typewriting I was taught by more teachers than any other course in the business field; 646 teachers taught this subject. Four hundred seventy-four were teaching bookkeeping I, and 394 were teaching shorthand I.

21. A total of one hundred ten different teaching combinations of business subjects are shown in this study. The four combinations most frequently found in the high schools of Kansas included only three subjects: typewriting, shorthand, and bookkeeping. The combination of these three subjects was taught by 125 teachers and ranked first as a combination. Typewriting and bookkeeping ranked second; typewriting and shorthand, third; and typewriting, alone, fourth.

22. The median salary for the men teachers was somewhat higher than the median salary for the women teachers. The median salary for men was between \$4000 and \$4399, while the median for women was between \$3600 and \$3999. One-third of the teachers were within the range of \$3600 and \$3999.

23. Five hundred two of the teachers of business subjects had made business education their major field of study. The major field of study of the other teachers of business subjects in order of frequency were the following:

social science, English and/or speech, physical education, home economics, mathematics, fine arts, and industrial arts.

24. Three hundred thirty-eight, or 67.3 per cent, of the teachers whose major field of study was business education were less than forty years of age. This rate is 10.4 per cent higher than the rate for all teachers of business subjects who were under forty years of age.

25. Kansas State Teachers College of Emporia produced the largest number of teachers having made business education their major field of study. This number was 121, which was nearly one-fourth of the total number.

26. The area of Business Education in which college courses were taken most frequently was Basic Business. Ninety and three-tenths per cent of the teachers of business subjects had college credit in Basic Business. Other areas in order with the per cent of teachers having credit in the area were: Bookkeeping--85.9 per cent, Typewriting--81.4 per cent, Shorthand--65.8 per cent, Secretarial Training--65.5 per cent, Methods and Theory--48 per cent, and Distributive Education--16 per cent.

27. Of the 786 teachers of business subjects for whom transcripts were available, 18.5 per cent did not have college credit in typewriting. Of the 609 teachers of typewriting for whom transcripts were available, 12.6 per cent did not have any college credit in typewriting.

28. Thirty-four and two-tenths of the 786 teachers of business subjects for whom transcripts were available did not have college credit in shorthand. Sixteen and eight-tenths per cent of the 369 teachers of shorthand for whom transcripts were available did not have any college credit in shorthand. However, 55 per cent of the shorthand teachers had six or more college credit hours in the subject.

29. Of the 786 teachers of business subjects for whom transcripts were available, 14.1 per cent, did not have college credit in bookkeeping and accounting. Only nine per cent of the 445 teachers of bookkeeping for whom transcripts were available did not have college credit in the subject.

30. Of the 786 teachers of business subjects for whom transcripts were available, only nine and seven-tenths per cent did not have college credit in some course of basic business. Of the 103 teachers of general business, only six and eight-tenths per cent did not have college credit in some basic business course.

31. Only a few of the 786 teachers of business subjects for whom transcripts were available had any college credit in Retailing and Distributive Education. In fact, only 16 per cent did have any credit in the area, and 12 per cent of these teachers had less than four hours.

32. Of the 786 teachers for whom transcripts were available, 409, or 52 per cent, of the number had no credit in the area of Methods and Theory of Business Education. An additional 186 or nearly one-fourth of the 786 teachers had less than four hours of credit.

33. In studying the academic preparation of the teachers in relation to age, it was found that a higher percentage of young teachers had college credit in the different areas of business than did the older teachers. In fact, the percentage of teachers taking courses in each of the different areas was much higher for the young-age groups than for the older groups.

34. The teachers of business subjects in class A high schools had training in more business courses than did those in the other classifications of schools.

35. Data concerning courses taken by graduates of the different colleges show percentages of the graduates having credit in the different areas of business education. Kansas State Teachers College of Emporia had a higher percentage in the areas of typewriting, secretarial and office practice, bookkeeping and accounting, basic business, and methods and theory courses than did any other college. Oklahoma Colleges and Universities had the largest percentage of graduates with college credit in shorthand. Washburn University had a higher percentage of its graduates with

college credit in retailing and distributive education than did any other college.

II. CONCLUSIONS

The following significant conclusions appear to be justifiable on the basis of the data presented in this study, and, in particular, in the summary section immediately preceding:

1. Neither the small-town community of less than fifteen hundred people nor the large cities with more than fifty thousand population are producing a supply of high school graduates who enter the teaching profession sufficient to fill the teaching positions in communities and cities of corresponding size.
2. As over three-fourths of the teachers of business subjects are teaching in class A and class B schools, it is therefore necessary that college students studying to become business teachers have at least six hours of college credit in the different business subjects which they plan to teach.
3. As 424, or one-half of the teachers of business subjects were employed in schools with less than one hundred enrollment, students preparing to become business teachers must be prepared to teach in small high schools as well as in those with a large enrollment.

4. As this study shows a total of one hundred ten different teaching combinations of business subjects being taught in the Kansas high schools for the year of 1956-57, students preparing to become business teachers must prepare to teach in a number of different business subjects.

5. As 42 per cent of the teachers of business subjects were teaching in some other field beside business education, it is necessary that college students preparing to become business teachers must be prepared to teach in more than one field.

6. The teachers of business subjects seemed to have prepared comparatively well in the subjects which are most frequently taught in the Kansas high schools. This is shown by the per cent of the teachers having college credit in the three subjects most frequently found in the teaching combinations. These three subjects were typewriting, bookkeeping, and shorthand.

7. In most cases the teachers of business subjects have college credit in the subjects in which they are teaching. This is shown by a comparison of the percentage of teachers having college credit in the specific subjects which they are teaching with the percentage of the entire number of teachers of business subjects having credit in these subjects.

8. Concerning the preparation of the teachers of business subjects, the three teacher-education institutions of Kansas, in the majority of the cases, have tended to prepare their graduates more favorably than the other colleges. This conclusion may be drawn from the fact that a higher percentage of graduates of the three teacher-education institutions have credit in the different areas of business education than do the graduates of the other colleges.

III. RECOMMENDATIONS

1. It is strongly recommended that the State Department of Public Instruction tighten regulations and enforce restrictions against teachers who are teaching subjects in which they are unqualified to teach by a lack of sufficient number of college hours in the subject.

2. It is recommended that college advisors of future business teachers stress the importance of preparation in a number of business subjects. Undergraduates should also be informed of combination fields most often sought by administrators so the students may prepare themselves to teach in these other fields.

3. It is recommended also that business teachers be encouraged to enroll for graduate study as soon as possible after entering the teaching profession as it has been shown

in this study that over one-half of the teachers had no credit in Business Education methods and theory.

4. It is recommended that some kind of check be made concerning information on the High School Principals' Reports. In a number of cases the number of college hours held by a teacher as shown on the Report did not agree with the individual transcript of the teacher.

5. An effort should be made to encourage teachers to file all college credit received on the graduate level with the State Department of Public Instruction even though it may not be necessary for certificate renewal.

6. Studies should be made by the State Department of Public Instruction, by the colleges, or by the individual communities of the poor tenure situation existing in the secondary schools of Kansas at the present time.

7. Future studies should be made of the transcripts of the teachers of business subjects in an effort to determine if an improvement is being made in the academic preparation of the teachers. Such studies should prove beneficial to college advisors in advising and counseling prospective business teachers.

SUBJECTS TAUGHT

1. _____	Typewriting I	1. Yes	2. No
2. _____	Typewriting II	1. Yes	2. No
3. _____	Shorthand I	1. Yes	2. No
4. _____	Shorthand II	1. Yes	2. No

Kansas State Teachers College of Emporia

HIGH SCHOOL BUSINESS TEACHER PREPARATION

Person Collecting Data _____
 Date Data Collected _____

Column Code

4. _____ Name of Teacher _____
 Maiden Name _____
 City _____
5. _____ Sex (1) Male (2) Female
6. _____ Age _____ (Code)
7. _____ Class of School _____ A-1 B-2 C-3 M-4
8. _____ City Population _____ (Code)
9. _____ Type of Organization _____ (Code)
0. _____ High School Organization _____ (Code)
1. _____ School Enrollment _____ (Code)
2. _____ Size of 1956 Graduating Class _____ (Code)
3. _____ Type of Certificate _____ (Code)
4. _____ Salary _____ (Code)
5. _____ Years Experience at this school _____ (Code)
6. _____ Years Experience at other schools _____ (Code)
7. _____ First Teaching Field _____ (Code)
8. _____ Second Teaching Field _____ (Code)
9. _____ Administrative Field _____ (1) Instructor
 (2) Principal
 (3) Superintendent

BUSINESS SUBJECTS TAUGHT

0. _____ Typewriting I 1. Yes 2. No
1. _____ Typewriting II 1. Yes 2. No
2. _____ Shorthand I 1. Yes 2. No
3. _____ Shorthand II 1. Yes 2. No

24. Bookkeeping I 1. Yes 2. No
25. Bookkeeping II 1. Yes 2. No
26. Secretarial, Clerical, & Office Practice 1. Yes 2. No
27. General Business or Jr. Bus. Training 1. Yes 2. No
28. Bus. Arithmetic 1. Yes 2. No
29. Bus. Law 1. Yes 2. No
30. Bus. English 1. Yes 2. No
31. Geography (Commercial) 1. Yes 2. No
32. Economics 1. Yes 2. No
33. Consumer Education or Consumer Economics 1. Yes 2. No.
34. Salesmanship 1. Yes 2. No
35. Permanship 1. Yes 2. No
36. Business Machines 1. Yes 2. No
37. Work Experience Programs (Office or Retail) 1. Yes 2. No
38. Others 1. Yes 2. No

TEACHER INFORMATION

39. High School Graduation Community size _____ (Code)
Name of High School _____
41. College granting Bachelors Degree _____ (Code)
42. Degree granted _____ (Code)
43. Years since Bachelors Degree was granted _____ (Code)
45. College granting Masters Degree _____ (Code)
46. Degree granted _____ (Code)
47. Years since Masters Degree was granted _____ (Code)
48. Major Field of Study _____ (Code)
49. Minor Field of Study _____ (Code)

BUSINESS COURSES TAKEN BY TEACHER

TYPING

0. _____ Total Hours of Typing _____ (Code)

Elementary _____	1. Yes	2. No
Intermediate _____	1. Yes	2. No
Advanced _____	1. Yes	2. No
Practicum _____	1. Yes	2. No

SHORTHAND

1. _____ Total Hours of Shorthand _____ (Code)

Elementary Stenography _____	1. Yes	2. No
Intermediate Stenography _____	1. Yes	2. No
Advanced Stenography _____	1. Yes	2. No
Practicum _____	1. Yes	2. No

SECRETARIAL AND OFFICE PRACTICE

2. _____ Total Hours of Sec. and Office Practice _____ (Code)

Office and Sec. Practice _____	1. Yes	2. No
Filing and Office Routine _____	1. Yes	2. No
Office Machines _____	1. Yes	2. No
Office Management _____	1. Yes	2. No

BOOKKEEPING

3. _____ Total Hours of Bookkeeping _____ (Code)

Principles of Accounting _____	1. Yes	2. No
Cost Accounting _____	1. Yes	2. No
Intermediate Accounting _____	1. Yes	2. No
Advanced Accounting _____	1. Yes	2. No
Income Tax _____	1. Yes	2. No
Auditing _____	1. Yes	2. No
Machine Accounting _____	1. Yes	2. No
Practicum _____	1. Yes	2. No
Other Advanced Courses _____	1. Yes	2. No

BASIC BUSINESS

4. _____ Total Hours of Basic Business _____ (Code)

Bus. Arithmetic or Bus. Calculations _____	1. Yes	2. No
Economics _____	1. Yes	2. No
Introduction to Business _____	1. Yes	2. No
Salesmanship _____	1. Yes	2. No
Bus. Organization & Management _____	1. Yes	2. No
Finance _____	1. Yes	2. No
Marketing _____	1. Yes	2. No
Business Law _____	1. Yes	2. No
Insurance _____	1. Yes	2. No
Personnel _____	1. Yes	2. No
Others _____	1. Yes	2. No

RETAILING AND DISTRIBUTIVE EDUCATION

5. _____ Total Hours of Retailing and D. E. _____ (Code)

Advertising _____	1. Yes	2. No
Retail Store Operations _____	1. Yes	2. No
Sales Management _____	1. Yes	2. No
Display and Visual Merchandising _____	1. Yes	2. No
Merchandising _____	1. Yes	2. No
Others _____	1. Yes	2. No

METHODS AND THEORY

6. _____ Total Hours of Methods and Theory _____ (Code)

Principles of Business Education _____	1. Yes	2. No
Secretarial Methods _____	1. Yes	2. No
Accounting and Bookkeeping _____	1. Yes	2. No
Basic Business and Management _____	1. Yes	2. No
Distributive Education _____	1. Yes	2. No
Others _____	1. Yes	2. No

7. _____ Estimated Average Grade in Business (1) A (2) B (3) C (4) C-

8. _____ Estimated Average Overall Grade (1) A (2) B (3) C (4) C-

9. _____ Total Hours of Office Machines _____ (Code)

0. _____ Total Hours of Business Arithmetic _____ (Code)

1. _____ Total Hours of Economics _____ (Code)

2. _____ Total Hours of Salesmanship _____ (Code)

3. _____ Total Hours of Business Law _____ (Code)

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