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Status of Teachers of Business Subjects in the Secondary Schools of Kansas, 1953-1954

By Fred W. Grabhorn*

There is a reliable indication that the demand for teachers in 1960 will be one-third greater than in 1950. College graduates prepared to teach business subjects declined 32.1 per cent for the period 1950-1953.¹ If Kansas colleges are to meet the demand for business teachers, to induce present and prospective students to pursue the business education curriculum, it is obvious that current information concerning salary, teaching loads, tenure, and academic training is needed. It may be suggested that data that is available for this state will be of some value in other areas as well.

The members of the business departments who are to train these students must have information on subject combinations, their frequency, and the trends concerning these combinations over a period of years to guide the students during their business education training. It is also important that high school administrators have this information to furnish competent guidance to high school students who might wish to become business teachers.

In this study:

- (a) High schools and secondary schools include grades 9, 10, 11, and 12;
- (b) Full-time business teachers are those who teach not less than two classes in the business field and whose teaching load consists of at least fifty per cent of classes in business subjects;
- (c) Part-time business teachers are those who teach at least one subject in the business field and who are not included in (b);
- (d) Classes A, B, C, and M indicates accreditation granted by the Kansas State Department of Public Instruction;
- (e) N.G. indicates schools which were not accredited by the state department.

This study includes all schools listed in the Kansas Educational Directory, plus two schools that were not graded by the state department. The data presented in this study were taken from the High School Principals' Organizational Reports which were on file in the office of the State Superintendent of Public Instruction, Topeka, Kansas.² Teachers who were supervising correspondence courses in business subjects were not included in this study.

*Mr. Grabhorn is a teacher in the Business Education Department of Hoisington, Kansas, High School. This study originated as a Master's Thesis at Kansas State Teachers College, Emporia, in 1954. The writer acknowledges the advice and counsel of his committee in the preparation of this study: Professors Kauzer, Russell, and McGill.

1. Ray C. Maul, "More Business Teachers Needed," *UBEA Forum*, VII, 8 (May, 1953), pp. 41-42.

2. The cooperation of the Kansas State Department of Public Instruction, Topeka, in making available these reports for 1953-54 is gratefully recognized.

Results

Nine of the 654 senior high schools in operation in Kansas during 1953-54 offered no business subjects.³ No business subjects were offered to the ninth grade students in thirty-one of the fifty-seven junior high schools in the state operating on this plan. However, business subjects were available to these students upon their entry into high school.

There were 934 teachers working in the business education field in Kansas during 1953-54 (see Table I). This was an increase of 102 over 1948-49, as shown by the Iliff study;⁴ an increase of thirty-one over the number reported by Gould for 1942-43.⁵ Of the 934 business teachers, forty-five per cent were men; fifty-five per cent were women. The percentage of men business teachers had increased by approximately seventeen per cent since 1942-43; the percentage of women had decreased by approximately the same number. Although the increase in the ratio of men to women business teachers is evident for all business subjects, it is greater for part-time than for full-time business teachers.

Table I
Number of Business Teachers in Kansas Schools, 1953-54

Business Teachers	Men	Per-cent	Women	Per cent	Total	Per cent
Full-time	330	42.1	454	57.9	784	100.0
Part-time	90	60.0	60	40.0	150	100.0

The ratio of men to women full-time business teachers was approximately two to three in class A, B, and C schools. In class M schools the ratio was approximately one to five. The number of men part-time teachers exceeded the number of women part-time teachers in all school classifications, the ratio being approximately two to one except in class C schools where the ratio was nearly one to one.

Part-time business teachers are most often employed in third-class city schools. Only six were working in first-class schools, twenty-three in second-class city schools, and ten in private, state, or federal schools. Of the 784 full-time business teachers, fifty-five were school administrators; of the 150 part-time business teachers, thirty-one were administrators. The number of administrators teaching business subjects (eighty-six)

3. One of the nine schools conducted supervision of correspondence courses in business subjects and four alternated business subjects every other year. The total enrollment of the four remaining schools that did not offer business subjects was 312.

4. Mary Kathryn 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.

5. Ernest K. Gould, "An Analysis of Status and Trends of Business Education in Kansas Secondary Schools for 1942-43," Unpublished Master's Thesis, Kansas State Teachers College, Emporia, 1944.

was nearly 9.2 per cent of all business teachers—an increase of approximately 1.3 per cent over the number shown in the 1948-49 study by Iliff.⁶

Table II shows that over fifty-seven per cent of the teachers were teaching in the business field exclusively; the greater portion of these in class A schools. Less than six per cent of the teachers were teaching in more than two fields. Only the full-time business teachers are included in this table.

Table II
Number of Teaching Fields for Full-time Business Teachers

Number of fields	School Classification					Total	Per cent of total
	A	B	C	M	N.G.		
1	360	58	19	7	3	447	57.02
2	136	58	97	4	1	295	37.62
3	5	10	19	6	0	41	5.23
4	0	0	0	1	0	1	0.13
Total	501	126	135	18	4	784	100.00

For full-time business teachers, the most common teaching combination was business and physical education. Business and English was the most popular combination for women. Business subjects, combined with mathematics, ranked second in frequency; social science, third; English, fourth; and home economics, fifth. Mathematics, social science, and English appeared among the five most popular subjects taught in conjunction with business in five studies examined and which covered a period of twenty-three years. Home economics appeared in four of the five studies.⁷

Over 70 per cent of the full-time business teachers were working in fourteen business subject combinations. The other 30 per cent were teaching in sixty-two different combinations of business subjects. Typewriting was included in all of the fourteen most common business subject combinations. Fewer schools were offering general business during the 1953-54 school year than during 1942-43, however an increase in the number of teachers teaching the subject increased from fifty to sixty-six from the 1948-49 study to the 1953-54 study.

6. Iliff, *op. cit.*

7. The studies in addition to this one were: W. W. Ridgway, "A Comparative Study of the Training and Teaching Combinations of Kansas High School Teachers," *Emporia State Studies in Education*, No. 5 (October, 1931); Frank L. Irwin, "A Comparative Study of the College Preparation, Teaching Combinations, and Salaries of Kansas High School Teachers," *Emporia State Studies in Education*, No. 15 (September, 1938); Gene K. Lockard, "A Comparative Study of the College Preparation, Teaching Combinations, and Salaries of Kansas High School Administrators and Teachers," *Emporia State Studies in Education*, No. 31 (November, 1946); Iliff, *op. cit.*

Five previous studies, covering a period of twenty-seven years, were examined to determine trends in business course offerings in Kansas secondary schools.⁸ This study for 1953-54 was the first to record offerings of office practice, business communications, vocations, and filing. Iliff, for 1948-49, did not list business subject offerings, although office practice was mentioned in her teaching combinations. Typewriting, shorthand, and bookkeeping appeared consistently in all studies examined. Table III shows the frequency with which the different business courses were offered in Kansas secondary schools for 1953-54. Significant decreases in frequency for the offering of typewriting II and business law were indicated by the findings of this study as compared with those of previous studies. Significant increases were indicated for office and secretarial practice.

Table III
Business Courses Offered in Kansas Secondary Schools for the
1953-54 School Year

Subject	School Classification					Total
	A	B	C	M	N.G.	
Typewriting I	348	124	158	18	2	650
Bookkeeping I	303	96	92	14	2	507
Shorthand I	275	58	54	9	2	398
Typewriting II	220	89	126	14	2	351
Business Arithmetic	78	20	20	5	0	123
Secretarial Practice	85	19	12	7	0	123
General Business	86	22	14	0	0	122
Office Practice	73	14	13	4	0	104
Shorthand II	74	14	14	0	1	103
Business Law	45	12	8	1	0	66
Work Experience	24	6	2	0	0	32
Bookkeeping II	18	7	3	1	1	30
Penmanship and Spelling	16	3	1	0	0	20
Salesmanship	18	1	0	0	0	19
Business English	14	2	2	0	0	18
Business Geography	4	3	5	0	0	12
Consumer Economics	6	1	0	0	0	7
Retailing	4	0	0	0	0	4
Business Communications	3	0	0	0	0	3
Business Spelling	3	0	0	0	0	3
Vocations	2	0	0	0	0	2
Business Machines	1	0	0	0	0	1
Filing	1	0	0	0	0	1
Personal Accounting	1	0	0	0	0	1
Personal Typewriting	1	0	0	0	0	1

8. Adelaide M. Kauzer, "Status of the Teaching of Shorthand and Typewriting in Secondary Public Schools of Kansas, 1926-27," *Teaching*, VIII (April, 1928), pp. 1-36; E. L. Fink, "Commercial Teachers and Commercial Education in Kansas High Schools," Unpublished Master's Thesis, The University of Kansas, 1931; Clara M. Snyder, *A Survey of Commercial Curricula in the Secondary Schools of Kansas* (Greeley, Colorado State Teachers College, 1933); Elnora Frances Meier, "A Survey of Business Education in the Secondary Schools of Kansas," Unpublished Master's Thesis, State University of Iowa, 1941; Gould, *op. cit.*

Nineteen, or 12.7 per cent of all part-time business teachers, had a major in business. Most of these teachers were employed in the smaller schools that did not offer enough business courses to more fully utilize their college major, or were administrators who were teaching one business course and devoting the remainder of their schedule to administrative duties.

The greater number of business teachers were teaching four different subjects. This was especially true of teachers in the third-class city schools. The subject load for teachers in first-class city schools was almost equally divided between two and three subjects. For second-class city schools the three-subject load appeared most frequently.

Pupil-periods indicate the total number of pupils in all daily classes of the business teachers. The pupil-period load found most frequently was twenty-six to fifty, which was the most common for third-class cities. In first-class cities the most common load was from 126 to 150; in second-class city schools, from 101 to 125. The State Department of Public Instruction recommends that a pupil-teacher ratio of 150 per day should be regarded as the maximum. Fifty-four teachers of business subjects exceeded this maximum—twenty-four in first-class cities, fifteen in second-class cities, eleven in third-class cities, and four in private schools.

The teachers of business subjects in the smaller schools had the advantage of the pupil-period load and the less desirable position in the subject-preparation load.

College Preparation of Business Teachers

A major is considered thirty-five or more hours in a particular field; a minor is considered less than thirty-five but more than fourteen hours in a field. Sixty-three business teachers had neither a major or a minor in the business field; however, only thirteen teachers did not meet the requirements for the class school in which they were teaching. Of all business teachers, 84.6 per cent had either a major or a minor in business. The ratio of men to women who were not meeting the requirements in the class school in which they were teaching was nearly equal, as was the number holding either a major or a minor. The ratio of men to women holding a major in business was slightly more than one to one (the men held a 6.5 per cent margin). There has been approximately a ten per cent decrease in the number of business teachers who hold neither a major nor a minor since the Iliff study for 1948-49.

In no instance was information given to indicate that a business teacher did not hold at least a Bachelor's degree; however, this data was not recorded for seven teachers. Many of the teachers who now hold the Bachelor's degree have completed much of the work towards the Master's degree.

Table IV
Types of Degrees Held by Business Teachers

Number of teachers	Bachelor's degree	Per cent	Per cent	Master's degree	Not given
Full-time:					
Men	207	62.7	121	36.7	2
Women	369	81.3	82	18.1	3
Part-time:					
Men	48	53.3	41	45.6	1
Women	52	86.7	7	11.7	1
Totals	676	72.4	251	26.9	1

Of the 251 teachers who held the Master's degree in Table IV, seventy, or 9.6 per cent were administrators. The largest number of business teachers holding the Master's degree were working in third-class city schools, where quite a large number were administrators. The greater proportion of non-administrative teachers with Master's degrees were employed in first-class city schools. Fifty per cent of the business teachers in first-class cities held this degree. In second-class city schools, thirty-three per cent held the Master's degree; in third-class city schools, approximately twenty per cent held the degree. Nearly an eight per cent gain was found in the number of business teachers holding the Master's degree when compared with the Iliff study for 1948-49.

The three teachers' colleges in Kansas had graduated more business teachers than all other colleges in the state. These three schools trained 378, or 40.5 per cent. Eight Kansas colleges trained the greatest number of business teachers who were teaching in Kansas during 1953-54. Nearly one-fourth (twenty-four per cent) of the business teachers in Kansas for 1953-54 received their highest degree in out-of-state colleges. Northwestern Teachers College, Alva, Oklahoma, trained nineteen of the business teachers, or more than thirteen of the Kansas institutions.

Kansas State Teachers College of Emporia conferred the most Master's degrees on Kansas business teachers with forty-eight; Kansas State Teachers College of Pittsburg was second with forty-two; and the University of Kansas was third with twenty-seven. The most significant increases since 1948-49 in the number of Master's degrees conferred on business teachers employed in Kansas was found for the Kansas State Teachers Colleges of Emporia and Pittsburg and for the University of Colorado with respective percentages of 10.3, 3.5, and 2.7. The most noteworthy decreases were found for the University of Denver, with 6.2 per cent; the University of Kansas, with 4.3 per cent; and Greeley, Colorado, State Teachers College, with 3.7 per cent.

Table V
Teaching Experience of Business Teachers

Number of years	School Classification										Total		
	A		B		C		M		N.G.				
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
First year of Teaching													
2	10	22	6	10	8	6	1	2	0	0	0	0	65
3	13	25	4	8	11	10	2	3	0	0	0	0	76
4	24	17	8	5	6	6	0	0	1	0	0	0	67
5	44	23	7	3	12	5	0	0	0	0	0	0	90
	21	13	6	2	6	3	0	2	0	1	0	1	54
1 to 5	112	100	31	28	44	30	3	7	1	1	1	1	357
6 to 10	45	43	17	9	16	13	2	2	0	0	0	0	147
11 to 15	24	45	3	12	5	15	0	0	0	0	0	0	104
16 to 20	22	23	7	10	9	12	1	1	0	1	0	1	86
21 to 25	16	35	4	6	7	8	2	4	0	0	0	0	82
26 to 30	18	24	3	9	2	9	0	2	0	1	0	1	68
over 30	16	37	1	5	5	11	1	2	0	0	0	0	78
not given	2	2	1	4	0	3	0	0	0	0	0	0	15

Teaching Experience and Tenure of Business Teachers

Table V shows that 357 business teachers had from one to five years experience in their position for 1953-54. This represents 38.2 per cent of all teachers of business subjects. Sixty-five of these were in their first year of teaching. Seventy-eight teachers had completed over thirty years of experience; fifteen of these had been teaching forty or more years. There was a decrease of 3.2 per cent in the number of business teachers since 1948-49 who had completed over five years of experience; however, the total number of business teachers had increased by eleven per cent, and this would tend to minimize the significance of the decrease in experience. Although there was a decrease in the per cent of business teachers with over five years experience, there was an increase in numbers of thirty-six. There was an increase of fifty-five teachers with over five years experience since the period of the Gould study for 1942-43.

A result of Public Laws 346 and 16 (training provisions for returning war veterans and commonly known as the G.I. Bill) might be indicated in that 15.2 per cent of all men teachers of business subjects were in their fourth year of experience during 1953-54. This would seem to indicate that they returned from World War II during 1945 and 1946, completed their Bachelor's degree, and entered the teaching profession during the 1949-50 school year.

After completing two years of experience, more men were teaching in class A schools than all other classes combined. More women were teaching in class A schools than in each of the other classes except in the experience category sixteen to twenty years. The median experience for all teachers of business subjects was nine years; for women it was eleven and for men it was eight. The following tabulation is a breakdown of the median teaching experience as found by different studies:

Name of Study	Median years experience		
	Men	Women	Combined
Kauzer, 1926-27	---	---	5.
Fink, 1930-31	---	---	3.08
Gould, 1942-43	11	7	9
Iloff, 1948-49	8	10	9
Grabhorn, 1953-54	8	11	9

Although the median number of years experience had increased from five in 1926-27 to nine in 1953-54, it had remained at nine years for the most recent studies shown in the previous tabulation, covering a period of eleven years.

Over one-fourth (27.3 per cent) of the business teachers were in their first year of tenure in their 1953-54 position. There were 647, or

69.3 per cent, of the teachers in their first five years of tenure. Fourteen teachers had completed over thirty years tenure. Three of the fourteen had completed forty or more years of teaching in the same school. The percentage of women who had completed more than five years of tenure was greater than for men. The median tenure in the same teaching location for all teachers of business subjects was three years. There has been an increase of seven per cent in the number of teachers with more than five years tenure in the same teaching location since the Gould Study in 1942-43. The median tenure for teachers in first-class city schools was six years for men, ten years for women; in second-class city schools, four years for men and seven years for women.

Salaries Paid Teachers of Business Subjects

The salaries of men teachers of business subjects for 1953-54 ranged from \$2025 to \$5950, with a median of \$3850. Excluding men who were teaching in private schools and administrators, the salaries ranged from \$2600 to \$5610, with a median of \$3660.

The salaries of women ranged from \$449.95 to \$5500, with a median of \$3300.⁹ Excluding women who were teaching in private schools and administrators, the salaries ranged from \$2160 to \$4815, with a median of \$3300.

Including administrators and those teaching in private schools, the median for men was \$550 more than for women. When excluded, the median for men was \$360 above that for women.

There were 101 teachers of business subjects who received a salary in the range \$3300 to \$4499. Ninety-six were in the salary range \$3200 to \$3299. The largest number of men were in the range \$3600 to \$3699. Seventy-three teachers received an annual salary of less than \$3000; 628 received from \$3000 to \$3999; and 199 received over \$4000. Twenty-one teachers received \$5000 and over. Thirteen of these were administrators. Seventy-seven non-administrative teachers of business subjects received \$4000 or more.

The median teaching salary for business teachers increased by \$710.90 over the median found by Iliff for 1948-49. This increase in median would have been larger had the Iliff study included parochial schools.

Most of the teachers who received a salary of \$3600 or more taught in class A schools. The use of single salary schedules is not in wide use in Kansas, as evidenced by the wide variation in the salaries of men and women. In the schools that were operating under a salary schedule, the beginning salaries appeared to be considerably lower, as a general rule,

9. The \$499.95 was in a parochial school; five teachers in the study received \$999 or less.

than in the schools that were not. After a period of years, however, the increments had raised the salary in those schools to a level generally higher than in schools without a salary schedule.

Median salary for all women in the Iliff study for 1948-49 was \$2621.25; for this study, \$3300. The median for men in 1948-49 was \$3220.85; for this study, \$3800. The median for all teachers as found by the 1948-49 study was \$2739.10; for this study, \$3500. The gain in median salary was very consistent throughout all classes of schools and for both men and women. The median of \$3500 for this study compares with a median of \$1200 to \$1299 for 1942-43 as found by Gould. These comparisons excluded administrators and teachers in private schools.

Iliff, in 1948-49, found a difference in the median salary of men over women of \$475; this study found the difference to be \$500. Although this median had increased by \$25, the percentage of the difference had decreased by 1.7 per cent.

Excluding administrators and teachers in private schools, the highest salary for men was \$5610 in a third-class city school; \$5100 in a first-class city school; and \$4850 in a second-class city school. For women, the highest salary was \$4815 in a third-class city school; \$4774 in a first-class city school; and \$4002 in a second-class city school. The median salary for men and women was highest in first-class city schools.

The average annual salaries were less than the median salaries, except for men in second and third-class city schools. The average annual salary of men exceeded that of the women in first-class cities by \$209.60; in second-class cities by \$498.91; and in third-class cities by \$452.80.

The median salary for all men holding the Master's degree was \$4350, for women, \$3500. When administrators were excluded, the median for men was \$4050; for women, it remained the same. The median salary of all men was in the \$3800 to \$3899 range; for those with the Master's degree, it was in the \$4300 to \$4399 range. For all women, the median was in the \$3200 to \$3299 range; for those with the Master's degree, it was in the \$3500 to \$3599 range. This would seem to indicate that, on the average, the Master's degree was worth \$500 to men and \$300 to women each year. The median salary for business teachers holding the Master's degree was sufficiently higher than for all business teachers to reasonably assume that there is a correlation between the degree held and the salary that the teacher can expect to receive.

There appeared to be little consistency between increasing experience and increasing salary. Although the lowest median was found for those teachers with one to five years experience and the highest median was found for those with over thirty years experience, there was con-

siderable fluctuation in the medians in the experience categories between those two extremes.

The purchasing power of the 1953-54 average salary of business teachers was found to be \$1730 when converted to the 1935-39 purchasing power of \$1.00. This figure was determined by dividing the index for 1948-49 (0.5861) by the converted index of 1953-54 (115.0) to arrive at an adjusted base of 0.5096, which is based on the 1935-39 dollar. The adjusted purchasing power of the 1953-54 salary indicated an increase in purchasing salary of 124.9 per cent, using the 1930-31 average salary as the 1.00 base. An increase of 24.8 per cent was indicated in the purchasing power of the 1953-54 salary over the salary for the school year 1930-31. An increase of 8.3 per cent was indicated over the school year 1948-49. Although an increase in the average salary of the Kansas business teacher from 1948-49 to 1953-54 showed a dollar increase of \$643, the actual purchasing power of this salary had increased by only \$117.¹⁰

The Status of the Beginning Business Teacher for 1953-54

There were sixty first-year business teachers in Kansas secondary schools during 1953-54, one-half of which were employed in class A schools and one-fourth in class B schools. Fifty-one of the sixty were employed in third-class city schools. One-third were employed in schools with an enrollment of under fifty students, and one-third in schools with an enrollment of fifty to one-hundred.

There were only two of the first-year teachers who held the Master's degree. All held at least the Bachelor's degree. Teaching field combinations, business subject combinations, subject-preparation loads, and pupil-teacher loads were nearly the same as those found for all teachers of business subjects. Less than one-half of the first-year teachers had a free period in their daily schedule.

The salaries of the beginning men teachers ranged from a low of \$3000 to a high of \$3800, with a median of \$3300 and an average of \$3374. The salaries of the beginning women ranged from a low of \$1600 in a private school to a high of \$3600, with a median of \$3050 and an average of \$3063.37.

The differences between the salaries of the beginning men and women teachers of business subjects was considerably less than when considering all teachers of business subjects. It is believed that this resulted from percentage increases which, as experience and tenure was gained, made for a larger difference between the salaries of the men and women.

10. Elmer Clark Bratt, *Business Cycles and Forecasting* (Chicago, 1953), p. 38; Federal Reserve Bank of Kansas City, Missouri, *Monthly Review*, February, 1954, p. 204; *Ibid.*, *op. cit.*, Table XLI, p. 111.

Summary

1. Of the 654 high schools operating in Kansas for 1953-54, 645 were offering at least one business subject. These subjects were taught by 784 full-time and 150 part-time business teachers (forty-five per cent men and fifty-five per cent women). The 934 business teachers represents an increase of 111 over 1948-49 as found by Iliff, and seventy-one over 1942-43 as found by Gould.

2. Approximately fifty-seven per cent of the business teachers were teaching business subjects only; however, the beginning teachers were generally employed in the smaller schools and were required to teach in two and three-field combinations.

3. Subjects taught most frequently in combination with business subjects were physical education, mathematics, social science, English, and home economics. These same combinations have remained relatively constant over a period of many years.

4. A decreasing emphasis on a second year offering of typewriting, bookkeeping, and shorthand (the three most popular business courses) was noted, as was an increasing emphasis on office and secretarial practice.

5. Many business subjects were offered on an alternating basis in order to present a better business education program to the students in the smaller schools.

6. Subject-preparation loads were most heavy in the smaller schools; pupil-teacher loads were most heavy in the larger schools.

7. The prospective teacher who has an interest in becoming an administrator might make a wise choice in selecting the business field for his preliminary experience in view of the many administrators who are now doing some business teaching.

8. The standards set up by the State Department of Public Instruction are rapidly being met by teachers of business subjects. Only thirteen teachers were reported as not meeting the requirements for the class school in which they were teaching. No instance was reported where the business teacher did not hold at least the Bachelor's degree. Twenty-seven per cent of the business teachers now hold the Master's degree and more have completed part of the work necessary to secure this degree.

9. An increase in the feeling of security in the business field is indicated by the increase in the number of teachers with over twenty years' experience and in the longer tenure categories.

10. The salary of the business teacher has risen in a manner that shows gains above the cost of living index.

11. The beginning teacher of business subjects is most often employed in the smaller high schools and his salary is higher in these smaller schools than it would generally be in the larger high schools.

12. In the schools that were operating under a salary schedule, the beginning salaries appeared to be considerably lower, as a general rule, than in the schools that were not. After a period of years, however, the increments had raised the salary in those schools to a level generally higher than in schools without a salary schedule.