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BUSINESS EDUCATION IN THE PUBLIC SECONDARY
SCHOOLS IN KANSAS, 1962-63

A DISSERTATION,
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BUSINESS EDUCATION IN THE PUBLIC SECONDARY
SCHOOLS IN KANSAS, 1962-63

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To

Mrs. Nora Slaten, my mother

Miss Frances Hashbarger, a friend

Mr. J. M. Nation, a teacher

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BUSINESS EDUCATION IN THE PUBLIC SECONDARY
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CHAPTER I

THE PROBLEM

Introduction

The modern secondary school with a curriculum that is "future centered" provides the types of programs that most nearly correspond to the students' post high school expected activities. This curriculum requires both breadth and depth to provide the educational experiences needed by all youth.

Conant,¹ a distinguished educator, reports on the problems and needs of public high schools. He is concerned with the comprehensive high school, a school whose programs correspond to the educational needs of all youth of the community. The main objectives of a comprehensive high school that Conant discusses are:

. . . first, to provide a general education for all the future citizens; second, to provide good elective programs for

¹James B. Conant, The American High School Today (New York: McGraw-Hill Book Company, Inc., 1959).

those who wish to use their acquired skills immediately on graduation; third, to provide satisfactory programs for those whose vocations will depend on their subsequent education in a college or university.¹

Attempting to meet the needs of all the youth places a monumental task on the high school. Is the task surmountable? How does business education fit into the overall program of the secondary school? Are business educators concerned about providing sound business programs for secondary school youth?

Increasingly, businessmen are expressing demands for improvement in business education. Their demands emphasize the apparent need for instruction in how business functions, as well as in the skill elements required to keep it functioning. In line with the concerns of businessmen, specifically what stands have business educators taken regarding the educational needs of secondary school youth? Since early 1961, the Policies Commission for Business and Economic Education, sponsored jointly by the United Business Education Association (currently the National Business Education Association) and Delta Pi Epsilon, has issued several position papers pertaining to business education in the high school. Through pronouncements of its philosophy of business education in the high school, the Commission exerts professional leadership; it offers recommendations to school administrators, counselors, business supervisors and teachers, and lay people for

¹Ibid., p. 26.

establishing and maintaining sound business programs. The Commission states that business education is concerned with two major aspects of the education of youth:

A. The knowledge, attitudes, and nonvocational skills needed by all persons to be effective in their personal economics and in their understanding of our economic system.

B. The vocational knowledge and skills needed for initial employment and for advancement in a business career.¹

The Policies Commission is concerned about business subject offerings and business sequences as well as the grade levels at which specific subjects are taught.

How do the beliefs of the leading business educators fit into the overall role of the secondary school? The pronouncements of the Policies Commission correspond closely to Conant's objectives of a comprehensive high school. In line with Conant's first objective, the Commission indicates that business education has an important contribution to make to the economic literacy of all high school youth. In line with Conant's second objective, the Commission states that business education must provide an adequate program of occupational preparation for the students who will enter business upon completing high school. In accord with Conant's third objective, the Commission

¹This We Believe About Business Education in the High School, A Pronouncement Prepared by the Policies Commission for Business and Economic Education (Washington, D. C.: United Business Education Association, May, 1961).

says that business subjects should be available as electives for the college-bound students.¹

Business information, taught in foundational business subjects in the high school, can contribute much toward fitting all students for responsible citizenship and consumership. Preoccupational business education includes beginning courses in typewriting, shorthand, and bookkeeping. To meet the needs of many students, these elective subjects have a threefold purpose. They are designed to help: (1) college-bound students who may extend and refine their business concepts and skills while in college and/or may use the skills to earn either part or all of their college expenses; (2) students who will use the skills avocationally; and (3) students who will pursue more specialized occupational preparation prior to securing initial positions in business. Occupational business education is for fewer students who have completed the preoccupational business subjects with sufficient competency to warrant specialized preparation for initial employment in low level jobs in specific kinds of business and office occupations. This phase of business for secondary school youth may include a combination of class instruction and related occupational business experiences in a work experience program.

Why are educational leaders so concerned about the high school business curriculum? The technological changes in our society today

¹Ibid.

point to a need for workers in the business world to be trained and retrained during their working lifetimes. As yet, the number of times an individual can expect to need retraining is undetermined; one point is certain, however, the high school business department must provide the initial training in business that will enable the graduate to meet the challenge of ever-changing technology.

There is a need for grave concern and careful study of the nation's secondary schools to determine the adequacy of business curriculums. The Policies Commission, in its pronouncements, established relevant criteria adequate for analyzing business education in the high school. To date, the business offerings in public secondary schools of the various states have not been analyzed and appraised in terms of any authoritative criteria. A comparative analysis would disclose the similarities and differences of business offerings to the recommendations of the Commission. The findings of a study of this nature could pinpoint the relative strengths (and weaknesses) of the public secondary school business programs. An outgrowth of such a study could be the formulation of appropriate suggestions for the improvement of business education for public secondary school youth.

Statement of the Problem

The problem of this study was to analyze certain circumstances surrounding business education in Kansas and to appraise them in terms

of authoritative criteria. This study was designed to ascertain the extent to which business education practices and procedures in Kansas public secondary schools correspond with the relevant recommendations of the Policies Commission for Business and Economic Education.

Delimitation

Despite the numerous aspects of this study, the overall scope was limited in that many phases of business education were not investigated. This study applied only to business education as it existed in the public secondary schools in Kansas during the 1962-63 school year. The amount and kind of basic data obtainable from the State Department of Public Instruction, Topeka, Kansas, set the boundaries to the study. No attempt was made to evaluate qualitatively education for business in Kansas in terms of either teaching effectiveness or the amount of learning achieved.

Sources of Data

The data for the major portion of this study were extracted from the Junior High School Principal's Organization Report, Form 96, and the High School Principal's Organization Report, Form 97, filed in October, 1962, in the State Department of Public Instruction, Topeka. Using one of the two forms, the principal reported the status of his school as of the date he completed the report. The quantitative data included in each report pertained to the first semester of 1962-63;

however, in some instances the data were projected to include the second semester.

The basic reports were supplemented by: (1) personal correspondence with some business teachers, school principals, and officials of the State Department of Public Instruction; (2) study of official publications of the Department; and (3) interviews with officials of the Department.

Six pronouncements of the Policies Commission for Business and Economic Education were utilized as sources of criteria for appraising the adequacy of business education. The publications are: (1) A Proposal for Business-Economic Education for American Secondary Schools, (2) This We Believe About Business Education in the High School, (3) The Counselor and Business Education, (4) The Vocational Education Act of 1963 and Suggested Lines of Action Relating to Vocational Education for Business and Office Occupations, (5) Business Education for the College-Bound Student, and (6) Guidelines for Curriculum Planning in Business Education for Secondary Schools.

Methods of Procedure

In the course of this investigation, a series of procedural steps were taken. The first step was to make an extensive study of the research pertaining to business education in the secondary schools. Masters' theses concerning various phases of business education in Kansas high schools were studied in depth. In addition, a careful

analysis was made of recent doctoral dissertations that dealt with business education practices in the high schools of various other states.

The second step was to obtain the basic data relative to business education in Kansas. The Junior High School Principal's Organization Report, Form 96, and the High School Principal's Organization Report, Form 97, filed each fall by the appropriate public secondary school officials with the State Department of Public Instruction, Topeka, Kansas, constituted the sources of the basic data. The Department allowed the writer to borrow microfilm of the reports.

The third step of the study was to get the data in the principals' reports into proper form for processing. The Recordak Corporation, Oklahoma City, reproduced replicas of the Junior High School Principal's Organization Reports and the High School Principal's Organization Reports from the microfilm borrowed from the State Department of Public Instruction, Topeka. The paper copies (replicas) were used by the writer to code the data. When the data did not lend itself to coding, the paper copies were identified by using colored felt markers to write on the front sheet of each report.

The development of an efficient procedure for processing these data, particularly for summarization purposes, was the fourth step of this study. The major portion of the data was processed manually and a lesser portion was processed by means of IBM equipment. For the major portion of the study, the writer identified and

classified the statistics from the paper copies and dictated these facts to a second individual who performed the tabulating operation. The tabulated data were then used to prepare statistical tables.

To distribute data into various classifications, a code system was developed which assigned a separate code number to each business subject. For each of the five groups of schools used throughout this study, the writer coded and prepared typewritten copies of the business subject offerings and subject enrollments. The coded material was taken to the International Business Machines Service Bureau, in Oklahoma City, for processing. The Bureau utilized International Business Machines equipment for card punching, card verifying, sorting, counting, and tabulating. The Bureau prepared statistical tables showing both the number of high school student enrollments in particular business subjects and the number of classes in various business subjects.

The fifth step of this study was to analyze and to interpret the data in the statistical tables and to evaluate the findings in terms of authoritative criteria. The data in the statistical tables were compared with the suggestions and the recommendations for good business education developed by the Policies Commission for Business and Economic Education for secondary schools.

The final step was to prepare the formal research report with adequate coverage of findings and interpretations.

CHAPTER II

RELATED RESEARCH

Numerous investigations have been completed to determine the status of business education in the secondary schools throughout the United States since Weersing¹ made a survey of the business education programs in Minnesota in 1929. The research presented here pertains to the master's degree surveys made in the State of Kansas and one doctoral survey made in the public senior high schools of California. The latter is presented as a recent representative investigation similar to this study. The majority of the masters' theses chosen were those utilizing the annual reports filed by the secondary school principals with the State Department of Public Instruction, Topeka. The two questionnaire surveys included were early studies that represented the beginning of business education research of this nature concerning the Kansas secondary schools.

Business Education in the Kansas Secondary Schools

Most surveys of business education similar to this study completed since 1940 have been made by students at Kansas State

¹Frederick J. Weersing, Reorganization of Commercial Education in Public High Schools (Cincinnati: South-Western Publishing Company, 1929).

Teachers College of Emporia, Kansas. However, students from other higher institutions made surveys prior to the 1940's. The theses are presented in chronological order.

Kauzer¹ studied the status of the teaching of shorthand and typewriting in the senior high schools of Kansas in 1926-27. In addition, she gathered data pertaining to other business offerings. Her data were obtained by questionnaire. Kauzer found that different business subjects were offered in 144 senior high schools in Kansas. A total of 831 business subject offerings were available, an average of 5.77 per school. The six most frequently offered business subjects, with the number of semesters each was offered, were: 1 to 4 semesters of typewriting, in 126 schools; 1 to 6 semesters of bookkeeping, in 125 schools; 1 to 2 semesters of business arithmetic, in 104 schools; 2 to 4 semesters of shorthand, in 98 schools; 1 to 2 semesters of business law, in 82 schools; and 1 to 2 semesters of economics in 78 schools.²

Two of Kauzer's conclusions are pertinent to this study. She concluded that small schools were attempting to teach more business subjects than the schools could do well. She concluded that typewriting and shorthand teachers in Kansas were as well prepared as those in

¹Adelaide Marie Kauzer, "Status of the Teaching of Shorthand and Typewriting in Secondary Public Schools of Kansas, 1926-27" (Unpublished Master of Arts thesis, University of California, 1927).

²Ibid., p. 6.

other states; however, she believed that these teachers needed more and broader preparation.¹

Fink² surveyed 655 accredited high schools in Kansas during the school year of 1930-31. The sources of his basic data were the annual reports of high school principals. The areas of his study that correspond with this study are: number of business teachers; enrollment in business classes; number of business and nonbusiness classes taught; and qualifications of business teachers in terms of college preparation in the business field, degrees held, and certificates held. Other areas that Fink studied pertained to classification of schools, collegiate institutions attended by the teachers, and salaries, sex, experience, and tenure of the teachers.

Fink found that 562 of the 655 high schools surveyed offered at least one business subject. Ten different business subjects were taught by 911 business teachers. A total of 2,004 business subject offerings were available in all high schools included in his study. First year typewriting was offered in 78 percent of all accredited Kansas high schools and in almost one hundred more schools than any other business subject. First year typewriting, bookkeeping, and shorthand were the three most frequently offered business subjects

¹Ibid., p. 59.

²E. L. Fink, "Commercial Teachers and Commercial Education in Kansas High Schools" (Unpublished Master of Science in Education thesis, University of Kansas, 1931).

during 1930-31. Those subjects represented nearly 60 percent of the business subject offerings. When first and second year typewriting, bookkeeping, and shorthand were considered, these three aspects of business education represented three fourths of the offerings in business. The five most frequently offered business subjects were: first year typewriting, 510 schools; first year bookkeeping, 416 schools; first year shorthand, 267 schools; business arithmetic, 244 schools; and second year typewriting, 207 schools. The State recommended that the student-teacher ratio for classroom teachers should be neither greater than 30 to 1 nor less than 6 to 1. Fink found 245 business classes exceeded 30 students and that 242 business classes had less than the minimum recommended. The median enrollment for business classes was 11.6 students. Fink discovered that 60 percent of the business teachers held life certificates compared to 2.4 percent who were teaching with temporary certificates. Less than one half of the teachers of business subjects had either a major or minor in business, 315 teachers had a major and 69 had a minor in business. The degrees reported for the business teachers were 775 bachelors' degrees and 44 masters' and higher degrees.¹

Only those secondary schools in Kansas that offered business subjects were surveyed by Snyder.² She utilized a questionnaire to

¹Ibid., pp. 18, 20, 23-28, and 36-39.

²Clara M. Snyder, "A Survey of Commercial Curricula in the Secondary Schools of Kansas" (Unpublished Master of Arts thesis, Colorado State Teachers College, 1933).

collect data pertaining to the 1932-33 business curriculums in those schools. Her second aim, to ascertain business offerings, is pertinent to this study. Her other aims were to determine the methods used to devise business curriculums and to determine whether, according to the opinions of the administrators and teachers, these methods satisfied the vocational and social aims of business education.

Snyder reported that 246 schools offered business instruction in 24 different subjects. The six most popular offerings in terms of the percentage of schools offering each were: typewriting, 98.7 percent; bookkeeping, 91.8 percent; business arithmetic, 80.4 percent; shorthand, 74.3 percent; business law, 63.0 percent; and economics, 52.8 percent. The majority of the business offerings were for one semester. They were, for the most part, available to eleventh and twelfth grade students only.¹

The problem of Gosch's² study was to determine the status of business education in the public senior high schools of Kansas during 1934-35. The data included in the study pertained only to public senior high schools employing one or more full time business teacher(s). The basic sources of data were those forms available from the State Department of Public Instruction and questionnaires sent to principals

¹Ibid., pp. 13-15, 20-21, and 28.

²Glorene Winslow Gosch, "A Study to Determine the Status of Commercial Education in the Public Senior High Schools of Kansas" (Unpublished Master of Arts thesis, University of Kentucky, 1935).

and business teachers. Gosch found that 116 senior high schools involved in her study ranged in size from 50 to 2,200 students. Seven hundred and fifteen business subject offerings were available, an average of 6.16 per school. One hundred and thirty-one business teachers had a total of 20,800 students enrolled in their business classes. One hundred of every 164 students enrolled in business subjects were in typewriting, bookkeeping, or shorthand. Bachelors' degrees were held by 97.6 percent of the teachers. More than half of the business teachers had completed graduate work toward masters' degrees.¹

The Kansas public high schools offering business education were surveyed by Doepke.² His study included the entire State of Kansas for 1934-35 but only the south half for 1937-38. The data were gathered from the High School Principal's Report materials. At least two factors are evident which makes Doepke's findings of limited relevancy to this study. He processed his data in terms of the classifications used then by the State Department of Public Instruction; and he included data only relative to teachers who taught at least one half of their schedule in business. The following four areas studied by Doepke are also a part of this study: number of business teachers,

¹Ibid., pp. 14, 51, 52, and 65.

²Fred W. Doepke, "Commercial Education in Kansas High Schools for 1934-35 and 1937-38" (Unpublished Master of Science thesis, University of Kansas, 1939).

number of business subjects, enrollment in business classes, and degrees held by the business teachers.

Some of Doepke's findings are:

1. The typewriting-bookkeeping-shorthand aspects of business education were emphasized heavily in opposition to the foundational business subjects.
2. The average class size for the preoccupational and occupational business subjects was smaller than the average class size for the foundational business subjects.
3. The average class in business had slightly less than 18 students in 1934-35 when the entire state was surveyed and slightly less than 17 students when only the south half of the state was studied.
4. The majority of the business teachers was employed in the larger cities.
5. The majority of the business teachers had completed a major in business.
6. Few business teachers held masters' degrees.
7. The business teachers in the larger schools normally were certified with a nonlapsing certificate valid for life.¹

A survey of business education as it existed in every high school in Kansas during 1940-41 was made by Meier.² Her purpose was to determine the status of business in 1940-41 and to compare the findings with Snyder's study made in 1932-33. Meier attempted to

¹Ibid., pp. 17, 34, 55, and 58.

²Elnora Frances Meier, "A Survey of Business Education in the Secondary Schools of Kansas" (Unpublished Master of Arts thesis, State University of Iowa, 1941).

determine the changes that had taken place in business offerings during the eight year period. The data for her study were obtained from the High School Principal's Organization Report submitted by each school. The 716 secondary schools of Kansas were divided into five control groups, none of which are applicable to this study.

In 1940-41, the secondary schools of Kansas were offering thirty-four different business subjects--almost every high school offered at least one business subject. It was evident that the enrollment in typewriting, bookkeeping, and shorthand combined was approximately 2.8 times the enrollment in all other business subjects according to Meier's findings. She also found that approximately 6.5 percent of the high school population was enrolled in foundational business subjects.¹ Selected pertinent data reported by Meier is presented here:

Subjects which were offered in 1940-41 that were not offered in 1932-33 were advanced business, business letters, business mathematics, business principles, comptometry, consumer education, cooperative part-time training, dictation, duplicating, office machines, office practice, personal typewriting, and secretarial practices. There was an increase from twenty-four to thirty-four different business subjects offered in the secondary schools of Kansas.²

In 1932-33, a large portion of the business subjects were offered for one semester; in 1940-41, the greater number were offered

¹Ibid. , p. 10.

²Ibid. , p. 35.

for two semesters of credit. Meier found that the majority of business subjects were still offered to eleventh and twelfth grade students.

Approximately one of every five secondary school teachers taught business subjects in 1940-41--Meier found that 1, 010 teachers were assigned to business subjects. ¹

Gould² analyzed the status and trends of secondary business education in Kansas during the 1942-43 school year. Using the data available from the High School Principal's Report forms, he found that 682 of the 700 Kansas secondary schools offered at least one business subject. Findings concerning the business offerings in the Kansas secondary schools (grades nine, ten, eleven, and twelve) are summarized from Gould's study:

1. Slightly more than 97 percent of the schools surveyed offered at least one business subject.
2. Nine hundred and three teachers taught one or more business subjects.
3. The percentage of schools that made available each of the seven most frequently offered business subjects are: first year typewriting, 96.1 percent; first year bookkeeping, 68.7 percent; first year shorthand, 67.0 percent; second year typewriting, 65.9 percent; economics, 30.0 percent; business mathematics, 27.3 percent; and general business, 23.3 percent.

¹Ibid., p. 38.

²Ernest B. Gould, "An Analysis of the Status and Trends of Business Education in Kansas Secondary Schools for 1942-43" (Unpublished Master of Science Thesis, Kansas State Teachers College of Emporia, 1944).

4. First year typewriting, bookkeeping, and shorthand comprised approximately one half of the total business subject offerings.
5. The "big three" (first and second year typewriting, bookkeeping, and shorthand) constituted 2,231 of the 3,227 total business subject offerings.
6. In the majority of schools, typewriting was offered for four semesters; the other skill subjects in business were most often offered for one semester.
7. Business English and general business were two semester subjects; most of the remaining social business subjects were offered for one semester.
8. General business was offered predominantly on the ninth grade level; the remaining business subjects, in most cases, were offered on the eleventh and twelfth grade levels.
9. One hundred and fifty-six teachers of business subjects held masters' degrees.
10. The semester hours completed in business by the teachers of business subjects were: less than 15 hours, 143 teachers; 15 to 24 hours, 185 teachers; and 25 or more hours, 531 teachers. These data were unavailable for 44 teachers.¹

Iliff's² study was limited to the data available from the organization reports filed by the secondary school principals with the State. She analyzed the status of all secondary teachers of business subjects in Kansas for 1948-49. In the statement of her problem, Iliff presented

¹Ibid., pp. 21, 23, 130, 132, and 134.

²Kathryn Mary Iliff, "The Status of Teachers of Business Subjects in the Kansas Secondary Schools for 1948-49" (Unpublished Master of Science thesis, Kansas State Teachers College of Emporia, 1950).

11 questions, 5 are related to this study. The following findings reported by Iliff are related to this study:

1. Eight hundred and thirty-two teachers taught business subjects in the secondary schools of Kansas during 1948-49.
2. Four hundred and ten full time teachers taught only business subjects.
3. The daily student-teacher load ranged from 8 to 273 students per teacher. The load size was greatest in the larger schools.
4. The business teachers' qualifications in terms of the number of college hours completed in the field of business were: 385 teachers had 35 or more hours; 298 teachers, from 15 to 34 hours; and 139 teachers, less than 15 hours. These data were unavailable for ten business teachers.
5. One hundred and fifty-nine business teachers held masters' degrees, 640 held bachelors' degrees, and 29 were reported to be teaching without a degree. These data were not reported for 4 teachers.
6. Seven out of ten of the business teachers were employed in the smaller school systems during 1948-49. Over one half of the business teachers in these schools were teaching a schedule that included typewriting, shorthand, and bookkeeping. The emphasis was on vocational as opposed to nonvocational business education.¹

The objectives of Grabhorn's² study were to analyze the status of all secondary school teachers of business subjects in Kansas for

¹Ibid., pp. 18, 27, 42-43, 51-52, 60-62, and 124-127.

²Fred W. Grabhorn, "The Status of Teachers of Business Subjects in the Secondary Schools of Kansas for 1953-54" (Unpublished Master of Science thesis, Kansas State Teachers College of Emporia, 1954).

1953-54 and to determine trends in their status covering a 27 year period. Six hundred and forty-five of the 654 high schools and 26 of the 57 junior high schools that filed organization reports with the State offered business subjects. Grabhorn's findings show that more than one half of the 934 business teachers involved in his study taught business subjects only. Twenty-five different business subjects were taught in the schools. The total business subject offerings were 2,701, an average of 2.89 business subjects per teacher. Typewriting, book-keeping, and shorthand appeared more frequently in the daily schedule of business teachers than any other subject. The emphasis appeared to be moving away from the second year offerings of the "big three" to office practice and secretarial practice. Pertaining to the preparation of business teachers, Grabhorn reported that only 13 teachers had completed less than the required semester hours in business to qualify for teaching business in the secondary schools of Kansas. Nearly one half of the 934 teachers had a college major in business. The type of degrees held by business teachers was: 1 doctorate, 251 master's, and 676 bachelor's. The type of degrees held by six teachers was not reported.¹

For the 1953-54 school year, Flores² made a study of the business curriculums of the Kansas secondary schools. However, she

¹Ibid., pp. 34, 52, and 95-98.

²Froilan Flores, "An Analysis of the Business Curriculum in Kansas Secondary Schools for 1953-54" (Unpublished Master of Science thesis, Kansas State Teachers College of Emporia, 1954).

used only grades nine through twelve. Her study did not duplicate Grabhorn's survey of the same year. The findings in Flores' study that are relevant to this study are:

1. Slightly less than 97 percent of the schools offered at least one business subject.
2. The 545 high schools offered 18 different business subjects.
3. All the high schools had a total of 2,698 business subject offerings, an average of 4.18 business subjects per school.
4. The percentage of schools that offered each of the five most popular business subjects in terms of number of schools offering the subjects were: first year typewriting, 97.7 percent; first year book-keeping, 79.8 percent; second year typewriting, 70.5 percent; first year shorthand, 61.9 percent; and business arithmetic, 18.0 percent.
5. Nearly 79 percent of the total business subject offerings were comprised of typewriting, book-keeping, and shorthand.
6. The mode number of semesters business subjects were usually offered was two; however, typewriting was an exception, the mode for it was four semesters.
7. The mode was two semesters for business English, consumer business education, and general business; the remaining social business subjects had a mode of one semester.
8. The mode grade placement for general business was ninth and tenth grades; for business geography, tenth grade; and for the remaining social business subjects, eleventh and/or twelfth grades.
9. The mode grade placement for typewriting, book-keeping, and shorthand was eleventh and twelfth grades; for office practice and secretarial practice was twelfth grade.¹

¹Ibid., pp. 17, 22, 26, 50, 52, 62, 75, and 77.

Six hundred and six Kansas public senior high schools were included in Jeffers'¹ study of the status of teachers of business subjects. She used two basic sources of data, i. e., the organization reports of high school principals filed with the State for the 1956-57 school year and transcripts of business teachers. Of the many aspects of business education presented by Jeffers, only four were comparable to this study. They are the plans of organization, the school enrollment, the subjects taught by business teachers, and the preparation of business teachers in terms of academic preparation in business, the type of degrees held, and the type of certificates held. Some additional areas that she studied pertained to the number of men and women business teachers classified in terms of the employing school and in terms of the business teacher.

For the 1956-57 school year, Jeffers reported a total of 840 teachers of business subjects in the 606 public senior high schools in Kansas. The majority of business teachers were in high schools having less than 100 students enrolled. Nearly three fourths of all business teachers were in schools that used the traditional 8-4 plan of organization. The business teachers all held bachelors' degrees and approximately 30 percent held masters' degrees. The certificates

¹Charlene Fulton Jeffers, "The Status of Teachers of Business Subjects in the Kansas Secondary Schools for 1956-57" (Unpublished Master of Science thesis, Kansas State Teachers College of Emporia, 1959).

held by the largest number of business teachers were valid for life. Nearly 9 out of 10 of the business teachers were teaching more subjects in business than in any other teaching field. First year type-writing, bookkeeping, and shorthand, respectively, were the most frequently taught business subjects.¹

Business Education in the California
Public Senior High Schools

Erickson² studied the practices in business education in the California public senior high schools that offered two or more business courses. His investigation was limited to determining, comparing, and interpreting business education practices as they related to 61 major business education issues. His criteria were drawn from the suggestions and recommendations of business education leaders.

The data for the study were gathered by questionnaire and by selected school interviews. Some of the findings of Erickson's study were:

1. In more than three fourths of the schools investigated, the primary function of business education was to provide vocational business training for business students and to furnish general education courses for all students.

¹Ibid., pp. 22, 25, 33, 55, 70, and 121-122.

²Lawrence W. Erickson, "Selected Business Education Practices in the Public Senior High Schools of California" (Unpublished Doctor of Education thesis, University of California, Los Angeles, 1955).

2. The aims of vocational business training in nearly two thirds of the public senior high schools were to provide initial job skills and to make provision for a broad general business background.
3. Contrary to the recommendations of the business education leaders, the majority of the schools allowed more than six units of business education to apply toward graduation.
4. Less than one out of ten public high schools offered supervised outside-the-school work experience as part of a vocational business training program.
5. First year bookkeeping was offered to either the eleventh or the twelfth grade students in nearly three fourths of the schools in his investigation.
6. The majority of the large senior high schools offered more than one year of bookkeeping; the smaller schools, one year.
7. The major portion of the business education leaders recommended that the course in general business be offered either in the eleventh or twelfth grade; however, the California schools on the whole offered the course to either ninth or tenth grade students.
8. The shorthand training was begun in the eleventh grade in the major portion of the senior high schools. More than three fourths of the business education leaders agreed with this practice.
9. Shorthand was offered for two years by more than one half of the public senior high schools.
10. Approximately two thirds of the senior high schools offered beginning typewriting primarily to tenth grade students.¹

¹Ibid., pp. 67-68, 70, 162-164, 196-197, 249, 310-311, and 365.

Summary

No consistent pattern has been followed in the research relative to business education in Kansas. The relatively numerous studies done by master's degree candidates reveal that education for business has grown considerably since the first study was made in 1927.

From the outset, the emphasis in business education in Kansas has been on the job preparatory subjects. Typewriting, book-keeping, and shorthand have continued to dominate the business programs. Some research indicates that these subjects have been emphasized while the foundational business subjects generally needed by all students have received little attention. The doctoral study done in California tends to demonstrate that the circumstances which have surrounded business education have been much the same in both California and Kansas.

CHAPTER III

SECONDARY SCHOOL BUSINESS EDUCATION IN KANSAS

The public secondary schools of Kansas had their beginning in Leavenworth in 1866 when a public high school was founded. The state, at that time, was sparsely populated; and its culture was distinctly rural.

The population of Kansas in 1962 was approximately 2,200,000. Parts of the state are thinly populated, and a basically rural culture still exists. This environment is particularly evident in the western one third of the state where small towns exist. The middle and eastern portions of the state include rural and urban communities. These sections, more densely populated than western Kansas, are characterized by industry, as well as agriculture.

The many small (fewer than 200 students) public secondary schools operating in Kansas today are, perhaps, indicative of cultural lag in the movement from rural to urban influence. No attempt is made here to elaborate extensively on the past, present, and future influences of culture on education. Culture is mentioned merely as an aspect of the economic-geographic setting of secondary education in Kansas during the 1960's.

In 1962-63, Kansas had 641 public secondary schools. The enrollment ranged from 8 to 3,122 students. Inasmuch as business subjects are elective, it was expected that business subjects would not be offered in some public secondary schools. Forty-nine public junior high schools and one high school offered no business in 1962-63. In the districts that included the 49 junior high schools not offering business, business education was available on either the junior high school and/or the high school level of every public secondary school district except one.

General Practices in Secondary Schools

A basic comprehension of the circumstances surrounding business offerings in the secondary schools of Kansas is essential for an accurate appraisal of curriculum elements. In this section, the educational circumstances are described in terms of organizational plans, total enrollment, units of credit offered, number of teachers, student-teacher ratios, preparation of business teachers, and daily assignments of business teachers. Thus, the setting is established in which business instruction occurred in 1962-63 in the public secondary schools of Kansas.

The data were processed in two ways, i. e. , manually for the major portion of the data and by Hollerith techniques for high school business subject enrollments and for the number of high school classes offered in specific business subjects.

Five groups based on school enrollment were established as a fundamental control. This grouping of data facilitated a compilation of the similarities and the differences in the various sizes of schools.

Organizational Plans

A variety of organizational plans is used throughout the Kansas public secondary schools. Most of the high schools, however, are in systems that use the traditional 8-4 plan. The junior high schools, in most instances, are in systems utilizing the 6-3-3 arrangement.

Table 1 lists the plans of organization used by public schools in Kansas. The table shows that 472 of the 545 high schools, or 86.60 percent, were in school systems that used the 8-4 plan of organization. This organizational plan consists of a four year high school with programs based on eight years of elementary school.

Most of the junior high schools in Kansas encompassed three grades. Forty-four of the 46 junior high schools involved in this study were in systems using the 6-3-3 plan. These schools represented 95.65 percent of the junior high schools. The remaining junior high schools were in systems utilizing the 6-2-4 plan. It should be noted here that teachers in grades 7, 8, and 9 can be certified to teach with either an elementary or a secondary certificate. The elementary certificate enables a teacher to instruct business subjects with a minimum of fifteen semester hours of college preparation in the field

TABLE 1

ORGANIZATIONAL PLANS OF PUBLIC HIGH SCHOOLS
IN KANSAS, 1962-63

	Number of Schools by Size					Total Schools and Percent of Schools	
	Group I (1251-3150)	Group II (601-1250)	Group III (201-600)	Group IV (51-200)	Group V (8-50)	Total	Percent
6-4-2			1			1	0.18
6-3-3	14	18	9	4		45	8.26
6-2-4		1		1		2	0.37
8-4		7	68	274	123	472	86.60
6-6		6	10	9		25	4.59
Totals	14	32	88	288	123	545	100.00

of business. No specific preparation is required for the instruction of a particular business subject offered in the junior high school.

Secondary School Enrollments

The 545 public high schools of Kansas¹ offering business subjects in 1962-63 had a total enrollment of 115,295 students. These schools ranged in size from 8 to 3,122 students. Complete enrollment data are presented in Table 2.

Significantly, these enrollment figures, classified in the arbitrarily determined groups, reveal that less than one tenth of the schools served nearly one half of the aggregate enrollment. In contrast, three fourths of the schools served less than one third of the total public high school population. The average school had 212 students. Thus, Group III (enrollment from 201-600), which includes the average school, is the focus for contrasting the sizes and the numbers of schools. It is significant that the 46 schools with enrollments of 601 or more students represented 8.44 percent of the public high schools, but they served 46.60 percent of the aggregate enrollment. In contrast, 411 schools with enrollments from 8 to 200 students represented 75.41 percent of the high schools and only 28.81 percent of the total student population. It is apparent that most of the public high schools in Kansas are small.

¹One public high school with 23 students is not included in this study since it offered no business instruction.

TABLE 2

ENROLLMENTS IN KANSAS PUBLIC SECONDARY SCHOOLS, 1962-63

Enrollment Group	Number and Percent of Schools by Size of Enrollment		Total and Percent of Enrollment by Type of School		Average Enrollment by Type of School	
	Junior High School	High School	Junior High School	High School	Junior High School	High School
Group I: 1251-3150	1 2.17 ^a	14 2.57	1,358 3.78	26,319 22.83	1,385	1,880
Group II: 601-1250	36 78.27	32 5.87	30,968 86.24	27,407 23.77	860	856
Group III: 201-600	7 15.22	88 16.15	3,288 9.16	28,355 24.59	470	322
Group IV: 51-200	2 4.34	288 52.84	296 0.82	28,576 24.79	148	99
Group V: 8-50	--	123 22.57	---	4,638 4.02	--	38
Totals	46	545	35,910	115,295	--	--
Average Enrollments	--	--	--	--	781	212

^aThese figures or percentages in each instance are based on either total number of junior high or senior high schools and on total enrollments in each type of school.

In 1962-63, the 46 public junior high schools in Kansas offering one or more business subjects ranged in size from 135 to 1,358 students. The significance of the junior high school enrollment figures shown in Table 2 is that slightly more than 86 percent of the students were in schools with enrollments ranging from 601 to 1,250 students. The average enrollment was 781 students.

Authorities agree that school financing and distribution of students have definite effects on the number and size of public secondary schools and upon the opportunities for education for business. With a preponderance of small schools in Kansas, staffing, programming, and financing of education for business are often real problems. These are not, however, matters with which this study is directly concerned.

Units of Credit Offered

The "unit," as used in this study, refers to the amount of credit granted by secondary schools for the successful completion of a subject. Ordinarily, a single unit of credit is granted for a subject for which the class meets five periods a week for thirty-six weeks. Table 3 provides information concerning the amount of credit offered by all public high schools.

The greatest amount of credit offered by a public high school was 120 units. Labette County Community High School, at Altamont, with an enrollment of 849 students, had this offering. It is interesting

TABLE 3

NUMBER OF UNITS OF CREDIT OFFERED BY 545 PUBLIC
HIGH SCHOOLS IN KANSAS, 1962-63

Number of Units of Credit Offered	Number of Schools by Size					Total Schools	Percent of 545 High Schools
	Group I (1251-3150)	Group II (601-1250)	Group III (201-600)	Group IV (51-200)	Group V (8-50)		
77-120	10	10				20	3.67
67-76	3	8	2			13	2.39
57-66	1	11	10			22	4.04
47-56		3	26	2		31	5.69
37-46			45	69	1	115	21.10
27-36			5	173	30	208	38.16
17-26				44	92	136	24.95
Totals	14	32	88	288	123	545	100.00
Average Number of Units	84.22	72.25	46.94	30.35	24.20	35.50	--

to note that Labette County Community High School offered approximately 47 percent more units of credit than did the largest high school in the state (Wichita East High School, with an enrollment of 3,122).

The amount of credit offered by all high schools ranged from 17 to 120 units, an average of 35.50 units. The average amount of total credit offered was 84.22 units by very large high schools (enrollment above 1,250); 72.25 units by large high schools (601-1,250); 46.94 units by medium high schools (201-600); 30.35 units by small high schools (51-200); and 24.20 units by very small high schools (8-50).

The number of units of credit offered by the 46 junior high schools is not tabulated here. However, it should be noted that an average of 30 units of credit was offered by the junior high schools, whose total credits ranged from 12 to 39 units.

Table 4 pertains to the number of units of credit in business offered by all public high schools. The credit in business offered ranged from 1.00 to 20.50 units, an average of 4.87 units. The very large high schools (more than 1,250 students) offered an average of 11.53 units in business; the large high schools (601-1,250), 9.05 units; the medium high schools (201-600), 5.62 units; the small high schools (51-200), 4.41 units; and the very small high schools (8-50), 3.56 units.

TABLE 4

NUMBER OF UNITS OF CREDIT OFFERED IN BUSINESS BY
545 PUBLIC HIGH SCHOOLS IN KANSAS, 1962-63

Number of Units of Credit Offered	Number of Schools by Size					Total Schools	Percent of 545 High Schools
	Group I (1251-3150)	Group II (601-1250)	Group III (201-600)	Group IV (51-200)	Group V (8-50)		
10½-20½	10	10	1			21	3.85
9½-10	1	4	2			7	1.28
8½-9	2	3	1			6	1.10
7½-8		8	7	1		16	2.93
6½-7	1	6	18	8	1	34	6.24
5½-6		1	16	45	3	65	11.93
4½-5			21	84	24	129	23.67
3½-4			17	96	35	148	27.16
2½-3			5	50	42	97	17.80
1½-2				4	15	19	3.49
½-1					3	3	0.55
Totals	14	32	88	288	123	545	100.00
Average Number of Units	11.53	9.05	5.62	4.41	3.56	4.87	--

What portion of the total credit offered by all high schools was in business subjects? The ratios used in this section were developed from the average amount of credit offered in business and the average amount of total credit offered by the high schools. The ratios are rounded to whole numbers. In high schools having enrollments from 201 to 1,250 students, the ratio of total units of credit to business units of credit offered was 8 to 1. This means that one out of every eight units offered was in business. In the remaining groups, classified by size of enrollment, the ratio was 7 to 1.

The amount of credit offered by public junior high schools ranged from one half unit to two units, with an average of 0.98 unit in business. For the four classifications of junior high schools used in this study, the ratios which show the relation of total amount of credit to amount of credit in business offered range from 20 to 1 to 33 to 1. The 46 junior high schools had a ratio of 30 to 1.

Distribution of Teachers

This section deals with the distribution of 7,382 full time equivalent high school teachers, including 947 teachers of business subjects. The basic data for full time equivalent teachers were most often reported in decimal fractions by the principals. These data were processed accordingly. In most instances, the totals and the averages of teachers in this study are rounded to whole numbers.

Table 5 provides data relative to the full time equivalent teachers. It is significant that over one half of the high school teachers were in schools having 201 or more students. These 134 schools are approximately one fourth of the total high schools. The number of high school teachers in these schools ranged from 12 to 133 teachers.

In 1962-63, the 46 public junior high schools in Kansas offering education for business ranged in size from 135 to 1,358 students. The range in number of faculty in 42 junior high schools was 21 to 60. Only four junior high school faculties had fewer than 20 teachers. The average number of teachers in the 46 junior high schools was 36, compared to the average of 14 for the 545 high schools.

Data relative to the distribution of business teachers are summarized in Table 6. Slightly less than 45 percent of the high school business teachers were in schools having 201 or more students. The range in the number of business teachers in these schools was from one to ten. In contrast, slightly more than 55 percent of the business teachers were in high schools having 200 or fewer students. The number of business teachers in these schools ranged from one to three. The average number of business teachers in all the high schools was 1.74.

Very few business teachers taught in the public junior high schools in Kansas in 1962-63. The fifty-four business teachers were distributed as follows: Group I, 1 school had 2 teachers; Group II,

TABLE 5

DISTRIBUTION OF FULL TIME EQUIVALENT TEACHERS IN PUBLIC
HIGH SCHOOLS OF KANSAS, 1962-63

Number of Teachers	Number of Schools by Size					Total Schools and Percent of Schools	
	Group I (1251-3150)	Group II (601-1250)	Group III (201-600)	Group IV (51-200)	Group V (8-50)	Totals	Percent
	71 & up	9					9
61-70	3	1				4	0.73
51-60	2	4				6	1.10
41-50		10				10	1.84
31-40		13	2			15	2.75
21-30		4	22			26	4.77
11-20			64	55		119	21.83
6-10				212	50	262	48.06
1-5				21	73	94	17.27
Total Schools	14	32	88	288	123	545	100.00
Average Number of Teachers	80	41	19	9	6	14	--

TABLE 6

DISTRIBUTION OF BUSINESS TEACHERS IN PUBLIC
HIGH SCHOOLS OF KANSAS, 1962-63

Number of Teachers	Number of Schools by Size					Total Schools	Percent of 545 High Schools
	Group I (1251-3150)	Group II (601-1250)	Group III (201-600)	Group IV (51-200)	Group V (8-50)		
Ten	2					2	0.37
Nine	4					4	.73
Eight	-						
Seven	3	1				4	.73
Six	3	4				7	1.28
Five	1	5	1			7	1.28
Four	1	14	3			18	3.30
Three		6	19	11		36	6.61
Two		2	41	74	22	139	25.51
One			24	203	101	328	60.19
Totals	14	32	88	288	123	545	100.00
Average Number of Teachers	7.43	4.19	2.05	1.33	1.18	1.74	--

each of 5 schools had 2 teachers and each of 31 schools had 1 teacher; Group III, each of 2 schools had 2 teachers and each of 5 schools had 1 teacher; and Group IV, each of 2 schools had 1 teacher. There were no junior high schools in Group V. The average number of business teachers per school was 1.17 teachers. Forty-one, or 75.93 percent, of the junior high school business teachers were assigned to schools with enrollments from 601 to 1,250 students.

The relationships between the average number of high school teachers and the average number of high school business teachers are presented here for comparative purposes. The ratios, rounded to whole numbers, are as follows: Group I, 11 to 1; Group II, 10 to 1; Group III, 9 to 1; Group IV, 7 to 1; and Group V, 5 to 1. The ratio of total teachers to total business teachers in the high schools was 8 to 1. It is significant that the ratio decreases as the enrollment classification increases, i. e., the proportion of the high school teachers who taught nonbusiness subjects in the very small schools (Group V) was larger than that in the very large schools (Group I).

A comparison of the average number of junior high school teachers with the average number of junior high school business teachers is shown in the following ratios: Group I, 30 to 1; Group II, 34 to 1; Group III, 19 to 1; Group IV, 8 to 1; and Group V, none. The ratio of all teachers to all business teachers in the junior high schools was 30 to 1. It is significant that Group II (601-1,250 students) included

the largest portion of junior high school teachers and junior high school business teachers. In fact, 82.12 percent of the junior high school teachers and 75.92 percent of the junior high school business teachers were in this group classification.

Student-Teacher Ratios

This section pertains to the relationship between the number of students and the number of teachers in 545 public high schools in Kansas in 1962-63. Table 7 presents this information concisely.

The average student-teacher ratio for all schools was 12 to 1. The lowest ratio was 1.78 to 1 in Stockton Rural High School, and the highest ratio was 27.50 to 1 in Wichita South High School. Study of Table 7 reveals that the average student-teacher ratio in very large high schools (above 1,250 students) was more than three times that in very small schools (8 to 50 students). Slightly more than 74 percent of the 545 high schools had student-teacher ratios ranging from 6 to 1 to 15 to 1.

Although not tabulated here, certain data concerning the student-teacher ratios in the 46 public junior high schools should be noted. The student-teacher ratios in these schools ranged from 16 to 1 to 30 to 1. The average ratio was 22 to 1. Thirty-one, or 67.39 percent, of the junior high schools had ratios from 21 to 1 to 25 to 1. The average junior high school ratio of 22 to 1 was nearly double the average high school ratio of 12 to 1.

TABLE 7

STUDENT-TEACHER RATIOS IN 545 PUBLIC
HIGH SCHOOLS IN KANSAS, 1962-63

Number of Students per Teacher	Number of Schools by Size					Total Schools	Percent of 545 High Schools
	Group I (1251-3150)	Group II (601-1250)	Group III (201-600)	Group IV (51-200)	Group V (8-50)		
26-30	3		1			4	0.73
21-25	10	17	6			33	6.06
16-20	1	15	49	7		72	13.21
11-15			32	150	2	184	33.76
6-10				131	91	222	40.73
1-5					30	30	5.51
Totals	14	32	88	288	123	545	100.00
Average Student-Teacher Ratio	24-1	21-1	17-1	12-1	7-1	12-1	--

The principals were not required to report student-teacher ratios for business teachers per se. These ratios were developed by the writer to indicate the relationship between the average number of students assigned to business teachers and the average number of class periods that they taught. Table 8 shows the student loads of 947 high school business teachers. The average student-teacher ratio for all high school business teachers, shown in Table 8, was 15 to 1. Significantly, the average ratio for business teachers in the larger high schools (201 or more students) was more than three times that for business teachers in the smaller schools (200 or less students).

How did the student-teacher ratios for all high school teachers compare with those for business teachers? The following data summarized from Tables 7 and 8 reveal the differences that existed:

<u>High School Enrollment</u>	<u>Student-Teacher Ratio for all Teachers</u>	<u>Student-Teacher Ratio for Business Teachers</u>
1251-3150	24:1	28:1
601-1250	21:1	25:1
201-600	17:1	21:1
51-200	12:1	8:1
8-50	7:1	8:1
Overall Average	12:1	15:1

Significantly, the average student-teacher ratios for high school business teachers were larger, in most instances, than those for all high school teachers. The average ratios for all teachers and

TABLE 8

STUDENT LOADS OF BUSINESS TEACHERS IN 545 PUBLIC
HIGH SCHOOLS IN KANSAS, 1962-63

Student Contracts per Day	Number of Teachers by Size of School					Total Teachers	Percent of 947 Business Teachers
	Group I (1251-3150)	Group II (601-1250)	Group III (201-600)	Group IV (51-200)	Group V (8-50)		
225-249		1				1	0.10
200-224	2	2	1			5	0.53
175-199	7	7	2			16	1.69
150-174	32	22	7			61	6.44
125-149	32	38	24	2		96	10.14
100-124	22	34	50	13		119	12.57
75-99	7	17	58	76	2	160	16.90
50-74	1	8	21	142	14	186	19.64
25-49	1	2	15	121	90	229	24.18
0-24		1	2	24	37	64	6.76
Report Missing		2		6	2	10	1.05
Totals	104	134	180	384	145	947	100.00
Average Student Load	139	121	98	37	35	71	--
Average Student-Teacher Ratio	29-1	25-1	21-1	8-1	8-1	15-1	--

for business teachers were considerably greater in the larger high schools (enrollments above 200) than in the smaller schools. The average student-teacher ratio for all junior high school teachers was 22 to 1, as compared to the average of 29 to 1 for business teachers.

The Business Teacher

This section is concerned with the preparation of business teachers and with their daily assignments in the secondary schools. Specifically, the presentation deals with (1) qualifications in terms of degrees and certificates held, as well as the amount of specialization in college business subjects and (2) the daily assignments of business teachers in terms of the number of periods allocated to business and nonbusiness teaching and to nonteaching duties.

Preparation of Business Teachers

The material presented here relative to the preparation of business teachers is based on data reported by principals of public secondary schools to the State Department of Public Instruction, Topeka. The data pertaining to each business teacher are: (1) the number of semester hours completed in business, (2) the highest academic degree held, and (3) the validity period of certificate held.

The range in academic preparation in business for high school business teachers varied greatly. In fact, it varied from as little as 3 semester hours to as much as 129 semester hours. An

average of 45.85 semester hours in business was completed by the high school business teachers. The number of semester hours in business completed by 947 high school business teachers follows: 370 teachers, or 39.07 percent, had from 48 to 129 hours; 423 teachers, or 44.67 percent, had from 30 to 47 hours; 102 teachers, or 10.77 percent, had from 21 to 29 hours; and 52 teachers, or 5.49 percent, had from 3 to 20 semester hours in business. It is significant that 889, or 93.88 percent, of the high school business teachers had at least 24 semester hours in business, the requirement to meet standard certification to teach business in high school. It is interesting to note that 48 of the business teachers, or 5.07 percent, met only the minimum certification requirements of at least 15 hours in the field of business. Ten, or 1.05 percent, of the teachers who taught business had insufficient hours in business to meet the specific certification requirements for teaching business subjects.

In the very large high schools (enrollment above 1,250), the business teachers had an average of 60.19 semester hours in business; in large high schools (601-1,250), 51.85 hours; in medium high schools (201-600), 48.08 hours; in small high schools (51-200), 42.52; and in very small high schools (8-50), 35.86 semester hours. The average number of semester hours completed in business was considerably more for business teachers in the larger high schools (more than 200 students) than for the business teachers in the smaller schools (8-200 students).

An average of 47.28 semester hours in business was completed by public junior high school business teachers. Their specialized business preparation ranged from 6 to 90 semester hours. With one exception, all junior high school business teachers had sufficient college preparation in business to meet certification requirements.

It is interesting to note that the average amounts of college credit completed in business by high school and junior high school business teachers were nearly equal. The high school business teachers had an average of 45.82 semester hours in business; the junior high school business teachers, 47.28 semester hours.

In 1962-63, each of the 1,001 business teachers in public secondary schools in Kansas held a bachelor's degree. The percentages of junior high school and high school business teachers who held masters' degrees were nearly equal. Seventeen, or 31.48 percent, of the junior high school business teachers and 298, or 31.47 percent, of the high school business teachers held masters' degrees. The evidence from the principals' reports did not show the number of teachers working toward masters' degrees.

In 1962-63, every secondary school teacher of business held a valid Kansas certificate based on an academic degree. The validity period of these certificates ranged from one year to life (nonlapsing).

Under the 1961 certificate requirements of the State of Kansas, certificates of original issue were valid for either one year

or three years. If the applicant failed to qualify for a three year certificate, the one year certificate could be issued as a "temporary" certificate. Normally, the renewal of a three year certificate was valid for five years.

In 1962-63, certain Kansas certificates, although no longer issued, were valid under certain conditions. These certificates had validity periods of either two years, nonlapsing (life), or continuous. The latter lapsed after six consecutive years of nonuse.

One hundred and seven, or 11.30 percent, of the high school business teachers held certificates having either a one year, a two year, or a continuous validity period; 26.98 percent, or 246, of the business teachers held nonlapsing certificates. The remaining 594 business teachers (62.72 percent) in high schools held certificates valid for either three or five years.

Approximately 63 percent of the junior high school business teachers held certificates that were valid for either three or five year periods. Approximately one fifth of the business teachers in junior high schools held nonlapsing certificates, and the remaining business teachers held certificates having either a one year, a two year, or a continuous validity period.

The three year certificate and its renewal, valid for five years, were the certificates most frequently held by public secondary school business teachers in Kansas in 1962-63. The percentages of

high school and junior high school business teachers who held certificates valid for either three or five years were nearly equal. The percentage of high school business teachers was 62.72, as compared to 62.96 percent for junior high school business teachers. Approximately 82 percent of all junior high school business teachers and approximately 84 percent of all high school business teachers had at least 30 semester hours of credit in business. Masters' degrees were held by nearly one third of all business teachers in high schools and by nearly one third in junior high schools.

Daily Assignments of Business Teachers

The daily assignments, prepared by the principals, for high school business teachers show the number of periods allocated to business and nonbusiness teaching, as well as the number of periods assigned to nonteaching duties. The principals were not required to report nonteaching assignments to the State Department of Public Instruction. Therefore, this study indicates the average number of periods allocated to nonteaching but does not discuss the nature of the nonteaching activities.

Table 9 presents data relative to the daily assignments of business teachers. A perusal of this table reveals that the average daily assignments of 947 high school business teachers consisted of 3.85 periods of teaching business subjects, 0.84 period of teaching

TABLE 9

AVERAGE DAILY ASSIGNMENTS OF BUSINESS TEACHERS
IN KANSAS PUBLIC HIGH SCHOOLS, 1962-63

Enrollment Group	Average Number of Periods in the School Day	Average Number of Periods Assigned to Business	Average Number of Periods Assigned to Nonbusiness	Average Number of Nonteaching Periods
Group I: 1251-3150	6.50	4.54	0.34	1.62
Group II: 601-1250	6.34	4.09	0.72	1.53
Group III: 201-600	6.67	4.06	0.66	1.95
Group IV: 51-200	7.46	3.77	0.88	2.81
Group V: 8-50	7.50	3.08	1.48	2.94
Overall Averages	7.25	3.85	0.84	2.56

nonbusiness subjects, and 2.56 periods of nonteaching activities. The teaching of business subjects utilized only slightly more than one half of business teachers' average daily assignments. The average number of periods assigned for business teaching became greater as the sizes of schools, as revealed by group classifications, increased.

Table 9 reveals that the business teachers in very large high schools (enrollment above 1,250) taught an average of 1.46 more periods of business subjects than did the business teachers in very small high schools (8-50 students).

The average daily assignments of 54 public junior high school business teachers consisted of 3.50 periods of business teaching, 0.89 period of teaching nonbusiness subjects, and 2.15 periods of nonteaching activities. The business teachers in the very large junior high schools (enrollment above 1,250) taught an average of 3.50 more periods of business subjects than the teachers in smaller schools (200 or less students). In the very large junior high schools (more than 1,250 students), the daily teaching assignment of business teachers consisted of an average of 5.00 periods of business subjects. In contrast, in the small junior high schools (51-200 students), the daily teaching assignments consisted of an average of 1.50 periods of business subjects and 3.50 periods of nonbusiness subjects.

Summary

As readily seen from the data presented in this chapter, great variations existed among the public high schools in Kansas in 1962-63.

These variations are evident within the five groups of high schools, which were classified according to enrollment, as well as between these five groups.

A profile of the average public high school in Kansas in 1962-63 based on evidence presented in this chapter reveals that:

1. The plan of organization consisted of a four year high school with programs based on eight years of elementary school.
2. The total enrollment was 212 students.
3. The school offered a total of 35.50 units of credit.
4. The school offered 4.87 units of credit in business.
5. The full time teaching faculty consisted of 14 teachers.
6. The business teaching faculty consisted of 1.74 teachers.
7. The student-teacher ratio for all teachers was approximately 12 to 1.
8. The student-teacher ratio for business teachers only was approximately 15 to 1.
9. The daily assignment of business teachers consisted of 3.85 periods of business subjects, 0.84 period of nonbusiness subjects, and 2.56 periods of nonteaching assignments.
10. The business teacher had 46 semester hours of specialized preparation in business.
11. The business teacher held a bachelor's degree.
12. The business teacher held a certificate valid for three years.

CHAPTER IV

BUSINESS EDUCATION IN KANSAS SECONDARY SCHOOLS

In this chapter, the status of business education is presented as it existed in the public secondary schools in Kansas in 1962-63. Included in this study are all subjects offered that are generally considered by authorities to be business subjects. Although some school officials assigned subjects such as business mathematics to mathematics teachers and business English to English teachers, such offerings are treated here as business subjects.

Descriptive Analysis of High School Business Subject Offerings

To avoid multiplicity in tabulations, the mass of data used in this chapter is summarized in Tables 10, 11, and 12. The tables deal with the business subject offerings in terms of the number of schools, the enrollments, and the amounts of credit allowed. The grade level data could not readily be summarized in tabulated form and, therefore, are presented in the discussion of the specific business subjects.

Analysis of Table 10 indicates that 545 public high schools had 2,734 business subject offerings in 1962-63. Group IV included more

TABLE 10

BUSINESS SUBJECTS OFFERED IN 545 PUBLIC
HIGH SCHOOLS IN KANSAS, 1962-63

Subject	Number of Schools by Size					Total Schools	Percent of 545 High Schools
	Group I (1251-3150)	Group II (601-1250)	Group III (201-600)	Group IV (51-200)	Group V (8-50)		
Typewriting I	14	32	88	288	120	542	99.45
Bookkeeping I	14	32	86	266	90	488	89.54
Shorthand I	14	32	83	199	54	382	70.09
Typewriting II	7	20	39	170	75	311	57.06
Office Practice	5	21	40	125	24	215	39.45
Economics	9	24	50	75	17	175	32.11
Business Mathematics	7	15	18	46	17	103	18.90
General Business	2	14	23	44	15	98	17.98
Secretarial Practice	11	11	21	27	4	74	13.58
Business Law	11	15	18	23	7	74	13.58
Shorthand II	4	15	22	21	8	70	12.84
Business English	7	9	6	5	3	30	5.50
Bookkeeping II	9	5	4	7	2	27	4.95
Personal Typewriting	5	6	11	2		24	4.40
Distributive Education	5	8	3			16	2.94
Office Machines	5	5	2	3		15	2.75
Clerical Practice	7	4	2	1		14	2.57
Salesmanship	4	5	2	1	1	13	2.39
Business Principles	4	3		1	1	9	1.65
Cooperative Office Practice	4	4	1			9	1.65

TABLE 10--Continued

Subject	Number of Schools by Size					Total Schools	Percent of 545 High Schools
	Group I (1251-3150)	Group II (601-1250)	Group III (201-600)	Group IV (51-200)	Group V (8-50)		
Basic Business	5	2	1			8	1.47
Recordkeeping	1		4			5	0.92
Accounting	4					4	0.73
Transcription	1	1	2			4	0.73
Typewriting 1-A	3					3	0.55
Marketing and Distribution	1	1		1		3	0.55
Economic Geography	2				1	3	0.55
Personal Finance	1	1	1			3	0.55
Penmanship	1	1				2	0.37
Notehand	2					2	0.37
Retailing		1				1	0.18
Business Practices			1			1	0.18
Money and Banking		1				1	0.18
Business Survey	1					1	0.18
Business Exploration			1			1	0.18
Data Processing			1			1	0.18
Briefhand			1			1	0.18
Mimeographing	1					1	0.18

TABLE 11

BUSINESS SUBJECT ENROLLMENTS IN 545 PUBLIC
HIGH SCHOOLS IN KANSAS, 1962-63

Subject	Enrollment by Size of Schools					Total Enrollment	Percent of High School Enrollment (115,295)
	Group I (1251-3150)	Group II (601-1250)	Group III (201-600)	Group IV (51-200)	Group V (8-50)		
Typewriting I	2,538	5,238	6,543	6,833	1,197	22,349	19.38
Bookkeeping I	1,472	1,708	2,624	3,654	644	10,102	8.76
Shorthand I	1,702	1,670	1,668	1,517	227	6,784	5.88
Typewriting II	981	781	730	1,567	418	4,477	3.88
Business Mathematics	1,096	685	356	599	128	2,864	2.48
General Business	336	642	739	734	143	2,594	2.25
Office Practice	80	550	442	762	74	1,908	1.66
Economics	372	465	512	401	47	1,797	1.56
Business Law	649	274	86	253	63	1,325	1.15
Secretarial Practice	312	130	212	195	15	864	0.75
Personal Typewriting	381	178	262	26		847	0.73
Business English	331	180	71	27	20	629	0.55
Shorthand II	100	223	179	105	10	617	0.54
Typewriting 1-A	505					505	0.44
Clerical Practice	335	74	21	23		453	0.39
Office Machines	224	119	34	15		392	0.34
Basic Business	205	168	19			392	0.34
Distributive Education	139	111	66			316	0.27
Bookkeeping II	167	47	59	28	5	306	0.27
Salesmanship	81	80	54	4	10	229	0.20

TABLE 11--Continued

Subject	Enrollment by Size of Schools					Total Enrollment	Percent of High School Enrollment (115,295)
	Group I (1251-3150)	Group II (601-1250)	Group III (201-600)	Group IV (51-200)	Group V (8-50)		
Business Principles	109	102	5	4		220	0.19
Accounting	207					207	0.18
Cooperative Office Practice	102	34	6			142	0.12
Personal Finance	30	98	13			141	0.12
Penmanship	61	27				88	0.08
Notehand	72					72	0.06
Economic Geography	59				9	68	0.06
Recordkeeping	48		20			68	0.06
Business Survey	67					67	0.06
Transcription	23	20	10			53	0.05
Business Exploration			50			50	*
Marketing and Distribution	27	6				33	*
Retailing	24					24	*
Business Practices		22				22	*
Data Processing			17			17	*
Mimeographing	9					9	*
Money and Banking		6				6	*
Briefhand			6			6	*
Total Enrollment	12,844	13,638	14,804	16,747	3,010	61,043	---

*Less than 0.05 percent, or fewer than one student in 2,000.

TABLE 12

UNITS OF CREDIT GRANTED IN BUSINESS SUBJECTS IN 545
PUBLIC HIGH SCHOOLS IN KANSAS, 1962-63

Business Subject	Number of Schools by Size												Total Schools					
	Group I (1251-3150)			Group II (601-1250)			Group III (201-600)			Group IV (51-200)					Group V (8-50)			
	Units			Units			Units			Units			Units					
	$\frac{1}{2}$	1	2	$\frac{1}{2}$	1	2	$\frac{1}{2}$	1	2	$\frac{1}{2}$	1	2	$\frac{1}{2}$	1	2	$\frac{1}{2}$	1	2
<u>Foundational</u>																		
<u>Business Area</u>																		
General Business		2		5	9		3	20		6	38		2	13		16	82	
Economics	9			20	4		44	6		54	30		8			135	40	
Basic Business	5				2		1									6	2	
Business Principles	2	2		2	1					1			1			6	3	
Personal Finance	1			1				1								2	1	
Economic Geography	2													1		2	1	
Business Survey	1															1		
Business Practices								1									1	
Money and Banking						1											1	
<u>Preoccupational</u>																		
<u>Business Area</u>																		
Typewriting I		14			32			88		2	286			120		2	540	
Bookkeeping I		14			32			86			266			90			488	
Shorthand I		14			32			83		1	198		2	52		3	379	
Business Mathematics		7		5	10		4	14		2	44		3	14		14	89	
Business Law	10	1		14	1		18			10	13		3	4		55	19	
Business English	4	3		5	4		5	1		1	4		2	1		17	13	
Salesmanship	4			3	2		2			1				1		10	3	

TABLE 12--Continued

Business Subject	Number of Schools by Size															Total Schools		
	Group I (1251-3150)			Group II (601-1250)			Group III (201-600)			Group IV (51-200)			Group V (8-50)					
	Units			Units			Units			Units			Units			Units		
	$\frac{1}{2}$	1	2	$\frac{1}{2}$	1	2	$\frac{1}{2}$	1	2	$\frac{1}{2}$	1	2	$\frac{1}{2}$	1	2	$\frac{1}{2}$	1	2
<u>Occupational Business Area*</u>																		
Typewriting II	4	3		3	17		6	33		2	168		1	74		16	295	
Office Practice		5		1	15	5	4	33	3	7	118		1	22	1	13	193	9
Secretarial Practice		3	8	1	5	5	1	18	2	2	24	1	1	3		5	53	16
Shorthand II		2	2	2	10	3	3	19		3	18		1	7		9	56	5
Cherical Practice	2	4	1	1	3			2			1					3	10	1
Office Machines	3	2		1	4		2			1	2					7	8	
Bookkeeping II	1	8		1	4			4			7			2		2	25	
Accounting		4															4	
Transcription			1		1		1	1								1	2	1
Marketing & Distribution		1			1						1						3	
Retailing					1												1	
Data Processing									1									1
Mimeographing	1															1		
<u>Miscellaneous Business Area</u>																		
Personal Typewriting	4	1		6			11			2						23	1	
Typewriting 1-A	3															3		
Penmanship	1			1												2		
Notehand	2															2		
Recordkeeping	1						2	2								3	2	
Business Exploration							1									1		
Briefhand							1									1		

*Cooperative Office Practice and Distributive Education are not listed here because of the unique variations in the granting of credit for these two subjects.

schools than the other four groups combined. Therefore, the majority of the business subject offerings occurred in schools that had enrollments from 51 to 200 students. The leading offerings in business were in first year typewriting, bookkeeping, and shorthand. The 20 least frequently offered business subjects were provided in 9 or less schools. Slightly more than one half of 38 business subjects were infrequently offered in the public high schools in Kansas in 1962-63.

Table 10 reveals that first year typewriting was offered by 542 high schools, and it was the most frequently offered business subject during 1962-63. Table 11 shows that first year typewriting, with 22,349 students, was also foremost in enrollment. The number of students that were enrolled in this subject was more than twice that in first year bookkeeping, which was second in enrollment. The aggregate business subject enrollment was 61,043 students. First year typewriting alone was responsible for more than one third of that total. First year bookkeeping was responsible for approximately one sixth of the total. The remaining enrollment in 36 business subject offerings was less than that in first year typewriting and first year bookkeeping combined. Further analysis of Table 11 shows that in each of 14 high schools with enrollments above 1,250 an average of 917 students was enrolled in business classes. In contrast, in each of 123 high schools with enrollments of not more than 50 students, 24 students on the average were enrolled in business subjects.

Perusal of Table 12 reveals that, of the 299 subject offerings in the foundational business area, 168 were for one half unit of credit; the remaining 131, for one unit. The amount of credit granted for each business subject in the preoccupational business area was either one or one half unit. One unit of credit was allowed for all but 101 of the 1,632 business subject offerings in this area. In most instances, one unit was allowed in the occupational business subject offerings; 650 of the 740 total offerings were for one unit. The other amounts of credit allowed in these offerings were one half unit and two units. Two units of credit were granted in 33 offerings; one half unit, in 57 offerings. The credit granted in 35 of the 38 miscellaneous business subject offerings was one half unit. One unit of credit was granted in the remaining 3 miscellaneous offerings. An overview of Table 12 indicates that one half unit of credit was allowed in 361 business subject offerings; one unit, in 2,315 offerings, and two units, in 33 offerings. Cooperative office practice and distributive education are not listed in Table 12 because the amount of credit in these subjects varied considerably from the normal. Twenty-five business subject offerings were in cooperative office practice and distributive education combined.

As shown in Tables 10 and 11, the so called "big three"-- typewriting, bookkeeping, and shorthand--constituted the major portion of offerings and enrollments in the business subjects. Although not specifically tabulated in this section, 2,699 daily class periods were

assigned to instruction in the "big three." The 2,699 periods constituted nearly three fourths of the 3,646 total daily class periods assigned to instruction in business subjects. The number of periods assigned to typewriting was 1,535; to bookkeeping, 625 periods; and to shorthand, 539 periods. An important fact to note here is the heavy emphasis placed on the typewriting-bookkeeping-shorthand aspects of business education, as compared to the emphasis placed on such subjects as general business and economics in the foundational business area and cooperative office practice, distributive education, and other "topping off" subjects in the occupational business area.

The data are most important in their curriculum implications. To facilitate the analysis, the data in the following pages are discussed in terms of the following four areas of the business curriculum: (1) foundational, (2) preoccupational, (3) occupational, and (4) miscellaneous.

Foundational Business Subjects

The foundational business subjects are ordinarily designed to provide students with opportunities to develop essential understandings important to all citizens. Those fundamental understandings specifically are related to (1) our business system and its operation within the American enterprise system, and (2) those activities concerned with the successful management of personal earnings and with other practical personal economic problems.

In the Kansas public high schools, nine foundational business subjects were offered during 1962-63. These subjects are discussed in sequence according to size of enrollment. The foundational business subject with the largest enrollment is presented first.

General Business. In 1962-63, 98, or 18.90 percent, of the 545 public high schools offered general business. The larger schools most frequently offered this subject. Slightly less than 37 percent of the larger schools (enrollment above 200) offered general business as compared to slightly less than 12 percent of the smaller schools. The aggregate enrollment in the subject was 2,594 students. One unit of credit in general business was allowed by 82 schools; one half unit, by 16 schools. Fifty-eight of the high schools offered the subject on the ninth and/or tenth grade levels. Nine schools offered it to eleventh and/or twelfth grade students. In 22 schools the subject was offered on one of the following grade level arrangements: ninth to eleventh, 1 school; ninth to twelfth, 6 schools; tenth and eleventh, 7 schools; and tenth to twelfth, 8 schools. Nine schools listed no grade levels.

Economics. One hundred and seventy-five high schools, or 32.11 percent, offered economics in 1962-63 to a total of 1,797 students. Three fourths of these students were in schools with enrollments above 200. One hundred and thirty-five schools allowed one half unit in economics; the remaining 40 schools, one unit. Slightly less than 85 percent, or 148, of the 175 high schools offered economics on the

eleventh and/or twelfth grade levels. Three schools offered the subject to ninth grade students; 5 schools, to tenth grade students. Three schools did not report a grade level. Sixteen high schools utilized the following grade level plans for offering economics: ninth to eleventh, 1 school; ninth to twelfth, 1 school; tenth and eleventh, 3 schools; and tenth to twelfth, 11 schools.

Basic Business. All eight schools offering basic business in 1962-63 had enrollments above 200. Three hundred and ninety-two students, representing considerably less than 1.00 percent of the high school population, were enrolled in the subject. One half unit of credit was allowed in basic business by six of the eight schools; one unit, by the others. Two schools offered the subject to tenth and eleventh grade students; one school, to tenth grade students only. Four schools offered basic business on the tenth to twelfth grade levels; one school reported no grade level.

Business Principles. Nine public high schools offered business principles during 1962-63. It was most frequently offered in schools having enrollments above 600. Two hundred and twenty students were enrolled in the subject. Six of the 9 schools offered business principles for one half unit of credit; the remaining schools, for one unit. The grade levels used for business principles follow: twelfth grade, 2 schools; eleventh and twelfth, 4 schools; and tenth to twelfth, 3 schools.

Personal Finance. During 1962-63, personal finance was studied by 141 students in just three public high schools. The smallest school offering this subject had an enrollment of 485 students. One half unit of credit was allowed in personal finance by two schools; one unit, by the other. The subject was offered on the twelfth grade level by one school, on the tenth to twelfth grade levels by one school. One school failed to indicate a grade level.

Economic Geography. Three schools offered economic geography during 1962-63. Two of these schools reported enrollments of 2,217 and 1,526. The third school had only 46 students enrolled. In these three offerings, 68 students were enrolled. Two schools offered economic geography for one half unit of credit; one school, for one unit. It was available to eleventh and twelfth grade students.

Business Survey. During 1962-63, only one high school, with an enrollment of 1,869, offered business survey to 67 students. One half unit of credit was allowed, and no grade level was listed.

Business Practices. Business practices was offered by only one high school during 1962-63. In that school, with an enrollment of 214, 22 students were enrolled in business practices. Business practices was available to twelfth grade students for one unit of credit.

Money and Banking. The school that offered money and banking during 1962-63 had a student enrollment of 607. Six eleventh and twelfth grade students were enrolled. One half unit of credit was allowed in the subject.

In summary, 299 foundational business subject offerings were provided in the high schools for an average of slightly more than one half offering per school. The total enrollment in the foundational business area was 5,307 students. The following credits were allowed in foundational business subject offerings: one half unit, 168 offerings; one unit, 131 offerings. These offerings were most frequently available to eleventh and twelfth grade students.

Preoccupational Business Subjects

The preoccupational business subjects are designed to provide opportunities for students to develop special knowledges and business skills. The developmental level of these skills and knowledges should be such as to enable the students, within reason, to experience success in the use of the skills. While in college, students may use the knowledges and skills, either for personal use and/or for financing college expenses. These skills may be used in either an avocation or an occupation apart from business, or in preparation for more specialized office employment.

During 1962-63, seven preoccupational business subjects were taught in the Kansas public high schools. These subjects are presented according to size of enrollment, from the largest to the smallest.

Typewriting I. Several things are significant about the first year typewriting offerings in 1962-63. Five hundred and forty-two schools offered the subject to 22,349 students. The enrollment was

slightly more than one third of the total enrollment in all of the 38 subjects offered in business. The enrollment constituted slightly more than 19 percent of the aggregate high school enrollment in Kansas. Only three very small schools did not offer typewriting I. One unit of credit was allowed by 540 high schools; one half unit, by 2 schools. First year typewriting was taught to tenth and/or eleventh grade students in 313, or approximately 58 percent, of the high schools offering the subject. Other grade level arrangements reported for first year typewriting were: ninth, 6 schools; ninth and tenth, 11 schools; ninth to eleventh, 6 schools; ninth to twelfth, 21 schools; tenth to twelfth, 107 schools; eleventh and twelfth, 45 schools; and twelfth, 1 school. Thirty-two schools did not report grade levels.

Bookkeeping I. First year bookkeeping was offered in 488, or 89.54 percent, of the high schools. Two schools having more than 200 students did not offer the subject. Almost 1 out of every 11 high schools students was enrolled in first year bookkeeping. The enrollment of 10,102 students made first year bookkeeping the second most popular business subject. However, that enrollment was less than one half of that in first year typewriting. One unit of credit was allowed for the subject. The largest portion of schools, 336, or slightly less than 69 percent, offered first year bookkeeping on the eleventh and/or twelfth grade levels. Other grade level arrangements used for the subject were: ninth and tenth, 1 school; ninth to twelfth, 3 schools;

tenth, 28 schools; tenth and eleventh, 25 schools; and tenth to twelfth, 68 schools. Grade level information was not reported by 27 schools.

Shorthand I. The 382 schools offering first year shorthand during 1962-63 represented 70.09 percent of all high schools. Five schools, with enrollments above 200, offered no beginning shorthand. The total enrollment in this subject was 6,784 students. One unit of credit was allowed by 379 schools; one half unit, by 3 schools. First year shorthand was offered on the eleventh and/or twelfth grade levels by 334 schools. Sixteen schools did not list grade level data. The remaining 32 high schools offered it as follows: tenth grade, 2 schools; tenth and eleventh, 11 schools; and tenth to twelfth, 19 schools.

Business Mathematics. One hundred and three, or 18.90 percent, of all high schools offered business mathematics. The total enrollment in business mathematics was 2,864 students. Eighty-nine schools allowed one unit of credit in business mathematics; 14 schools, one half unit. The subject was offered by 39 schools on the ninth and/or tenth grade levels. Twenty-six schools offered the subject on the eleventh and/or twelfth grade levels. Four schools did not report the grade levels used. The following grade level arrangements were used for business mathematics in the 34 remaining high schools: ninth to eleventh, 1 school; ninth to twelfth, 6 schools; tenth and eleventh, 8 schools; and tenth to twelfth, 19 schools.

Business Law. During 1962-63, 74 public high schools offered business law. Slightly less than 57 percent of the large and

very large high schools (enrollment above 600) offered the subject. A total of 1,325 students was enrolled in business law classes. Fifty-five of the 74 high schools offered the subject for one half unit of credit; 19 schools, for one unit. Fifty-nine of the 74 schools offered the subject on the eleventh and/or twelfth grade levels. Eight schools reported no grade level data for business law. The remaining schools used the following grade levels for the subject: ninth to twelfth, 2 schools; ten, 1 school; tenth and eleventh, 1 school; and tenth to twelfth, 3 schools.

Business English. The 30 schools offering business English were distributed among the groups classified by size of enrollment. The total number of students enrolled in business English was 629. One half unit of credit was allowed for this subject by 17 schools; one unit, by 13 schools. Ninety percent, or 27 schools, offered business English on the eleventh and/or twelfth grade levels. Three grade level patterns were used for the subject by the remaining schools: ninth to twelfth, 1 school; tenth, 1 school; and tenth to twelfth, 1 school.

Salesmanship. Salesmanship was offered by 13 schools, 9 had enrollments above 600. Two hundred and twenty-nine students were enrolled in the subject. One half unit of credit was allowed by 10 schools; one unit, by 3 schools. Nine schools offered salesmanship on the eleventh and/or twelfth grade levels; 3 schools, on the tenth to twelfth grade levels; and 1 school failed to report grade level data.

To summarize, 1,632 preoccupational business subject offerings were provided in the high schools, for an average of 3 offerings per school. The total enrollment in the preoccupational business area was 44,282 students. Approximately 100 of every 138 business enrollments in 1962-63 were in preoccupational business classes. The amount of credit allowed in preoccupational business subjects was one half unit for 101 offerings and one unit for 1,531 offerings. These subject offerings were most frequently available at the eleventh and/or twelfth grade levels.

Occupational Business Subjects

The occupational business subjects are designed to provide students with opportunities to develop specialized business skills and knowledges peculiar to initial employment in specific kinds of business and office occupations. In the study of occupational business subjects, should be concomitant understandings and attitudes fundamental to a successful career in business.

During the 1962-63 school year, 15 occupational business subjects were offered in the Kansas public high schools. The order of presentation in this section is in terms of the number of students enrolled in each business subject offering, from the largest to the smallest enrollment.

Typewriting II. Three hundred and eleven of the 545 public high schools, or 57.06 percent, offered second year typewriting in

1962-63. Nearly one half of the larger schools (enrollment above 200) offered this subject. The enrollment in typewriting II consisted of 4,477 students. One half unit of credit was allowed by 16 schools; one unit, by 295 schools. Second year typewriting was offered most frequently to eleventh and/or twelfth grade students, i. e., by 259 of 311 high schools offering the subject. An additional 29 schools utilized the following grade level patterns: tenth grade, 3 schools; tenth and eleventh, 1 school; and tenth to twelfth, 25 schools. Twenty-three schools did not report grade level arrangements.

Office practice. In 1962-63, 215, or 39.45 percent, of the 545 high schools offered office practice. It was offered by one half of the schools having more than 200 students. A total of 1,908 students was enrolled in office practice classes. Two units of credit were allowed by 9 schools; one unit, by 193 schools; and one half unit, by 13 schools. One hundred and ninety-five of 215 high schools, approximately 91 percent, offered office practice to eleventh and/or twelfth grade students. The grade level information was not indicated by 11 schools. The grade level patterns indicated here were used for office practice by the remaining 9 schools: ninth to twelfth grades, 2 schools; tenth and eleventh, 2 schools; and tenth to twelfth, 5 schools.

Secretarial Practice. Seventy-four high schools, or 13.58 percent, offered secretarial practice. Approximately one third of the larger schools (enrollment above 200) offered the subject. Eight

hundred and sixty-four students pursued the subject. Sixteen schools offered the subject for two units of credit; 53 schools, for one unit; and 5 schools, for one half unit. Sixty of 74 schools offered the subject on the twelfth grade level; 9 schools on the eleventh and twelfth grade levels; 2 schools on the eleventh grade level; and 3 schools reported no grade level data.

Shorthand II. Second year shorthand was offered by 70 schools, or 12.84 percent of all high schools involved in this study. Slightly less than one fourth of the schools having more than 200 students offered the subject. Six hundred and seventeen students were enrolled in the subject. Five schools offered second year shorthand for two units of credit; 56 schools, for one unit; and 9 schools, for one half unit. The subject was offered in 53 of 70 high schools to twelfth grade students; in 2 schools to eleventh grade students; and in 12 schools to eleventh and twelfth grade students. In 3 schools, the grade level patterns for second year shorthand were not reported.

Clerical Practice. Fourteen high schools offered clerical practice to 453 students. One half of the schools offering the subject had enrollments above 1,250. Two units of credit were granted in clerical practice by 1 school; one unit, by 10 schools; and one half unit, by 3 schools. The subject was taught to twelfth grade students in 8 of the 14 schools; to eleventh and twelfth grade students in 5 schools; and to tenth, eleventh, and twelfth grade students in 1 school.

Office Machines. Fifteen high schools offered office machines during 1962-63. Three hundred and ninety-two students were enrolled in the subject. Most of the enrollment in the subject was in schools having more than 600 students. One unit of credit was granted by 8 schools; one half unit, by 7 schools. The subject was offered on the twelfth grade level by 4 schools; on the eleventh and twelfth grade levels by 6 schools; and on the tenth to twelfth grade levels by 1 school. Four schools did not report grade level information for office machines.

Distributive Education. In each of the 16 schools that offered distributive education in 1962-63, the enrollment was more than 200. Three hundred and sixteen students were in distributive education. Credit reported in the subject was as follows: one and one half units, 1 school; two units, 5 schools; and three units, 8 schools. The reports of two principals were vague concerning the amount of credit granted in distributive education. In 14 of the 16 high schools, distributive education was available to twelfth grade students; and in 1 school, to eleventh grade students. No grade level information was listed by the remaining school.

Bookkeeping II. Twenty-seven of 545 public high schools offered second year bookkeeping. Slightly more than one half of these schools were classified as either large or very large (enrollments above 600). Three hundred and six students were enrolled in the subject. Two schools allowed one half unit of credit and 25 schools

allowed one unit. The grade level arrangements reported for second year bookkeeping were: eleventh and twelfth grades, 15 schools; twelfth grade, 8 schools; eleventh grade, 2 schools; and tenth to twelfth grades, 1 school. One school did not report the grade level for this bookkeeping subject.

Accounting. Only four high schools had accounting instruction in 1962-63. Accounting was offered in schools having 1,788 and more students. Two hundred and seven students were in accounting classes. One unit of credit was allowed. Accounting was offered by one school on the eleventh grade level and by three schools on the eleventh and twelfth grade levels. Furthermore, the four schools offering accounting also offered both bookkeeping I and bookkeeping II.

Cooperative Office Practice. Nine of 545 high schools offered cooperative office practice. Eight of the schools had enrollments above 600; the other, above 200. One hundred and forty-two students were enrolled in cooperative office practice. The amount of credit allowed in cooperative office practice follows: two units, 2 schools; and three units, 5 schools. Two principal's reports were vague concerning the amount of credit allowed in cooperative office practice. The subject was offered to eleventh grade students in 1 school and to twelfth grade students in 8 schools.

Transcription. During 1962-63, transcription was offered to 53 students in 4 high schools. The smallest school offering the

subject had an enrollment of 264 students. One school allowed two units of credit; 2 schools, one unit; and 1 school, one half unit. The schools reported that transcription was offered to twelfth grade students.

One school granted two units of credit in transcription, in addition to the first and second year shorthand offered for one unit each year. In two schools, transcription was offered in addition to first and second year shorthand; in one school, the relationship between transcription and shorthand was unclear.

Marketing and Distribution. In 1962-63, marketing and distribution classes had 33 students in three high schools with enrollments of 1,869, 869, and 119 students, respectively. One unit of credit was granted. One school offered the subject to eleventh and twelfth grade students. The others did not report grade level data.

Retailing. Only one high school, enrollment 879, offered retailing to 24 students. Retailing was available to twelfth grade students for one unit of credit.

Data Processing. One medium high school, enrollment of 558, offered data processing to 17 students. Two units of credit were allowed. No grade level information was reported.

Mimeographing. During 1962-63, mimeographing was offered in a high school with an enrollment of 2,151. Nine twelfth grade students were enrolled. One unit of credit was allowed for the subject.

In summary, 765 occupational business subject offerings were provided in the high schools, for an average of 1.40 offerings per school. The total enrollment in business subjects in the occupational area was 9,818 students. Approximately 4 of every 25 enrollments in business were in the occupational category. The amount of credit allowed in occupational business subject offerings was: one half unit, 57 offerings; one unit, 650 offerings; one and one half units, 1 offering; two units, 40 offerings; and three units, 13 offerings. The occupational business subject offerings were most frequently available on the eleventh and/or twelfth grade levels.

Miscellaneous Business Subjects

The miscellaneous business subjects are those that do not fit into the common categories of foundational business, preoccupational business and occupational business. The seven miscellaneous business subjects are discussed by rank order according to size of enrollment.

Personal Typewriting. During 1962-63, personal typewriting was offered in 24, or 4.40 percent, of all public high schools. The total enrollment in this subject was 847. Twenty-three schools allowed one half unit of credit for personal typewriting; one school, one unit. The subject was offered on the following grade levels: ninth and/or tenth grade, 5 schools; tenth to twelfth grade, 8 schools; eleventh and twelfth grade, 8 schools; and eleventh grade, 3 schools.

Typewriting 1-A. This typewriting subject was offered only to those students who had completed one half unit of credit in personal typewriting in junior high school; and, thus, they were ineligible for first year typewriting. Because many of these students wanted a full year of typewriting instruction, typewriting 1-A was taught in three schools on alternate days for the entire year to supplement the previous typewriting instruction. The smallest school offering the subject had an enrollment of 1,526 students. Five hundred and five students pursued typewriting 1-A. One half unit of credit was allowed in the eleventh and twelfth grades.

Penmanship. Only 2, or 0.37 percent, of 545 high schools offered penmanship in 1962-63 to 88 students. These schools had enrollments of 842 and 3,122. One half unit of credit was allowed. The subject was available to ninth and tenth grade students in one school and to tenth, eleventh, and twelfth grade students in the other school.

Notehand. Only two very large high schools offered notehand. The smaller school of the two had an enrollment of 2,002 students. Seventy-two students studied the subject in the two schools. One half unit was allowed. One school offered notehand to twelfth grade students; the other school, to tenth, eleventh, and twelfth grade students.

Recordkeeping. One very large and four medium high schools offered recordkeeping. The smallest school had 214 students; the largest, 2,002 students. These five schools represented less than

1.00 percent of the 545 high schools surveyed for this study. Sixty-eight students studied the subject. One half unit of credit was granted for recordkeeping by three schools; and one unit by two schools. Recordkeeping was available on the eleventh and/or twelfth grade levels in all five schools.

Business Exploration. Only one high school, enrollment of 558 students, offered business exploration. Fifty students were enrolled. Business exploration was available to tenth grade students for one half unit of credit.

Briefhand. Only one high school, enrollment of 512 students, offered briefhand in 1962-63. Six twelfth grade students pursued the subject for one half unit of credit.

In summation, 38 miscellaneous business subject offerings were provided in the high schools, for an average of 0.07 offerings per school. The total enrollment in business in the miscellaneous area was 1,636 students. Approximately 100 out of every 3,731 enrollments in business were in miscellaneous business classes. One half unit of credit was allowed in 35 miscellaneous business subject offerings; one unit, 3 offerings. These subjects were most frequently available on the eleventh and/or twelfth grade levels.

Junior High School Business Education Offerings

Because the information was limited about business offerings in the junior high schools, these data are not presented in tabular form.

Fifty-four business subject offerings were provided in the 46 public junior high schools involved in this study, an average of 1.18 offerings per school. A total of 6,734 students, an average of 146 per school, was enrolled in business classes during 1962-63. Typewriting accounted for approximately three fourths of the total business subject enrollment; general business, for the remainder.

The number of periods assigned to personal typewriting was 87, to first year typewriting was 108, and to general business was 26. An important fact to note here is the lack of emphasis placed on general business in contrast to the emphasis on typewriting. The business subjects taught in the 46 junior high schools are presented in a logical sequence. General business, a foundational business subject, is discussed first; first year typewriting, a preoccupational subject, second; and personal typewriting, a miscellaneous business subject, third.

General Business. During 1962-63, general business was offered by 13 junior high schools. Seven hundred and eight students were enrolled in the subject. Ten schools allowed one unit of credit; 3 schools allowed one half unit. Eleven of the 13 junior high schools offered general business on the ninth grade level; the remaining, on the eighth grade level.

Typewriting I. Twenty-one junior high schools offered first year typewriting. The enrollment in this subject was 3,164 students. One unit of credit was granted. Eighteen schools offered first year

typewriting to ninth grade students. The other three schools offered the subject to eighth grade or eighth and ninth grade students.

Personal Typewriting. Twenty junior high schools offered personal typewriting to 2, 862 students. Five schools allowed one unit of credit; 15 schools, one half unit. The subject was taught most often on the ninth grade level, i. e., in 15 schools. The others offered it on the eighth grade, the eighth and ninth grade, or the seventh to ninth grade levels.

In summary, an average of 1.18 business subject offerings per school, or a total of 54 offerings, was provided in the junior high schools. The combined enrollments of two business subject offerings, first year typewriting and personal typewriting, represented approximately three fourths of the business subject enrollment. The remaining enrollment was in general business. The amounts of credit allowed in these business subject offerings were: one unit, 36 schools; one half unit, 18 schools. These offerings were most frequently available to ninth grade students.

Summary

This study is primarily concerned with overall curriculum implications, rather than with any single subject within the four basic categories of business subjects. Therefore, the summary statements here pertain primarily to business subject categories. During 1962-63

in Kansas public high schools, 61,043 students were enrolled in 38 business subjects. The distribution of these subjects by category was as follows: foundational, 9 subjects; preoccupational, 7 subjects; occupational, 15 subjects; and miscellaneous, 7 subjects.

The total enrollment and the number of business subject offerings in each category were: 5,307 in 299 foundational business subject offerings; 44,282 in 1,632 preoccupational business subject offerings; 9,818 in 765 occupational business subject offerings; and 1,636 in 38 miscellaneous business subject offerings. The 61,043 student enrollments in business were in 2,734 business subject offerings.

The amounts of credit granted in all business subject offerings ranged from one half unit to 3 units. In the foundational area, one half unit was allowed for 168 offerings and one unit was allowed for 131 offerings. In the preoccupational area, one half unit was granted in 101 offerings and one unit for 1,531 offerings. The amounts of credit granted in all occupational business offerings were: one half unit, 57 offerings; one unit, 650 offerings; one and one half units, 1 offering; two units, 40 offerings; and three units, 13 offerings. The amounts of credit allowed in all miscellaneous business subject offerings were: one half unit, 35 offerings; and one unit, 3 offerings.

Although available to high school students in grades nine through twelve, business subjects in all four categories were most frequently offered to eleventh and twelfth grade students.

The 46 public junior high schools offered 3 business subjects to 6,734 students in 3 different business subject categories. The enrollments and the numbers of offerings in each category were: 708 in 13 foundational offerings; 3,164 in 21 preoccupational offerings; and 2,862 in 20 miscellaneous business subject offerings.

The amounts of credit granted in 54 business subject offerings were one unit for 36 business subject offerings; one half unit, for 18 offerings. The credit for the foundational and preoccupational subjects was usually one unit; one half unit was normal for the miscellaneous business subjects.

Although available to seventh, eighth, and ninth grade students, the business subjects in junior high schools were most frequently offered to ninth grade students.

CHAPTER V

APPRAISAL OF BUSINESS OFFERINGS

IN KANSAS SECONDARY SCHOOLS

Professional literature and related research studies emphasize the need for studying business education practices and procedures. They also stress comparing relevant authoritative criteria pertaining to sound business education programs in the secondary schools. The assumption of leaders in this field is that such comparisons pinpoint the strengths and the weaknesses of school curriculums and foster curriculum revision, whenever necessary, to improve the overall offerings, as well as the business offerings. A "good" business curriculum in and of itself does not insure a successful business program. The curriculum, although extremely important, is merely one of several phases of business education that have a bearing on a successful business education program. This study, however, is concerned with curriculum offerings.

As indicated in Chapter I, this study was designed to ascertain the extent to which specific business education practices and procedures in Kansas public secondary schools correspond with the relevant

recommendations of the Policies Commission for Business and Economic Education for American secondary schools. In this chapter, such an appraisal is provided of business education as it existed in Kansas in 1962-63. The discussion involves: (1) presentation of the criteria developed from the pronouncements of the Policies Commission, (2) consideration of the practices in light of the criteria, and (3) interpretations and comments.

Source of Criteria of Appraisal

An important part of this study was the selection of criteria for appraising business education practices in secondary schools based on the recommendations of authorities in business education. After a search of the professional literature, it was determined that the Policies Commission for Business and Economic Education was composed of such authorities. The Commission, sponsored jointly by the United Business Education Association (now the National Business Education Association) and Delta Pi Epsilon, was organized in 1959.

The purpose of the Commission is to bring about a better understanding of what constitutes business and economic education and to render any assistance it can to those who are concerned with the total education of young people.¹

The pronouncements of the Policies Commission constitute a consensus of essentials inherent in a "good" business education program for

¹Guidelines for Curriculum Planning in Business Education for Secondary Schools, A Pronouncement Prepared by the Policies Commission for Business and Economic Education (Washington, D. C.: National Business Education Association, December, 1964).

secondary schools. These pronouncements have been distributed widely to administrators, curriculum makers, business teachers, and counselors in secondary schools; to laymen; and to business education associations.

The six pronouncements, that were used in this study as the basis for establishing criteria of appraisal, have been issued since early 1961. An annotated list of these pronouncements¹ follows:

1. A Proposal for Business Economic Education for American Secondary Schools was issued in February, 1961. The message to the secondary school administrators states the belief that ALL young people need to be prepared to deal with the current business-economic issues and problems through general education courses.
2. This We Believe About Business Education in the Secondary School was issued in May, 1961. The message was directed to teachers, administrators, curriculum makers in the secondary schools, and laymen.
3. The Counselor and Business Education was issued in May, 1963. Counselors are provided guidelines for suggested business subjects that should be included when counseling students of all ability levels and with different ultimate goals.
4. The Vocational Education Act of 1963 and Suggested Lines of Action Relating to Vocational Education for Business and Office Occupations was issued in January, 1964. The Legislative Action Committee of the National Business Education Association was invited by the Policies Commission to prepare

¹Each of these pronouncements was issued by the National Business Education Association (formerly the United Business Education Association), a Department of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

guidelines for state and local leaders about the opportunities for business education with the passage of the Vocational Education Act of 1963.

5. Business Education for the College-Bound Student was issued in May, 1964. The Policies Commission recommends that college-bound students consider including certain business subjects in their high school programs because of the widespread use of business skills and knowledges. The students who have developed occupational competency in business subjects may use these abilities while in college, as either an integral part of the position obtained after college or a background for understanding the business-oriented society in which they live.
6. Guidelines for Curriculum Planning in Business Education for Secondary Schools was issued in December, 1964. The pronouncement was developed to assist individuals concerned with curriculum construction in the secondary schools.

The Policies Commission states its beliefs in six pronouncements concerning business education in the secondary schools as related to (1) purposes of business education; (2) specific business subject offerings and sequences of business subjects in regard to grade level placement, amount of credit recommended, and the varied needs of students; (3) guidance of youth; (4) standards of proficiency needed in occupational business subjects; (5) public relations; and (6) supervision of business education departments. The criteria developed for this study are primarily in terms of items (1) and (2) of the foregoing statement. Although important to the overall program of business education in the secondary schools, the other items apply only indirectly to this study.

In the ensuing discussion, the notation following each criterion indicates the pronouncement(s) used in formulating the particular criterion, i. e., (PC 1, 2, 3) at the end of the statement of Criterion 1 indicates that it was obtained primarily from pronouncements 1, 2, and 3 of the Commission.

Nature of Business Education

Today leading business educators subscribe to the concept that education for business in the secondary schools serves students with varied ultimate goals and business subject needs. Business education is mainly concerned with three aspects of the education of secondary school youth. These aspects of education are apparent in foundational business, preoccupational business, and occupational business education.

The foundational, or basic business information, aspect of business education is offered ordinarily to give students opportunities to develop understandings essential for all people. These essential understandings are specifically concerned with (1) the relationship of our business system to the American private enterprise system and (2) the business and economic activities of a personal nature that affect every member of society.

The preoccupational business subjects are designed to provide opportunities for a large number of students to learn special

kinds of knowledges and skills. These business skills and knowledges may be used by:

1. College bound students who may (a) use the skills and knowledges in relation to college work in general and to college business course work in particular; and (b) earn either part or all of their college expenses.
2. Many people in pursuance of avocations.
3. Various individuals in activities incidental to the primary functions of their jobs.
4. Students who desire to pursue more specialized course work in business pursuant to initial business or office employment upon graduation from high school.

The occupational business subjects are designed to provide students who desire to enter business and office occupations upon graduation from high school with opportunities to complete patterns of specialized preparation for business employment. The students are provided opportunities to develop levels of competency in business skills and knowledges essential for initial employment.

Criteria Applicable to the Nature of Business Education

The Policies Commission states that business subject matter should be offered in the secondary schools of today for all students; for students in preparation for many kinds of occupations, including business; for students who will use business skills and knowledges in

business jobs upon either graduation from high school or dropping out prior to graduation from high school; and for college bound students.

There are four criteria pertaining to the nature of education for business in American secondary schools. Business subject matter should be offered in the secondary schools so as:

Criterion 1: To enable students to gain the knowledge, attitudes, and foundational skills needed by all persons to be effective in their personal economics and in their understanding of our economic system. (PC 1, 2, 3)

Criterion 2: To enable students to acquire business understandings and skills that constitute fundamental pre-occupational preparation for many kinds of occupations, including work in business. (PC 2, 3, 4, 6)

Criterion 3: To enable students to gain the occupational knowledge and skills needed for initial employment and for advancement in a business career. (PC 1, 2, 3)

Criterion 4: To enable college bound students to develop business skills and knowledges as background for advanced business course work in college, to earn college expenses, and to use personally in connection with college class work. (PC 2, 3, 5, 6)

Evaluation of the Nature of Business Education in Kansas

During 1962-63, 38 business subjects were offered in 545 public high schools in Kansas. Although 2,734 business subject offerings were available to high school students, these offerings partially met the criteria pertaining to the nature of business education that were developed from the pronouncements of the Policies Commission for Business and Economic Education. The variety

exhibited in the 38 different subject offerings indicates that in Kansas in 1962-63 there was little uniformity in programming business education, probably because of the lack of organized supervision at both the state and local levels.

Criterion 1 states that knowledge of business operations and personal economics be made available to all students somewhere in the sequence of offerings in the secondary school. The data show that 9 of 38 business subjects were foundational. There was a total of 299 foundational business subject offerings. Inasmuch as some of these were multiple offerings within particular schools, evidently only about one half of the high schools offered foundational business.

The educational programs in those schools offering foundational business, on the whole, included only either one or two foundational business classes. Thus, foundational business subjects were unavailable not only in all schools but also to all students in those schools that offered them.

Because a student is seldom, if ever, enrolled in more than one foundational business subject in a particular year, only about 1 of every 22 high school students was in a foundational class. This is further evidence that the needs of all students were not met. In the 299 foundational business subject offerings, 5,307 of 115,295 high school students were enrolled. When the total enrollment in foundational business subjects is compared with total enrollment in business

subjects, only 10 of every 115 business enrollments were in foundational classes. The limited number of subject offerings and the very limited enrollment indicate that Criterion 1 was not met.

Criterion 2 pertains to the principle that business subjects should be made available in high schools to give students opportunities to develop business skills and knowledges that constitute fundamental preoccupational preparation for many kinds of occupations, including business. A total of 44,282 students was enrolled in 7 preoccupational business subjects. The preoccupational business subject offerings represented nearly 60 percent, or 1,632, of 2,734 business subject offerings. In Kansas public high schools, the majority of the subject offerings in business were those designed as either electives for high school students or requirements for occupational business students so that they could develop the fundamental business skills and knowledges needed to enter specialized occupational business subjects. The kind of preoccupational offerings, the extent of them, and the enrollments in the specific subjects were such that, in the judgment of this researcher, Criterion 2, was met relatively well.

Criterion 3 expresses the thought that business subjects should be available in high schools so that students have opportunities to gain occupational knowledges and skills in business of sufficient quality to meet the requirements for initial employment and advancement in business careers. At a time when a large portion of the

gainfully employed are in business occupations and when the Federal government through legislation is stressing preparation for occupations, occupational business education obviously has an important place in the high school curriculum.

There were 9,818 students in 15 occupational business subjects. Nearly 1 of every 6 business enrollments was in an occupational subject. The occupational business subject offerings represented nearly 28 percent, or 765, of all offerings in business subjects. Inasmuch as approximately 40 percent of the business subjects and nearly 28 percent of the business subject offerings were occupational and their enrollments were substantial, Criterion 3 was met relatively well.

In this study, 7 of the 38 business subjects offered were classified as miscellaneous because they did not fit into the three primary categories. Among the seven subjects were personal typewriting, notehand, and briefhand. These subjects are frequently offered for college bound students. The data show that in the miscellaneous category 38 business subject offerings were taken by 1,636 students. As the enrollment in miscellaneous subjects was so small and evidence indicated a heavy emphasis on occupational preparation, little special attention apparently was given to business for college bound students. Criterion 4 was not met in the Kansas public high schools in 1962-63.

In the 46 public junior high schools in Kansas, 3 business subjects in 3 different categories had 6,734 students enrolled. Of the

35,910 public junior high school students, 708 were enrolled in 13 foundational business subject offerings, as contrasted to 3,164 students in 21 preoccupational business subject offerings and 2,862 students in 20 miscellaneous business subject offerings. The junior high schools in Kansas seriously neglected the foundational business needs of all students since just 708 junior high school students were enrolled in 13 business subject offerings. Criterion 1 was not met.

Twenty-one of 46 junior high schools offered typewriting I to 3,164 students. If not offered in junior high school, this subject was available in the senior high school. It would appear, therefore, that Criterion 2 was met relatively well in junior high schools.

Criterion 3 in no way relates to junior high school business offerings. Occupational business subjects are normally offered to eleventh and twelfth grade students.

Criterion 4 pertains to the business subject needs of the college bound students. This criterion was met only to the degree that the typewriting 1-A and personal typewriting offerings available in some junior high schools are considered to be sufficient. In all probability, these typewriting subjects were not designed to meet the specific needs of the college bound. Criterion 4 was not met.

In summary, four criteria relative to the nature of business education were developed from pronouncements issued by the Policies Commission for Business and Economic Education. Although the data

show that 38 business subjects and 2,734 business subject offerings were available in 545 public high schools in Kansas, apparently these offerings met the criteria in part only. The conditions for meeting Criterion 1 were largely nonexistent in the Kansas public high schools during 1962-63. The limited number of subject offerings and very limited enrollment precluded the possibility of meeting Criterion 1. In general, the larger high schools more nearly met Criterion 2 than did the smaller ones. In viewing the preoccupational category of business education as a whole, the kind and the extent of the business subject offerings were such that apparently Criterion 2 was met relatively well. In view of the fact that 9,818 students were enrolled in 765 occupational business subject offerings and 15 business subjects were offered, Criterion 3 was met relatively well. Based on the small enrollment in miscellaneous business subjects and on the evident heavy emphasis in occupational preparation, Criterion 4 apparently was not met.

Offerings of Business Subjects

A significant principle for curriculum planners to follow when developing business programs is that no single sequence or pattern of subjects can be prescribed to fit all schools. The larger schools ordinarily should make available broader programs than the smaller schools. Regardless of the size of schools involved, secondary

business programs should be designed to fit properly into overall programs of study.

Ideally, the total curriculum offerings, including those in business, should have sufficient breadth and depth to provide opportunities for students to prepare adequately to live and work in our business-oriented society. In other words, high schools need to be comprehensive to the point that balanced programs of study are offered. Not only should a balance exist between the academic and nonacademic portions of overall programs, but balance should also exist among foundational, preoccupational, and occupational business subject offerings.

A good business curriculum has proper scope and sequence. It provides subject offerings ranging from foundational through preoccupational and occupational aspects. If only one business subject can be made available in a high school, it should be a foundational subject available to all students. In slightly broader business curriculums, both foundational and preoccupational business subjects should be offered. In comprehensive business curriculums, foundational, preoccupational, and occupational business subjects should be offered.

Criteria Applicable to Offerings of Business Subjects

The Policies Commission specifically recommended that certain business subjects be included in offerings of business subjects. These subjects recommended by the Commission are by no means all

inclusive. The recommendations deal basically with secondary school business subjects most frequently offered. The writer recognizes that schools use various titles for similar subject matter. The subject titles used for the appraisal criteria are those of the Commission.

The 11 criteria for appraising offerings of business subjects were developed primarily from pronouncements 2 and 3 of the Commission. The structure of the secondary school business curriculum should be such that:

Criterion 1: One year of general business is available to all youth. (PC 2)

Criterion 2: One or more advanced foundational business subjects are available to all youth. (PC 2)

Criterion 3: Typewriting is available to all students. (PC 2, 3)

Criterion 4: Bookkeeping is required for all occupational business students and is an elective for other students. (PC 2)

Criterion 5: A second year of bookkeeping is available for those students who have particular aptitude and interest. (PC 2)

Criterion 6: Shorthand is available for one year, and additional course work for the development of transcription should be provided through transcription or stenographic office practice classes. (PC 2)

Criterion 7: Office practice is offered and wherever feasible a cooperative work experience program is available for occupational business students. (PC 2)

Criterion 8: Distributive education is available for occupational business students and wherever feasible a cooperative work experience program is offered. (PC 2)

Criterion 9: Occupational business subjects leading to the selling and servicing occupations are available that may require less time than the distributive education programs. (PC 2)

Criterion 10: Business subjects are placed in sequences to enable certain groups of students to prepare adequately for initial employment in business and office occupations. (PC 2)

Criterion 11: In large high schools additional business subjects are available, i. e. , subjects such as business mathematics, economic geography, business English, business law, secretarial practice, specialized machine courses, salesmanship, retailing, and principles of business organization. (PC 2)

Evaluation of Offerings of Business Subjects

During 1962-63, the aggregate enrollment in 38 business subjects offered in Kansas public high schools was 61, 043. Obviously, not all schools had similar business programs. The number of units of credit offered in business ranged from one half unit in three very small high schools to 20 1/2 units in one very large high school. The size of business programs offered varied not only from school to school but also from group to group classified arbitrarily by size of enrollment.

Criterion 1 indicates that one year of general business should be available to all students in high school. General business was neither available in all high schools nor taken by all students in those schools offering the subject. Less than one fifth, or 98, of the high schools offered the subject, ordinarily for one year; and only 2, 594 students took it. It should be noted that a few students were enrolled

in subjects very similar to general business but with other titles. Inasmuch as few students had opportunities to take either general business or a similar subject, except for title, and few students were enrolled when one or more of the subjects were available, Criterion 1 was not met.

Criterion 2 indicates that at least one advanced foundational business subject should be available to all youth. Nine foundational business subjects and 299 foundational business subject offerings were available in the Kansas public high schools during 1962-63. Some of these offerings, general business and economics, were available in some schools on all four grade levels of the traditional high school. The majority of the 299 business subject offerings (169) were available to eleventh and/or twelfth grade students only. Grade level data were not available for 15 offerings. The following grade level patterns were utilized for the remaining 115 foundational business subject offerings: ninth and/or tenth, 67 offerings; ninth to eleventh, 2 offerings; ninth to twelfth, 7 offerings; tenth and eleventh, 12 offerings; and tenth to twelfth, 27 offerings. Advanced foundational business subjects were not available in all schools, and few students in those schools offering the subjects enrolled in them. The limited number of upper level foundational business subject offerings and the very limited enrollment indicate that Criterion 2 was not met.

Criterion 3 indicates that typewriting should be available to all high school students. First year typewriting was the most popular

business subject in terms of enrollment and was the most frequently offered high school business subject. The subject was available in 542 high schools and 22,349 students were enrolled in it, i. e., approximately 1 of every 5 high school students. If an equivalent number of students enrolled in first year typewriting during each of the four years of the most common high school program, approximately 80 percent of all high school students could have had instruction in typewriting I before graduation. In addition to those students enrolled in first year typewriting, 1,352 students were enrolled in either personal typewriting or typewriting 1-A, an adaptation of personal typewriting. Twenty-four schools offered personal typewriting and three schools offered typewriting 1-A. These subjects were available in schools that also offered first year typewriting. Although all high school students probably will not take typewriting while in high school, the findings show that the subject was available in all but three high schools that were very small. It appears that Criterion 3 was met adequately in the Kansas public high schools in 1962-63.

Criterion 4 indicates that first year bookkeeping should be a requirement for all occupational business students and an elective for all other students. Bookkeeping I, for one full year, was offered in 488, or nearly 90 percent, of all public high schools. The enrollment was 10,102 students, or approximately 1 of every 11 high school students. Because first year bookkeeping was widely offered and the enrollment was large, Criterion 4 was met relatively well.

Criterion 5 indicates that a second year of bookkeeping should be available for those students who have aptitude and interest. Bookkeeping II was offered, usually for a full year, in only 27 of the 488 schools that offered first year bookkeeping. Three hundred and six, or 1 of every 377, high school students were enrolled in this bookkeeping subject. Inasmuch as bookkeeping II was seldom available and enrollment was small, Criterion 5 was not met.

Criterion 6 indicates that shorthand should be available for one year, and additional course work for the development of transcription should be provided by means of either transcription or stenographic office practice classes. Shorthand I was available in slightly more than 70 percent, or 382, of the 545 high schools. All but three offerings were for one year. Sixty-nine of the very small high schools (8-50 students) and 89 of the small high schools (51-200 students) did not offer the subject. All but 5 high schools with enrollments above 200 offered it. The total enrollment in the subject was 6,784, or 1 of every 17, high school students. The largest portion of the 5,040 shorthand I students were in schools with enrollments above 200. Nearly all the larger high schools (enrollment above 200) and many of the smaller ones offered first year shorthand, and enrollments in it were substantial. The offering of shorthand I in terms of Criterion 6 was such that the shorthand aspect of the criterion was met adequately. Three occupational business subjects obviously designed to provide opportunities

for stenographic students to develop and extend their transcription skills were available in some high schools. These subjects were shorthand II, secretarial practice, and transcription. The number of schools offering these three subjects and the total enrollment in each were: (1) 74, or 13.58 percent, of the high schools offered secretarial practice to 864 students; (2) 70, or 12.84 percent, of the high schools offered shorthand II to 617 students; and (3) 4, or 0.73 percent, of the high schools offered transcription to 53 students. Inasmuch as the kind, the extent, and the multiplicity of these occupational business subjects indicated a lack of uniformity of offerings and limited enrollments, the transcription aspect of Criterion 6, in the opinion of this researcher, was not met. Although opportunities seem adequate for students in Kansas high schools to take shorthand I, a lack of uniformity in advanced business subject offerings to develop transcription skills, the number of advanced subjects offered, and the limited enrollments were such that, in the opinion of this researcher, Criterion 6, as a whole, was not met.

Criterion 7 indicates that office practice should be available and wherever feasible a cooperative work experience program should be offered for occupational business students. In Kansas public high schools, office practice was offered, in most instances, without a work experience program. The subject (with no cooperative work experience) was available in approximately 40 percent, or 215, of the high schools. Nearly one half of the larger schools (enrollment above 200) and less

than one half (three eighths) of the smaller ones offered office practice. The total enrollment in the subject was 1,908. The majority of the 1,072 office practice students were in schools having enrollments above 200. Because many larger schools did not offer this subject and enrollments were small, Criterion 7 as it pertains to this office practice subject was not met. The data show that only 9 of 545 public high schools offered cooperative office practice in 1962-63. Four of the schools had enrollments above 1,250; 4 schools, from 601 to 1,250; and 1 school, from 201 to 600. The total enrollment in cooperative office practice was 142. Because many larger schools did not offer this subject and enrollment was extremely small, it seems that Criterion 7 as it pertains to cooperative office practice was not met. In view of the fact that a number of schools that could support an office practice program either with or without cooperative work experience had none and enrollment in office practice was limited in the light of employment possibilities, Criterion 7, in the opinion of this researcher, was not met.

Criterion 8 indicates that distributive education should be available for occupational business students and where feasible cooperative work experience should be offered. Work experience was part of all distributive education programs available in the Kansas public high schools during 1962-63. Slightly less than 3 percent, or 16, of the high schools had such programs. These distributive education programs were in 5 very large high schools (enrollment above 1,250),

8 large high schools (601-1,250), and 3 medium high schools (201-600); and 316 students were enrolled. Because most of the schools in communities large enough to accommodate a distributive education program either with or without a cooperative work experience program had none, and because the enrollment in this subject was so small compared to the number of people involved in the distributive occupations, Criterion 8, in the opinion of this researcher, was not met.

Criterion 9 indicates that occupational business subjects leading to the selling and servicing occupations and that may require less time than the distributive education programs should be available. In addition to the distributive education subject combined with a work experience program, three other business subjects related to distribution were available in some Kansas high schools during 1962-63. The three subjects were salesmanship, marketing and distribution, and retailing. The number of schools offering these subjects and the enrollment in each were: 13 high schools offered salesmanship and 229 students took it; 3 schools offered marketing and distribution and 33 students were enrolled; and 1 high school offered retailing and 24 students took it. In these 3 subjects, less than 300 of the 115,295 high school students were enrolled. In proportion to the opportunities in employment, too few schools offered subjects leading to the selling and service occupations, and too few students took them. In light of these data, Criterion 9, in the opinion of this researcher, was not met.

Criterion 10 indicates that business subjects should be placed in sequence to enable certain groups of students to prepare adequately for initial employment in business and office occupations. Thirty-eight different business subjects, including 9 foundational, 7 preoccupational, and 15 occupational subjects, were offered in the Kansas public high schools during 1962-63. Within the range of these offerings, many Kansas high schools, in general, could have business subjects in proper scope and sequence. The accumulation of data concerning grade level placement and amounts of credit granted indicate that some business teachers and school administrators seem to be confused about the reasons for having proper grade placement of business subjects. As a result, sequences of business subjects were not available in certain Kansas high schools during 1962-63. To illustrate, general business, usually a ninth and/or tenth grade subject, was available in some schools on all four grade levels of the traditional high school. When this foundational subject was offered on an inappropriate grade level, it obviously could not be in a proper sequence of business subjects. In some high schools, business subject offerings in typewriting I and bookkeeping I were available on four grade levels and offerings in shorthand I were available on three levels, i. e., grades ten through twelve. This is further evidence that confusion existed in grade level placement of certain business subject offerings. The confusion also was evident in sequences of business subject offerings in some high

schools. It should be noted that most "topping off" occupational business subject offerings were appropriately placed on the eleventh and/or twelfth grade levels. Because confusion existed in grade level placement of certain business subject offerings, the possibility of having business subjects offered in many schools in proper scope and sequence was precluded. In light of these data, Criterion 10, in the opinion of this researcher, was not met.

Criterion 11 indicates that additional business subjects should be available in the larger high schools, i. e. , subjects such as business mathematics, economic geography, business English, business law, secretarial practice, specialized machine courses, salesmanship, retailing, and principles of business organization. In this study, 46 public high schools (enrollment above 600) were arbitrarily classified as larger schools. Five thousand students were enrolled in 129 "additional" business subject offerings. The average number of these offerings per school was 2.80. No consistent pattern of these offerings seems to exist in the larger high schools. The following list indicates each "additional" business subject, the number of schools offering it, and the enrollment in each subject: (1) business law, 26 schools; enrollment, 923; (2) business mathematics, 22 schools; enrollment, 1,781; (3) secretarial practice, 22 schools; enrollment, 442; (4) business English, 16 schools; enrollment, 511; (5) clerical practice, 11 schools; enrollment, 409; (6) office machines, 10 schools; enrollment,

343; (7) salesmanship, 9 schools; enrollment, 161; (8) business principals, 7 schools; enrollment, 211; (9) economic geography, 2 schools; enrollment, 59; (10) penmanship, 2 schools; enrollment, 88; (11) retailing, 1 school; enrollment, 24; and (12) recordkeeping, 1 school; enrollment, 48. Business law was the only subject available in the majority of the larger schools. Both business mathematics and secretarial practice were offered by nearly one half of the larger high schools. Each of the remaining subjects listed above was offered by considerably less than one half of the larger high schools. Although the Policies Commission did not recommend the number of additional business subjects that should be offered in the larger schools, it did recommend that additional business subjects should be available and suggested a list of business subjects. Inasmuch as an average of 2.80 additional business subject offerings was available in each larger high school and the aggregate enrollment in the 129 business subject offerings was substantial, Criterion 11, in the opinion of this researcher, was met relatively well.

In the 46 Kansas public junior high schools, 54 business subject offerings were available. The aggregate enrollment in these subjects was 6,734. For appraisal purposes, only Criteria 1 and 3 apply directly to junior high school business subject offerings.

Criterion 1 indicates that one year of general business should be available to all youth. General business (usually for a full year)

was available in less than one third, or 13, junior high schools; and 708 students took it. General business was not available either to all junior high school youth or to all students in the schools that offered the subject. The limited enrollment and limited offerings in general business were such that, in the opinion of this researcher, Criterion 1 as pertains to junior high schools was not met.

Criterion 3 indicates that typewriting should be available to all students. In the junior high schools, 41 business subject offerings were available in first year typewriting and personal typewriting during 1962-63. The combined enrollment in these two subjects was 6, 026. The junior high school students who did not enroll in typewriting could take it in high school. In view of this fact, it appears that the number of junior high school business subject offerings in typewriting and the size of enrollment in them were such that, in the opinion of this researcher, Criterion 3 was met adequately in the junior high schools.

In summary, the Policies Commission for Business and Economic Education issued six pronouncements since early 1961 that pertain to the essentials of a "good" business education program for secondary schools. These pronouncements were used as a basis for establishing 11 criteria used in this section for appraising business offerings in Kansas public secondary schools during 1962-63. When the criteria were applied to the high school business offerings, 1 criterion was met adequately, 2 criteria were met relatively well, and

8 criteria were not met. Only 2 of the 11 criteria apply to junior high schools. In these schools, one criterion was met adequately; the other was not. It appears that the criteria applied to (1) foundational business offerings were not met, (2) preoccupational business offerings were met adequately, and (3) occupational business offerings were not met. The two criteria applied to the overall business offerings were not met. Although Criterion 3 was met adequately in the junior high schools and high schools and Criterion 4 and Criterion 11 were met relatively well in the high schools, it is the opinion of this researcher that, in general, the criteria used for appraising business subject offerings for the 1962-63 school year in Kansas public secondary schools were not met. Again, it appears that the lack of appropriate scope and sequence in the offering of business subjects was the result of inadequate supervision of curriculum development by educational leaders at both state and local community levels.

Grade Level Placement of Business Subjects

In determining grade level placement of specific business subjects, the schedule maker should consider three factors: the complexity of the subject matter in relation to the ability level and maturity of students involved, the basic purpose for offering the subject(s), and grade level placement of related business subjects. Business subjects should fit into the overall program of the school; thus, the philosophy of the school and other factors affect grade placement of certain business subjects.

Criteria Applicable to Grade Placement
of Business Subjects

The Policies Commission for Business and Economic Education has made recommendations for the grade placement of certain business subjects. It is apparent that a foundational business subject should be offered early in the traditional high school, pre-occupational subjects at somewhat higher levels, and occupational business subjects nearest to graduation.

The secondary school schedule maker should arrange the business offerings so that:

Criterion 1: Two semesters of general business are offered at the ninth or tenth grade level. (PC 2)

Criterion 2: One or two semesters of advanced foundational business are offered as late in the secondary program as the curriculum permits. (PC 2)

Criterion 3: Typewriting is offered as early in the secondary school program as the curriculum permits, usually two semesters are sufficient. (PC 2)

Criterion 4: Bookkeeping is offered no earlier than the eleventh grade. (PC 2)

Criterion 5: Occupational business subjects are offered on a grade level closest to graduation so that students have sufficient opportunity to achieve maximum competency in job preparation subjects closest to the time of initial employment in business and office occupations. (PC 2)

Criterion 6: Supervised cooperative work experience is offered in the twelfth grade only. (PC 2)

Evaluation of Grade Level Placement of Business Subjects

The curriculum maker needs an understanding of the principles of business education so that he knows the value of placing business subject offerings at appropriate grade levels in the overall program of the school. It is apparent that certain high school business subjects are designed for lower classmen and other business subjects are designed for upper classmen.

Criterion 1 indicates that two semesters of general business should be offered at either the ninth or the tenth grade level. In 58, of the 98 schools that offered general business, it was available on the ninth and/or tenth grade levels. Twenty-two schools used other grade level arrangements for the subject that included the ninth and/or tenth grades. These grade level arrangements were: ninth to eleventh, ninth to twelfth, tenth and eleventh, and tenth to twelfth. In addition, nine schools offered the subject to eleventh and/or twelfth grade students and nine schools listed no grade levels. It should be noted that nine business subject offerings similar to general business, but with other titles, were available to ninth and/or tenth grade students only. General business was a two semester subject in 82 of the 98 schools that offered it. A two semester subject, general business, was available on the ninth and/or tenth grade levels in the largest portion of the schools offering it and was available in other grade level patterns that

included the ninth and/or tenth grades. Therefore, it seems that Criterion 1 was met relatively well in the schools that offered general business.

Criterion 2 indicates that one or two semesters of advanced foundational business ~~sho~~uld be offered as late in the secondary school program as the curriculum permits. Two hundred and ninety-nine foundational business subject offerings (including general business) were provided in the high schools. The majority of the offerings (168) were for one semester. One hundred and sixty-nine foundational business subject offerings were available on the eleventh and/or twelfth grade levels. Forty-eight other offerings were in grade level combinations that included the eleventh and/or twelfth grades. Sixty-seven offerings were on the ninth and/or tenth grade levels, and the grade level data were not reported for 15 offerings. Inasmuch as the largest portion of the foundational business subject offerings were available on the eleventh and/or twelfth grade levels, and other foundational business offerings were available in various grade level patterns that included the eleventh and/or twelfth grades, Criterion 2 was met relatively well in those schools offering these subjects.

Criterion 3 indicates that typewriting should be offered as early in the secondary school program as the curriculum permits; usually two semesters are sufficient. Typewriting I was available for a full year in 540 of the 542 high schools that offered the subject. The

subject was offered in five arrangements on the grade levels indicated here: (1) ninth and/or tenth, 17 schools; (2) tenth and/or eleventh, 313 schools; (3) eleventh and twelfth, 45 schools; (4) twelfth, 1 school; and (5) various grade levels that included the ninth and/or tenth grades, 134 schools. The grade level data for typewriting I were not reported by 32 schools. Personal typewriting was available in one school for a full year and in 23 schools for a half year. It was offered on the grade levels indicated in the following number of schools: ninth and/or tenth, 5 schools; tenth to twelfth, 8 schools; eleventh, 3 schools; and eleventh and twelfth, 8 schools. Typewriting 1-A was a one semester subject in the three schools that offered it. The subject was placed on the eleventh and twelfth grade levels. Since 477 of the 569 offerings in these three typewriting subjects were available in combinations of grade levels that included the ninth and/or tenth grade levels and typewriting was a full year subject in most instances, Criterion 3 was met adequately.

Criterion 4 indicates that bookkeeping should be offered no earlier than the eleventh grade. Bookkeeping I, a full year subject, was available on the eleventh and/or twelfth grade levels in 336, or slightly less than 69 percent, of the 488 high schools that offered the subject. Other grade level arrangements that included grades eleven and/or twelve were used as follows: ninth to twelfth, 3 schools; tenth and eleventh, 25 schools; and tenth to twelfth, 68 schools.

Twenty-seven schools did not report grade level data for first year bookkeeping, one school offered the subject on the ninth and tenth grade levels, and 28 schools offered it on the tenth grade level. Because bookkeeping I was placed only on the eleventh and/or twelfth grade levels in nearly 7 out of 10 high schools that offered the subject, Criterion 4, in the opinion of this researcher, was met relatively well.

Criterion 5 indicates that occupational business subjects should be offered on a grade level closest to graduation so that students have sufficient opportunities to achieve maximum competency in job preparation subjects closest to the time of initial employment in business and office occupations. During the 1962-63 school year, 674 of the 765 occupational business subject offerings available in the Kansas public high schools were placed on the eleventh and/or twelfth grade levels only. Other grade level arrangements used for the remaining occupational business subject offerings were: ninth to twelfth, 2 schools; tenth, 3 schools; tenth and eleventh, 3 schools; and tenth to twelfth, 33 schools. Fifty schools did not report grade level data for occupational business subjects. Because approximately 9 out of 10 occupational business subject offerings were available on the eleventh and/or twelfth grade levels, Criterion 5, in the opinion of this researcher, was met adequately in those schools offering these business subjects.

Criterion 6 indicates that supervised cooperative work experience should be offered in the twelfth grade only. During 1962-63,

supervised cooperative work experience programs were part of 25 business subject offerings that were available in the Kansas public high schools. Twenty-two of these offerings were for twelfth grade students only; and 2 offerings were for eleventh grade students only. Grade level data were not reported for one offering. Because approximately 9 out of 10 of these 25 business subject offerings were available to twelfth grade students only, in the opinion of this researcher Criterion 6 was met adequately in those schools that offered a cooperative work experience program.

Only Criterion 1 and Criterion 3 apply to junior high school business subjects. During 1962-63, the 54 business subject offerings available in the Kansas public junior high schools were in general business and typewriting.

Criterion 1 indicates that two semesters of general business should be offered at the ninth or tenth grade level. General business was available in 10 junior high schools as a two semester subject and in 3 schools as a one semester subject. Eleven schools offered it on the ninth grade level; and 2 schools, on the eighth grade level. It is the opinion of this researcher that Criterion 1 was met adequately in those junior high schools that offered general business, because most schools offered the subject to ninth grade students for two semesters.

Criterion 3 indicates that typewriting should be offered as early in the secondary school program as the curriculum permits;

usually two semesters are sufficient. Forty one business subject offerings were available in the Kansas public junior high schools in typewriting. These offerings were in typewriting I and personal typewriting. Twenty-six of these offerings were available for one year; and 15 offerings, for one semester. Thirty-three business subject offerings in typewriting were available on the ninth grade level. For eight offerings, one of the following grade level arrangements were used for the subject: eighth, eighth and ninth, or seventh to ninth. In the opinion of this researcher, Criterion 3 was met relatively well in those junior high schools that offered typewriting because the subject was available early in the secondary school program and it was offered most often as a two semester subject.

In summary, the grade placement of business subjects in the Kansas public secondary schools were appraised in light of six criteria to determine the extent to which practices in Kansas schools corresponded to relevant recommendations of business education authorities. It is important to note than whenever the results of the appraisal are given here, these statements (met adequately, met relatively well, or not met) refer to the grade placement of business subjects appraised in those schools offering them. Three criteria were met adequately and three criteria were met relatively well in the appraisal of grade placement of business subjects in high schools. The two criteria pertaining to grade placement of high school foundational business subjects

were met relatively well. One criterion pertaining to the grade placement of a high school skill subject primarily classified as preoccupational business was met adequately, and one criterion pertaining to a preoccupational business subject was met relatively well. The two criteria pertaining to grade placement of occupational business subjects in the high schools were met adequately. In the junior high schools, the criterion applied to the foundational business subject was met adequately, and the criterion applied to a skill subject primarily classified as preoccupational business was met relatively well. In general, the criteria of appraisal applied to the grade placement of business subjects in the Kansas public secondary schools were met relatively well in those schools offering the subjects.

Summary

In this chapter the six pronouncements of the Policies Commission for Business and Economic Education were used as a basis for establishing 21 criteria of appraisal for evaluating the nature of business education, business subject offerings, and the grade level placement of business subjects.

The limited size of enrollment and the kind and the number of business subject offerings in the public junior high schools in Kansas during 1962-63 were such that these offerings had no solid impact on business education in Kansas secondary schools. A summarization of the appraisal of business education in the public high schools in Kansas is presented here.

In general, the criteria applied to the nature of business education were not met although the specific criteria for appraising preoccupational and occupational business education were met relatively well.

Although one criterion was met adequately and two criteria were met relatively well, in general, the criteria used for appraising offerings of business subjects in the Kansas public high schools were not met. The criterion that was met adequately pertains to typewriting for all students. The criteria that were met relatively well pertain to first year bookkeeping and to additional business subject offerings for larger high schools.

In general, the criteria used to appraise the grade level placement of business subjects in the Kansas public high schools for 1962-63 were met relatively well in those schools that offered the subjects appraised. To illustrate, the grade placement appraisal shows that: (1) the criteria for foundational business subjects was met relatively well, (2) the criterion for typewriting (primarily a preoccupational business subject) was met adequately and the criterion for first year bookkeeping (a preoccupational subject) was met relatively well, and (3) the criterion for occupational business subjects was met adequately.

In the opinion of this researcher, business education in Kansas met in part only the 21 criteria that were developed from the pronouncements of the Policies Commission. Specifically, 4 criteria

were met adequately, 7 criteria were met relatively well, and 10 criteria were not met.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

The problem of this study was to analyze certain circumstances and practices surrounding business education in Kansas and to appraise those circumstances in terms of authoritative criteria. More specifically, this study was designed to ascertain the extent to which business education practices and procedures in Kansas public secondary schools are in accord with the relevant recommendations of the Policies Commission for Business and Economic Education.

The criteria of appraisal were developed from six pronouncements of the Policies Commission. These pronouncements constitute a consensus of authoritative opinion regarding business education in the public schools.

This study applied only to business education as it existed in the 591 public secondary schools in Kansas that offered business subjects in 1962-63. The major portion of the data was extracted from 46 Junior High School Principal's Organization Reports and 545 High School Principal's Organization Reports. Other sources of information

included: (1) publications of the State Department of Public Instruction for Kansas; (2) interviews with officials of the State Department; and (3) correspondence with business teachers, school administrators, and officials of the State Department. The data extracted from the principals' reports were processed by means of both manual and machine techniques.

In Chapter III of this study, a descriptive analysis was made of the circumstances surrounding business education in Kansas public high schools. Summarization of the data provided the following profile of the "average" public high school:

1. The total enrollment was 212 students.
2. The plan of organization consisted of a four year high school with programs based on eight years of elementary school.
3. The full time teaching faculty consisted of 14 teachers.
4. The business teaching faculty consisted of 1.74 teachers.
5. The daily assignment of business teachers consisted of 3.85 periods of business subjects, 0.84 periods of non-business subjects, and 2.56 periods of nonteaching assignments.
6. The student-teacher ratio for all teachers was approximately 12 to 1.
7. The student-teacher ratio for business teachers was approximately 15 to 1.
8. The school offered a total of 35.50 units of credit.
9. The school offered 4.87 units of credit in business.

10. The business teacher held a bachelor's degree.

11. The business teacher held a teaching certificate that was valid for three years.

Chapter IV of this study presents extensive data regarding the number of business subjects offered, the number of business subject offerings, enrollments in business subjects, grade level placement of business subjects, and the credit granted for business subjects. Summarization of these data about business education in the Kansas public secondary schools during 1962-63 reveals the following major findings:

1. There were 38 business subjects offered that could be classified within four categories: foundational, preoccupational, occupational, and miscellaneous.

a. The foundational, or basic business information, aspect of business education consisted of 9 subjects at the high school level and 1 subject at the junior high school level.

b. The preoccupational, or business skill, aspect of business education consisted of 7 subjects offered in the public high schools and 1 subject offered in the junior high schools.

c. The occupational, or "topping-off," aspect of business education consisted of 15 subjects offered on the high school level. Occupational business subjects were not offered in the junior high schools.

d. The miscellaneous category of business subjects included 7 subjects on the high school level and 1 subject on the junior high school level.

2. The offering of business education varied widely among 545 Kansas high schools, ranging from 1 to 20 1/2 units of credit.

a. The foundational business subject offering consisted of 299 separate offerings, an average of slightly more than one half offering per school.

b. The preoccupational business subject offering consisted of 1,632 separate offerings, an average of approximately 3 offerings per school.

c. The occupational business subject offering consisted of 765 separate offerings, an average of 1.40 offerings per school.

3. There were 61,043 enrollments in 2,734 business subject offerings.

a. The enrollment in foundational subjects was 5,307.

b. The enrollment in preoccupational subjects was 44,282.

c. The enrollment in occupational subjects was 9,818.

d. The enrollment in miscellaneous subjects was 1,636.

4. Almost two thirds of the aggregate business enrollment in the Kansas high schools was in the first year offerings in three subjects: typewriting, bookkeeping, and shorthand.

a. The enrollment in typewriting was 22,349.

b. The enrollment in bookkeeping was 10,102.

c. The enrollment in shorthand was 6,784.

5. The foundational business subject offerings were most frequently available at the eleventh and/or twelfth grade level(s); general business, however, was an exception. It was most frequently offered to ninth and/or tenth grade students. The preoccupational and occupational business subjects were primarily offered to eleventh and twelfth grade students.

6. With the exception of a few occupational business offerings, credit in business subjects consisted of one unit for classes offered for one period, five days a week, for 36 weeks.

In Chapter V, the business education practices and procedures in Kansas public secondary schools for the 1962-63 school year were appraised in terms of criteria established from relevant recommendations of the Policies Commission for Business and Economic Education. The criteria were used specifically to appraise the nature of business education, the offerings of business subjects, and the grade level placement of business subjects.

The appraisal of each section involved three steps: first, presentation of the criteria developed from the pronouncements of the Policies Commission; second, consideration of the practices in light of the criteria; and third, an interpretation of the prevailing practices relative to the appraisal criteria. The similarities (and dissimilarities) between business practices and relevant criteria were ascertained by comparing the findings of this study with the criteria of appraisal.

Generalizations that resulted from these comparisons are:

1. A common practice of Kansas public high schools was to provide an extensive offering of preoccupational and occupational business and virtually to exclude foundational subjects pertaining to knowledges needed by all youth. The practice in Kansas is not in accord with relevant criteria that indicate that foundational business should be available to all youth.

2. Another common practice was to provide extensive offerings in the typewriting-bookkeeping-shorthand aspects of preoccupational business education. This practice does

not fully meet relevant criteria that indicate that business education programs should have more appropriate scope and sequence. The great emphasis placed on the typewriting-bookkeeping-shorthand aspects precluded the possibility of providing a balanced business education program in proper sequence.

3. The business education programs in the smaller high schools in Kansas were substantially the same as those in the larger schools. This practice is not in keeping with the criteria of appraisal that indicate that the larger schools should have broader business programs than the smaller schools.

4. In those Kansas public high schools that had relatively comprehensive business education programs, the occupational business offerings leading to selling and office service occupations were inadequate. The variety and the extent of the offerings in foundational business information were also inadequate. These business education practices were not in line with the criteria of appraisal. The criteria indicate clearly that distributive education and certain "topping off" occupational business subjects in office preparation should be provided for occupational business students. The criteria also indicate that offerings in one or more foundational business subjects should be provided for all youth.

5. The common practice in the Kansas public high schools was to offer foundational business subjects on the eleventh and/or twelfth grade levels, except for general business which was usually offered to ninth and/or tenth grade students. The preoccupational business subjects of typewriting and bookkeeping were most frequently placed on the tenth and/or eleventh grade levels and the eleventh and/or twelfth grade levels, respectively. Nearly all the occupational business subjects were available on the eleventh and/or twelfth grade levels. Grade placement practices for business subjects in Kansas public high schools offering them were in accordance with the criteria, with important exceptions. The criteria applicable to grade placement were, in general, met relatively well.

Conclusions

The conclusions presented here are based upon a careful analysis of the circumstances surrounding business education in the

Kansas public secondary schools during 1962-63 and an evaluation of those circumstances in terms of criteria based on the recommendations of authorities in business education.

1. The circumstances surrounding business education in Kansas, although affected by increasing enrollments and other growth factors, remain substantially the same as those revealed by research studies dating back to the 1940's. Thus, there is evidence of apparent failure in the Kansas public secondary schools to provide adequately for the burgeoning needs of students for essential kinds of preparation in business.

2. The limited business education programs in many Kansas public high schools should be revamped so that all students will have opportunities to develop foundational business understandings, so that most students will continue to have opportunities to develop preoccupational business skills for use in varied careers, and so that a more substantial number of students will have opportunities to acquire the occupational competencies required for employment in business and office positions

3. Inasmuch as many high schools in Kansas, ranging from the very small to relatively large, cannot offer comprehensive programs of business education, essential leadership and supervision at the state-wide level should be provided immediately to ensure more uniform and purposeful business offerings that are appropriately balanced in scope and sequence.

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APPENDIX A

Organization Reports of Principals

City _____
 School _____
 Address _____
 Telephone Number _____
 County _____

Form 96-A
State of Kansas

DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, State Superintendent

Principal _____
 Superintendent _____
 President or Director of School Board _____
 School Year 19____-19____
 Classification _____

JUNIOR HIGH SCHOOL PRINCIPAL'S ORGANIZATION REPORT

Two copies due at the office of State Superintendent of Public Instruction October 15, each year

A. POLICIES AND ORGANIZATION

1. Does your school board operate according to written school board policies? yes _____, no _____.
2. Legal Organization (check one) CSD____, RHS____, COMM____, 1st class city____, 2nd class city____, Unified district____, non-public____.
3. Internal Organization (check one) 6-3-3____, 6-2-4____, 6-4-4____, 6-6____, other____(specify).
4. School Term—Number of days school (a) will be in session____, (b) will be closed for legal holidays____, (c) in the school term____(sum of a and b). Date of opening school____, closing date_____.
5. How many units do most students have when they leave junior high and enter the senior high school?_____.
6. Number and length of class periods. Enclose class schedule.

Period	1	2	3	4	5	6	7	8
Hour*								
Length of period in minutes								

* Hour (9:00 to 9:40, etc.)

7. How many of the above periods does the normal or typical student have classes?_____.

B. ENROLLMENT AND TEACHING STAFF

1. Net enrollment (number belonging) on September 15. Give enrollment for all grades included in your high school organization, as checked in 2A. Leave other spaces blank.

	7th	8th	9th	10th	Special	Total
Boys						
Girls						
Total						

2. Size of classes

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

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

4. What is your pupil teacher ratio? _____
 (Total enrollment given in 1 divided by 3a)

* New teachers includes all teachers that were not teaching in your school last school year.



C. TEACHERS' RECORDS

1. Does the school have an official transcript of the college preparation of each teacher on file? yes _____, no _____.
2. Do you use the official transcript in assigning classes to teachers? yes _____, no _____.
3. Did you use the official transcript in reporting TEACHERS' QUALIFICATIONS AND TEACHING LOAD? yes _____, no _____.
4. Do you maintain a cumulative record of each teacher's training, certificates, tenure, sick leave, etc.? yes _____, no _____.
5. Has each teacher submitted the certificate of health as required by law? yes _____, no _____.

D. SCHOOL LIBRARY

1. Name of Librarian(s): _____
2. Semester hours in library education _____
3. Number of school hours assigned to library (exclusive of study hall, supervision, instruction, and plan period) _____
4. Personnel assistance: (number) student assistants _____, paid clerical _____ other _____.
5. How much is budgeted for library materials this year (excluding multiple text, dictionaries, and encyclopedias) \$ _____.
6. How much was spent for library materials last year: Books \$ _____, magazines \$ _____, Supplies \$ _____, Rebinding \$ _____, Encyclopedias \$ _____.
7. Number of magazine subscriptions _____, newspapers _____. Are back copies of magazines retained and organized? _____. If yes, for how many years? _____. Is the current *Readers Guide to Periodical Literature* available? _____.
8. Is library combined with study hall? _____.
9. Is the library open before and after school? _____ How long? _____
Before? _____ After? _____ Night? _____ Saturday? _____.
10. What is the seating capacity of the library? _____.
11. Is the library collection classified by the Dewey Decimal System? _____.
12. Which of the following materials are also cataloged and circulated through the library?
Pamphlets _____, Flat pictures _____, Recordings, disc _____, Film-strips _____, Tapes _____, Other _____.

13. Are the following tools used in the library: Standard Catalog for High School Libraries, 8th ed., 1962 _____, ALA Basic Book Collection, 7th ed., 1963 _____, ALA Standards for School Library Programs, 1960 _____.

14. Approximate % of classified collection which is soft cover paperback? _____.

15. Distribution:

	Number of volumes on hand last report	Number of volumes added since last report	Number of volumes discarded since last report	Total number of volumes now on hand
000 Reference.....				
100 Philosophy.....				
200 Religion.....				
300 Social Science.....				
400 Philology.....				
500 Natural Science.....				
600 Useful Arts.....				
700 Fine Arts.....				
800 Literature.....				
900 History.....				
Travel.....				
Biography.....				
Fiction.....				
Total.....				

E. EDUCATIONAL CHANGE AND PROGRESS

1. List Subjects Added* this year	List Subjects Dropped* this year	Subjects alternated but not offered this year

* A subject is not added or dropped if it is alternated.

2. List briefly changes, experiments or innovations you are implementing in methods of teaching or materials of instruction.

3. Changes or additions since September 15 of last year.
Buildings and grounds?

Equipment?

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

F. GUIDANCE

1. Counselors and time assigned for counseling.

Name	Clock Hours Per Day

2. Number of pupils who completed the work of your school last school term (usually the 9th grade) who:

	Boys	Girls	Total
(a) are full-time employees.....	_____	_____	_____
(b) are attending senior high school.....	_____	_____	_____
(c) are attending business or trade school.....	_____	_____	_____
(d) are classified as miscellaneous.....	_____	_____	_____
(e) unknown.....	_____	_____	_____

G. HEALTH AND PHYSICAL EDUCATION

1. How many units of physical education do you require of boys? _____, girls? _____
2. Do you have an organized and functioning intramural program for boys? yes _____, no _____; for girls? yes _____, no _____.
3. Does your school have the services of a school nurse or county health nurse? yes _____, no _____.
4. Is your school providing dental and visual screenings as required by law? yes _____, no _____.

IMMUNIZATION STATUS

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

H. SPECIAL EDUCATION

1. Does some school official report to the Division of Special Education all exceptional children in your school district? yes _____, no _____.
2. Do you have special education programs in your school? yes _____, no _____; if so, list: _____
3. Are you interested in establishing new programs in special education? yes _____, no _____.
4. Are regular graduating certificates issued to pupils in special education classes? yes _____, no _____.

Signed _____
Principal or Superintendent

Signed _____
Clerk of the Board (also print or type name)

COURSES TAUGHT THIS YEAR FOR CREDIT—GRADES 7-10

7th Grade

8th Grade

7th Grade							8th Grade						
SUBJECT	Re-quired	Elec-tive	Periods per wk.	1 Sem. only	Entire year	Credit** allowed	SUBJECT	Re-quired	Elec-tive	Periods per wk.	1 Sem. only	Entire year	Credits allowed
English							English						
Soc. Stu.							Soc. Stu.						
Core							Core						
Math.							Math.						
Science							Science						
Health							Health						
Phy. Ed.							Phy. Ed.						
Ind. Arts							Ind. Arts						
Home Eco.							Home Eco.						
Art							Art						
Crafts							Crafts						
Voc. Mu.							Voc. Mu.						
Inst. Mu.							Inst. Mu.						
Other							Other						

What Social Studies are combined:

7th grade _____

8th grade _____

9th grade _____

Do you have a longer block of time (more than a period) when a group of students is under the direction of one teacher? Yes _____

No _____ What subjects are combined? _____

How many minutes in length? _____

9th Grade

10th Grade

9th Grade							10th Grade						
SUBJECT	Re-quired	Elec-tive	Periods per wk.	1 Sem. only	Entire year	Units allowed	SUBJECT						
English													
Soc. Stu.													
Core													
Gen. Math.													
Algebra													
Gen. Sci.													
Phy. Ed. & Health													
Driver E													
Ind. Art													
Home Eco.													
Agricul.													
Music													
Art													
Foreign Language													
Other													

How is the longer block designated? (Common Learnings, Unified Studies, Core Curriculum, English and Social Studies, etc.)

** A credit is the equivalent of 1 period, 5 days a week for 1 semester. (Example: English for 5 periods a week for a full year, 2 credits.)

City _____
 School _____
 Address _____
 Telephone Number _____
 County _____

Form 97-A

State of Kansas

DEPARTMENT OF PUBLIC INSTRUCTION

ADEL F. TROCKMORTON, State Superintendent

Principal _____
 Superintendent _____
 President or Director of School Board _____
 School Year 19____-19____
 Designation last term? Approved _____
 Standard _____, Comprehensive _____

HIGH SCHOOL PRINCIPAL'S ORGANIZATION REPORT

Two copies due at the office of State Superintendent of Public Instruction October 15, each year

A. POLICIES AND ORGANIZATION

- Does your school board operate according to written school board policies? yes _____, no _____
- Legal Organization (check) CSD____, RHS____, COMM____, 1st class city____, 2nd class city____, Unified dist____, Non-public____
- Internal Organization (check one) 8-4____, 6-6____, 6-3-3____, other____ (specify).
- School Term—Number of days school (a) will be in session____, (b) will be closed for legal holidays____, (c) in the school term____ (sum of a and b). Date of opening school____, closing date____.
- How many units are required for graduation from your high school?_____
- What is the minimum length of period, exclusive of passing, for subjects such as shop, physics, home economics?_____
- Number and length of class periods—Enclose class schedule.

Period	1	2	3	4	5	6	7	8
Hour*								
Length of period in minutes**								

- How many of the above periods does the normal or typical student have classes?_____
 - Are you planning to complete an evaluation according to the Kansas guide this school year? yes _____, no _____
 - What designation (comprehensive, standard, or approved) do you believe your school can achieve this year?_____
- * Hour (9:00 to 9:40 etc.) ** exclusive of passing.

B. ENROLLMENT AND TEACHING STAFF

- Net enrollment (number belonging) on September 15. Give enrollment for all grades included in your high school organization, as checked in A-3. Leave other spaces blank.

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

Area vocational school: Boys

Girls

Total

- Size of classes

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

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

- What is your pupil teacher ratio? _____
 (Total enrollment given in 1 divided by 3a)

* New teachers includes all teachers that were not teaching in your school last school year.

C. SUMMER SCHOOL

Enclose schedule of the summer school program.

Courses Offered	Name of Instructor	Enrollment	Units Given	Fee Charged

D. TEACHERS' RECORDS

1. Does the school have an official transcript of the college preparation of each teacher on file? Yes____, no____.
2. Do you use the official transcript in assigning classes to teachers? Yes____, no____.
3. Did you use the official transcript in reporting **TEACHER QUALIFICATIONS AND TEACHING LOAD**? Yes____, no____.
4. Do you maintain a cumulative record of each teacher's training, certificates, tenure, sick leave, etc., yes____, no____.
5. Has each teacher submitted the certificate of health as required by law? Yes____, no____.

E. SCHOOL LIBRARY

1. Name of Librarian(s): _____
2. Semester hours in library education.
3. Number of school hours assigned to library (exclusive of study hall, supervision, instruction, and plan period) _____.
4. Personnel assistance: (number) student assistants _____, paid clerical _____ other _____.
5. How much is budgeted for library materials this year (excluding multiple text, dictionaries, and encyclopedias) \$ _____.
6. How much was spent for library materials last year: Books \$ _____, magazines \$ _____, Supplies \$ _____, Rebinding \$ _____, Encyclopedias \$ _____.
7. Number of magazine subscriptions _____, newspapers _____. Are back copies of magazines retained and organized? _____. If yes, for how many years? _____
Is the current *Readers Guide to Periodical Literature* available? _____.
8. Is library combined with study hall? _____.
9. Is the library open before and after school? _____ How long? _____
Before? _____ After _____ Night _____ Saturday _____.
10. What is the seating capacity of the library? _____.
11. Is the library collection classified by the Dewey Decimal System? _____.
12. Which of the following materials are also cataloged and circulated through the library?
Pamphlets _____, Flat pictures _____, Recordings, disc _____, Filmstrips _____, Tapes _____, Other _____.

13. Are the following tools used in the library: Standard Catalog for High School Libraries, 8th ed., 1962____, ALA Basic Book Collection, 7th ed., 1963____, ALA Standards for School Library Programs, 1960____.
14. Approximate % of classified collection which is soft cover paperback? _____.
15. Distribution:

	Number of volumes on hand last report	Number of volumes added since last report	Number of volumes discarded since last report	Total number of volumes now on hand
000 Reference.....				
100 Philosophy.....				
200 Religion.....				
300 Social Science.....				
400 Philology.....				
500 Natural Science.....				
600 Useful Arts.....				
700 Fine Arts.....				
800 Literature.....				
900 History.....				
Travel.....				
Biography.....				
Fiction.....				
Total.....				

F. EDUCATIONAL CHANGE AND PROGRESS

1. List Subjects Added* this year	List Subjects Dropped* this year	Subjects alternated but not offered this year

2. List briefly changes, experiments or innovations you are implementing in methods of teaching or materials of instruction.

* A subject is not added or dropped if it is alternated.

3. Changes or additions since September 15 of last year.
Buildings and grounds?

Equipment?

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

G. GUIDANCE

	Boys	Girls	Total
1. Number of 1964 graduates.....	_____	_____	_____
Number presently engaged in each of the following activities:			
(a) Employed full time.....	_____	_____	_____
(b) Attending junior college.....	_____	_____	_____
(c) Attending senior college or university.....	_____	_____	_____
(d) Attending private business or trade school.....	_____	_____	_____
(e) Attending area vocational school.....	_____	_____	_____
(f) Miscellaneous.....	_____	_____	_____
(g) Unknown.....	_____	_____	_____
Total of items "a" through "g" must agree with 1 above			

2. Counselors and time assigned for counseling.

Name	Clock Hours Per Day

H. HEALTH AND PHYSICAL EDUCATION

- How many units of physical education do you require of boys? _____, girls? _____.
- Do you have an organized and functioning intramural program for boys? yes _____, no _____; for girls? yes _____, no _____.
- Does your school have the services of a school nurse or county health nurse? yes _____, no _____.
- Is your school providing dental and visual screenings as required by law? yes _____, no _____.

IMMUNIZATION STATUS

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

I. SPECIAL EDUCATION

- Does some school official report to the Division of Special Education all exceptional children in your school district? yes _____, no _____.
- Do you have special education programs in your school? yes _____, no _____; if so, list: _____
- Are you interested in establishing new programs in special education? yes _____, no _____.
- Are regular graduating certificates issued to pupils in special education classes? yes _____, no _____.

Signed _____
Principal or superintendent

Signed _____
Clerk of the Board (also print or type name)

COURSES TAUGHT THIS YEAR FOR CREDIT TOWARD GRADUATION, GRADES 9-12

	GRADE IN WHICH SUBJECT IS TAUGHT THIS YEAR		UNITS OF CREDIT		GRADE IN WHICH SUBJECT IS TAUGHT THIS YEAR		UNITS OF CREDIT		GRADE IN WHICH SUBJECT IS TAUGHT THIS YEAR		UNITS OF CREDIT	
	1ST SEM.	2ND SEM.			1ST SEM.	2ND SEM.			1ST SEM.	2ND SEM.		
Group I English Language Arts.	English I.....			Group V Foreign Languages.	Latin I.....			Group VIII Fine Arts.	Chorus.....			
	English II.....				Latin II.....				Glee Club (girls).....			
	English III.....				Latin III.....				Glee Club (boys).....			
	English IV.....				Spanish I.....				Orchestra.....			
	Debate.....				Spanish II.....				Band.....			
	Speech.....				French I.....				Music Appreciation....			
	Dramatics.....				French II.....				Art.....			
	Forensics.....				German I.....				Crafts.....			
	Journalism.....				German II.....							
	Group II Math- ematics.	General Mathematics..				Group VI Business Education.	Business Mathematics..				Group IX Physical Education.	Physical Education....
Algebra I.....				Bookkeeping I.....				Health.....				
Algebra II.....				Bookkeeping II.....				Safety.....				
Plane Geometry.....				Business English.....				TOTAL UNITS OF CREDIT THIS YEAR.....				
Solid Geometry.....				Shorthand I.....				Six-Year High Schools Will Check Here Those Courses Offered in Grades 7 and 8				
Trigonometry.....				Shorthand II.....				7th Grade Art.....			<input type="checkbox"/>	
Group III Social Studies.	Citizenship.....			Group VII Practical Arts and Vocational Education.	Typewriting I.....			8th Grade Art.....		<input type="checkbox"/>		
	Vocations.....				Typewriting II.....			7th Grade English.....		<input type="checkbox"/>		
	World History.....				Office Practice.....			8th Grade English.....		<input type="checkbox"/>		
	World Geography.....				Business Economics....			7th Grade Social Studies.....		<input type="checkbox"/>		
	American History.....				Home Economics I()..			8th Grade Social Studies.....		<input type="checkbox"/>		
	American Government				Home Economics II()..			7th Grade Mathematics.....		<input type="checkbox"/>		
	Economics.....				Home Economics III()..			8th Grade Mathematics.....		<input type="checkbox"/>		
	Sociology.....				(Check vocational) (✓)			7th Grade Home Economics.....		<input type="checkbox"/>		
	International Relations				Woodwork I.....			8th Grade Home Economics.....		<input type="checkbox"/>		
	Driver Education.....				Woodwork II.....			7th Grade Science.....		<input type="checkbox"/>		
Family Living.....			Mechanical Drawing...			8th Grade Science.....		<input type="checkbox"/>				
Group IV Sciences.	General Science.....			General Shop.....			7th Grade Industrial Arts.....		<input type="checkbox"/>			
	Earth Science.....			Auto Mechanics.....			8th Grade Industrial Arts.....		<input type="checkbox"/>			
	Practical Lab. Science..			Printing.....			7th Grade Music.....		<input type="checkbox"/>			
	Biology.....			Voc. Agriculture I.....			8th Grade Music.....		<input type="checkbox"/>			
	Physics.....			Voc. Agriculture II....			Foreign Languages.....		<input type="checkbox"/>			
	Chemistry.....			Voc. Agriculture III....			Physical Education.....		<input type="checkbox"/>			
	Aeronautics.....						Other Subjects:					

Indicate only those subjects which are taught this year

Indicate only those subjects which are taught this year

