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A Survey of Commercial Education in the Public High Schools of Kentucky

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WESTERN KENTUCKY STATE UNIVERSITY
HALL (B) 112

A SURVEY OF COMMERCIAL EDUCATION
IN THE PUBLIC HIGH SCHOOLS OF
KENTUCKY

BY

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DEPARTMENT OF EDUCATION
WESTERN KENTUCKY STATE COLLEGE

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

WESTERN KENTUCKY STATE TEACHERS COLLEGE

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PREFACE

Research in commercial education is a recognized need. The business demands of today are not the same as those of yesterday. The social demands for efficient cooperative action forces upon us of the teacher group the responsibility of improved methods of application in our teaching procedure, which in turn commands research in teaching results, measurements in technical application, and status studies to determine general and particular needs.

This study is not a complete survey of all commercial education institutions in the state but an approved, fair, sample study of the present status of commercial education in the public secondary schools.

It would have been impossible for the writer to have completed such study without the examination of reference material and a review of similar studies in other states, which are described in Chapter I.

Since the data had to be obtained by questionnaire method, it would have been impossible to have made this research without the kind assistance of hundreds of coeducators throughout the state. To these assistants the writer is grateful.

The names of all persons cooperating in this research cannot be given here, therefore it is the desire of the writer to mention none but to express to all, individually and en masse, a sincere appreciation.

The writer admits no intention of an exhaustive survey but recommends in Chapter VI needed research and the various types most needed.

CHAPTER I
INTRODUCTION

1. The Justification of the Study

When we review the history of education and note the constant change to meet the growing demands of our people, we need not marvel at a new challenge on each new day for some new plan to meet the situation.

Since commercial education is that phase of our organized educational system which in its beginning entertained the vocational principle, it has always been entirely susceptible to change with economic trends. Every form of economic activity has important commercial implications. With the rapidly increasing industrialization of our modern civilization and the ever expanding scope and variety of economic enterprises, there is sufficient reason for expecting the demand for commercial education to increase. From a vocational viewpoint we face a continuous situation where the demand for technicians in all departments of business is increasing. We face a continuous testing on the job by rising standards of efficiency in its performance. We face the increasing extent of specialization and differentiation, and we face a serious demand for leadership which calls for vocational training of the most practical type.

From a social viewpoint, and it is here that commercial education is recognizing the needs of rapid adjustment, we face a demand for an understanding of the interaction between business and society. We face an increased maladjustment of the exceptional persons, and we are meeting the necessity for activity linked with socio-business training. Even the housekeeper requires business ability as does the financial secretary of the Community League.

Do the Kentucky public high schools need better administration of curricula, better trained teachers, more specialized teachers, teachers with lighter programs, better textbooks, more equipment, increased salaries, more socio-business training, intensive courses in vocational skill, increased enrollment

in commercial training, and better organized commercial departments to meet the demands described above? Perhaps this survey will tell us part of the story.

2. The General and Specific Purposes of this Report

The general purpose of this report is to show the existing conditions which no doubt will furnish a basis for reorganization and general improvement of commercial education in the state. As far as the writer has been able to ascertain, no research of this type has been made in Kentucky Public Secondary Schools.

The writer hopes to report accurately the status of present curricula which will serve our state curricula builders efficiently when adjustments must be made and new departments must be organized. If broadened to meet the actual needs, many increased opportunities will be afforded.

Certain conditions when reported accurately will no doubt stimulate and encourage the extension of commercial training and the establishing of better equipment in many high schools.

The commercial teacher may use this study to compare his status with that of other high school teachers in the schools of his own state or he may compare his training, experience, certification, and salary with those of other teachers. It may serve as a stimulus to improve commercial education in general by arousing an urge to self-improvement.

From the facts concerning enrollment it is the hope of the writer to create a general understanding of the growing desire in the Kentucky youth to qualify for service and to learn by doing.

Perhaps another purpose of this study worth mention here is the fact that the changing economic and social conditions warrant such educational research.

The purpose of this report is to show specifically the relation that exists

between the total pupil enrollment and the number pursuing commercial courses. It is apparent that the enrollment in commercial courses is all out of proportion to the number that can be absorbed by business organizations, therefore the need of a broader curricula is suggested--one that offers not only vocational preparation but a complete business understanding. Why train a child how to make money and turn him out grossly ignorant of how to invest it?

The training and business experience of commercial teachers will be shown. It is highly desirable that commercial teachers have some business experience if they present their subjects in a practical manner.

Uniform courses of study and programs can be planned better after showing by this study: the different subjects offered and the grades in which they are offered, the number of periods each week in each subject, the length of the course, and the texts used.

It will set forth the use, type, and make of machine equipment adopted.

The extent of extra-curricular participation of commercial teachers will be shown with time devoted to each.

3. Review of Similar Researches

Within the last few years educators and business leaders have recognized the growing demand for broader curricula and more technically trained business people, and through many organizations they have promoted various studies and reports in commercial research. Through the medium of research studies many leaders have endeavored to give school administrators and commercial teachers an understanding of the purpose and scope of commercial education. Much post-graduate research is being made by teachers and administrators in this field for the purpose of strengthening the commercial teacher training departments in our colleges and to ascertain what type of courses and training should be offered to meet the calls from the business world and the proper social adjustment.

The writer has reviewed many research studies in commercial education. Mention is made only of similar studies in other states.

The writer refers to "A Survey of Commercial Education in the Public Secondary Schools in Connecticut"¹ made by James Leo Higgins in 1932 which contributed to its readers much specific and useful information. This research is based upon status investigations of curricula, teacher and pupil statistics, teacher qualifications, commercial organization and administration, shorthand and typewriting standards, machine equipment, testing program, extra-curricula activities, and placement and guidance.

Some important findings of this study:

Nearly fifty per cent of the pupils enrolled in secondary schools are enrolled in the commercial department.

That no longer is the vocational aim the dominant one in commercial training, but that commercial education has a special social value and is applied to college preparation and plays an important part in college training.

That the higher the training of commercial teachers, the smaller the chance for over-stressed vocational aim. The values of appreciation and attitudes are not usually overlooked by the better trained teacher.

That the traditional "Business College" curricula persists in many schools. Despite the introduction of many new courses, shorthand, typewriting, and bookkeeping still constitute the core subjects.

Because many schools did not have a head for the business department, there is a lack of adequate supervision.

The present status of commercial education in the public secondary schools of Connecticut is not entirely satisfactory.

"The Iowa Commercial Education Survey"² by Dr. E. G. Blackstone, made in 1926, is regarded by many a very valuable pioneer research. His outstanding

¹James Leo Higgins, A Survey of Commercial Education in Public Secondary Schools in Connecticut, unpublished Master of Arts thesis, Boston University, Boston, 1932.

²Dr. E. G. Blackstone, The Iowa Commercial Education Survey, University of Iowa, 1926.

purpose was to gather material that would aid in the reorganization and expansion of the training program for commercial teachers at the State University of Iowa. Questionnaires were sent to the commercial teachers of Iowa to collect the data. These questionnaires were similar to those of the writer, containing items of training of teachers, their age, business experience, salary, teaching experience, tenure, size of classes, teachingload, subjects offered, enrollment in school, enrollment in commercial classes, and equipment. Mr. Blackstone tabled results by groups of size of enrollment.

"A Survey of Commercial Education in the Public City High Schools of Ohio"³ by Z. La Verne Daring was made and presented for the Degree of Master of Arts at the Ohio State University, and is one of interesting detail. Although this is a status report, the data were not obtained by mailing questionnaires but secured from State Department of Education records and publications. From Chapter VIII, pp. 57-61 of this thesis the following results are noted:

In the eighty-two Ohio cities studied there was an opportunity for students to receive some commercial work in the public schools of every one of them. Out of one hundred twenty-one public high schools ranging in size from 117 to 3548 students, only eleven schools offered no commercial work. A little less than eleven per cent of all the teachers are teachers of commercial subjects.

Twenty-five different commercial subjects were listed. The most common were the traditional commercial subjects--typewriting, shorthand, and bookkeeping. Many other facts concerning the commercial teacher load are stated on pages 58 and 59 of Chapter VIII of this Ohio study.

At the University of Pittsburgh in 1930, Miss Katherine Winifred Killgallon made a research study of certain phases of Commercial Education in the approved high schools of Pennsylvania.

³Z. La Verne Daring, A Survey of Commercial Education in the Public City High Schools of Ohio, unpublished Master of Arts thesis, Ohio State University, Columbus, 1930.

The collection of data for this research⁴ was from personal search of the official records of the State Department of Public Instruction at Harrisburg. Since these data were obtained from official records of the state department, it was possible for the author to make a more complete report. Mention will be made of a few facts reported by Miss Killgallon.

Only fourteen different commercial subjects were offered in Pennsylvania at the time.

The enrollment in commercial education in the high school is 26.4 per cent of the entire high school enrollment while that of Connecticut is 50 per cent and Ohio is 29 per cent.

Commercial teachers compose 8.15 per cent of all teachers of high school subjects in approved high schools of Pennsylvania. Of these commercial teachers 31.1 per cent are men.

The median tenure of all high school teachers in Pennsylvania is 7.3 years while that of high school commercial teachers is 7.0 years.

A Montana Survey, made in 1929 by Della A. Young, is outstanding in commercial education research and has served the writer in planning this study as it contains the same basic investigations needed in Kentucky. The Montana Collection of data is by questionnaire directly from the commercial teacher and covers teacher training and the teaching load, curricula, and general extent of commercial education.

Chapter VI of the Della A. Young study⁵ contains the basis for improvement in teacher training, curricula, and many other phases of commercial improvement not only in Montana, but in other states.

4. Method of Procedure

Preparatory study.--Besides the research in similar studies made in other

⁴Katherine Winifred Killgallon, A Study of Certain Phases of Commercial Education in the Approved High Schools of Pennsylvania, unpublished Master of Arts thesis, University of Pittsburg, 1930.

⁵Della A. Young, A Survey of Commercial Education in Secondary Schools of Montana, unpublished Master of Arts thesis, Colorado State Teachers College, Greeley, 1929.

states which were mentioned above, the writer has compiled much related material from various sources, such as National Education Association commercial reports, states' year books, commercial magazine articles, government bulletins, written or directed by Dr. Malott and Barnhart, and commercial textbook material.

Collection of data.--Since our state department of education has not included a complete commercial file in their secondary school department records at Frankfort, and a list of the high schools offering commercial subjects is not yet a part of their annual public school directory, a questionnaire method of investigation had to be used as a means of collecting technical data.

Obtaining mailing list.--To secure an accurate mailing list of all county and city high schools offering commercial work and, as a means of making cooperative contact in this work, one reply-card questionnaire was mailed to everyone of one hundred twenty county school superintendents and one to every city superintendent of schools in all second, third, fourth, fifth, and sixth class cities of the state. A sample of the card is posted in appendix, Chapter VII. It was necessary to follow up this card twice. A special letter questionnaire form for securing a mailing list was sent to the city school superintendent of Louisville, the only city of the first class in Kentucky.

This reply-card questionnaire method was not entirely satisfactory, but was supplemented by bits of scatter correspondence concerning independent schools which helped.

Questionnaire procedure.--A letter of explanation directed to the principal with questionnaire for each teacher of commercial work was mailed to the principal of each high school offering commercial courses. These were directed from the mailing list described above. Stamped self-addressed envelopes were enclosed. The letter to the principal, a copy of which will be found in the appendix, carried a request to the principal to collect, check, approve and return questionnaires. This procedure also served as a means of cooperative contact. The return of these questionnaires required much follow-up but the original letter was used with supplemented messages to serve the particular

need in each case of follow-up.

Items contained in questionnaires.--Commercial Subjects Taught . . . Number of Students Enrolled in Each Class . . . Open to What Grades . . . Teacher . . . Preparation and Correction of Papers . . . Preparation Required of Students . . . Recitation Periods per Week . . . Length of Periods . . . Semesters Offered . . . Text Used . . . Total Teachers Employed in High School . . . Total Teachers Employed in Commercial Subjects . . . Total Enrollment . . . Enrollment in Commercial Subjects . . . List of Subjects Taught by Each Teacher, either Commercial or Non-Commercial and Grades in Which Taught . . . Extra-Curricular Activity and Time in each Activity . . . Salary . . . Experience--Teaching and Business . . . Age and Sex . . . Educational Training--College, Degree, Certificate, Credits, Major and Minor, Subjects, Education, Business . . . Machine Equipment.

Results in Return of Questionnaires.--Questionnaires were mailed to principals of one hundred sixty-six high schools. Out of these, forty-two schools returned them with explanations--no commercial work, commercial work not being offered now because of insufficient funds, discontinued this year, etc.,--(unsatisfactory mailing list as mentioned above). One hundred schools responded with a total of one hundred forty-six questionnaires, each filled by one teacher of commercial subjects.

In all, 80.6 per cent of schools responded with filled questionnaires.

Because of a probable error in the mailing list, 25.3 per cent reported no commercial schools.

This gave a 60.2 per cent response from the entire mailing list. Assuming that all of the twenty-four not replying offer commercial work, 14.4 per cent which made no response were not interested.

From the one hundred high schools responding, one hundred forty-six teachers filled questionnaires, which is an average of nearly three teachers to each school. However, in about 75 per cent of the schools responding with filled questionnaires, only one commercial teacher reported. Most of these employ only one commercial teacher.

Compiling of data.--Each questionnaire as received was checked on the mailing list and entered on an original chart.

When the end of the period, set for the receiving of data was reached, each of the three pages of every questionnaire was properly classified and coded, reclassified and filed for special tables.

Special charting was arranged on large sheets for each table.

The data were compiled in five groups according to the size of the enrollment. This arrangement has a comparative value which exceeds all other plans in table making and analysis of data, and is used in nearly all thesis and dissertation writing. This alone makes it valuable in comparing results of similar nature from different states.

The writer is convinced that this is a true and fair representation of schools of Kentucky offering commercial courses and an equally true representation of teachers teaching commercial subjects. Just how this statement is proved may be seen from the table illustrations.

CHAPTER II
GENERAL STATUS OF COMMERCIAL EDUCATION
IN THE PUBLIC HIGH SCHOOLS OF
KENTUCKY

1. Extent of Enrollment of Schools Studied

The entire enrollment of the schools reporting is 32,403. The schools range in size from 40 to 2020 students. The average enrollment of the entire schools reporting is 3244. There are of the 100 schools, 78 with enrollments of less than 400. The average enrollment of the 78 schools is 148 students. Out of the 100 high schools reporting 30 had an enrollment of less than 100 students, 25 schools have an enrollment between 100 and 200. Twenty-three schools have an enrollment between 200 and 400, 16 have an enrollment between 400 and 1200, and 6 schools each have an enrollment above 1200. One high school reporting has an enrollment of over 2000 students in both junior and senior departments and is the largest public high school in the state.

In the 100 high schools studied the entire commercial enrollment is 8726 students and is 26.9 per cent of the entire enrollment.

In the 78 high schools each having an enrollment of less than 400 students the commercial enrollment is 25.26 per cent of the entire enrollment.

In the eight high schools each having an enrollment between 400 and 800 the commercial enrollment is 33.93 per cent of the entire enrollment of the 8 high schools. The smallest percentage of commercial enrollment is in the largest schools reporting. Groupe E in tables represent these largest schools. In these schools of Group E only 24.45 per cent are enrolled in commercial subjects.

Although the commercial enrollment is 26.9 per cent of the entire enrollment in this high school representation, the commercial teachers employment is only about 14.67 per cent of the entire teacher employment.

Seventy-eight high schools, each having an enrollment of less than 400 and a total enrollment of 11,617, maintain a commercial teacher employment of 19.24 per cent of the entire teacher employment.

TABLE I

NUMBER OF SCHOOLS REPORTING WITH METHOD OF DISTRIBUTION,
ENTIRE ENROLLMENT, AND COMMERCIAL ENROLLMENT

Group	Size of School	Number of Schools Reporting	Number of Teachers Reporting	Entire Enroll- ment of Schools	Commercial Enrollment of Schools
1	2	3	4	5	6
A	1-400	78	86	11614	2934
B	401-800	8	14	4349	1476
C	801-1200	8	23	7647	2022
D	1201-1600	4	11	5113	1394
E	Above 1600	2	12	3680	900
Total		100	146	32403	8726

In Group E with an enrollment of 24.45 per cent in commercial courses there is a commercial teacher employment of 10.15 per cent of the entire teacher employment for schools in Group E.

The commercial teacher employment in Group C, which comprises schools, each having an enrollment of from 800 to 1200 and as a group a commercial student enrollment of 26.44 per cent, is 11.90 per cent of the entire teacher employment of Group C.

The total enrollment of the 22 larger public high schools of the 100 studied each having an enrollment of from 401 to 2020 is 20,789. The commercial enrollment is 27.85 per cent of the entire enrollment of the 22 schools, while the

TABLE II

TOTAL ENROLLMENT AND COMMERCIAL ENROLLMENT OF SCHOOLS REPORT-
ING WITH TOTAL TEACHERS AND COMMERCIAL TEACHERS EMPLOYED

Group	Size of School	Total Enrollment	Commercial Enrollment	Total Teachers Employed	Total Commercial Teachers Employed
1	2	3	4	5	6
A	1-400	11614	2934	530	102
B	401-800	4349	1476	148	21
C	801-1200	7647	2022	252	30
D	1201-1600	5113	1394	169	14
E	Above 1600	3680	900	128	13
Total		32403	8726	1227	180

Commercial teacher employment is 11.20 per cent of the entire teacher employment of the 22 schools.

This seems to indicate that the commercial enrollment is higher in the larger schools studied as a group and based on the entire enrollment. There may be good reasons for the fact just stated. The larger schools maintaining a higher commercial enrollment, at the same time maintain a commercial teacher employment of only 11.20 per cent while that of the smaller schools is 19.24 per cent.

Of course a variance in the size of unit is recognized. Perhaps the specialized teacher in the larger institution gives specific advantage in class distribution and grade organization.

As Table III shows, 26.9 per cent of all students enrolled in the 100 Kentucky public high schools studied are taking one or more commercial courses. This percentage decreases 1.64 in Group A which comprises the 78 smaller schools.

TABLE III

NUMBER AND PERCENTAGE OF PUPILS ENROLLED IN ONE OR MORE
COMMERCIAL SUBJECTS IN 100 KENTUCKY PUBLIC HIGH SCHOOLS
GROUPED ACCORDING TO SCHOOL ENROLLMENT

Size of School	Total Schools Reporting	Total High School Enrollment	Number Taking One or More Commercial Subjects	Percent Taking One or More Commercial Subjects
1	2	3	4	5
1-400	78	11614	2934	25.26
400-800	8	4349	1476	33.93
801-1200	8	7647	2022	26.44
1201-1600	4	5113	1394	27.26
Above 1600	2	3680	900	24.45
Total	100	32403	8726	25.90

TABLE IV
 PERCENTAGE OF COMMERCIAL STUDENTS ENROLLED AND PERCENTAGE
 OF COMMERCIAL TEACHERS EMPLOYED

Group	Sizes of Schools	Number of Schools	Percentage of Commercial Students Enrolled	Percentage of Commercial Teachers Employed
1	2	3	4	5
A	1-400	78	25.26%	19.24%
B	401-800	8	33.93%	14.18%
C	801-1200	8	26.44%	11.90%
D	1201-1600	4	27.26%	8.28%
E	Above 1600	2	24.45%	10.14%
Total		100	26.90%	14.67%

2. Scope of Subjects Offered

There are 28 different commercial courses offered in the 100 schools reporting. From Table V and VI may be learned the scope of commercial courses offered. The writer listed these titles just as they appeared on the teacher-questionnaire but arranged them alphabetically.

Accounting in a few schools seems to be class in accounting principles instead of laboratory class. Typewriting, shorthand, and bookkeeping, the traditional vocational courses lead in frequency. Typewriting has a frequency of 71 while the lowest frequency is 1 and illustrated by Industrial or Financial History, Business Principles, Business Administration, and Advertising. The frequency of the last named is somewhat surprising inasmuch as the study included all the large city systems.

Spelling and penmanship are almost obsolete as separate subjects but are taught in correlation with other subjects. Business English in all except 15 schools, if offered at all, was taught in correlation with typewriting, office training, business practice, secretarial training, business information, or stenography.

It is indicated that junior business science is taught under several course titles, general business training, junior business training, business principles, Business exploratory, business information and business practice.

Filing is offered in correlation with office practice and office training in most schools.

Next to typewriting, bookkeeping was the most frequently offered. Out of 100 schools 65 offered some form of bookkeeping or accounting.

TABLE V

COMMERCIAL SUBJECTS TAUGHT IN KENTUCKY PUBLIC HIGH SCHOOLS

1. Accounting	15. Economics
2. Advertising	16. Filing
3. Bookkeeping	17. General Business Training
4. Banking	18. Industrial or Financial History
5. Business Administration	19. Junior Business Training
6. Business Arithmetic	20. Merchandising or Marketing
7. Business English	21. Office Practice
8. Business Exploratory	22. Office Training
9. Business Information	23. Penmanship
10. Business Law	24. Salesmanship
11. Business Practice	25. Secretarial Training
12. Business Principles	26. Shorthand
13. Business Geography	27. Spelling
14. Comptometer	28. Typewriting

TABLE VI

COMPARATIVE DATA IN ENROLLMENT, NUMBER OF SCHOOLS, TEACHERS
INSTRUCTING IN COMMERCIAL COURSES AND EXTENT OF COURSES
OFFERED

Group	A	B	C	D	E	
Size	1-400	401-800	801-1200	1201-1600	Above 1600	T
Number of Schools	78	8	8	4	2	O
Commercial Enrollment	2934	1476	2022	1394	900	A
Number Teachers Commercial Courses	102	21	30	14	13	L
Offering only one Commercial Course	12	-	-	-	-	12
Offering from One To Three Commercial Courses	34	3	3	2	-	42
Offering from Three to Six Commercial Courses	28	2	1	-	-	31
Offering More than Six Commercial Courses	4	3	4	2	2	15
Total	78	8	8	4	2	100

3. High Schools Offering Commercial Subjects

As Table VII shows the number of subjects offered in each group according to size of enrollment in various schools, it reveals the fact that the 12 high schools which offer only one commercial subject are schools in Group A with a small enrollment and that 14 out of 18 schools which offer only two commercial subjects are schools with enrollments of less than 400 each.

TABLE VII

NUMBER OF SCHOOLS OFFERING THE NUMBER OF COMMERCIAL SUBJECTS INDICATED

Number of Subjects Offered	Schools by Groups					Total
	A	B	C	D	E	
One Subject	12	-	-	-	-	12
Two Subjects	14	1	3	1	-	19
Three Subjects	20	2	-	1	-	23
Four Subjects	12	2	-	-	-	14
Five Subjects	14	-	1	-	-	15
Six Subjects	2	-	-	-	-	2
More than Six	3	3	4	2	2	14
Insufficient Data	1	-	-	-	-	1
Total	78	8	8	4	2	100

The percentage of schools which offer three or more commercial subjects is 68. This includes the strictly vocational subjects which are always offered in the larger schools.

In the schools there is not even one school with an enrollment of more than 400, which offers only one subject, but eleven schools which offer more than six subjects and these offer from six to twelve commercial subjects. There are five schools with an enrollment of less than 400 which offer six or more commercial courses.

TABLE VIII

NUMBER OF HIGH SCHOOLS IN WHICH EACH COURSE IS OFFERED
AND FREQUENCY OF EACH

Course	A	B	C	D	E
1. Accounting	4	2	2		2
2. Advertising					1
3. Banking				1	1
4. Bookkeeping	37	8	5	1	2
5. Business Administration	1				
6. Business Arithmetic	35	5	2		1
7. Business Exploratory			1	1	
8. Business English	9	2	2	1	1
9. Business Information			1	3	
10. Business Law	32	7	4	1	2
11. Business Practice	4	2	2		1
12. Business Principles			1		
13. Business Geography	11	2	1	1	2
14. Comptometer				1	
15. Economics	8	4	3	1	2
16. Filing		2	2	1	
17. General Business Training	2			1	
18. Industrial or Financial History	1				
19. Junior Business Training	18	1	4	3	1
20. Merchandising or Marketing		1			1
21. Office Training					
22. Penmanship	2	1		1	
23. Office Practice				1	
24. Salesmanship	4	3	1	1	2
25. Secretarial Training			1		
26. Sho. Chand	59	9	6	1	2
27. Spelling	8	1		2	
28. Typewriting	46	11	9	3	2

4. Comparative Enrollment in the Strictly Vocational* and the Socio-Business Courses

Table 1X expresses the fact that 49 per cent of the schools have curriculum built around the vocational combination of typewriting, bookkeeping and shorthand.

12%	add only one subject to the combination
42%	" one to three subjects to the combination.
31%	" three to six " " " "
15%	" more than six " " " "

This phase of study is of extreme importance in measuring the efficiency of the commercial curricula of the Kentucky public high schools.

The number which do not offer this vocational combination is 51 of the 100 schools. However, 8 per cent of these offer a combination of shorthand and typewriting without the bookkeeping. Typewriting without shorthand or bookkeeping is offered in 11 per cent, and bookkeeping without either shorthand or typewriting is offered in 8 per cent of the 100 schools. The combination of typewriting, bookkeeping and shorthand and nother commercial subjects is offered in 22.4 per cent of the schools.

There is evidence in the equipment study that typewriting and technical secretarial training is not given in many schools because of the machine equipment required in these courses.

*The term "Strictly Vocational" is used by the writer to mean job-getting courses. No subject in the commercial field is so vocational or social that it is without other values.

TABLE IX

NUMBER OF THE ONE HUNDRED KENTUCKY PUBLIC HIGH SCHOOLS STUDIED GROUPED ACCORDING TO ENROLLMENT, WHICH OFFER COMMERCIAL SUBJECTS BESIDES TYPEWRITING, BOOKKEEPING, AND SHORTHAND

G R O U P	Size of School	Number Not Of- fering the Combina- tion	Typewriting-Bookkeeping-Short- hand and							T O T A L
			No More	One More	Two More	Three More	Four More	More Than Four		
1	2	3	4	5	6	7	8	9	10	
A	1-400	44	10	7	10	3	2	2	34	
B	401-800	1	1	1	-	-	2	3	7	
C	801-1200	3	-	1	-	-	3	1	5	
D	1201-1600	3	-	-	-	-	-	1	1	
E	Above-1600	-	-	-	-	-	-	2	2	
	Total	51	11	9	10	3	7	9	49	
Number Not Offering Combination Subjects									51	
Total Schools									100	
Per cent of Total		51%	22.4	18.3	20.4	6.2	14.3	18.3	99.9	
Cumulative Per Cent			22.4	40.7	61.1	67.3	81.6	99.9		

TABLE X (GRAPH)

COMBINATION OF COURSES
 TYPEWRITING-BOOKKEEPING-SHORTHAND

Not Offering the Combination

A (1-400) *****
 B (401-800) *
 C (801-1200) ***
 D (1201-1600) ***

Offering the Combination and No More

A (1-400) *****
 B (401-800) *

Offering the Combination and One More

A (1-400) *****
 B (401-800) *
 C (801-1200) *

Offering the Combination and Two More

A (1-400) *****

Offering the Combination and Three More

A (1-400) ***

Offering the Combination and Four More

A (1-400) **
 B (401-800) **
 C (801-1200) ***

Offering the Combination and More than Four

A (1-400) **
 B (401-800) ***
 C (801-1200) *
 D (1200-1600) *
 E (Above 1600) **

TABLE X (Continued)

COMBINATION OF COURSES
TYPEWRITING-BOOKKEEPING-SHORTHAND

Comparison of Totals

Not Offering the Combination	*****
Offering the Combination and No More	*****
Offering the Combination and One More	*****
Offering the Combination and Two More	*****
Offering the Combination and Three More	***
Offering the Combination and Four More	*****
Offering the Combination and More than Four	*****

Bookkeeping Not in Combination

A (1-400) *****

Shorthand & Typewriting Combination

A (1-400) *****
C (801-1200) *

Typewriting Not in Combination

A (1-400) *****
B (401-800) *
C (801-1200) **
D (1201-1600) **

TABLE XI

NUMBER OF COURSES OFFERED IN ONE HUNDRED PUBLIC HIGH SCHOOLS
EXPRESSED IN PERCENTAGE. COMBINATIONS WITH
TYPEWRITING, BOOKKEEPING, AND SHORTHAND

Typewriting-Bookkeeping-Shorthand and							
Only One Commercial Subject	One to Three Commer- cial Subjects	Three to Six Com- mercial Subjects	More than Six Com- mercial Subjects	Combi- nation Short- hand, Type- writ- ing, & Book- keep- ing	Combi- nation Short- hand & Type- writ- ing	Type- writ- ing with- out Book- keep- ing or Short- hand	Book- keep- ing with- out Short- hand Type- writ- ing
12%	42%	31%	15%	49%	8%	11%	8%

5. Vocational and Social Values Emphasized

As indicated in Table XII there is outstanding emphasis placed on the social value of commercial study in Kentucky public high schools as well as the vocational value so well shown in the preceding major topic.

Business law is offered in 46 per cent of the Kentucky high schools and this is only 3 per cent less than the combination of strictly vocational courses just described.

Junior business science, a comparatively new course in Kentucky curricula, has grown so rapidly that it is now offered in 27 per cent of the schools and is fifth in rank in the commercial field.

Economics and business geography are next in rank of importance, with economics being taught in 18 per cent of schools and business geography 17 per cent. The last named is known as commercial geography, also industrial geography.

Social values of the subjects in Table XII as interpreted by the writer are relative values of life and its behavior socially, commercially, legally, geographically, and economically. An understanding of the interaction in this chain relationship with ability to meet the demand in accurate and efficient individual and group expression surely has a place of outstanding significance in the education curricula of this and all other states.

Many subjects which have such small enrollment percentage are thought to be very new entries in the commercial curricula.

TABLE XII

SOCIO-BUSINESS SUBJECTS OFFERED IN 100 KENTUCKY PUBLIC
HIGH SCHOOLS GROUPED ACCORDING TO THE SIZE OF SCHOOLS,
AND IN ORDER OF FREQUENCY OF MENTION

Names of Courses	: 78 Schools:	: 8 Schools:	: 8 Schools:	: 4 Schools:	: 2 Schools:	T O T A L
	A	B	C	D	E	
	1-400	401-800:	801-1200:	1201-1600:	Above 1600:	
1. Business						
Law	32	7	4	1	2	46
2. Junior						
Business						
Science	18	1	4	3	1	27
3. Economics	8	4	3	1	2	18
4. Business						
Geography	11	2	1	1	2	17
5. Salesman-						
ship	4	3	1	1	2	11
6. Business						
Infor-						
mation	-	-	1	3	-	4
7. General						
Business						
Science	2	-	-	1	-	3
8. Business						
Explora-						
tory	-	-	1	1	-	2
9. Industrial						
or Finan-						
cial						
History	1	-	-	-	-	1
10. Advertis-						
ing	-	-	-	-	1	1
11. Principles						
of Busi-						
ness	-	-	1	-	-	1
12. Merchan-						
dising and						
Marketing	-	-	-	-	1	1
13. Business						
Adminis-						
tration	1	-	-	-	-	1

6. Size of Schools Offering Socio-Business Courses

Considering the five most frequently offered socio-business courses and the size of the enrollment of schools in which they are offered, it is evident that the most even recognition of these is in the school with the largest enrollment, that is above 1600 students. Nearly one-half of the small schools offer business law and about one-fourth offer junior business training. In the schools, with an enrollment from 401 to 800 each business law is offered in all but one, and exactly one-half of them offer economics.

There are thirteen socio-business courses taught in the one hundred Kentucky public high schools studied.

The five most frequent in order are: business law, junior business science, economics, commercial geography, and salesmanship.

The last named is taught in 11 per cent of the schools and is practically new in our state commercial curricula. It is, as stated elsewhere, of even recognition in both large and small schools and will no doubt be offered in more schools, as the efficiency of the instructor to make it more practical increases.

One student out of every 189 students taking commercial work is enrolled in business law, and one out of 485 is enrolled in economics. Should we have only one student out of 513 enrolled in commercial geography.

TABLE XIII

FIVE MOST FREQUENTLY OFFERED SOCIO-BUSINESS SUBJECTS
SHOWING SIZE OF SCHOOL AND ENROLLMENT

Size of School	Number of Commercial Schools	Commercial Enrollment	Commercial Teachers employed	Business Law	Junior Business Science	Economic	Geography	Salesmanship
- A -								
1-400	78	2934	102	32	18	8	11	4
- B -								
401-800	8	1476	21	7	1	4	2	3
- C -								
801-1200	8	2022	30	4	4	3	1	1
- D -								
1201-1600	4	1349	14	1	3	1	1	1
- E -								
Above 1600	2	900	13	2	1	2	2	2
Total	100	8726	180	46	27	18	17	11
Per cent of Schools Offering				46	27	18	17	11

7. Education of the Teachers of Commercial Courses

Degrees.--One hundred ten, or 76.35 per cent of the 146 teachers reporting in the 100 Kentucky Public High Schools, have college degrees. Thirty-six, or 24.65 per cent of those reporting, made no report on degrees or stated they had none. It is implied that those failing to complete this item of the questionnaire had no degrees. In all, 32.19 per cent of the teachers of commercial subjects have degrees in commerce. Those teachers who failed to complete this item of information (the writer believes if they had possessed degree qualification, in all probability this item would have been completed) added to the number who stated that their college work was uncompleted makes a total of 24.66 per cent. The percentage of teachers who hold college degrees is 75.34.

The percentage who are teaching commercial subjects but have had no commercial training is 8.9 of teachers reporting. There are 34 teachers who are teaching commercial courses and have received their commercial training since finishing college. This is 23.28 per cent of the 146 teachers of commercial courses in the 100 high schools studied. The greatest number of the teachers had their commercial training before or during college attendance. This group is 54.11 per cent of the entire group.

College Majors.--One of the most interesting bits of information obtained by the writer is that concerning the college majors of the teachers of commercial subjects. This is given in Table XV. Only 12.12 per cent of those who answered this item chose majors in education. English, history, mathematics, and social science all so closely allied with either the vocational or the socio-business subjects rank well in major choices.

TABLE XIV

COMMERCIAL TRAINING OF 146 TEACHERS REPORTING FROM 100
KENTUCKY PUBLIC HIGH SCHOOLS

Group	A	B	C	D	E	T
Size of Schools	1-400	401-800	801-1200	1200-1600	Above 1600	L
Number of Commercial Teachers Reporting	86	14	23	11	12	146
Other Degrees	47	4	6	3	3	63
Commercial Degrees	22	6	8	5	6	47
No Degree	9	4	6	3	1	23
Incomplete Information	8	-	3	-	2	12
Total						146
Commercial Training Before College	18	2	6	4	2	32
Commercial Training While in College	27	6	9	2	3	47
Commercial Training After College	23	4	4	1	2	34
No Commercial Training	9	1	1	-	2	13
No Information as to Time of Receiving Commercial Training	9	2	4	3	2	20

TABLE XV

MAJORS IN COLLEGE OF 146 TEACHERS OF COMMERCIAL SUBJECTS
IN THE 100 KENTUCKY PUBLIC HIGH SCHOOLS

Agriculture	1
Biology	1
Biological and Physical Science	1
<u>Commercial Arts</u> and <u>Commercial Sciences</u>	47
Chemistry	2
Education	16
Education and Mathematics	1
Education and English	1
Education and Natural Science	2
Engineering	1
English	14
English and Sociology	1
English and Mathematics	3
Economics	1
History	11
Industrial Arts	1
Languages	3
Law and Social Science	1
Mathematics	5
Natural and Social Science	2
Physics and Chemistry	3
Physics and Mathematics	2
Physical Education	1
Romance Language	1
Social Science	7
Secondary Education and Social Science	2
Supervision and Administration	1
<hr/>	
Total	132*
Incomplete Information as to Majors and Minors.....	14
<hr/>	
Total Number of Teachers	146
<hr/>	

*Note:--Many of the 132 have not finished college.

TABLE XVI

HIGH SCHOOL TRAINING OF 146 TEACHERS OF COMMERCIAL SUBJECTS
IN THE 100 KENTUCKY PUBLIC HIGH SCHOOLS

Size of Schools in Groups	Number of Teachers reporting	Trained in Kentucky	Trained in Other States	Four Years	Three and One half years	Three Years	Two Years	Incomplete information	Total
A : 1-400 :	86 :	65 :	12 :	67 :	3 :	7 :	- :	9 :	86
B : 401-800 :	14 :	11 :	3 :	9 :	1 :	2 :	2 :	- :	14
C : 801-1200 :	23 :	10 :	7 :	14 :	- :	2 :	1 :	6 :	23
D : 1201-1600 :	11 :	9 :	2 :	11 :	- :	- :	- :	- :	11
E : Above 1600 :	12 :	4 :	6 :	8 :	- :	2 :	- :	2 :	12
Total :	146 :	99 :	30 :	109 :	4 :	13 :	3 :	17 :	146
Trained in Kentucky	99								
Trained in Other States		30							
Incomplete Information								17	
									146

High School Training.--Out of 146 teachers there were 17 who failed to give information concerning their high school attendance. Of these 133 reporting, 82 per cent attended high school four years. Only three teachers attended

TABLE XV11

HIGH SCHOOL TRAINING OF 146 TEACHERS OF COMMERCIAL SUBJECTS
IN THE 100 KENTUCKY PUBLIC HIGH SCHOOLS. STATES IN WHICH
HIGH SCHOOL TRAINING WAS RECEIVED IN ORDER OF FREQUENCY.

Kentucky	99
Ohio.....	5
Tennessee	5
Mississippi.....	3
Illinois	2
Indiana	2
Missouri	2
Pennsylvania	2
Iowa	2
West Virginia	2
Alabama	1
Wisconsin	1
North Dakota	1
South Carolina	1
Michigan	1
<hr/>	
Total	129
Incomplete Information as to High School	17
<hr/>	
Complete Information Total of all Teachers	146
<hr/>	

as little as two years while nine attended three years. From the small schools with enrollments of less than 400, there are 67 out of 86 teachers who attended high school four years. The per cent of teachers who attended high school in Kentucky is 74.4 while those attending in other states are 25.6. This is rather indicative that nearly one-fourth of our teachers have immigrated into the state from other states, assuming that students seldom leave their state to attend high school. To get the proper understanding of this it is necessary to keep in mind that 17 teachers gave no information concerning their high school attendance or graduation

Of these 30 teachers who attended high school in other states one-third of them attended in the border states of Ohio and Tennessee. Other states represented are shown in Table XVII.

8. Experience of Teachers in the Commercial Department

The total average teaching experience of the teachers who teach commercial courses in the one hundred schools studied is 12 years. The average in the schools of less than 400 enrollment is only 7 years while that of schools enrolling above 1200 is 18 years. This leads the writer to conclude that Kentucky's most experienced instructors are in the city schools. Although Table XVIII shows only 4 teachers teaching for the first time, these four are distributed, one to each sized group.

Thirty-four out of eight-six teachers of commercial subjects in schools of less than 400 students have no business experience. Sixteen teachers out of sixty, teaching in schools with enrollments above 400 have no business experience. In all 34.24 per cent of the 146 teachers are without any business experience. From Table XIX it may be seen that the average maximum business experience is 8.26 years, while the average minimum is 7 months.

The average maximum teaching experience is 31 years, while the average minimum is 1.8 years.

From Table XX it is a fact that 2.74 per cent of the teachers of commercial courses have had no teaching experience, 30.13 per cent have had from five to nine years, 2.54 per cent have had from twenty-one to twenty-five years; and these are teaching in schools with above 1600 enrollment, and 4.79 have had twenty-nine years experience and are located in schools each having an enrollment of more than 800

TABLE XVIII

TOTAL AND TOTAL AVERAGE REPORT OF TEACHING AND BUSINESS
EXPERIENCE OF TEACHERS OF COMMERCIAL COURSES EXPRESSED
IN YEARS

Group	A	B	C	D	E	
Size	1-400	401-800	801-1200	1201-1600	Above 1600	
Number of Schools	78	8	8	4	2	
Number of Teachers	86	14	23	11	12	
1	2	3	4	5	6	7
Average Business Experience in Years	7	6	15	18	16	12
Average Business Experience in Years	1.9	3	1.3	4.6	2.9	2.7
Teachers Having No Teaching Experience	1	1	-	1	1	4
Teachers Having No Business Experience	34	5	7	4	-	50
No Information as to Teaching Experience	5	1	4	-	1	11

TABLE XIX

PREVIOUS EXPERIENCE OF TEACHERS OF COMMERCIAL COURSES (IN YEARS)

Group	Size of Schools	Number of Schools	Number of Teachers	Teaching Experience			
				Maximum	Minimum	Average	
A	1-400	78	86	20	1	7	
B	401-800	8	14	13	1	6	
C	801- 1200	8	23	44	1	15	
D	1201- 1600	4	11	45	7	18	
E	Above 1600	2	12	31	1	16	
Total		100	146	31	1.8	12	
Group	Size of Schools	Number of Schools	Number of Teachers	Business Experience			
				Maximum	Minimum	Average	None
A	1-400	78	86	7.8	.08 (1 mo.)	1.9	32
B	401-800	8	14	10.5	.05 (6 mo.)	3.	5
C	801- 1200	8	23	2.	.16 (2 mo.)	1.3	7
D	1201- 1600	4	12	16.	.5 (6 mo.)	4.6	3
E	Above 1600	2	11	5.	2.	2.9	3
Total		100	146	8.26	.65 (7 mo.)	2.7	50
Incomplete Information as to Teaching or Business Experience							11
Teachers Who Have No Business Experience							50

TABLE XX

PREVIOUS TEACHING EXPERIENCE OF 146 TEACHERS WHO TEACH
COMMERCIAL COURSES IN 100 KENTUCKY PUBLIC HIGH SCHOOLS

Group	A	B	C	D	E	Total	Total
Size	1-400	401-800	801-1200	1201-1600	Above 1600	Number	Per Cent
No Experience	1	1	-	1	1	4	2.74
1 - 5	23	2	2	-	-	27	18.49
5 - 9	29	7	4	3	1	44	30.13
9 - 13	19	2	4	2	1	28	19.17
13 - 17	5	1	2	2	1	11	7.53
17 - 21	4	-	2	1	2	9	6.16
21 - 25	-	-	-	-	3	3	2.54
25 - 29	-	-	1	1	-	2	1.37
29 and Over	-	-	3	3	1	7	4.79
Total	81	13	19	12	10	135	92.92
No Information	5	1	4	-	1	11	7.53
Grand Total	86	14	23	12	11	146	100.45

9. Machine Equipment

Nine of the 100 schools in this survey reported no machine equipment. These nine schools are all in group A. This means schools of small enrollments.

The equipment tabled under Machine Equipment, Table XXI, does not include any form of typewriter. A Special table is used for typewriters. The entire list of adding, calculating, duplicating, and other machines used in all of the 100 schools is 102. Of these 34 are adding machines, 46 duplicating machines, 9 calculating machines, and 13 miscellaneous machines including dictaphones, speedographs, mimeoscope, lettergraph, stapler, and ditto.

The mimeograph machine is much the lead in usage of the duplicating machines, numbering 35 out of 46. Burroughs and sunstrand are running a close race in the list of adding machines used, Burroughs leading by one. Among the calculating machines, Burroughs is in the lead.

Since twenty-four of the twenty-five schools not reporting on the item of equipment are schools in the A Group comprising only small schools it is assumed by the writer that they had none; however, this is not a statement of fact.

The total average number of typewriters per school in the 100 commercial schools is 13.93. In Group A comprising seventy-eight schools each with an enrollment of less than 400, there is one typewriter to every five students, Groups B and C there is one to every six students, group D, one to every fourteen and Group E, one to every eleven students enrolled.

The remington and Underwood makes of typewriting machines run a close race in popularity in Kentucky schools; however, the Remington takes the lead by two machines. Just fifty-two machines behind the Remington, is the winner of the race between the Woodstock and Royal, the Woodstock leading by one machine.

TABLE XXI

TYPES AND NUMBER OF VARIOUS MACHINE EQUIPMENT USED IN 100
KENTUCKY PUBLIC HIGH SCHOOLS, 1934-1935

Equipment	Size of School						Total	
	A	B	C	D	E			
	1-400	401-800	801-1200	1201-1600	Above 1600			
1	2	3	4	5	6	7		
1. Adding Machines								
Wales	-	1	-	-	-	-	1	T
Burroughs	7	2	2	-	-	2	13	
Remington & Corona	1	-	-	-	-	-	1	O
Dalton	3	1	1	-	-	-	5	
Victor	-	1	1	-	-	-	2	T
Sunstrand	2	6	4	-	-	-	12	
Total	13	11	8	-	2	34		L
2. Calculating Machines								M
Monroe	-	-	-	-	-	-	-	A
Comptometer	-	1	2	-	-	-	3	
Burroughs	1	2	2	-	-	1	6	C
Marchant	-	-	-	-	-	-	-	
Total	1	3	4	-	1	9		I
3. Duplicating Machines								N
Mimeograph	23	4	5	1	2		35	E
Hectograph	8	-	1	-	-		9	S
Neostyle	-	-	-	-	-		-	
Multigraph	2	-	-	-	-		2	
Total	33	4	6	1	2	46		

Table XXI Continued on Next Page

TABLE XXI

Continued

1									
4. Other Machines	A	B	C	D	E	Total	M	A	C
Dictaphone	-	1	-	1	-	2	C		
Speedograph	-	1	-	1	-	2	H		
Mimeoscope	1	1	1	-	-	3	I		
Ditto	2	2	-	-	-	4	N		
Lettergraph	1	-	-	-	-	1	E		
Stapler	-	-	1	-	-	1	S		
Total	4	5	2	2		13	102		
<hr/>									
5. No Equipment	9					9			

TABLE XXII

AVERAGE NUMBER OF TYPEWRITERS IN 100 KENTUCKY PUBLIC HIGH
SCHOOLS GROUPED ACCORDING TO SIZE OF SCHOOL

Group	A	B	C	D	E	Total Commercial Enrollment
Size	1-400	401-800	801- 1200	1201- 1600	Above 1600	
Number of Schools	78	8	8	4	2	
Commercial Enrollment:	2934	1476	2022	1394	900	8726
Make of Machine						Total Machines
1	2	3	4	5	6	7
Underwood	148	45	81	22	46	342
Remington	226	18	63	22	15	344
Royal	102	71	79	23	16	291
Woodstock	103	72	104	13	-	292
L. C. Smith	66	23	39	19	7	124
Total	615	229	366	99	84	1393
Schools not Reporting on Equipment	24	-	-	1	-	25
Approximate Average Number of Typewriters to the School*	8	28	46	25	42	13.93
Ratio of Machine to Commercial Student	1:5	1:6	1:6	1:14	1:11	1:8

*Assuming that schools not reporting on equipment had none.

In Table XXIII there is a percentage statement of the usage of various makes of typewriting machines in the 100 Kentucky public high schools surveyed in this thesis.

TABLE XXIII

NUMBER AND PERCENTAGE OF DIFFERENT MAKES OF TYPEWRITERS
USED IN KENTUCKY PUBLIC HIGH SCHOOLS AS REPORTED BY
100 SCHOOLS

Make of Typewriter	:	Number	:	Per Cent
1	:	2	:	3
Remington	:	344	:	24.69
Underwood	:	342	:	24.55
Woodstock	:	292	:	20.96
Royal	:	291	:	20.88
L. C. Smith	:	124	:	8.92
Total	:	1393	:	100.00

10. Summary

The entire enrollment of the schools reporting is 32,403. In all, 26.9 per cent of this enrollment or 8726 students are enrolled in the commercial courses. The percentage of commercial enrollment in the seventy-eight small schools, having each an enrollment of less than 400 is 25.26 per cent.

Although the commercial enrollment is 26.9 per cent of the entire enrollment, the commercial teacher employment is only 14.67 per cent of the entire teacher employment. The larger schools maintain a higher commercial enrollment and, at the same time, maintain a teacher employment of only 11.20 per cent, while that of the smaller schools is 19.24 per cent.

There are 28 different commercial courses offered in the 100 schools studied. Typewriting, bookkeeping, and shorthand lead in frequency, typewriting, the highest, holding a frequency of 71.

The percentage of schools which offer three or more commercial subjects is 68. Table IX establishes the fact that 49 per cent of the schools build their commercial curriculum around the vocational combination of typewriting, bookkeeping, and shorthand.

Out of the 100 schools 51 per cent does not offer this vocational combination. Table XI gives a unique summary in percentage of this.

Business law is offered in 46 per cent of these schools. There are thirteen socio-business subjects offered but the five most frequently taught are business law, junior business science, economics, business geography and salesmanship.

Out of the 146 commercial teachers teaching in the 100 schools, 110 or 75.35 per cent hold college degrees. The number of teachers who have had no commercial training is 8.9 per cent.

Only 12.12 per cent chose majors of straight education; 47 teachers majored in commercial arts and commercial sciences.

The percentage of teachers who attended Kentucky high schools is 75.4.

One-third of those attending high school in other states attended in Ohio and Tennessee.

The total average teaching experience of the teachers who teach commercial courses in these schools is 12 years, while those who had no teaching experience is 2.74 per cent.

Nine of the 100 schools reported no machine equipment. There are 102 machines other than typewriters, and 46 of these are duplicating machines. The Remington make of typewriter holds the lead in usage in these Kentucky schools. Next in rank is the Underwood, then the Woodstock, Royal, and L. C. Smith.

CHAPTER III

QUALIFICATIONS OF COMMERCIAL TEACHERS IN
KENTUCKY PUBLIC HIGH SCHOOLS

1. Historic Review of Teacher Training in the United States

In order that the non-professional readers may understand the findings of this part of this survey, a brief review of the History of Business Education in the United States from various magazine articles, National Education Association Reports, and education surveys and books will follow. The writer believes that the special training of the teachers in method and technique for teaching commercial courses is comparatively in the making.

In the discussion of business education of the Colonial Period, it was known that education of this type was given principally by the apprenticeship method or by private instruction.¹ Jessie Graham, in her study of the evolution of business education and the training of teachers for this field sums up the available information as follows:

"Little or nothing is known of the educational and practical qualifications of the teachers of business education, or of the writers of the textbooks in use during this period. It is probable that they, like their pupils, depended on private instruction, crude and elementary textbooks, apprenticeship training, and actual experience for learning the relatively simple business procedures demanded by the times."²

As in the Colonial period, so during the early National Period there was probably no systematic instruction or any specially designed training course anywhere available for prospective teachers of the business subjects either in the secondary schools of the period or in the privately established business schools.

¹Benjamin R. Haynes and Harry P. Jackson, A History of Business Education in the United States, Southwestern Publishing Company, 1935

²Jessie Graham, The Evolution of Business Education in the United States and Its Implications for Business Teacher Education, Los Angeles, University of Southern California Press, 1933.

During the latter half of the nineteenth century we had four classes of commercial teachers inadequately qualified for teaching. In the first place we had those who had the teaching of business thrust upon them and had no specific preparation for this work. Next we had the high school graduate with a few months of business training in stenography and bookkeeping who entered the profession of commercial teaching for various reasons. The third type was the product of the University School of Business, who had an excellent preparation for the higher phases of business activities but who lacked an understanding of the needs of the secondary school, as well as training in teaching methods. The fourth group consisted of graduates of normal schools who in addition to the regular normal course, had taken a course or two in business subjects.³

Speaking before the National Education Association in 1901, Parks Schloch said, "Up to the present time, there has been no systematic training for commercial teachers, and the high schools have been obliged to accept what the teaching market offered, or to release their own instructors long enough to enable them to acquire a knowledge of the new subjects."⁴ In an address made by William A. Scott, director of the school of commerce, University of Wisconsin at the meeting referred to above in 1901, these facts were brought out:

"Until the present year much of the technical training necessary for a commercial teacher could not be obtained even in the colleges and universities of our country. Fortunately during the last twelve months several of our universities have made special provision for this branch of instruction. The Universities of California, Pennsylvania, the City of New York, Michigan, and Wisconsin have established special schools of commercial courses, designed to furnish

³G. Gardner Hill, "Qualifications of Commercial Teachers," Teaching Business Subjects in the Secondary School, (The Ronald Press Company, 1924) pp.25-26.

⁴Parks Schloch, "Discussion," Addresses and Proceedings, N. E. A. (Chicago, University of Chicago Press, 1901) Page 738

precisely the sort of training which is here under consideration."⁵

Dr. Malott in his survey of Education 1928-1930,⁶ brought out the fact that at the beginning of this period (1920-30), the chief part of the training of business teachers was done by the private business school. These schools taught merely the traditional commercial subjects. In introducing training for business teachers, they simply added the traditional technical subjects to their curricula. They did not include the arts and sciences, background courses in commerce, or professional courses in education. Miss Jessie Graham,⁷ in her study reports trends with respect to curricula for business teacher education from 1929 to 1933. In business content subjects, courses in bookkeeping had been replaced by courses in accounting. Courses in salesmanship, business law office practice, economics, geography, business mathematics, money and banking, and office machines had been added to the curricula. Courses in methods of teaching business subjects, problems in business education, business curriculum, and testing procedures had been added to the requirements in business education. There was evidence of a trend toward the requirement that teachers of business subjects have more academic and professional education and less training in the content of business subjects.

Again referring to Dr. Malott's survey, 1931, the number of business teachers who replied to the questionnaire sent out was 15,000, and of these the median teacher had a little more than four years of college education. More than two-thirds of the teachers reported academic degrees. Helen Reynolds reported in 1929 that 63.74 per cent of a sampling of teachers of business subjects

⁵William A. Scott, "The Education and Training of Commercial Teachers," Addresses and Proceedings, N. E. A., Chicago, University of Chicago Press,

⁶J. O. Malott, "Commercial Education," Biennial Survey of Education 1928-30, Bulletin No. 20, U. S. Office of Education, Washington, 1931, pp. 222-29

⁷Jessie Graham, op. cit., p. 98.

in Ohio held Baccalaureate degrees.⁸ Rice found a percentage of 43.4 in 1932 among New Jersey teachers of business subjects.

Do we need better trained teachers in Kentucky Public High Schools? Are our teachers of commercial subjects trained in academic subjects? Do they lack training in commercial content subjects or are they over-trained in this phase? Have they qualified credits in observation and participation in commercial teaching? Do our teacher training institutions of Kentucky offer efficient training in commercial curricula needed to administer to the needs of youth through secondary education? What part of our teachers of commercial subjects have commercial or allied commercial majors? Do a smaller percentage of our teachers of commercial courses have Baccalaureate degrees than those of other states? Were our teachers graduated from four-year high school courses?

2. The Extent of Preparation of Teachers for Commercial Teaching

Yes, 75.35 per cent of the teachers of commercial courses in this study hold degrees. In 1929 Miss Reynolds reported from a sampling in Ohio, 63.74 per cent holding degrees. More than two-thirds in Dr. Malott's study of the commercial teachers in the United States had degrees. Rice found a percentage of 42.4 in 1932 among teachers of commercial subjects in New Jersey.

The percentage who are teaching commercial subjects but have no commercial training is 8.9

Tables XIV, XV, XVI, and XVII give detailed facts about teacher qualifications in Kentucky. Of the degrees held by these teachers, 42.72 per cent are degrees in commercial art or commercial science. However this is only 32.19

⁸Helen Reynolds, A Study of the Status of Commercial Teaching in the Public High Schools, etc., unpublished Master of Arts thesis, New York University, 1929.

per cent of the 146 teachers in the study. From the table of college majors an understanding of specific and allied majors can be had. An interesting fact is that 86 out of 132 college majors are in commerce, education, combination with education and closely allied with socio-business education. Many of the 23 who have not yet attained this height in their training, stated just when they would receive degrees. A little less than 33.33 per cent of the teachers having degrees received their commercial training after attending college. Those receiving commercial training before attending college are 29.9 per cent, and teachers getting commercial training while in college is 42.72 per cent.

TABLE XXIV

PREPARATION OF COMMERCIAL TEACHERS

Group	A	B	C	D	E	T
Size	1-400	401-800	801-1200	1200-1600	Above 1600	O
Number of Schools	78	8	8	4	2	T
Number of Teachers	86	14	23	12		L
Number Having Degree	69	10	14	8	9	110
Number Having No Degree	9	4	6	3	1	23
Incomplete Information as to Degree	8	-	3	-	2	13
Major in Commercial Subjects	22	6	8	5	6	47
No Information as to Majors	7	1	5	3	2	18

TABLE XXV

 DEGREE QUALIFICATION OF 146 TEACHERS REPORTING FROM
 100 KENTUCKY PUBLIC HIGH SCHOOLS

D E G R E E S	Group	A	B	C	D	E	Total in Number	Total in Percentage
Size of School	1-400	401-800	801- 1200	1201- 1600	Above 1600			
1. AB	33	4	7	5	4	53	36.30	
2. BS	16	1	4	1	2	24	16.43	
3. ACA	2	1	1	-	-	4	2.74	
4. AB-BO	1	-	-	-	-	1	.68	
5. BCS	3	-	-	2	2	7	4.80	
6. BSMS	1	-	-	-	-	1	.68	
7. BS MA	1	1	-	-	-	2	1.37	
8. ACA	2	-	-	-	-	2	1.37	
9. AB BS	3	-	-	-	-	3	2.05	
10. AB MA	5	1	2	-	-	8	5.48	
11. AB BCS	1	2	-	-	-	3	2.05	
12. LLB	-	-	-	-	1	1	.68	
13. LLB AM	1	-	-	-	-	1	.68	
No Degree	9	4	6	3	1	23	15.75	
Total	78	14	20	11	10	133	91.06	
Incomplete Information	8		3		2	13	8.90	
Total	86	14	23	11	12	146	99.96	

Note:--Many of these BS and AB's are in Commerce.

3. Educational Institutions Attended, Academic and Commercial

In order to make a special study of the college attendance of the teachers of commercial subjects in the smaller public high schools, the writer has grouped the teachers who teach in seventy-eight smaller high schools each having an enrollment of less than 400 together, and arranged their college attendance in order of frequency. The teachers who teach in large public high schools with enrollment above 400 are in Table XXVI^b.

This college attendance includes any college whether accredited or not and is a record of attendance and not of graduation. In this group Table XXVI^a there are 49 colleges represented, and located in 14 different states. Of these 17 are Kentucky colleges; 6 are in Tennessee; 6 are in Ohio; 4 in Illinois; 3 in Pennsylvania; 2 each in Missouri, Georgia, Indiana, and Mississippi; and one each in Iowa, North Dakota, North Carolina, New York and West Virginia.

The honor of frequency is taken by the college of commerce at Bowling Green, Kentucky, with Kentucky State University at Lexington a close second and Western Kentucky State Teachers College at Bowling Green a close third.

The sixty teachers of commercial subjects who teach in twenty-two different public high schools with enrollments of more than 400 attend 50 different institutions of learning as shown by Table XXVI^b. These are located in 16 different states.

Just as in the group of 86 teachers located in the small schools, Table XXVI^a, the college which takes the honor of frequency is the college of Commerce at Bowling Green, Kentucky. The University of Louisville is a close second and the State University of Kentucky at Lexington is a close third.

They are distributed in accordance with number of schools, school enrollment, and teachers employed. The College of Commerce at Bowling Green leads in frequency of attendance over the State University of Kentucky at Lexington, six

TABLE XXVI^a

EIGHTY-SIX TEACHERS TEACHING COMMERCIAL SUBJECTS IN 78 KENTUCKY
PUBLIC HIGH SCHOOLS WITH AN ENROLLMENT EACH BETWEEN ONE AND
400 HAVE ATTENDED THE FOLLOWING INSTITUTIONS OF LEARNING.
THEY ARE ARRANGED IN ORDER OF FREQUENCY *

Name of College	City	State	Number
1. College of Commerce	Bowling Green	Kentucky	30
2. Kentucky State University	Lexington	Kentucky	28
3. Western Kentucky State Teachers College	Bowling Green	Kentucky	26
4. Murray State Teachers' College	Murray	Kentucky	7
5. Eastern Kentucky State Teachers' College	Richmond	Kentucky	5
6. Fugazzi Business University	Lexington	Kentucky	4
7. University of Louisville	Louisville		3
8. Kentucky Wesleyan College	Winchester	Kentucky	3
9. University of Chicago	Chicago	Illinois	3
10. Georgetown College	Georgetown	Kentucky	2
11. Transylvania College	Lexington	Kentucky	2
12. Berea College	Berea	Kentucky	2
13. Logan College	Russelville	Kentucky	2
14. Northwestern University	Evanston	Illinois	2
15. Pennsylvania State College	Harrisburg	Pennsylvania	2
16. Peabody College	Nashville	Tennessee	2
17. University of Tennessee	Knoxville	Tennessee	2
18. Center College	Danville	Kentucky	1
19. University of Cincinnati	Cincinnati	Ohio	1
20. Bethel College	Russellville	Kentucky	1
21. Gregg Commercial College	Chicago	Illinois	1
22. Southeast Missouri State College	Cape Girardeau	Missouri	1
23. Georgia School of Technology	Atlanta	Georgia	1
24. Pennsylvania Teachers' College	Slippery Rock	Pennsylvania	1
25. Columbia University	New York	New York	1
26. Ward-Belmont College	Nashville	Tennessee	1
27. Dayton University	Dayton	Ohio	1
28. Asbury College	Wilmore	Kentucky	1
29. Valparaiso University	Valparaiso	Indiana	1
30. University of Iowa	Iowa City	Iowa	1
31. Genera College	Beaver Falls	Pennsylvania	1
32. Bluff City Business College	Bluff City	Missouri	1

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*There are instances of one teacher attending four different colleges.

TABLE XXVI^a
 Concluded

Name of College	City	State	Number
33. Northcentral College	Naperville	Illinois	1
34. Jamestown College	Jamestown	North Dakota	1
35. Miami University	Miami	Ohio	1
36. Middle Tennessee State Teachers' College	Murfreesboro	Tennessee	1
37. Milligan College	Milligan	Tennessee	1
38. Draghus' Business College	Nashville	Tennessee	1
39. Lindsey Wilson Junior College	Columbia	Kentucky	1
40. Evansville College	Evansville	Indiana	1
41. Mississippi State Teachers' College	Hattiesburg	Mississippi	1
42. Cedarville College	Cedarville	Ohio	1
43. Brenan College	Gainsville	Georgia	1
44. Duke University	Durham	North Carolina	1
45. Marshall College	Huntington	West Virginia	1
46. Mississippi State College for Women	Columbus	Mississippi	1
47. Business College	Owensboro	Kentucky	1
48. Ohio State University	Columbus	Ohio	1
49. Ohio University	Athens	Ohio	1

Points, and State University leads over Western Kentucky State Teachers College fourteen points. Three of the ten most frequently attended colleges are outside state institutions. They are Columbia University of New York, Chicago University, and University of Cincinnati.

TABLE XXVI^b

60 TEACHERS TEACHING COMMERCIAL SUBJECTS IN 22 KENTUCKY
PUBLIC HIGH SCHOOLS WITH AN ENROLLMENT EACH BETWEEN FOUR
HUNDRED AND TWO THOUSAND TWENTY HAVE ATTENDED THE FOLLOWING
INSTITUTIONS OF LEARNING

Name of College	City	State	Number
1. College of Commerce	: Bowling Green	: Kentucky	: 23
2. University of Louisville	: Louisville	: Kentucky	: 22
3. University of Kentucky	: Lexington	: Kentucky	: 19
4. Louisville Normal School	: Louisville	: Kentucky	: 14
5. Western State Teachers' College	: Bowling Green	: Kentucky	: 7
6. University of Cincinnati	: Cincinnati	: Ohio	: 6
7. Columbia University	: New York	: New York	: 6
8. Eastern State Teachers' College	: Richmond	: Kentucky	: 5
9. University of Chicago	: Chicago	: Illinois	: 4
10. Nazareth College	: Louisville	: Kentucky	: 4
11. Transylvania University	: Lexington	: Kentucky	: 2
12. Murray State Teachers' College	: Murray	: Kentucky	: 2
13. University of Wisconsin	: Madison	: Wisconsin	: 2
14. University of Iowa	: Iowa City	: Iowa	: 2
15. Fugazzi School of Business	: Lexington	: Kentucky	: 2
16. Spencerian Commercial School	: Louisville	: Kentucky	: 2
17. State University of Indiana	: Bloomington	: Indiana	: 2
18. Evansville College	: Evansville	: Indiana	: 1
19. Falls Business College	: Nashville	: Tennessee	: 1
20. Curtis Commercial College	: Covington	: Kentucky	: 1
21. St. Helena's Commercial College	: Louisville	: Kentucky	: 1
22. Northeast Missouri State Teachers' College	: Kirksville	: Missouri	: 1
23. DePauw University	: Greencastle	: Indiana	: 1
24. Bradley Institute	: Peoria	: Illinois	: 1
25. Gregg Commercial School	: Chicago	: Illinois	: 1
26. Georgetown College	: Georgetown	: Kentucky	: 1
27. Boothe Business College	: Huntington	: West Virginia	: 1
28. Marshall College	: Huntington	: West Virginia	: 1
29. Ohio University	: Athens	: Ohio	: 1
30. Bryant and Straton College	: Louisville	: Kentucky	: 1
31. University of Michigan	: Ann Arbor	: Michigan	: 1
32. Virginia Seminary	: Lynchburg	: Virginia	: 1
33. Wilberforce University	: Wilberforce	: Ohio	: 1

Concluded on Next page

TABLE XXVI^b

Concluded

Name of College	City	State	Number
34. University of California	: Berkeley	: California	: 1
35. University of Alabama	: Tuscaloosa	: Alabama	: 1
36. Indiana State Teachers' College	: Terre Haute	: Indiana	: 1
37. University of Tennessee	: Knoxville	: Tennessee	: 1
38. University of South Carolina	: Columbia	: Carolina	: 1
39. Jefferson School of Law	: Louisville	: Kentucky	: 1
40. Central Normal School	: Danville	: Indiana	: 1
41. Bliss Business College	: Columbus	: Ohio	: 1
42. Western State College	: Kalamazoo	: Michigan	: 1
43. University of Illinois	: Urbana	: Illinois	: 1
44. Ogden College	: Bowling Green	: Kentucky	: 1
45. Northwestern University	: Evanston	: Illinois	: 1
46. Rochester Business College	: New York	: New York	: 1
47. Missouri Wesleyan	: Cameron	: Missouri	: 1
48. West Virginia Business College	: Fairmont	: West Virginia	: 1
49. University of Mississippi	: Oxford	: Mississippi	: 1
50. Bradley Polytechnic Institute	: Peoria	: Illinois	: 1

TABLE XXVII

NAMES AND LOCATION OF THE 10 COLLEGES MOST FREQUENTLY ATTENDED
ARRANGED IN ORDER OF FREQUENCY

Group	A	B	C	D	E	Total
Size	1-400	401-800	801-1200	1201-1600	Above 1600	
Number of Schools	78	8	8	4	2	100
Number of Teachers	86	14	23	11	12	146
1. College of Commerce Bowling Green, Kentucky	30	9	5	2	6	53
2. University of Kentucky Lexington, Kentucky	28	6	8	3	2	47
3. Western Teachers' College Bowling Green, Kentucky	26	3	2	-	2	33
4. University of Louisville Louisville, Kentucky	3	2	7	7	7	26
5. Louisville Normal School Louisville, Kentucky	-	2	5	7	-	14
6. Eastern Teachers' College Richmond, Kentucky	5	1	2	2	-	10
7. Murray Teachers' College Murray, Kentucky	7	2	-	-	-	9
8. Columbia University New York, New York	1	-	5	1	1	8
9. Chicago University Chicago, Illinois	3	2	2	-	-	7
10. University of Cincinnati Cincinnati, Ohio	1	1	2	-	3	7

4. States in Which Teachers Matriculated at College

TABLE XXVIII

STATE REPRESENTATION IN COLLEGE TRAINING OF 146 TEACHERS
OF COMMERCIAL COURSES IN 100 KENTUCKY PUBLIC HIGH SCHOOLS;
REPRESENTATION IS BASED ON ATTENDANCE IN EACH COLLEGE OF*
THAT STATE. THEY ARE ARRANGED IN ORDER OF FREQUENCY

1. Kentucky	229
2. Illinois	17
3. Ohio	14
4. Tennessee	13
5. Indiana	9
6. West Virginia	5
7. Mississippi	5
8. Pennsylvania	4
9. Iowa	4
10. Missouri	4
11. New York	3
12. Georgia	3
13. Wisconsin	2
14. North Dakota	2
15. Michigan	2
16. North Dakota	2
17. Virginia	1
18. California	1
19. Alabama	1
20. South Carolina	1

*Many teachers attended as high as four different colleges--oftentimes in the same state and sometimes in all different states and different colleges in these states.

5. Number and Kinds of Degrees

TABLE XXIX

NUMBER OF BACCALAUREATE--SINGLE AND IN COMBINATION, MASTERS,
DOCTORS, SPECIAL COMMERCIAL, AND LAW DEGREES, ARRANGED IN
GROUPS ACCORDING TO SIZE AND NUMBER OF SCHOOLS.

Group	A	B	C	D	E	T O T A L
Size	1-400	401-800	801-1200	1201-1600	Above 1600	
Number	78	8	8	4	2	
<u>Degrees</u>						
AB (Single)	33	4	7	5	4	53
BS (Single)	16	1	4	1	2	24
AB (In Combination)	12	4	3	-	-	19
BS (In Combination)	5	1	--	-	-	6
Masters*	8	2	2	-	-	12
BCS (Single)	3	-	-	2	2	7
BCS and ACA (In Combination with others)	3	3	1	-	-	7
LLB (Single or Combination)	1	-	-	-	1	2
ACA (Single)	2	-	-	-	-	2

* Teachers holding Masters often have two others. ACA (single) is not a Baccalaureate, but in case BS is in combination with ACA, it is Baccalaureate plus.

BCS single or combination is Baccalaureate.

6. Age and Sex of Teachers

Out of 146 teachers of commercial subjects in the 100 Kentucky Public high Schools studied, 36 preferred to withhold information as to age and sex which came in the same item in the questionnaire.

These 110 who reported fully were, as the table will show, 55 women and 55 men but distributed according to the size of the schools in groups they are not evenly divided. In Group D there is not a male teacher reporting. The four schools in this division with an entire enrollment of 5113 and a commercial enrollment of 1394, are represented by 8 women teachers. To offset this the writer finds in Group E, with a total enrollment of 3680 and a commercial enrollment of 900, that there are 10 men and no women. Group E includes Male High in Louisville with male teachers and Holmes High in Covington, favoring male commercial teachers.

It is interesting to note that with these exceptions the schools above 400 enrollment employ just twice as many women commercial teachers as men commercial teachers, and the schools with enrollments below 400 the men commercial teachers employed are 34.55 per cent while that of women is 29.09 per cent

Table XXXI distinctly shows that the youngest teachers, both men and women are in the smallest schools. The median age for men in Group A is 29 years and for women it is 30 years.

Out of 110 teachers of commercial courses reporting as to age and sex there are 35 men and 30 women who are between the ages of twenty and thirty years, 11 men and 20 women between the age of thirty and forty years and 9 men and 5 women between the age of forty and sixty-five. Only four teachers are above 50 years.

With only one exception the teachers who are now above fifty years are located in the schools with enrollments above 1200. The number of both men and women teachers between the ages of twenty and forty is 96 which is 87.27 per cent of the 110 who gave a report on age and sex.

TABLE XXX

SEX OF 110 TEACHERS OF COMMERCIAL SUBJECTS IN KENTUCKY
PUBLIC HIGH SCHOOLS, (1934-1935) DISTRIBUTED ACCORDING TO
THE SIZE OF SCHOOL.

Size of School	Men		Women		T O T A L
	Number	Per Cent of Grand Total	Number	Per Cent of Grand Total	
1	2	3	4	5	6
A					
1-400	38	34.55	32	29.09	70
B					
401-800	4	3.63	7	6.36	11
C					
801-1200	3	2.72	8	7.27	11
D					
1201-1600	-	-	8	7.27	8
E					
Above 1600	10	9.09	-	-	10
Total	55	49.99	55	49.99	110

Incomplete Information as to Sex* 36

Entire Teachers Reporting from 100 Schools 146

*The age and sex were in one combined item on the questionnaire which accounts for such a large number of incomplete information.

TABLE XXXI

AGE DISTRIBUTION OF 110 MEN AND WOMEN TEACHING COMMERCIAL
COURSES IN THE 100 KENTUCKY PUBLIC HIGH SCHOOLS STUDIED
1934-1935

Group	A		B		C		D		E		T O T A L	
	1-400	401-800	801-1200	1201-1600	1601-2000	Above 2000						
Number of Schools	78	8	8	4	2							
1	2	3	4	5	6	7						
	N U M B E R											
Age	M		W		M		W		M		W	
20 - 30	28	20	4	4	2	3	-	3	1	-	25	30
30 - 40	8	11	-	2	1	4	-	3	2	-	11	20
40 - 50	1	1	-	1	-	1	-	-	6	-	7	3
50 - 60	-	-	-	-	-	-	-	1	1	-	1	1
60 - 65	1	-	-	-	-	-	-	1	-	-	1	1
20 - 65	38	32	4	7	3	8	-	8	10	-	55	65
Total	70	11		11		8		10			110	
Incomplete Information as to Age*												36
Entire Teachers Reporting from 100 Schools												146

*The age and sex were in one combined item on the questionnaire which accounts for such a large number of incomplete information.

TABLE XXXII

MEDIAN AGES OF 55 MEN AND 55 WOMEN COMMERCIAL TEACHERS OF
KENTUCKY PUBLIC HIGH SCHOOLS ARRANGED ACCORDING TO THE
ENROLLMENT OF THE SCHOOLS 1934-1935

Size of School	Men		Women		Total	Median Age by Size of School
	Number	Age	Number	Age		
1	2	3	4	5	6	7
1-400	38	29	32	30	70	30
401-800	4	27	7	36	11	32
801-1200	3	30	8	33	11	32
1201-1600	-	-	8	39	8	39
Above 1600	10	42	-	-	10	42
Total	55		55		110	
Median Age of Each Sex		31		34		33

7. College Majors of Commercial Teachers

A little more than one-third, to be exact, 35.60 per cent of the 132 teachers who gave information as to their majors and minors in college have selected commercial majors--either commercial science or commercial art. Those majoring in education are 12.12 per cent or a little more than one-eighth of the whole. Since history and social science majors are nearly 14 per cent we can see a valuable qualification for the teaching of socio-business subjects.

TABLE XXXIII

THE SIX MOST FREQUENT COLLEGE MAJORS WITH EACH PERCENTAGE OF THE WHOLE. EACH OF THE REMAINING FIVE IS ALLIED CLOSELY WITH THE COMMERCIAL ARTS AND SCIENCES

Major	Number	Per Cent
Commercial (Art and Science)	47	35.60
Education	16	12.12
English	14	10.60
History	11	8.33
Social Science	7	5.30
Mathematics	5	3.78

TABLE XXXIV

MAJORS IN COLLEGE OF 146 TEACHERS OF COMMERCIAL COURSES IN THE
100 KENTUCKY PUBLIC HIGH SCHOOLS, ARRANGED IN ORDER OF
FREQUENCY

Commercial Arts and Commercial Sciences	47
Education	16
English	14
History	11
Social Science	7
Mathmeatice	5
English and Mathematics	3
Languages	3
Physics and Chemistry	3
Education and Natural Science	2
Chemistry	2
Natural and Social Science	2
Physics and Mathematics	2
Secondary Education and Social Science	2
Supervision and Administration	1
Romance Language	1
Physical Education	1
Law and Social Science	1
Industrial Arts	1
Economics	1
English and Sociology	1
Engineering	1
Education and English	1
Education and Mathematics	1
Biological and Physical Science	1
Biology	1
Agriculture	1
<hr/>	
Total	132*
Incomplete Information as to Majors and Minors	14
<hr/>	
Total	146

*Note:--Not all have finished college.

8. Business Experience of Teachers of Commercial Courses

Is it necessary that a teacher of commercial courses have business experience to qualify well for her work?

Certainly, as the writer stated in Chapter 1, the vocational training must be of such a standard that the finished product will exactly satisfy the demands of business. If a teacher has participated, she will better understand how to prepare the student to meet this business requirement. Such subjects as secretarial training, business English, office Practice, Merchandising, marketing, business exploratory, business information, business administration, filing, business organization, bookkeeping, typewriting and stenography, can surely be taught more effectively by teachers with business experience.

Table XXXV shows that out of 146 teachers of commercial subjects 85 or 58.22 per cent of them have had some business experience. In a few cases the amount is too small to be of material value. From Table XXXVI the readers of this report may see that the minimum amount of business experience increases with the teachers in the larger schools and the same is true of the maximum amount in all schools above 1200 enrollment.

The total average business experience of the teachers in this study is 2.7 years, just a little more than two and one-half years. The maximum average is a little short of eight years and three months.

TABLE XXXV

BUSINESS EXPERIENCE OF TEACHERS OF COMMERCIAL SUBJECTS

S I Z E	: Number : Of : Schools : Report- : ing	: Number ; of : Teachers : Report- : ing	: Teachers : with : Business : Experi- : ence	: Per Cent : with : Business : Experi- : ence	: No : Business : Business : Experi- : ence*	: Incomplete : Information
1	2	3	4	5	6	7
A						
1-400	78	86	47	55%	34	5
B						
401-800	8	14	8	57%	5	1
C						
801-1200	8	23	8	52%	7	4
D						
1201-1600	4	12	8	66%	4	-
E						
Above 1600	2	11	10	91%	-	1
Total	100	146	85	58.22%	50	11

*Percentage by group is approximate and is based on teachers reporting in each group: A - B - C - D - E, but the total percentage is based on all teachers in the study.

TABLE XXXVI

MAXIMUM, MINIMUM, AND AVERAGE BUSINESS EXPERIENCE OF 85
TEACHERS OF COMMERCIAL SUBJECTS EXPRESSED IN YEARS

Group	A	B	C	D	E	T
Size	1-400	401-800	801-1200	1201-1600	Above 1600	O
Number of Schools	78	8	8	4	2	T
Number of Teachers	86	14	23	12	11	A
1	2	3	4	5	6	7
Maximum	7.8	10.5	2.	16.	5.	8.26
Minimum	.08 (1 mo)	.5 (6 mo)	.16 (2 mo)	.5 (6 mo)	2.	.65 (7 mo)
Average	1.9	3.	1.3	4.6	2.9	2.7
With Business Experience	47	8	12	8	10	85
No Business Experience	34	5	7	4	-	50
Incomplete Information as to Business or Teaching Experience	5	1	4	-	1	11
Total Teachers in Sample Study						146

9. Teaching Tenure of the Commercial Teachers

It is well known that the frequent turnover in teaching personnel has been of serious disadvantage to the progress in education; however, educators in many places among our school board members, professional citizenry, patrons, even the students are recognizing the disadvantages in the too lengthy tenure.

There are 57 teachers who have from one to five years teaching tenure. This is 43.2 per cent of the 132 teachers who reported on tenure. In all, 82.5 per cent have a tenure of from one to ten years and 96.2 per cent have a tenure of from one to twenty years. The total average present position tenure of all size-groups in the 100 schools studied is 11 years. The total average entire teaching tenure of all size-groups in the 100 schools is 16 years.

TABLE XXXVII

TEACHER TENURE

	Size Group					Maximum					Minimum					Average				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Tenure in Present Position	19	9	37	37	17	1	1	1	2	1	4.5	4.5	11	13	11					
Entire Teaching Tenure	20	13	44	45	31	1	1	1	7	1	7	6	15	18	16					

*Size of enrollment of groups and number of teachers in each group reporting and the number giving no information on these items may be had from Table XXXVIII.

TABLE XXXVIII

TENURE IN PRESENT POSITION OF 132* TEACHERS OF COMMERCIAL
COURSES IN 100 KENTUCKY PUBLIC HIGH SCHOOLS 1934-1935

Group	A	B	C	D	E	T
Size of School	1-400	401-800	801-1200	1201-1600	Above 1600	O
Number of Teachers	86	14	23	12	11	A L
1	2	3	4	5	6	7
Years Tenure	Number of Teachers					
1 - 5	43	5	6	1	2	57
5 - 10	31	7	6	6	2	52
10 - 15	3	-	3	-	1	7
15 - 20	3	-	1	2	5	11
20 - 25	-	-	-	-	-	-
25 - 30	-	-	1	-	-	1
30 - 35	-	-	1	1	-	2
35 - 40	-	-	1	1	-	2
*Teachers Reporting	80	12	19	11	10	132
No Information	6	2	4	1	1	14
Entire Teachers Studied	86	14	23	12	11	146

10. Salaries of Commercial Teachers

The facts in this salary check-up are those which exist in 1934-1935 and should be remembered as salaries during a depression period, if used in comparison with other similar researches made during better economic periods.

The average maximum salary of men teachers of commercial courses is \$1993.75. By referring to Table XXXIX, you will understand average maximum salary. The average maximum salary of the women teachers is \$1726.25, while that of both men and women is \$1860.

The average minimum salary paid to men teachers worked from Table XXXIX is \$1051.50, while that of the women is \$999.12. It is interesting to note that the average minimum salary of both women and men teachers of commercial subjects has reached \$1025.31.

The average salary paid to men teachers of commercial subjects 1934-1935 is \$1464.20 or approximately \$150 per month due to the large number of men teachers who are in the schools which have nine-month sessions. The average salary paid the women is \$1339.69, and that of both men and women teachers is \$1401.94.

The lowest salary received was reported by a woman teacher, and was \$68.40 per month. The next lowest salary was \$73.33 per month and was the salary of a male teacher. The highest salary was that of a male teacher and was \$300 per month in a system having a 10-month school year.

TABLE XXXIX

MAXIMUM, MINIMUM, AND AVERAGE SALARIES OF 121 TEACHERS
OF COMMERCIAL SUBJECTS DISTRIBUTED ACCORDING TO ENROLL-
MENT, NUMBER OF SCHOOLS AND TEACHERS EMPLOYED

	Men	Women	Men	Women	Men	Women
A						
1-400						
78 Schools						
86 Teachers	\$2400.00	\$1600.00	\$660.00	\$615.50	\$1109.53	\$977.44
B						
401-800						
8 Schools						
14 Teachers	\$1125.00	\$1305.00	\$855.00	\$936.00	\$1026.25	\$1095.14
C						
801-1200						
8 Schools						
23 Teachers	\$1450.00	\$2100.00	\$1130.00	\$1095.00	\$1290.00	\$1659.37
D						
1201-1600						
4 Schools						
23 Teachers	-	\$1900.00	-	\$1350.00	-	\$1626.81
E						
Above 1600						
2 Schools						
11 Teachers	\$3000.00	-	\$1561.00	-	\$2431.00	-

Note:--25 of the 146 teachers in the study did not report salaries.

11. Certification and Graduation of Commercial Teachers

Only 52 of the 146 teachers sending in questionnaires reported on certificates held. The cause for this ^{is} unknown to the writer. The State Life Certificate is the most frequent but is by this title subjected to a misinterpretation. The Standard High School Certificate ranks second in frequency and is a certificate which is known to be a popular requirement.

TABLE XL

CERTIFICATES REPORTED BY 52 COMMERCIAL TEACHERS, LISTED JUST AS REPORTED

Provisional High School	5
Elementary	3
State Life	12
Standard High School	11
Commercial	1
College Standard	2
Superintendents	2
Standard Teachers	2
Special	3
Normal	2
Special in Bacteriology	1
Special in Advanced	1
Standard Elementary	5
Elementary Life	2

Note:-- There are duplications in this reporting. Nearly two-thirds of the 146 teachers failed to report the certificates they hold.

TABLE XLI
DEGREES AND CERTIFICATES HELD BY TEACHERS

G R O U P	Bacca- laureate Degree	Masters' Degree	Various Teachers' Certi- ficates	No Degree	No Report as to Degree	No Report as to Certifi- cates
A	69	5	31	9	8	55
B	10	1	3	4	-	11
C	14	2	6	6	3	17
D	8	-	8	3	-	4
F	9	-	4	1	2	7
T O T A L	110	8	52	23	13	94

*Key to groups will be found in previous tables.

Note:--Since college degrees and graduations have been discussed under major subheading 7 in Chapter II, only a general summary is needed here.

CHAPTER IV

COMMERCIAL CURRICULA IN KENTUCKY PUBLIC HIGH SCHOOL

1. The Administration of the Commercial Curricula

If it were found to be absolutely necessary to decide the most urgent need, better trained commercial teachers or better fitted commercial curricula, we would wander at sea for a time before a decision could be reached. The administration of our commercial curricula in Kentucky public high schools is constantly meeting calls for change in adjustment to fit the needs and demands of business and society. This constant change is continually creating problems of adjustment in relation to other departments of the high school curricula, and at the same time the teaching technique evolves in adjustment or compromise to this as well as to that of teacher turnover. This makes the administration of curricula always a problem.

The writer will make no attempt to answer this question but will illustrate the Kentucky situation in several phases by tables.

A table showing the 28 commercial courses now being offered in order of their frequency as well as tables illustrating separate facts about vocational courses and socio-business courses, will follow before taking up the actual grade and class administration. Three facts established in these preliminary tables are: There are twenty-eight commercial courses offered; that the combination of typewriting, bookkeeping, and shorthand is offered in 49 out of 100 schools with a frequency of each 71-67-53, and that there are 7 strictly vocational courses and 13 socio-business courses offered.

TABLE XLII

COMMERCIAL COURSES OFFERED IN THE 100 KENTUCKY PUBLIC HIGH SCHOOLS, SHOWING NUMBER AND SIZE OF SCHOOLS IN EACH GROUP. THE SUBJECTS ARE ARRANGED IN ORDER OF FREQUENCY

Courses Offered	Group					Total
	A	B	C	E	E	
	Size					
	1-400	401-800	801-1200	1201-1600	Above 1600	
	Number of Schools					
	78	8	8	4	2	
1	2	3	4	5	6	7
1. Typewriting	46	11	9	3	2	71
2. Shorthand	39	9	6	1	2	57
3. Bookkeeping	37	8	5	1	1	52
4. Business Law	32	7	4	1	2	46
5. Business Arithmetic	32	5	2		1	40
6. Junior Business Training	13	1	4	3	1	27
7. Economics	8	4	3	1	2	17
8. Business Geography	11	2	1	1	1	15
9. Business English	9	2	2	1	2	11
10. Salesmanship	4	3	1		2	11
11. Spelling	8	1			2	10
12. Accounting	4	2	2	1	1	9
13. Business practice	4	2	2	3		5
14. Filing		2	2			4
15. Business Information			1			4
16. Penmanship	2	1			1	4
17. General Business Training	2					3
18. Banking				1		2
19. Business Exploratory			1	1		1
20. Advertising				1		1
21. Business Administration	1		1			1
22. Business Principles				1		1
23. Comptometer				1		1
24. Industrial & Financial History						1
25. Merchandising & Marketing	1				1	1
26. Office Training		1				1
27. Office Practice				1		1
28. Secretarial Training			1			1

2. Enrollment in Strictly Vocational Courses

The writer believes there is not a commercial subject offered in Kentucky public high schools, illustrated in Table XL111 which has only vocational value, but the term "strictly vocational subjects" is applied to those which have direct application to specific job preparation. The most frequently offered of these are typewriting, bookkeeping, and shorthand. Others are office training, machine training, filing, banking, etc.

TABLE XL111

ENROLLMENT IN VOCATIONAL COURSES ACCORDING TO SIZE OF SCHOOLS. NUMBER OF SCHOOLS IN WHICH EACH COURSE IS OFFERED IN ORDER OF FREQUENCY

Group	A	B	C	D	E	
Size	1-400	401-800	801-1200	1201-1600	Above 1600	T O T A L
Number of Schools in Group	78	8	8	4	2	
	1	2	3	4	5	6
Typewriting	46	11	9	3	2	71
Bookkeeping	37	8	4	1	2	53
Shorthand	39	9	6	1	2	57
Business Practice	4	2	2	-	1	9
Filing	-	2	2	1	-	5
Office Training*	-	1	-	-	-	1
Secretarial Training	-	-	1	-	-	1

*So closely related to office practice.

3. Enrollment in Socio-Business Courses

TABLE XLIV

SOCIO-BUSINESS SUBJECTS OFFERED IN 100 KENTUCKY PUBLIC
HIGH SCHOOLS GROUPED ACCORDING TO THE SIZE OF SCHOOLS,
AND IN ORDER OF FREQUENCY OF MENTION

Names of Courses	78 Schools	8 Schools	8 Schools	4 Schools	2 Schools	TOTAL
	A	B	C	D	E	A L
	1-400	401-800	801-1200	1201-1600	Above 1600	
1. Business Law	32	7	4	1	2	46
2. Junior Business Science	18	1	4	3	1	27
3. Economics	8	4	3	1	2	18
4. Business Geography	11	2	1	1	2	17
5. Salesmanship	4	3	1	1	2	11
6. Business information	-	-	1	3	-	4
7. General Business Science	2	-	-	1	-	3
8. Business Exploratory	-	-	1	1	-	2
9. Industrial or Financial History	1	-	-	-	-	1
10. Advertising	-	-	-	-	1	1
11. Principles of Business	-	-	1	-	-	1
12. Merchandising and Marketing	-	-	-	-	1	1
13. Business Administration	1	-	-	-	-	1

Note:--This table is repeated.

4. Grades in Which Commercial Subjects are Taught

This chapter on the extent of commercial education in the Kentucky public high schools shows the distribution of commercial subjects over the seventh and eighth grade of the elementary school and the ninth, tenth, eleventh, and twelfth of the secondary school under the 4-8 plan. This as indicated by the questionnaire which was sent out by the writer is grades VII, VIII, IX, X, XI, and LXX. In nine individual teachers' questionnaires representing nine different schools, teachers reported teaching classes in all six of these grades in the same semester which indicates a combination of junior and senior high schools in the teaching of commercial courses. Four individual teachers had classes in five different grades in one semester. Thirty-two teachers reported classes, all different subjects, in four different grades.

Table XLV indicates that 32 individual teachers are teaching commercial courses to students in grades 9-10-11-12 in the same semester. This means that 32 teachers have teaching programs which include students from all these high school grades. Some of these grades are combined in one class. In many instances it is grades 11 and 12 and in the smaller schools it may be all four of these grades, since 24 teachers out of the 32 are teaching in schools with an enrollment of less than 400.

The percentage of teachers who report a grade extension of three grades 10-11-12 is 31.25. Only three teachers have classes in grade 12 only.

TABLE XLV
GRADE EXTENSION OF INDIVIDUAL TEACHERS OF COMMERCIAL SUBJECTS

Number of Grades Represented	:	A	:	B	:	C	:	D	:	E	:	T O T A L
7 - 8 - 9 - 10 - 11 - 12	:		:		:		:		:		:	
				Teachers Reporting								
From-	:		:		:		:		:		:	
6 - 12 Inclusive	:	8	-	-	1	-	-	-	-	-	-	9
7 - 12 "	:	4	-	-	-	-	-	-	-	-	-	4
8 - 12 "	:	24	2	2	2	2	2	2	2	2	2	32
9 - 12 "	:	17	5	9	5	4	4	4	4	4	4	40
10 - 12 "	:	18	5	7	5	5	5	5	5	5	5	40
12	:	1	-	2	-	-	-	-	-	-	-	3
Total	:	72	12	21	12	11	11	11	11	11	11	128
Incomplete Information	:	14	2	2	-	-	-	-	-	-	-	18
Teachers in this Study	:											146

5. The Distribution of Subjects to Individual Teachers

In the administration of the commercial curricula in the Kentucky public high school we see by studying Table XLVI that the teacher in the small school teaches a great variety of subjects, while the teacher in the school with an enrollment above 800 would seldom have a variety of more than four subjects. Most of the cases show 1, 2, and 3 subjects. We are all too well

acquainted with the qualification needed to meet the demands on the commercial teacher in the small school. Out of 76 teachers 43 teach five or more different courses beside their outside activities. In another table is shown various extra-curricular activities performed by the same teachers.

TABLE XLVI

NUMBER OF SUBJECTS TAUGHT BY INDIVIDUAL TEACHERS

Number of Subjects	A	B	C	D	E	Total
	Teachers Reporting					
1 - 8	1	-	1	-	-	2
1 - 7	5	-	-	-	-	5
1 - 6	11	-	-	-	-	11
1 - 5	26	2	1	1	-	30
1 - 4	21	3	1	2	1	28
1 - 3	9	6	4	3	2	24
1 - 2	3	3	9	5	5	25
1	-	-	5	1	3	9
Total	76	14	21	12	11	134
Incomplete Information						12
Teachers in this Study						146

6. The Extent of Particular Subjects in the Small Schools

In the small schools of Kentucky those having an enrollment each of less than 400 the most frequently offered subject is typewriting, being offered in 46 out of 78 small schools. Different from the frequency rank of both large and small schools, shorthand exceeds bookkeeping and business arithmetic exceeds business law. Nearly all of the socio-business courses increase in rank in proportion to size of schools.

TABLE XLVII

FREQUENCY OF PARTICULAR SUBJECTS IN SCHOOLS WITH AN ENROLLMENT
FROM 40 TO 400

Typewriting.....	46
Shorthand.....	39
Bookkeeping.....	37
Business Arithmetic.....	35
Business Law.....	32
Junior Business Training.....	18
Business Geography.....	11
Business English.....	9
Economics.....	8
Spelling.....	8
Accounting.....	4
Salesmanship.....	4
Business Practice.....	4
General Business Science.....	2
Penmanship.....	2
Business Administration.....	1
Industrial or Financial History.....	1

Note:--There are 78 schools in this group with an entire enrollment of 11614, including a commercial enrollment of 2934.

7. Textbooks Used in Commercial Courses

The textbooks used in commercial subjects taught in Kentucky public high schools are shown in Table XLVIII.

In typewriting four different textbooks are used. Lessenberry and Jevon's text is the most frequently used. As the table indicates, 51 schools use this 20th Century text.

In bookkeeping seven different texts are used and the most frequent is 20th Century Bookkeeping by Baker and published by Southwestern Publishing Company in Cincinnati. These sets are used in 44 schools. Baker's text as co-author with Prickett and Carlson is used in 5 schools. There are five other authors represented in the other seven schools offering bookkeeping.

In shorthand there is no system taught but Gregg, and the textbook answer was without exception Gregg. However the writer believes that in a few cases the teacher had in mind the name of the publisher instead of the author.

Salesmanship is not a frequent subject in Kentucky public schools now. Walter's textbook is the most frequently used.

In regard to penmanship textbook authors, there seems to be no agreement. Craig, Palmer and Zaner seem to have equal representation. In most of the schools studied, penmanship and spelling are taught in combination with other courses.

In a similar study made of Montana Public Schools by Della A. Young at Colorado State Teachers' College, Greeley, Colorado, in 1929, only three texts were used in junior business training in the state of Montana. In comparison we are using in Kentucky nine different textbooks. The two leading tie in frequency and are two of the three which were used in Montana in 1929. They are "General Business Training," written by Crabbe & Slinker, and "Junior Business Training" by Zu Tavern. Others used in Kentucky are shown in Table XLVIII. The writer believes that the contrast in this case between Montana and Kentucky regarding Junior Business Science is the result of difference in time of compiling of data and the rapid introduction into the commercial curricula of

TABLE XLVIII
 SUBJECTS TAUGHT, LISTED WITH AUTHORS OF TEXTBOOKS AND
 FREQUENCY OF USE IN 100* KENTUCKY HIGH SCHOOLS

Subject	Author	Frequency
1	2	3
Typewriting	Lessenberry and Jevon	51
	Harned	15
	Gregg	5
	Walton-McLean	1
Bookkeeping	Baker	44
	Baker, Prickett, Carlson	5
	Lyons and Carnahan	3
	Elwell and Toner	1
	Rosenpam and Wallace	1
	Lyons and Smith	1
Shorthand	Altholz-Klein	1
	Gregg	59
Business Law	Peters and Pomeroy	30
	Bays	12
	Gano	1
	Bogert, Goodman and Moore	1
	Weaver	1
Business Arithmetic	Curry and Rupert	16
	Van Tuyl	4
	Smith	4
	Miner, Elwell and Touton	3
	Curry-Rice	1
	Finney and Brown	1
Business Geography	Sutton and Lennes	1
	Whitbeck	11
	Robinson	3
	Staples-York Zu Tavern	1 1

Continued on Next Page

*Nine of the 100 schools made no report on textbooks used.

TABLE XLVIII

Continued

Subject	Author	Frequency
1	2	3
Junior Business Training	Crabbe and Slinker	6
	Zu Tavern	6
	Kirk, Buckley and Maesche	4
	Nichols	2
	Jones and Burchi	2
	Reed and Morgan	1
	Brewer, Hurlbut and Caseman	1
Business English*	Crabtree	1
	Ross	6
	Hotchkiss and Drew	2
Economics	Mc Kitrick and West	2
	Fay	8
	Fairchild	6
	Thompson	3
General Business Training	Smith	1
	Crabbe and Slinker	5
	Allyn and Bacon	1
Accounting	Brewer, Hurlbut and Caseman	1
	Sherwood	6
	Baker	3
Spelling*	Bowman and Percy	2
	Peters	3
	Jones	1
	Eldridge	1
Business Practice	(Use Periodicals)	1
	Gregg and Sorrelle	3
	Crabbe and Slinker	2
	McClelland	2
	Brewer, Hurlbut and Caseman	1
	Loso-Hamilton	1

Continued on Next Page

*Taught principally in combination with other subjects.

TABLE XLVIII

Concluded

Subject	Author	Frequency
1	2	3
Salesmanship	Walters	6
	Leigh	2
	Norton	1
Penmanship*	Palmer	1
	Craig	1
	Zaner	1
Filing*	"Progressive Indexing and Filing" (Author not given)	3
	Remington-Rand	2
	Gregg and Sorrelle	2
Banking	Baker	2
	Holdsworth	1
Business Information	Zu Tavern	3
Business Principles	Zu Tavern and Bullock	1
Secretarial Training	Gregg and Sarrelle	1
Business Organization	De Haas	1
Merchandising	Whitehead	1
Advertising	Rowse and Fish	1
Office Practice	Zu Tavern	1
Comptometer	Felt and Tarrant (Business Arithmetic)	1

*Taught in combination with other subjects principally.

junior business science. This subject is taught in Kentucky under various subject titles.

Out of the 16 schools reporting commercial geography classes, we note that Whitbeck's textbook holds the lead in Kentucky schools showing a frequency of 11.

Another subject in the commercial curricula which has grown so rapidly is commercial law. Peters-Pomeroy textbook is far in the lead in Kentucky schools. The next in lead is Bays, which is taught in 12 schools reporting.

8. Length and Number of Recitation Periods

It is interesting to check the number of recitation periods in the smaller public high schools studied. These 78 Schools have an entire enrollment of less than 400 each and many have enrollments of less than 100.

One hundred per cent of the schools offering commercial law have a regular schedule of five recitations each week while 77.42 per cent have forty-five-minute recitation periods.

One hundred per cent of the schools offering economics have daily recitations of five each week, but only 71.43 per cent have forty-five-minute periods.

Only 50 per cent of the schools offering spelling have five^{periods}/each weeks and only 33 per cent have forty-five-minute periods.

Most of the spelling as shown in both Tables XLIX and L is taught in combination with other subjects and one-half of those offering spelling use only twenty- and thirty-minute periods.

From the tables referred to above we can see a consistent regularity in commercial class organization.

TABLE XLIX

SUBJECTS TAUGHT IN 78 PUBLIC HIGH SCHOOLS HAVING AN ENROLLMENT OF LESS THAN 400 EACH SHOWING NUMBER OF RECITATIONS EACH WEEK AND LENGTH OF EACH RECITATION PERIOD

Subjects	Maximum		Minimum		Average	
	Number	Length	Number	Length	Number	Length
1	2	3	4	5	6	7
Accounting	5	45	5	45	5	45
Bookkeeping	10	90	5	40	7.50	53.60
Business Administration	6	45	6	45	6	45.
Business Arithmetic	6	55	5	45	5.04	46.38
Business English	5	55	5	45	5.50	47.50
Business Law	5	60	5	45	5	59
Business Geography	6	60	5	45	5.08	46
Business Practice	5	63	3	45	4.70	49
Economics	5	56	5	45	5	47
General Business Practice	5	45	5	45	5	45
Industrial or Financial History	5	40	5	45	5	40
Junior Business Training	5	55	2	45	4.81	46.50
Penmanship	5	30	5	20	5	25
Salesmanship	5	55	5	45	5	48.33
Shorthand	5	60	5	40	5	47
Spelling	6	55	1	10	4.16	31.66
Typewriting	10	60	3	40	5.60	44.33

TABLE L

SUBJECTS TAUGHT IN 78 PUBLIC HIGH SCHOOLS HAVING AN ENROLLMENT OF LESS THAN 400 EACH SHOWING REGULARITY OF FIVE RECITATIONS AND FORTY-FIVE-MINUTE PERIODS IN THE DIFFERENT COMMERCIAL SUBJECTS

	: Schools : Offering : Subject :	: Schools : with Five : Recitations : Per Week :	: Schools with : Forty-five : Minute : Periods :
1	2	3	4
Accounting	4	4	4
Bookkeeping	32	26	18
Business Administration	0	0	0
Business Arithmetic	27	26	22
Business English	5	4	3
Business Law	31	31	24
Business Geography	12	11	11
Business Practice	6	5	4
Economics	7	7	
General Business Training	2	2	2
Industrial and Financial History	5	1	1
Junior Business Training	16	15	14
Penmanship	2	2	0
Salesmanship	4	4	2
Shorthand	36	36	26
Spelling	6	3	2
Typewriting	45	38	30

9. Trends Toward Socio-Business Education

In checking facts about curricula and curricula organization which are presented in these data, the writer observes a decided trend toward a change from the strictly vocational program to a socio-vocational or a socio-business program. This is indicated by such large enrollments in both large and small high schools in socio-business subjects. It is shown by the combination of the strictly vocational and the socio-commercial subjects. It is indicated by non-commercial administration of teachers in socio-business subjects and by college majors and minors of commercial teachers. One of the most consistent proofs is that even in the large schools of the city where student-job placement is greater, there is a regular introduction of socio-business subjects in the ninth grade and a few schools offer them in the seventh and eighth grades.

The writer suggests that a special curricula research investigation be conducted through the state department to determine, just how many high schools are teaching mechanical bookkeeping, shorthand and typewriting without the introduction of business principles such as that included in junior business science, commercial law, commercial geography, business arithmetic, social and business economics, financial procedure, world progress, and business secretarial practice.

TABLE LI

FIVE MOST FREQUENTLY OFFERED SOCIO-BUSINESS COURSES WITH
CLASS ENROLLMENT COMPARED WITH SCHOOL ENROLLMENT

	School Enrollment					Total
	1-400	401-800	801-1200	1201-1600	Above 1600	
Business Law	32	7	4	1	2	46
Junior Business Science	18	1	4	3	1	27
Economics	8	4	3	1	2	18
Business Geography	11	2	1	1	2	17
Salesmanship	4	3	1	1	2	11

CHAPTER V

THE TEACHING LOAD OF COMMERCIAL TEACHERS IN KENTUCKY
HIGH SCHOOLS

1. Miscellaneous Service Requirement

No doubt part of the teaching load of the commercial teacher is the result of the "Administration of the Curricula," however, there is sufficient additional interesting data to furnish to the readers of this report information concerning the teaching load of the commercial teachers in the public high schools of Kentucky.

The commercial teacher in the small school, who teaches seven periods, coaches plays and athletics after school hours and serves as school secretary on Saturdays and sometimes weekday evenings is not an unusual example in many states. She may be expected to sponsor occasional community affairs. Since this is a situation found more often in the small school units, the writer has placed emphasis in this, Chapter V of the study, chiefly on the group of schools each with an enrollment under 400.

2. Ratio of Student Enrollment to Teacher Employment

TABLE LII

NUMBER OF STUDENTS ENROLLED TO EACH TEACHER EMPLOYED IN ENTIRE HIGH SCHOOLS AND IN COMMERCIAL DEPARTMENTS

Group	Size of School	Number of Schools	Number of Teachers Reporting	Entire High School	Commercial Department
1	2	3	4	5	6
A	1-400	78	86	21.9	28.7
B	401-800	8	14	29.3	70
C	801-1200	8	23	30.3	67.4
D	1201-1600	4	11	30.2	99.5
E	Above 1600	2	12	28.7	69.2
Total		100	146	26.4	48.4

3. Subjects and Grades Taught by Each Teacher

TABLE LIII
SUBJECTS AND GRADES COVERED BY INDIVIDUAL TEACHERS

Number of Subjects and Grades	A		B		C		D		E		Total	
	1-400	401-800	801-1200	1201-1600	Above 1600							
Teachers Reporting												
	S	G	S	G	S	G	S	G	S	G	S	G
1	-	1	-	-	5	2	1	-	3	-	9	3
1-2	3	18	3	5	9	7	5	5	5	5	25	40
1-3	9	17	6	5	4	9	3	5	2	4	24	40
1-4	21	24	3	2	1	2	2	2	1	2	28	32
1-5	26	4	2	-	1	-	1	-	-	-	30	4
1-6 and above	17	8	-	-	1	1	-	-	-	-	18	9
Total	76	72	14	12	21	21	12	12	11	11	134	128
Incomplete Information as to Subjects											12	
Incomplete Information as to Grades												18
											146	146

Twelve teachers made no report as to the subjects taught and eighteen did not mention the grades in which they taught. Teachers who teach from 1 to 6 subjects total 18, and 17 of them are teaching in the small schools. Nine out of 108 teachers are teaching in all grades of both junior and senior high schools, and eight of these are located in the small schools with enrollments of less than 400. The teachers who teach from 1 to 4 different subjects number 77 which is

57.46 per cent of teachers reporting. Those teachers who teach in from 1 to 4 different grades number 122 or 87.5 per cent of the entire group reporting.

4. Commercial Subjects Taught in Small Schools with
Number and Length of Period

TABLE LIV

VARIETY OF COURSES TAUGHT IN SMALL SCHOOLS OF FEWER
THAN 400 STUDENTS EACH

-
-
- | | |
|----------------------------|-------------------------------------|
| 1. Accounting | 9. Economics |
| 2. Bookkeeping | 10. General Business Training |
| 3. Business Administration | 11. Industrial or Financial History |
| 4. Business Arithmetic | 12. Junior Business Training |
| 5. Business English | 13. Penmanship |
| 6. Business Law | 14. Salesmanship |
| 7. Business Practice | 15. Shorthand |
| 8. Business Geography | 16. Spelling |
| | 17. Typewriting |
-
-

TABLE LV

SMALL SCHOOLS WITH A PROGRAM SHOWING THE NUMBER OF
RECITATIONS PERIODS EACH WEEK AND LENGTH OF
PERIODS IN EACH SUBJECT

Subject	Schools Offering Subject	Schools with Five Recitations Per Week	Schools with Forty-five Minute Periods
1	2	3	4
Accounting	4	4	4
Bookkeeping	32	26	18
Business Administration	0	0	0
Business Arithmetic	27	26	22
Business English	5	4	3
Business Law	31	31	24
Business Geography	12	11	11
Business Practice	6	5	4
Economics	7	7	5
General Business Training	2	2	2
Industrial and Financial History	5	1	1
Junior Business Training	16	15	14
Penmanship	2	2	0
Salesmanship	4	4	2
Shorthand	36	36	26
Spelling	6	3	2
Typewriting	45	38	30

5. Frequency of Occurance of Commercial Subjects

TABLE LVI

COMMERCIAL COURSES OFFERED IN THE 100 KENTUCKY PUBLIC HIGH SCHOOLS, SHOWING NUMBER AND SIZE OF SCHOOLS IN EACH GROUP. THE SUBJECTS ARE ARRANGED IN ORDER OF FREQUENCY

Courses Offered	Group					T
	A	B	C	D	E	
	Size					O
	1-400	401-800	801-1200	1201-1600	Above 1600	T
	Number of Schools					L
	78	8	8	4	2	
1	2	3	4	5	6	7
1. Typewriting	46	11	9	3	2	71
2. Shorthand	39	9	6	1	2	57
3. Bookkeeping	37	8	5	1	1	52
4. Business Law	32	7	4	1	2	46
5. Business Arithmetic	32	5	2		1	40
6. Junior Business Training	13	1	4	3	1	27
7. Economics	8	4	3	1	2	18
8. Business Geography	11	2	1	1	2	17
9. Business English	9	2	2	1	1	15
10. Salesmanship	4	3	1	1	2	11
11. Spelling	8	1			2	11
12. Accounting	4	2	2		2	10
13. Business Practice	4	2	2		1	9
14. Filing		2	2	1		5
15. Business Information			1	3		4
16. Penmanship	2	1			1	4
17. General Business Training	2			1		3
18. Banking				1	1	2
19. Business Exploratory			1	1		2
20. Advertising					1	1
21. Business Administration	1					1
22. Business Principles			1			1
23. Comptometer				1		1
24. Industrial and Financial History	1					1
25. Merchandising and Marketing					1	1
26. Office Training		1				1
27. Office Practice				1		1
28. Secretarial Training			1			1

Note:-This table is repeated to accentuate courses in small schools.

6. Combination of Commercial Subjects

TABLE LVII

NUMBER OF COURSES OFFERED IN ONE HUNDRED PUBLIC HIGH SCHOOLS
EXPRESSED IN PERCENTAGE. COMBINATIONS WITH SHORTHAND,
TYPEWRITING, AND BOOKKEEPING

Combination :	Only One Commercial Subject	12%
with :		
Typewriting :	One to Three Commercial Subjects	42%
Bookkeeping :		
and :	Three to Six Commercial Subjects	31%
Shorthand :		
:	More than Six Commercial Subjects	15%
:		
Combination Shorthand, Typewriting, and Bookkeeping		49%
Combination Shorthand and Typewriting		8%
Typewriting without Bookkeeping or shorthand		11%
Bookkeeping without Shorthand or Typewriting		8%

Typewriting is taught without bookkeeping or shorthand in 11 per cent of the schools. Bookkeeping without shorthand or typewriting is taught in 8 per cent.

7. Outside Activities Performed by Teachers
of Commercial Subject

Outside activities performed by teachers of commercial subjects are: Athletics, faculty meetings, hall duty, home room, publications, supervision, Conferences, sponsor, debate, clerical, superintend boys dormatory, director of band and orchestra, and committee research.

The highest number of hours per week by any teacher was 35. This was a teacher in Group A (small schools). The minimum number of hours per week was one hour. The total average hours per week of all 129 teachers who reported on this item is seven and one-half hours; seventeen teachers did not report on this item.

There are 14 teachers who reported no duties outside of teaching. Out of the 78 teachers from the small schools 90.7 are performing some form of outside activities.

TABLE LVIII

HOURS PER WEEK OF EXTRA-CURRICULAR ACTIVITIES PERFORMED
BY TEACHERS OF COMMERCIAL COURSES

Group Size	Maximum	Minimum	Average
A	35	1	10
B	15	2	7.6
C	11	3	6.9
D	11	3	5
E	14	2	7.9

TABLE LIX
TEACHERS OF COMMERCIAL SUBJECTS WHO PERFORM EXTRA-CUR-
RICULAR ACTIVITY

Group	:	A	:	B	:	C	:	D	:	E	:	T O T A L
Size	:	1	:	401	:	801	:	1201	:	Above	:	L
Number of Schools	:	400	:	800	:	1200	:	1600	:	1600	:	
Number of Schools	:	78	:	8	:	8	:	4	:	2	:	100
Number of Teachers	:	86	:	14	:	23	:	12	:	11	:	146
1	:	2	:	3	:	4	:	5	:	6	:	7
Teachers Performing Extra- Curricular Activities	:	70	:	10	:	15	:	11	:	9	:	115
Teachers Performing No Extra-Curricular Acti- vities	:	8	:	2	:	3	:	-	:	1	:	14
Incomplete Information	:	8	:	2	:	5	:	1	:	1	:	17
Total	:	86	:	14	:	23	:	12	:	11	:	146

8. Combination of Commercial Teaching with Non-Commercial Teaching

About 19.85 per cent or nearly one-fifth of the teaching of non-commercial subjects in the 78 small schools is done by non-commercial teachers. Just the subjects in which these non-commercial teachers instruct are shown in Table LX. This table shows that most usually the instruction in commercial subjects by non-commercial teachers is in the subjects classed by the writer as socio-business subjects, however, five out of seventeen teachers of junior business training, three out of forty-six teachers of typewriting, one out of six teachers of business practice, and one out of thirty-three teachers of bookkeeping are non-commercial teachers.

9. Class Enrollment in Commercial Courses offered in the Small Schools

Maybe the teacher's load could be made lighter if the administration of class schedules were different and if the extra-curricular activity were under special organization of teacher-student counsel. Maybe too much time is spent grading papers which can be checked in class with great benefit to the students. Perhaps the commercial instruction is not concentrated enough or it may have too much grade extension. Perhaps the classes are too large.

In Group A of 78 small schools as shown in Table LXI the smallest class is in commercial law and is a class of 4 students. The largest is 75 students in typewriting. The range of the average class size from salesmanship 15 to business administration 35 is twenty points, a median of 25 and a complete subject average of 20 while the typewriting which holds the maximum size has an average of 25.

Since the subjects offered in the small school is only 17 compared with 28, the number offered in the entire 100 schools studied, and since the frequency is changed with the addition of the larger enrollments, this problem is considered the problem of this Group A--used as a measurement for all public high schools of Kentucky with enrollment from 1 to 400.

TABLE LX

COMMERCIAL SUBJECTS TAUGHT BY NON-COMMERCIAL TEACHERS IN 78 SCHOOLS
HAVING AN ENROLLMENT EACH OF LESS THAN 400

Subject	: Schools : Offering : Subject :	:: Taught by :: Commercial :: Teacher ::	: Taught by : Academic : Teacher :	: : :	Total
1	2	3	4	5	
Accounting	: 4	:: 4	: 0	: 4	
Bookkeeping	: 33	:: 32	: 1	: 33	
Business Administration	: 1	:: 1	: 0	: 1	
Business Arithmetic	: 27	:: 13	: 14	: 27	
Business English	: 6	:: 5	: 1	: 6	
Business Law	: 31	:: 18	: 13	: 31	
Business Practice	: 6	:: 5	: 1	: 6	
Business Geography	: 12	:: 7	: 5	: 12	
Economics	: 7	:: 3	: 3	: 6	
General Bus. Training	: 2	:: 2	: 0	: 2	
Industrial & Financial History	: 1 : 1	:: 1 :: 1	: 0 : 0	: 1 : 1	
Junior Business Training	: 17	:: 12	: 5	: 17	
Penmanship	: 2	:: 2	: 0	: 2	
Salesmanship	: 4	:: 3	: 1	: 4	
Shorthand	: 37	:: 37	: 0	: 37	
Spelling	: 7	:: 6	: 1	: 7	
Typewriting	: 46	:: 43	: 3	: 46	
Frequency Total		194	48		

TABLE LXI

MAXIMUM, MINIMUM, AND AVERAGE CLASS ENROLLMENT OF EACH OF THE SEVENTEEN COMMERCIAL SUBJECTS TAUGHT IN 78 SMALL SCHOOLS

Subjects	Course* Frequency	Number Enrolled		
		Maximum	Minimum	Average
1. Accounting	4	30	11	19
2. Bookkeeping	31	35	8	20
3. Business Arithmetic	26	35	10	19
4. Business Administration	1	35	35	35
5. Business English	6	35	10	21
6. Business Law	31	38	4	20
7. Business Practice	6	35	8	18
8. Business Geography	11	35	12	19
9. Economics	7	40	15	23
10. General Business Training	2	35	15	25
11. Industrial and Financial History	1	30	30	30
12. Junior Business Training	16	35	11	24
13. Penmanship	2	37	22	29
14. Salesmanship	4	29	10	15
15. Shorthand	36	35	7	18
16. Spelling	7	38	10	26
17. Typewriting	40	75	7	25

*Some schools offering commercial courses did not give class enrollment.

10. Time Spent in Preparation and Correction of Papers in 78 Small Schools

From Table LXII it is evident that some serious thought should be given to that part of the teachers load which concerns class preparation and correction of papers. The writer doubts if there was ever a teacher who went to class over prepared in subject matter or teaching procedure but believes that the teacher who spends out of schools hours checking papers at the sacrifice of recreation is headed toward failure.

The total average minutes spent in subject preparation and the correction of papers is 2 hours and 56 minutes each week, nearly three hours. If the subject is offered daily, this is 35 minutes and 12 seconds each day on one subject. Assuming she has six recitations extending over four different high school subjects in four different grades of junior and senior high school (this is the popular example shown in Table LIII) she will spend 211.2 minutes or more than three and one-half hours every day at desk routine after a full day's work of teaching. Tests should be given in commercial teaching but efficiency should be the objective for measurement.

11. Grade Placement of Commercial Courses in Small Schools

From studying Table LXIII it is concluded that commercial courses start with the first junior high school year, grade 7, and continue through senior high to graduation. The most frequent combination of two school grades in all of the seventeen subjects offered is in grades 11 and 12. Every subject is offered in this class combination of grade 11 and 12 except penmanship and industrial and financial history. The most popular single grade for offering nearly all commercial subjects is grade 12.

TABLE LXII

MAXIMUM, MINIMUM, AND AVERAGE MINUTES SPENT BY TEACHERS EACH WEEK
IN PREPARATION OF SUBJECTS AND CORRECTION OF PAPERS

Subject	Course* Frequency	Minutes Each Week			Approximate Average Each Week
		Maximum	Minimum	Average	
1. Accounting	3	160	100	137	2.25
2. Bookkeeping	27	400	60	190	3.16
3. Business Arithmetic	1	180	180	180	3
4. Business Administration	26	300	100	183	3
5. Business English	5	400	50	200	3.33
6. Business Law	27	390	90	212	3.50
7. Business Practice	5	275	120	169	2.80
8. Business Geography	11	300	100	207	3.45
9. Economics	6	300	75	172	3
10. General Business Training	2	240	150	195	3.25
11. Industrial and Finan- cial History	1	200	200	200	3.33
12. Junior Business Training	14	300	90	207	3.45
13. Penmanship	1	150	150	150	2.50
14. Salesmanship	3	300	150	217	3.61
15. Shorthand	28	500	50	183	3
16. Spelling	5	100	20	74	1.23
17. Typewriting	34	840	75	209	3.48

*Some of the schools offering these courses did not report on teacher preparation.

Business administration, business practice, economics, salesmanship, and shorthand are the only subjects of the seventeen now being offered by the 78 schools with enrollments of less than 400, which are not offered in any grade preceding grade 11.

TABLE LXIII

NUMBER OF SCHOOLS WITH ENROLLMENTS OF LESS THAN 400 WITH DIFFERENT GRADES IN WHICH COMMERCIAL COURSES ARE OFFERED

Subjects	Grades in which Subjects are Offered							
	7 and 8	9	10	10 and 11	11 and 12	12	10, 11 and 12	9, 10, 11 & 12
1. Accounting					3	1		
2. Bookkeeping		1	1	1	1	19	1	5
3. Business Arithmetic	3	1	5	3	1	5	3	5
4. Business Administration								
5. Business English		1				1		
6. Business Law			2			4	1	
7. Business Practice						12	10	7
8. Business Geography						2	2	1
9. Economics	1	1		1	2		3	2
10. General Business Training							5	2
11. Industrial and Financial History				1				
12. Junior Business Training								
13. Penmanship	1	1						
14. Salesmanship								
15. Shorthand								
16. Spelling	1	1						
17. Typewriting		3			1	27	2	6

The subjects offered in grades seven, eight, and nine are: business arithmetic, business English, industrial and financial history, business geography, penmanship, spelling and junior business training. With the exception of typewriting being offered by three schools in grade nine, it is offered in the

same grade and with practically the same frequency as shorthand, both starting in the eleventh grade and continuing through the twelfth.

CHAPTER VI

CONCLUSIONS

1. Summary

Brief Specific Findings.--Enrollment--The entire enrollment of the schools reporting is 32,403. The schools range in size from 40 to 2020 students.

In the 100 high schools studied the entire commercial enrollment is 8726 students and is 26.9 per cent of the entire enrollment. Although the commercial enrollment is 26.9 per cent of the entire enrollment in this high school representation, the commercial teacher employment is only about 14.67 per cent of the entire teacher employment.

Teacher Training--Of the 146 teachers reporting in this study of 100 Kentucky public high schools 75.35 per cent have college degrees. In all 32.19 per cent have degrees in commerce.

The percentage who are teaching commercial courses but have had no commercial training is 8.9. Those who have commercial training before or during college attendance are 54.11 per cent of the entire group. The six most frequent college majors are commerce, 47; education, 16; English, 14; history, 11; social science, 7; and mathematics, 5.

Of the 133 teachers who reported in full on high school training 82 per cent attended high school four years. The per cent who attended high school in Kentucky is 74.4. The fact that more than one-fourth attended high school in other states is rather indicative that Kentucky employs about 25 per cent of its commercial teachers outside the state. One-third of these who attended high school outside the state were from Ohio and Tennessee.

The total average teaching experience of the teachers who teach commercial courses in the 100 schools studied is 12 years. Only four teachers are teaching their first year, 30.13 per cent have had from five to nine years experience, and 4.79 per cent have had over twenty-nine years and are located in schools each having an enrollment of more than 800.

In studying all the 100 schools in a group with all institutions of learning attended by all the teachers the College of Commerce at Bowling Green, Kentucky, leads in frequency of attendance, with State University of Kentucky at Lexington only six points behind. The three colleges most frequently attended outside of Kentucky are: Columbia University and University of Cincinnati and Chicago University.

Only 110 of the 146 teachers reported as to age and sex. Of those reporting 55 were men and 55 were women. The median age for men is 29 years and for women 30 years. Out of the 110 teachers of commercial courses there are 35 men and 30 women who are between the ages of twenty and thirty years. Between the ages of 40 and 65 there are nine men and five women. Only two men and two women are above 50 years.

The total average business experience of the teacher in this study is 2.7 years. The entire number having no business experience is 50 or 41.78 per cent.

There are 57 teachers who have from one to five years teaching tenure. This is 43.2 per cent of the 132 who reported on this item. The total average present tenure is eleven years. The total average entire teaching tenure is sixteen years.

The average salary paid to men teachers of commercial subjects 1934-1935 is \$1464.20 or approximately \$150 per month. The average salary paid to women is \$1339.69 or \$148.85 per month. The lowest salary reported was by a woman and was \$68.40. The highest salary was reported by a man teacher and was \$300 per month.

Curricula-- There are 28 different commercial courses offered in the 100 schools reporting; typewriting, shorthand, and bookkeeping, the traditional vocational courses, lead in frequency. Typewriting has a frequency of 71. Out of the 100 schools 65 offered some form of bookkeeping or accounting. The percentage of schools which offer three or more commercial subjects is 68. There are sixteen schools which offer more than six commercial subjects and these sixteen offer from six to twelve.

The fact that 49 per cent of the schools have curricula built around the

vocational combination of typewriting, bookkeeping and shorthand may prove to be useful finding toward curricula building.

12% of the schools add only one subject to the combination
 42% of the schools add one to three subjects to the combination
 31% of the schools add three to six subjects to the combination
 15% of the schools add more than six subjects to the combination

This phase of study is of extreme importance in measuring the efficiency of the commercial curricula of the Kentucky public schools. Business law is offered in 46 per cent of the Kentucky public high schools and is only 3 per cent less than the combination of strictly vocational courses just described. Junior business science ranks next in frequency and is 27 per cent. Only one student out of every 513 taking commercial work is enrolled in commercial geography.

In typewriting four different textbooks are used. Lessenberry and Jevon's text is the most frequent.

In bookkeeping seven different texts are used. The 20th Century Bookkeeping is the most frequent. Others are listed on pages 84-86.

Nine of the 100 schools in the survey reported no machine equipment. There are five makes of typewriters used with Remington and Underwood leading. The entire number of machines other than typewriters used is 102. The total average number of typewriters per school is 12.93. The ratio of the number of typewriters to commercial students enrolled is one to eight.

Teacher Load--Thirty-two individual teachers are teaching commercial courses to students in grades 9, 10, 11, and 12 in the same semester. The percentage of teachers who report a grade extension of three grades is 31.25. Only three teachers have classes in grade 12 only. In nine schools teachers reported that they were teaching classes in all six junior and senior high school grades in the same semester.

Out of 76 teachers there are 43 who teach five or more different courses in the same semester beside outside activity.

The most popular length for the recitation period is 45 minutes and the number of recitations are one each day or five each week. One hundred per cent

of the schools offering commercial law have a regular schedule of five recitations each week and 77.42 per cent have forty-five-minute recitation periods.

The total average hours per week of outside activities is seven and one-half hours. Out of 78 teachers from the small schools 90.7 per cent are performing some form of outside activities. The highest number of hours per week by any teacher is 35.

The average class size is 30.8. The smallest class is 4 students in a commercial law class, while the largest is 75 in typewriting.

The total average minutes spent in subject preparation and correction of papers is 2 hours and 56 minutes each week. If a subject is offered daily, this is 35 minutes and 12 seconds each day on one subject. If a teacher has six recitations, she will spend three and one-half hours every day on desk work.

General Summary.--In the status study of commercial education in the public high schools of the state of Kentucky from data collected of January, February, and March of the school year 1934-1935 and the facts presented by written analysis of the results from charts, figures and tables the following conclusion is summarized:

The importance of commercial education is emphasized by the large enrollment in commercial courses both in the large and small high schools in most of the cities and counties throughout the state.

That special groups to study the different phases of commercial education as presented by this thesis should be organized throughout the state, is indicated by such facts as:

"Although the commercial enrollment is 26.9 per cent of the entire enrollment, the commercial teacher employment is only about 14.67 per cent of the entire teacher employment."

"Secretarial training is offered in only one out of the one hundred high schools."

"There 12 high schools which offer only one commercial subject."

"About one-third of the teachers teaching business subjects have had practically no business experience."

"An average of three and one-half hours daily is spent in class-preparation and correcting papers."

In the revision of the commercial curricula and course of study the fact that more uniform textbook selection is badly needed should be kept in mind.

The supply of typewriters and various other machines is not sufficient to furnish the proper skilled knowledge to assure efficient office positions.

The teaching experience of the entire group is considered one of the most pleasing findings. This is in consideration of present job tenure also.

The salaries paid to teachers of commercial courses increase as the teachers' loads decrease. Salaries are not low in comparison with those of the teachers in other fields.

Teacher training in method and technique is needed. This conclusion is

drawn from the degrees, majors and special subjects in education listed.

Although there is a variety of commercial courses offered in the schools as a whole, the curricula needs to be made over to meet the needs instead of concentrating on the traditional.

Unmistakably the administration of the courses to lighten the teachers' load needs serious consideration. The fact that teachers are teaching seven and eight classes daily besides extra-curricular duties is sufficient proof of this need.

In the reorganization of the curricula for commercial education in the public high schools of the state it is obvious that a new evaluation is needed and must be made of the aims and objectives. Certainly the vocational aim cannot continue to be the dominant one.

2. Recommendations

It is hoped that this survey will bring to the attention of administrators the necessity for the reorganization of commercial education in terms of the existing social and economic requirements. "There is a changing concept of education from that of training for leadership alone to that of mass education as a remedy for social maladjustment."¹ "The growth of crime and disobedience to law furnish the most significant evidence of increasing social maladjustment in this country." "There is an increase in the comparative number of persons who are in some way socially maladjusted."

It is recommended that pupils be given the opportunity to take courses which will give them general business information both in junior and senior high

¹United States Office of Education, "Vocational Education and Changing Conditions," U. S. Department of Interior, Vocational Education Bulletin No. 174, General Series No. 5, Government Printing Office, Washington, 1934.

school. The earlier the courses are introduced above the sixth grade, the more the surety will be realized of their specific aims and objectives. This is not at the sacrifice of all strictly vocational subjects. Bookkeeping, shorthand, and typewriting should remain an important part of the curricula but when offered, they should be taught with the proper technique and with equipment necessary to meet the demands which the business official makes of the high school graduate.

There is a possibility that under our new school law much of the rapid turnover in the small schools will be checked because of the salary schedule movement and higher requirement for certification, however the teacher turnover at present is not so distressing in Kentucky as is the placement of the teacher. In most cases a teacher should teach in his specialized field, primarily in the major field and secondarily in the minor field. Since commercial courses are offered in the junior and senior high school, the writer recommends, in addition to the specialized subject training discussed above, the requirement, at least, of three college hours in adolescent psychology and three in exceptional psychology. The social maladjustment about which we hear and read so much could be improved if the commercial teacher were capable of discovering and helping the adolescent maladjusted child who is classified into her department after flunking geometry, algebra, Latin, and perhaps English. It is recommended that class participation in the major field should be a specific requirement of the commercial teacher.

It is further recommended in every public high school which offers enough commercial work to require the one full-time services of a commercial teacher, that she be made head of her department, to work under but in cooperation with her principal. In schools wherein the services of more than one commercial teacher is required one teacher should be made a commercial head working directly under and in cooperation with the principal. In large school systems in which there are more than one school employing several commercial teachers, there should be a commercial head working with the principal under the superintendent.

If the commercial department of the state had this type of organization all over, the schools would not have such existing administration difficulties as are shown by this study.

It is further recommended that a state supervisor or state head of commercial education with an office at Frankfort should be considered and that such organizations as necessary to make the proper research be established at large in the state.

3. Additional Problems Indicated by this Study

Studies are needed to determine the type of business training required by all pupils in the secondary school and to distinguish this from special vocational needs.

A special check-up of high school graduates who have important positions with a study of their chosen commercial courses to determine the relation of their training to the demands of the business world.

A survey of high school graduates enrolled in colleges to determine the relative value of commercial high school courses to college enrollment, part-time employment, lecture taking and notebook writing would be a valuable aid in curricula making in the high school as well as in the teacher training institutions. Studies in points of personal efficiency acquired by commercial training and personal characteristics acquired by different environmental surroundings and their relation to job holding.

The extent of commercial education in the state of Kentucky made through the State Department at Frankfort with an accurate check of 100 per cent on every high school in the state should be completed as soon as possible and made a part of the state records at Frankfort.

Research is needed in an attempt to determine whether the teacher training institutions of the state offer the proper curricula in commercial subject.

matter and teaching technique to meet the needs of the community and the state.

Special studies are needed in the different phases of administration in the commercial curricula.

4. Particular Research Needed

1. A special study of the teaching of business English in the state of Kentucky.

The writer suggests that this study is needed in both the high schools and colleges, however, each would be a big separate subject for research. Points of research:

1. By whom taught
 2. Qualifications of teacher
 3. In correlation with what
 4. Method
 5. Application as to composition, punctuation, capitalization, etc.
 6. Mode of application and textbook used
 7. Class organization
 8. Outside preparation
 9. Grades in which offered
 10. If correlated with spelling what stress is placed on spelling in application
2. Methods and results in teaching commercial geography. (Purpose--to establish the proper economic understanding)
 3. A historical study of commercial education in Kentucky or "Pioneers in Commercial Education."
 4. Business law in the Kentucky public high school and its value as a social-business subject.
 5. A Survey study of transcription as taught in the Kentucky public high school.
 6. A technical study of commercial curricula in colleges of Kentucky.
 7. Methods of measuring efficiency in shorthand.
 - a. Application in Shorthand
 - b. Application in Transcription
 8. The direct method of teaching shorthand versus the traditional method.
 9. Homework required in shorthand development. Survey. Statistical.

This research will make a much needed method survey. If proved by the actual teaching of two classes and measuring the results, it will produce a useful statistical report and will, to the degree of faith created, settle wide controversy on this question of method.

10. A comparative report of commercial education in the public high schools of the states to be made from the various survey and status studies which have been completed in each state.

CHAPTER VI1

APPENDIX

1. Research Devices--Collection Data

1. Reply Postal Cards.

These cards were purchased at Covington Post Office and printed as part of the classwork in the Printing Department of Holmes High School under the supervision of Henry A. Breucker, Head of the Department. They were sent to all the county and city superintendents of the state for the purpose of obtaining a complete mailing list of high school principals of all schools in which commercial courses were offered. A sample of this card will follow: also a follow-up sample.

2. Questionnaire of Three Separate Pages.

This questionnaire was a very similar one to that used in a survey of Montana by Della Young which was referred to in the beginning of this study. This questionnaire was drafted and sent to a Cincinnati printing firm where copies were made.

3. One-Page Letter.

This letter was a letter of introduction and explanation which accompanied each group of questionnaires sent to school principals. This same letter was printed with the questionnaire.

4. Self-Addressed Envelopes.

Self-addressed envelopes were printed and enclosed for the return of the questionnaire.

5. Envelopes for Direct Mailing.

Envelopes for direct mailing by the writer with writer's return address were printed. All envelopes were printed by the same Cincinnati printing firm.

6. Postage.

All return mail was weighed exactly as return was expected and postage glued on envelopes. All going out and coming in mail was first-class.

7. Special Appeal Notes and Personal Letters.

3. Bibliography

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CHAPTER III

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Annotated Bibliography

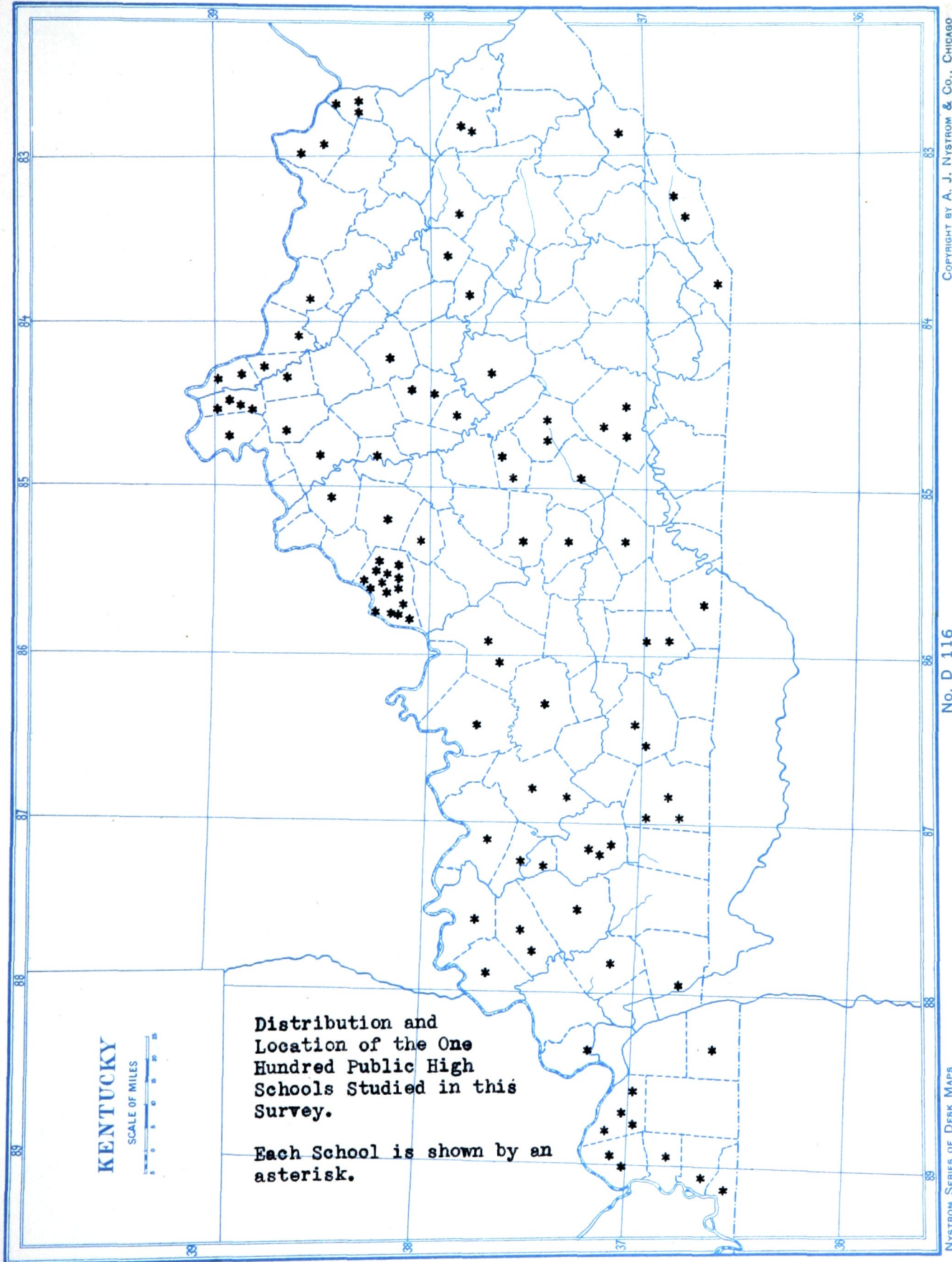
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2. Jessie Graham, The Evolution of Business Education in the United States and Its Implications for Business Teacher Education, (Los Angeles, University of Southern California Press, 1933).
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KENTUCKY
SCALE OF MILES
0 5 10 15 20 25

**Distribution and
Location of the One
Hundred Public High
Schools Studied in this
Survey.**

**Each School is shown by an
asterisk.**

Mrs. Thomas E. Fitz-Hugh
Martanna Apartments C-18
Eastern & Wallace Avenues
Covington, Kentucky.



THIS SIDE OF CARD IS FOR ADDRESS
REPLY CARD

Dear Superintendent:

To facilitate data collection for an Educational Survey in the public high schools of Kentucky, will you please complete this card, detach and mail at once.

This study is being made to complete the requirement for M. A. degree at Western State Teachers College and is requested by the State Department of Education at Frankfort.

Thank you.

Mrs. Thomas E. Fitz-Hugh

Mrs. Thomas E. Fitz-Hugh
Martenna Apartments C-18
Covington
Kentucky



THIS SIDE OF CARD IS FOR ADDRESS
REPLY CARD

High School
Newby, Kentucky

How many teachers in your school teach even one commercial subject? Will you kindly list the commercial subjects taught in your school?

If none, say so and return card. This is a Commercial Education Survey and this card must be returned at once.

Your promptness in granting me this courtesy will surely be appreciated.

Thank you

Lillian G. Fitz-Hugh

SENIOR HIGH SCHOOLS

School _____ City _____

1. Commercial Courses Offered (Fill in columns following commercial Courses that are offered in Senior High School.)

	Taught by commercial teacher?		Total minutes per week devoted by teacher to preparation and correction of papers.		Open to what grades?		Average number of students in class		Total minutes per week outside preparation expected of students		No. recitation periods per wk.		Length of period (Minutes)		No. semesters offered		Text Used	
	Yes	No	1-10	11-12	1-10	11-12	1-10	11-12	1-10	11-12	1-10	11-12	1-10	11-12	1-10	11-12	1-10	11-12
Examples: Shorthand	Yes		200	11-12	18	300	5	45	4									Gregg
1 Accounting																		
2 Advertising																		
3 Auditing																		
4 Banking																		
5 Bookkeeping																		
6 Business Administration																		
7 Business Arithmetic																		
8 Business Eng.																		
9 Business Law																		
10 Business Organization																		
11 Business Practice																		
12 Business Geography																		
13 Cost Accounting																		
14 Economics																		
15 Filing																		
16 Income Tax																		
17 Industrial or Financial History																		
18 Junior Business Training																		
19 Merchandising or Marketing																		
20 Penmanship																		
21 Salesmanship																		
22 Shorthand																		
23 Spelling																		
24 Typewriting																		
25 Others																		

No publicity whatever will be given to data as relating to individual teachers. Please fill out each of the three sheets and return as soon as possible in the accompanying self-addressed envelope.

COMMERCIAL TEACHERS

Name _____ School _____

II General information

1. Total student enrollment in Senior High School (without duplication) _____
2. Total number of students taking one or more commercial subjects (without duplication) _____
3. Total number of full-time teachers employed in Senior High School _____
4. Total number of teachers teaching one or more commercial subjects _____

III 1. List all subjects you are now teaching.

Subject	Grade	Subject	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Extra-Curricular Activities (Indicate time devoted to each)

	Hrs. Per week		Hrs. per week
a Athletics	_____	l Hall Duty	_____
b Bookroom	_____	m Home Room	_____
c Cafeteria	_____	n Library	_____
d Sponsor	_____	o Music	_____
e Clerical	_____	p Publications	_____
f Committee	_____	q Research	_____
g Conferences	_____	r Student Council	_____
h Debate	_____	s Student Clubs	_____
i Dramatics	_____	t Study Hall	_____
j Entertainments	_____	u Supervision	_____
k Faculty Meetings	_____	v Other Duties	_____

IV Age _____ Male _____ Salary: First salary received as commercial teacher _____ per year.
 Female _____ Present salary _____ per year.

V Education and Training of Teacher

1. Type of School	Name(N) & Location(L)	Years in Attendance	Degrees or Teaching Certificates
High School	N L		
Teachers College or Normal	N L		
University or College	N L		
Business College	N L		
Graduate Work	N L		
Other Schools or Colleges	N L		

No publicity whatever will be given to data as relating to individual teachers. Please fill out each of the three sheets and return as soon as possible in the accompanying self-addressed envelope.

COMMERCIAL TEACHERS

V Education and Training. (Continued)

2. Did you major in commercial subjects when in college? _____
 If not, what was your Major in college? _____
 Did you get your training in commercial subjects after you
 left college or normal school, or before you went to
 college? _____
3. State total semester hours (as approximately as possible) of
 the following subjects that you have taken in college or
 other institutions of higher learning:
- a. Psychology (General _____ semester hours.
 (Educational _____ semester hours.
 - b. Principles or Philosophy of Education _____ semester hours.
 - c. History of Education _____ semester hours.
 - d. Organization and Administration of Commercial Education
 _____ semester hours.
 - e. Special Methods in Teaching Commercial Subjects _____
 semester hours.
 - f. Practice Teaching in Commercial Subjects _____ semester hours.

VI Experience

1. Teaching positions (including present position)

Location or City & State	Type or Kind of School.	No. of years in position	Elementary School? (Grade)	High School? (Course) (Taught)
Examples: Troy, N. Y.	City Pub. School	2	6th	
Albany, N. Y.		3		Commercial
a				
b				
c				
d				
e				

2. Any Business Experience You Have Had:

Kind of Work or Experience	Employer	No. of Months
Example Sales Clerk	Marshall Field Co., Chicago	1/4
a		
b		
c		

VII Equipment (Please indicate the total number of each machine used
 and indicate subject or class in which you use them.)

a	Typewriters	Class	d	Calculating Machines	Class
	L. C. Smith _____	_____		Burroughs _____	_____
	Remington _____	_____		Comptometer _____	_____
	Royal _____	_____		Marchant _____	_____
	Underwood _____	_____		Monroe _____	_____
b	Adding Machines		e	Duplicating Machines	
	Burroughs _____	_____		Hectrograph _____	_____
	Dalton _____	_____		Mimeograph _____	_____
	Sunstrand _____	_____		Multigraph _____	_____
	Wales _____	_____		Neostyle _____	_____
c	Billing Machines		f	Other Machines or	
	Elliott-Fisher _____	_____		Equipment	
	Moon-Hopkins _____	_____			

Would you be interested in a report of the results of this survey? _____

MRS. THOMAS E. FITZ-HUGH
COVINGTON, KENTUCKY

Dear Principal:

As part fulfillment of the requirement for the degree of Master of Arts at Western State Teachers' College, I am making a study of "Commercial Education in the Public High Schools of the State of Kentucky." My chief aim is to get the facts of administration, supervision, and curricula of Commercial Education in the Kentucky High Schools with the hope that the survey might prove of value to those who are interested in the training of Commercial teachers in the State of Kentucky.

If the survey is to accomplish its purpose I need facts from every high school offering one or more commercial subject. Therefore, I am asking you to assist me by having each teacher, teaching one or more commercial subject fill out the three sheets of each set enclosed, and by having the teachers send them direct to me in the enclosed self-addressed envelopes as soon as possible.

Your cooperation in this study will be greatly appreciated for only with your help can I hope to accomplish anything worth while.

Very truly yours,

XVII

Mrs. Thomas E. Fitz-Hugh

Martanna Apartments C-18

Eastern & Wallace Avenues

Covington, Kentucky.

Special Note

MRS. THOMAS E. FITZ-HUGH
COVINGTON, KENTUCKY

xviii

Special Note of Appeal:--

Dear Principal:

Instead of having each teacher post these to me as dated above, will you please collect them and see that they are properly filled out and mailed in the enclosed envelope. If teachers prefer, they may omit their names on page two of the questionnaire

I thank you in advance for your prompt reply.

Special Note of Appeal:-

Dear Principal:

My survey cannot be completed without your school and teachers. This data when reported will be entirely in group findings. Not a school, city, county, teacher, section, or educational district will be mentioned or singled out. I pledge absolute secrecy. Almost a hundred questionnaires have been returned completely filled, with an answer "yes" to the last question on page three of the questionnaire. To make it possible for me to graduate with the June class, I must start charting this data by March 15. Please fill out and return today. Thank you in advance for your help.

Special Note of Appeal:-

Dear Principal:

Somehow I omitted your school from my first mailing list. My thesis survey could not be complete without your school. I am sorry to have to ask you to rush your report to me by Friday, March 22. My study is beyond a doubt a step toward a wider commercial curricula and increased salaries for commercial teachers. This is absolutely a group report--no individual reference will be made. My data will be strictly confidential.

Thank you in advance for your time and courtesy!

Martanna Apartments C-18
Covington, Kentucky
February 8, 1935

Superintendent of City Schools
Blank
Kentucky

Dear Mr. Blank:

To facilitate data Collection for an Educational Survey in the public high schools of Kentucky, will you please complete this form and mail it to me at once. When I have received this filled form, questionnaires will be sent to each of your commercial teachers.

This study is being made to complete the requirement for M. A. degree at Western State Teachers' College and is desired by the State Department of Education at Frankfort.

No one realizes more than I, just how busy teachers and administrators are at the present time----In fact, The Teachers' Load is part of my study. Your cooperation will be appreciated.

Thank you.

Instructor

1. Public High School _____

Junior _____

Senior _____

Both _____

Name of Principal _____

Number of Teachers teaching even one commercial subject _____

Note:--This is a sample of the form sent. The original contained fifteen of the forms indicated by "No. 1"

Martanna Apartments C-18
Covington, Kentucky
March 8, 1935

Principal, High School
Ashland, Kentucky

Dear Principal:

Several days ago I mailed a reply card requesting information to your superintendent and have not had a reply. Today I am mailing to you seven questionnaires--one for each of your commercial teachers or academic teachers who happen to be teaching commercial subjects. Please have them filled (omit teacher's name if preferred) and will you return to me in the stamped envelope.

This is a group report. No mention of any individual teacher, school, city, county, college district or any section will be made. It is a thesis study and all my work is done by me at my own desk. I am true enough to give out only a general report. For several years I have been especially interested in Commercial Educational progress in this state. I sincerely and earnestly believe that changing and strengthening the socio-business curricula will serve its purpose in decreasing both social and political criminal activities.

I am enrolled in the June graduation class and to make my plans possible I will have to start charting this material by March 15. So far I have had excellent cooperation from Louisville, Covington and other large systems and most smaller ones. Realizing that your system has been one of the leaders in commercial teaching, I cannot go on without your data.

Thanks a thousand times for prompt answer.

Yours truly,

Mrs. Lillian Almond Fitz-Hugh

LAF:NM

Principal, High School
Blank
Kentucky

Dear Principal:

Several days ago I mailed a reply card requesting information to your superintendent and have not had a reply. Today I am mailing to you three questionnaires--one for each of your commercial teachers or academic teachers who happen to be teaching commercial subjects. Please have them filled (omit teacher's name if preferred) and will you return to me in the stamped envelope.

If you have any other high schools in city or county which offer commercial work, please list on the enclosed card giving number of commercial teachers in each and mail to me at once. Will you also write on the card whether or not you need more questionnaires for your school.

Mr. Jagers of the State Department is very anxious to have this study completed.

Thanks a thousand times for prompt answer!

Yours truly,

Mrs. Lillian Almond Fitz-Hugh

LAF:NM

WHO'S WHO IN THE
KENTUCKY BUSINESS
EDUCATION ASSOCIATION

1939-1940

KENTUCKY BUSINESS EDUCATION ASSOCIATION

Officers for Year 1939-40

President: H. P. Guy, College of Commerce, University of Kentucky,
Lexington

Vice President: Miss Prudence Lyon, Shawnee High School, Louisville

Secretary: R. W. Jennings, Morehead State Teachers College, Morehead

Treasurer: R. R. Richards, Eastern Kentucky State Teachers College,
Richmond

Directors: T. E. Fitz-Hugh, Holmes High School, Covington
Fred M. Gingles, Murray State Teachers College, Murray

OBJECTIVES OF THE ASSOCIATION

1. To improve the teaching of business education.
2. To promote higher standards in business education.
- ✓ 3. To provide for the issuance of publications and bulletins.
4. To cooperate with local educational associations, State and National.

What the Kentucky Business Education Association Can Do
To Improve Business Education in Kentucky

1. Advocate the getting busy of the various committees appointed by Mr. Lawrence.
2. Drive for membership, particularly "to enlighten the poor heathen."
3. Prepare a history of business education in Kentucky.
4. Get into publication things Kentucky business teachers may have written.
5. Build closer cooperation between private and public schools.
6. Develop spelling and business arithmetic, and save taxpayers money by investigating post-graduate courses.
7. Become actually associated in business.
8. Consider ourselves business executives.
9. Sell to the people the practical benefit of commercial training, both through our high school communities and through state channels, by meetings, committee services, publications, and research.
10. Make curriculum studies.
11. Establish a program looking toward uniformity in subject matter, amount of credit given for a year's the proper placement of subjects, length and checking of short-hand and typewriting tests.
12. Attract public interest by publications.
13. Advocate the requirement of administration courses in commercial education as a qualification for principals and superintendents, as well as teachers.
14. Work for a representative in the State Department of Education.
15. Ask for representation on the Textbook Commission.

W H O'S W H O
in the
KENTUCKY BUSINESS EDUCATION ASSOCIATION

ALBERTSON, C. E. Teacher of business subjects, Newport High School, Newport. B. S., University of Cincinnati. Hobby, photography.

ALLEN, MABEL Teacher of business subjects, Franklin Junior High School, Paducah. A. B., Bowling Green College of Commerce.

ANDERSON, PEARL Teacher of economics and assistant registrar at Transylvania College, Lexington. A. B., Transylvania College; M. A., University of Kentucky. Hobbies, reading and music.

ANDERSON, ROSS C. Teacher of business subjects, Morehead State Teachers College, Morehead. B. S., Eastern Kentucky State Teachers College; M. A., University of Kentucky. Hobbies, daughter, reading, and athletics.

BORGIA, SISTER FRANCIS Principal, St. Helena Commercial College, Louisville. A. B. (Data incomplete)

CLARK, ASHTON Secretary-Treasurer, Clark College of Commerce, Louisville. Hobby, travel.

DAWSON, C. C. Chairman, Department of Business, Berea College, Berea. B. S., University of Kentucky; M. A., George Peabody College. Hobbies, gardening and farming.

DITTO, EARL J. Teacher of advertising, salesmanship, and economics, Louisville Male High School, Louisville. B. S., Western State Teachers College, Kalamazoo. Hobby, registered collie dogs.

DUNN, JOHN G. Teacher of business subjects, Shawnee High School, Louisville. (Data incomplete)

EADS, CARTER H. Teacher of accounting and economics, Holmes High School, Covington. A. B., Bowling Green College of Commerce. Hobby, flower gardening.

ELLINGTON, ETHEL HILLMAN Principal, Morehead High School, Morehead. A. B., Bowling Green College of Commerce. Hobbies, civic club work and knowing people.

✓
Not teaching
this year.
FITZ-HUGH, LILLIAN ALMOND (Mrs.) Covington. Specializes in business education. A. C. A., Bowling Green College of Commerce; A. B., Western Kentucky State Teachers College; M. A., University of Kentucky. Hobbies, household and decorative arts and "Klipping Kollection" from magazines and newspapers.

State Administration
Business Training

FITZ-HUGH, THOMAS E. (Colonel) Director of business subjects, Holmes High School, Covington. A. B., Bowling Green College of Commerce; M. A., University of Kentucky. Hobby, hunting.

FORD, EDITH G. Teacher of business subjects, Eastern Kentucky State Teachers College, Richmond. A. B., George Washington University; M. A., University of Kentucky.

FOWLER, LYTLE Assistant Professor of Commerce, Murray State Teachers College, Murray. B. S., Tennessee Polytechnic Institute; M. A., University of Kentucky. Hobbies, bowling, hunting, and tennis.

FOWLER, MARGUERITE D. (Mrs.) Chairman of Business Education Curriculum Committee of Louisville Public Schools, Louisville. LL. B., B. S., University of Louisville; M. A., University of Kentucky.

GILL, ANNA Teacher of business subjects, Eastern Kentucky State Teachers College, Richmond. (Data incomplete)

GINGLES, FRED M. Head of Commerce Department, Murray State Teachers College, Murray. B. S., Murray State Teachers College; M. Bus. Ad., University of Texas. Hobbies, fishing and hunting.

GUY, HOLLIS PRESTON Assistant Professor of Commerce, University of Kentucky, Lexington. A. B., M. A., University of Kentucky. Hobby, photography.

HALL, W. SCOTT Head of Department of Economics and Sociology, Transylvania College, Lexington. A. B., Swarthmore College; M. A., University of Pennsylvania; Ph. D., Johns Hopkins University. Hobbies, cave exploring and philately.

HEIL, MARGARET E. Teacher of business subjects, Atherton High School, Louisville. A. B., Depauw University; M. A., University of Louisville. Hobby, travel.

JENNINGS, R. W. Head of Department of Commerce, Morehead State Teachers College, Morehead. B. S., University of Iowa; M. A., University of Kentucky. Hobbies, tennis, swimming, and reading.

JENNINGS, WALTER W. Professor of Economics, University of Kentucky, Lexington. A. B., M. A., Ph. D., University of Illinois. Hobbies, tennis and teaching a Sunday School class.

KORNFELD, KATHRINE W. Teacher of bookkeeping, Atherton High School, Louisville. A. B., University of Louisville; M. A., University of Wisconsin.

LAWRENCE, ARMON JAY Head of Department of Business Education, University of Kentucky, Lexington. A. B., M. A., University of Kentucky. Hobbies, bridge and gardening.

DIRECTORY
OF MEMBERS IN KENTUCKY

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
DEPARTMENT OF BUSINESS EDUCATION

and

THE SOUTHERN BUSINESS EDUCATION ASSOCIATION

1939-1940

National Education Association of the United States
DEPARTMENT OF BUSINESS EDUCATION

Directory of Members in Kentucky

1939-1940

1. Agee, Alma	Scottsville High School	Scottsville
2. Anderson, William Lafayette	330 South Lime	Lexington
3. Barclay, LaMyra (Mrs.)		Wickliffe
4. Bean, Frank	273 South Lime	Lexington
5. Beard, Charles Marshall	320 Linden Walk	Lexington
6. Beiderman, Kurt E.	32 Center Street	Erlanger
7. Bell, Della Frances	Box 143	Calhoun
8. Bouden, Linda	347 Linden Walk	Lexington
9. Bowen, G. W.	320 Rose Lane	Lexington
10. Brown, Eugene	Dawson Springs High School	Dawson Springs
11. Brown, Norcia (Mrs.)	Garrett High School	Garrett
12. Browning, Charles A.		Stearns
13. Calhoun, Christine	Eddyville High School	Eddyville
14. Chambers, Elwood Nickell		Hagerhill
15. Clark, Emily	Harlan High School	Harlan
16. Cláytor, E. L. (Mrs.)	Madisonville High School	Madisonville
17. Conner, Pearl (Mrs.)	Clinton County High School	Albany
18. Cornette, Geneva	Fourth Street	Russellville
19. Cress, Mary Elizabeth	717 West Broadway	Mayfield
20. Curd, Mildred	Bowling Green High School	Bowling Green
21. Davis, Alida	Bell County High School	Pineville
22. Dingus, Anne L.		Ashland
23. Dishon, Dorothy Jean	820 Melrose Avenue	Lexington
24. Dunbar, Lloyd A.	500 Rose Street	Lexington
25. Durr, G. W.	Waynesburg High School	Waynesburg
26. Educational Library	506 West Hill Street	Louisville
27. Ellington, A. F. (Mrs.)	Morehead High School	Morehead
28. Farley, Seth	Pineville City High School	Pineville
29. Fields, Frank C.	Box 43	Olive Hill
30. Fowler, L. C.	Murray State Teachers College	Murray
31. Fowler, Marguerite D. (Mrs.)	Atherton High School	Louisville
32. Galbreath, Lillian	Campton High School	Campton
33. Gambill, Ethel Sara	Louisa High School	Louisa
34. Gingles, Fred M.	Murray State Teachers College	Murray
35. Grant, Russell (Mrs.)	137 Boone Avenue	Winchester
36. Gross, Emily	216 Broadway	Irvine
37. Guy, H. P.	University of Kentucky	Lexington
38. Hall, Glorene Gosch (Mrs.)	Beechwood School	Fort Mitchell
39. Hanna, Frances	Main Street	Shelbyville
40. Harned, Emma		Greenville

- LILES, A. B. PARKER Instructor in the College of Commerce, University of Kentucky, Lexington. B. S., Bowling Green College of Commerce; M. A., University of Kentucky. Hobby, golf.
- LUTEN, ELISE Teacher of business subjects, Shawnee High School, Louisville. A. B., University of Kentucky.
- LUTZ, FLORENCE Teacher of business subjects, Louisville Junior High School, Louisville. A. B., University of Louisville; M. A., University of Kentucky. Hobbies, golf and bridge.
- LYON, ELIZABETH Teacher of business subjects, Monsarret Junior High School, Louisville. (Data incomplete)
- LYON, PAUL (Mrs.) Teacher of business subjects, Gamaliel High School, Gamaliel. A. B., Bowling Green College of Commerce and Western Kentucky State Teachers College. Hobbies, reading and growing flowers.
- LYON, PRUDENCE Teacher of business subjects, Shawnee High School, Louisville. A. B., University of Kentucky.
- MCCUISTON, CECIL Teacher of business subjects, Breckinridge County High School, Hardinsburg. A. B., Bowling Green College of Commerce. Hobbies, pictures and collections, such as, stamps and newspapers.
- MOORE, W. J. Head of Department of Commerce, Eastern Kentucky State Teachers College; Richmond. A. B., A. M., Ph. D., University of Kentucky. Hobby, gardening.
- NEWBOLT, W. E. Teacher of social business subjects, Berea College, Berea. M. A., University of Kentucky.
- OVERTON, EMILY Head of Commerce Department, Senior High School, Owensboro. A. B., Bowling Green College of Commerce; M. A., University of Kentucky. Hobby, needlework.
- PEDIGO, RUBY LEE Teacher of business subjects, Theodore Ahrens Trade High School, Louisville. B. Accts., Bowling Green College of Commerce; A. B., University of Kentucky. Hobbies, writing verse, genealogical research, stamp collecting, and sewing.
- PLACK, ETHEL MOLES Teacher of business subjects (substitute), Public Schools, Louisville. (Data incomplete)
- PLATT, MARJORY M. Teacher of business subjects, Stanford High School, Stanford. A. B., Blue Mountain College. Hobby, collecting china dogs.

- PREZIOSO, CELIC Teacher of accounting and secretarial subjects, Holmes High School, Covington. B. S., Bowling Green College of Commerce.
- RANKIN, OTWELL Teacher of sociology and business science, John G. Carlisle Junior High School, Covington. B. S., Eastern Kentucky State Teachers College. Hobbies, sports and reading.
- RICHARDS, R. R. Teacher of accounting, Eastern Kentucky State Teachers College, Richmond. A. B., Eastern Kentucky State Teachers College; M. B. A., College of Business Administration, Boston University. Hobbies, attending educational meetings.
- ROMINE, JOE Teacher of business subjects, Louisville Junior High School, Louisville. A. B., University of Kentucky and Bowling Green College of Commerce.
- RULEY, S. E. Secretary-Treasurer of Spencerian Commercial School, Louisville. B. S. C., Western Kentucky State Teachers College. Hobbies, hunting and bowling.
- SCOTT, MATTIE B. Chairman of Commercial Department, Shawnee High School, Louisville. A. B., M. A., University of Louisville. Hobby, gardening.
- STEWART, JIMMIE (Miss) Teacher of business subjects, Parkland Junior High School, Louisville. B. C. S., A. B., Bowling Green College of Commerce. Hobbies, outdoor sports and collecting china dogs.
- SULLIVAN, JOSEPHINE Teacher of business subjects, Hickman High School, Hickman. B. S., Murray State Teachers College. Hobbies, reading and playing the piano.
- SYLVESTER, SISTER Teacher of business subjects, Ursuline Academy, Louisville. (Data incomplete)
- WHITTALL, MACO B. Teacher of business subjects, Atherton High School, Louisville. B. S., Northeast Missouri Teachers College. Hobbies, driving a car and safety education.
- WIEST, EDWARD Dean, College of Commerce, University of Kentucky, Lexington. A. B., George Washington University; M. A., Ph. D., Columbia University. Hobbies, gardening and fishing.
- WIGGINTON, ROY LEE Teacher of business subjects, Harrodsburg High School, Harrodsburg. B. S., University of Kentucky.

SOUTHERN BUSINESS EDUCATION ASSOCIATION

Directory of Members in Kentucky

1939-1940

1. Allen, Wayne E.	Senior High School	Ashland
2. Alspach, Evelyn		Berea
3. Anderson, Ross C.	Morehead State Teachers College	Morehead
4. Baker, Bessie E.	Jenkins High School	Jenkins
5. Baker, W. Maurice	University of Kentucky	Lexington
6. Berea College		Berea
7. Betz, Leslie	University of Kentucky	Lexington
8. Bowling Green Business University Library		Bowling Green
9. Bowman, Leila	Shelbyville High School	Shelbyville
10. Bowmer, Nina Alice		Phil
11. Boyers, Cecil (Miss)	513 Saint Ann Street	Owensboro
12. Brandon, H. A.		Bowling Green
13. Chambers, Mary E.	Butler High School	Princetown
14. Cocanougher, Greenwood (Mrs.)	University of Kentucky	Lexington
15. Coleman, Ralph B.	Senior High School	Ashland
16. Connelly, Ronald	Elkhorn Public School	Frankfort
17. Conner, Pearl (Mrs.)	Clinton County High School	Albany
18. Cowan, Nevaline	Trigg County High School	Cadiz
19. Cox, Alice	Cynthiana High School	Cynthiana
20. Curd, Mildred	Bowling Green High School	Bowling Green
21. Damron, Gladys M.		Millard
22. Dawson, C. C.	Berea College	Berea
23. Farley, Seth	Pineville High School	Pineville
24. Fields, Frank C.	Olive Hill High School	Olive Hill
25. Fitz-Hugh, T. E.	Holmes High School	Covington
26. Fowler, L. C.	Murray State Teachers College	Murray
27. Fowler, M. D. (Mrs.)	Atherton High School	Louisville
28. Gambill, Ethel	Louisa High School	Louisa
29. Gatrell, S. L. (Mrs.)	Senior High School	Ashland
30. Gibson, Hugh Renfro	Frankfort High School	Frankfort
31. Gill, Anna G.	Eastern Kentucky State Teachers College	Richmond
32. Gingles, Fred M.	Murray State Teachers College	Murray
33. Gooch, Jane	Athens High School	Lexington
34. Guy, H. P.	University of Kentucky	Lexington
35. Harman, J. L.	Bowling Green Business University	Bowling Green

36.	Harned, Emma	Greenville High School	Greenville
37.	Haselwood, J. R.	Fayette County High School	Lexington
38.	Hatcher, Betty		Lexington
39.	Heil, Margaret	Atherton High School	Louisville
40.	Higgins, Pauline	Owensboro Business College	Owensboro
41.	Hill, J. Murray	Bowling Green Business University	Bowling Green
42.	Humphreys, Margaret Bell	Lexington Junior High School	Lexington
43.	Hunt, Mary J.	Henry Clay High School	Lexington
44.	Hunter, Claude W.	Whitesville High School	Whitesville
45.	Jennings, R. W.	Morehead State Teachers College	Morehead
46.	Jennings, W. W.	University of Kentucky	Lexington
47.	Johnson, Harold C.	Somerset High School	Somerset
48.	Keep, Pauline	Western Junior High School	Louisville
49.	Kornfeld, Katherine W.	Atherton High School	Louisville
50.	Krisch, Bertha V.	Beechmont School	Louisville
51.	Lawrence, A. J.	University of Kentucky	Lexington
52.	Lawrence, Ruth	1366 High Street	Bowling Green
53.	Lester, Opal	Science Hill High School	Science Hill
54.	Lilos, Alton B. Parker	University of Kentucky	Lexington
55.	Lincoln, Hazel		Barbourville
56.	Lovell, Edith A.	Ahren Trade High School	Louisville
57.	Lucas, Charlie	Beattyville High School	Beattyville
58.	Lutz, Florence V.	Halleck Hall	Louisville
59.	Lyon, Prudence	246 Cortlandt Hotel	Louisville
60.	Madole, Merle	Berea College	Berea
61.	McIntyre, R. D.	University of Kentucky	Lexington
62.	Moore, James B.	Kingston High School	Kingston
63.	Moore, W. J.	Eastern Kentucky State Teachers College	Richmond
64.	Newbolt, W. E.	Berea College	Berea
65.	Oakes, Newton	McKell High School	Fullerton
66.	Overton, Emily	625 Daviess Street	Owensboro
67.	Pedigo, Ruby Lee	Ahrens Trade High School	Louisville
68.	Penix, Jessie	183 North Upper Street	Lexington
69.	Petrie, Charles J.	Hopkinsville High School	Hopkinsville
70.	Phipps, Curtis	Bardstown High School	Bardstown
71.	Prezioso, Celic	Holmes High School	Covington
72.	Rankin, Otwell	600 Greenup Street	Covington
73.	Ratliff, Anna Mayhew	Winchester High School	Winchester
74.	Richards, R. R.	Eastern Kentucky State Teachers College	Richmond
75.	Romine, Joe	Louisville Junior High School	Louisville

41. Hart, Alice	Lone Jack High School	Four Mile
42. Hatcher, Betty		Pikeville
43. Hellmers, Dixie		Hazard
44. Heil, Margaret E.	Atherton High School	Louisville
45. Hopper, Myrtle	Livermore High School	Livermore
46. Houston, Mason (Mrs.)	Morganfield High School	Morganfield
47. Houtchens, Max H.	Eastern Kentucky State Teachers College	Richmond
48. James, Grace	Beaver Dam High School	Beaver Dam
49. Jennings, R. W.	Morehead State Teachers College	Morehead
50. Jennings, W. W.	University of Kentucky	Lexington
51. Johnson, Carrie Lee	200 Hall Street	Dawson Springs
52. Johnson, Harold	Somerset High School	Somerset
53. Jones, Annie B.	212 North Mulberry Street	Elizabethtown
54. Jones, Mable	Raceland High School	Raceland
55. Jordan, Charlotte	East Clay Street	Clinton
56. Kornfeld, Katherine W.	Atherton High School	Louisville
57. Lancaster, H. T.	Morgan High School	Morgan
58. Larson, Mildred H.	Atherton High School	Louisville
59. Lassiter, Laurine T.	Heath High School	Paducah
60. Lawrence, Ruth	1366 High Street	Bowling Green
61. Liles, A. B. Parker	University of Kentucky	Lexington
62. Lincoln, Hazel	Union College	Barbourville
63. Lindsey, Carrie B.	Ludlow High School	Ludlow
64. Long, Virginia	314 Steele Street	Frankfort
65. Lovell, Edith A.	Theodore Ahrens Trade High School	Louisville
66. Luten, Elise	Shawnee High School	Louisville
67. Lutz, Florence V.	120 West Lee Street	Louisville
68. Lyon, Prudence	Shawnee High School	Louisville
69. Martin, Willard (Mrs.)	Clark County High School	Winchester
70. Mason, Marian C.	Girls High School	Louisville
71. Murphy, Frances Houston	Orangeburg High School	Maysville
72. Myers, Robbie Nell		Benton
73. Nance, Ida B.	Bowling Green Business University	Bowling Green
74. Oakes, Newton (Mrs.)	McKell High School	Taylor
75. Overton, Emily	Senior High School	Owensboro
76. Owens, W. H.	Columbia High School	Columbia
77. Pedigo, Ruby Lee	1010 South Third Street	Louisville
78. Phipps, Curtis	Bardstown High School	Bardstown
79. Platt, Marjorie	Stanford High School	Stanford
80. Prezioso, Celic	Holmes High School	Covington

81.	Puccini, Orinona	Route 3	Brooksville
82.	Rankin, Otwell	John G. Carlisle High School	Covington
83.	Ratliff, Anna M.	Winchester High School	Winchester
84.	Rechtin, Norbert C.	Bellevue High School	Bellevue
85.	Reynolds, Jessie		Lexington
86.	Richards, R. R.	Eastern Kentucky State Teachers College	Richmond
87.	Riley, Martha T.	1130 Fontaine Road	Lexington
88.	Robertson, Alleene	Eminence High School	Eminence
89.	Robey, Mary Louise	Mason High School	Mason
90.	Rogers, Betty F.		Lexington
91.	Rowe, Mary Florence	Holland High School	Scottsville
92.	Salling, Maxine F. (Mrs.)	Whitesburg High School	Whitesburg
93.	Sams, James O.		Florence
94.	Schelberg, Helen C.	Anchorage High School	Anchorage
95.	Scott, Christine	Auburn High School	Auburn
96.	Scott, Mattie B.	2409 Ransdell Avenue	Louisville
97.	Sebree, Malvin	Crittenden High School	Crittenden
98.	Shepherd, H. Bruce	201 East Maxwell	Lexington
99.	Sims, James H.	267 South Lime Street	Lexington
100.	Stephens, F. W.	Middlesboro High School	Middlesboro
101.	Sturgill, Audrey B.	Martin and Maytown High Schools	Garrett
102.	Tudor, Tabitha	Central City High School	Central City
103.	Talley, A. W.		Lebanon Junction
104.	Tyree, James Thomas	Lee County High School	Beattyville
105.	University of Kentucky Library		Lexington
106.	Wallerstein, Mildred		Paducah
107.	Webb, Morton M. (Mrs.)	Mayfield High School	Mayfield
108.	Whittall, Maco B.	Atherton High School	Louisville
109.	Williams, Heyward A.	425 Transylvania Park	Lexington
110.	Williams, Julia	Alexandria High School	Alexandria
111.	Wilson, Flora		Whitley City
112.	Wigginton, Roy Lee	Harrodsburg High School	Harrodsburg
113.	Woodruff, Lucy	Maysville High School	Maysville
114.	Wright, Rowena	Atherton High School	Louisville

OFFICERS

President: Mrs. Frances Doub North, Western High School, Baltimore,
Maryland

First Vice-President: Vernal H. Carmichael, Ball State Teachers
College, Muncie Indiana

Second Vice-President: H. P. Guy, College of Commerce, University
of Kentucky, Lexington, Kentucky

Secretary-Treasurer: Harold T. Hamlen, Morristown High School,
Morristown, New Jersey

76.	Rowe, Brownie	Fairdale High School	Coral Ridge
77.	Royse, Elizabeth	Ashland Senior High School	Ashland
78.	Ruley, S. E.	Spencerian Commercial School	Louisville
79.	Sebree, Malvin Ray	Crittenden High School	Crittenden
80.	Shumaker, M. D.	812 Cramer Avenue	Lexington
81.	Sims, J. H.	Henry Clay High School	Lexington
82.	Smith, Orson		Huddy
83.	Sturgill, Audrey Blair	Garrett High School	Garrett
84.	Sylvester, Sister Mary	806 East Chestnut Street	Louisville
85.	Tudor, Tabitha	Central City High School	Central City
86.	Tyree, James Thomas	Beattyville High School	Beattyville
87.	University of Kentucky Teachers Library		Lexington
88.	Vannoy, Carl	Danville High School	Danville
89.	Wahlkampf, Edward E.	Lafayette High School	Lexington
90.	Wiest, Edward (Dean)	University of Kentucky	Lexington
91.	Williams, Heyward A.	425 Transylvania Park	Lexington
92.	Woodruff, Lucy	Maysville High School	Maysville
93.	Wright, Rowena	Atherton High School	Louisville

OFFICERS

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