

Pittsburg State University

Pittsburg State University Digital Commons

Research Problems, 1947-1991

College of Education

5-1-1947

A Study to determine the status of business education in the Negro high schools and colleges in the states of Kansas, Oklahoma, Arkansas and Missouri

Lillian Kathleen Wilson
Kansas State Teachers College of Pittsburg

Follow this and additional works at: <https://digitalcommons.pittstate.edu/problems>

Recommended Citation

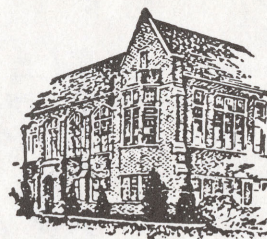
Wilson, Lillian Kathleen, "A Study to determine the status of business education in the Negro high schools and colleges in the states of Kansas, Oklahoma, Arkansas and Missouri" (1947). *Research Problems, 1947-1991*. 54.

<https://digitalcommons.pittstate.edu/problems/54>

This Graduate Research is brought to you for free and open access by the College of Education at Pittsburg State University Digital Commons. It has been accepted for inclusion in Research Problems, 1947-1991 by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact digitalcommons@pittstate.edu.

Archives
Problem
357.0712
W6955
.c.1
D2862123

PORTER LIBRARY



KANSAS STATE COLLEGE
OF
PITTSBURG

Problem
W695.4 c.1

A STUDY TO DETERMINE THE STATUS OF BUSINESS EDUCATION
IN THE NEGRO HIGH SCHOOLS AND COLLEGES IN THE
STATES OF KANSAS, OKLAHOMA, ARKANSAS
AND MISSOURI

A Problem Submitted to the Graduate Division in Partial
Fulfillment of the Requirements for the Degree
of Master of Science

By

Lillian Kathleen Wilson

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

May, 1947

PORTER LIBRARY

A STUDY TO DETERMINE THE STATUS OF BUSINESS EDUCATION
IN THE NEGRO HIGH SCHOOLS AND COLLEGES IN THE
STATES OF KANSAS, OKLAHOMA, ARKANSAS
AND MISSOURI

A Problem Submitted to the Graduate Division in Partial
Fulfillment of the Requirements for the Degree
of Master of Science

By

Lillian Kathleen Wilson

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

May, 1947

PORTER LIBRARY

APPROVED:

ACKNOWLEDGEMENTS

Thesis Adviser

W. S. Lyerla

Chairman of Thesis Committee

W. S. Lyerla

Chairman of Graduate Council

Ernest Mahare

for his helpful criticisms and suggestions.

PORTER LIBRARY

TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION	1
Purpose of study	
Limitations and value of study	
Method of procedure	
II. GENERAL DATA ON SCHOOLS USED IN STUDY . .	4
Length of school program	
Number of schools offering business subjects	
Number of persons teaching business subjects	
III. ENROLLMENT AND ACKNOWLEDGEMENTS NEGRO SCHOOLS . .	8
First school enrollments	
The writer wishes to express her sincere thanks to those who have helped in the preparation of this study. She is greatly indebted to Dr. Walter S. Lyerla for his helpful criticisms and suggestions.	
Present enrollment trends	
IV. TEACHER STATUS AND RESPONSIBILITIES . . .	15
Educational status	
Previous experiences	
Subjects taught other than business	
Extracurricular activities	
Publications used by business teacher	
Teacher tenure	
V. VARIATION OF SUBJECTS OFFERED IN BUSINESS IN BUSINESS CURRICULUM	24
High school curriculum	
College curriculum	
Vocational curriculum	
VI. EQUIPMENT AVAILABLE FOR USE IN BUSINESS	
Availability	31
Types of equipment	
Number of the various types of equipment	

CHAPTER		Page
VII.	VOCATIONAL GUIDANCE ACTIVITIES IN THE NEGRO SCHOOLS	34
I.	INTRODUCTION	1
	Nature of guidance activities	
	Purpose of study	
	Limitations and value of study	
VIII.	SUMMARY AND RECOMMENDATIONS	36
II.	GENERAL DATA OF SCHOOLS USED IN STUDY	40
	Length of school program	
	Number of schools offering business subjects	
	Number of persons teaching business subjects	
III.	ENROLLMENT TRENDS IN THE NEGRO SCHOOLS	8
	Past school enrollments	
	Number enrolled in business subjects	
	Per cent of boys and girls enrolled in business subjects	
	Present enrollment trends	
IV.	TEACHER STATUS AND RESPONSIBILITIES	15
	Educational status	
	Business experiences	
	Subjects taught other than business subjects	
	Extracurricular activities	
	Business periodicals used by business teacher	
	Teacher tenure	
V.	VARIATION OF SUBJECTS OFFERED IN BUSINESS IN BUSINESS CURRICULUM	24
	High school curriculum	
	College Curriculum	
	Changes in curriculum	
VI.	EQUIPMENT AVAILABLE FOR USE IN BUSINESS DEPARTMENTS	31
	Types of equipment	
	Number of the various types of equipment	

VII. VOCATIONAL GUIDANCE ACTIVITIES IN THE

NEGRO SCHOOLS 34

Nature of guidance activities
Counseling services

VIII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . 36

APPENDIX 40

In this report is made to determine the status of business education in the Negro high schools and colleges of Kansas, Oklahoma, Arkansas, and Missouri. Fifty-four questionnaires were sent out, ten were sent to the two Negro high schools in Kansas; sixteen were sent to the Negro schools in Oklahoma, twenty-four to the Negro high schools and colleges in Arkansas, and twelve to the Negro schools in Missouri. Of the fifty-four questionnaires sent out, thirty-three were returned, two from the schools in Kansas, eleven from Oklahoma, twelve from Arkansas, and eight from Missouri.

Twenty-three of the thirty-three schools reporting offered business subjects in the school program.

The four year school program was found to be quite prevalent in the schools reporting.

There is an average of one business teacher employed in each of the twenty-three schools offering business subjects in the school program.

In the present school year, 1946-1947, the per cent of girls enrolled in business subjects is 32.1 per cent, and that of the boys, 22.7 per cent.

The educational status of the Negro business teachers was found to be fairly high. Only two were found to be teaching on certificates. The majority were holders of Bachelor of Science degrees.

ABSTRACT

The Negro schools fail to offer as broad business training program as seems desirable. Over 75 per cent of In this study an attempt is made to determine the status of business education in the Negro high schools and colleges of Kansas, Oklahoma, Arkansas, and Missouri.

Fifty-four questionnaires were sent out, two were sent to the two Negro high schools in Kansas, sixteen were sent to the Negro schools in Oklahoma, twenty-four to the Negro high schools and colleges in Arkansas, and twelve to the Negro schools in Missouri. Of the fifty-four questionnaires sent out, thirty-three were returned, two from the schools in Kansas, eleven from Oklahoma, twelve from Arkansas, and eight from Missouri.

Twenty-three of the thirty-three schools reporting offered business subjects in the school program.

The four year school program was found to be quite prevalent in the schools reporting.

There is an average of one business teacher employed in each of the twenty-three schools offering business subjects in the school program.

In the present school year, 1946-1947, the per cent of girls enrolled in business subjects is 32.1 per cent, and that of the boys, 12.7 per cent.

The educational status of the Negro business teachers was found to be fairly high. Only two were found to be teaching on certificates. The majority were holders of Bachelor of Science degrees.

The Negro schools fail to offer as broad business training program as seems desirable. Over 75 per cent of the schools reporting offered only bookkeeping, shorthand, and typewriting, and in few instances, only shorthand and typewriting.

The equipment in the business departments of the Negro schools does not seem to be sufficient for well organized business departments. Few of the schools have machines other than typewriters.

Over 50 per cent of the Negro schools in this study fail to provide any type of vocational guidance or counseling.

The writer's conclusion is that business training, seemingly, is in the background of the school program in the majority of the Negro schools in this area.

II.	ENROLLMENT OF BOYS AND GIRLS AND THE APPROXIMATE PERCENTAGE OF STUDENTS ENROLLING IN BUSINESS SUBJECTS FOR THE SCHOOL YEARS 1944-1945 AND 1945-1946.....	6
III.	ENROLLMENT OF STUDENTS AND THE NUMBER AND THE PERCENTAGE OF STUDENTS ENROLLING IN BUSINESS SUBJECTS FOR THE SCHOOL YEAR 1946-1947.....	13
IV.	DEGREES BY COLLEGES AND UNIVERSITIES GRANTED TO NEGRO STUDENTS IN BUSINESS SUBJECTS IN THE STATES OF KANSAS, OKLAHOMA, ARKANSAS, AND MISSOURI.....	16
V.	SUBJECTS OTHER THAN BUSINESS SUBJECTS TAUGHT BY THE BUSINESS TEACHER.....	19
VI.	EXTRACURRICULAR ACTIVITIES SPONSORED BY THE NEGRO SCHOOLS.....	20
VII.	NUMBER OF YEARS, OR MONTHS, IN WHICH EACH TEACHER HAS OCCUPIED HIS PRESENT POSITION.....	22
VIII.	BUSINESS SUBJECTS OFFERED IN NEGRO HIGH SCHOOLS IN KANSAS, OKLAHOMA, ARKANSAS, AND MISSOURI.....	25
IX.	BUSINESS SUBJECTS OFFERED IN NEGRO COLLEGES.....	26
X.	TYPES OF EQUIPMENT AND THE TOTAL NUMBER OF EACH AVAILABLE FOR USE IN THE NEGRO SCHOOLS.....	32

LIST OF TABLES

CHAPTER I

TABLE		Page
I.	NUMBER OF TEACHERS EMPLOYED IN NEGRO HIGH SCHOOLS AND COLLEGES.....	6
II.	ENROLLMENT OF BOYS AND GIRLS AND THE APPROXIMATE PER CENT OF THOSE ENROLLED IN BUSINESS SUBJECTS FOR THE SCHOOL YEARS 1944-1945 AND 1945-1946....	10
III.	ENROLLMENT OF STUDENTS AND THE NUMBER AND THE PER CENT ENROLLED IN BUSINESS SUBJECTS FOR THE SCHOOL YEAR 1946-1947.....	13
IV.	DEGREES BY COLLEGES AND UNIVERSITIES GRANTED TO NEGRO BUSINESS TEACHERS WHO ARE TEACHING IN THE STATES OF KANSAS, OKLAHOMA, ARKANSAS, AND MISSOURI.....	16
V.	SUBJECTS OTHER THAN BUSINESS SUBJECTS TAUGHT BY THE BUSINESS TEACHER.....	19
VI.	EXTRACURRICULAR ACTIVITIES SPONSORED BY THE BUSINESS TEACHERS.....	20
VII.	TENURE OF BUSINESS TEACHERS SHOWING THE NUMBER OF YEARS, OR MONTHS, IN WHICH EACH TEACHER HAS OCCUPIED HIS PRESENT POSITION.....	22
VIII.	BUSINESS SUBJECTS OFFERED IN NEGRO HIGH SCHOOLS IN KANSAS, OKLAHOMA, ARKANSAS, AND MISSOURI....	25
IX.	BUSINESS SUBJECTS OFFERED IN NEGRO COLLEGES.....	28
X.	TYPES OF EQUIPMENT AND THE TOTAL NUMBER OF EACH AVAILABLE FOR USE IN THE NEGRO SCHOOLS.....	32

CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is to present the status of Business Education in the Negro high schools and colleges in the states of Kansas, Oklahoma, Arkansas, and Missouri. An attempt is made to determine whether Business Education in the Negro schools holds a significant place in the school curriculum, and further to determine whether it is on an upward or a downward trend.

The problem is to interpret data relative to the following requested information:

1. Number of schools offering business subjects.
2. Number of business teachers employed.
3. Enrollment trends in business subjects.
4. Status and responsibilities of business teachers.
5. Equipment in use.
6. Guidance activities.

Limitations and Value of the Study

In the study the status of business education is limited to Negro schools of Kansas, Oklahoma, Arkansas, and Missouri. It is further limited to the two colleges reporting, and the twenty-one high schools offering business training in the school program.

It is hoped that this study will be of value to the Negro teachers in the field of business education by helping them to improve the status of business departments in their particular school, and to put a very much needed stress on business education in the Negro schools.

It is also hoped that this study will be of value to those planning to enter the profession of teaching business courses in the Negro schools. It is believed that the study will give them an insight into the status of business education in the schools, and aid them to make decisions as to whether the choice of entering the field of business education is a wise one, if they are planning to teach in the states of Kansas, Oklahoma, Arkansas, or Missouri.

It is the writer's hope that this study will be of further value in helping to unify the teaching of business subjects in the Negro high schools and colleges of this particular area, by giving information needed by the prospective teacher.

Method of Procedure

The questionnaire seemed to be the most feasible method to use in collecting information for this type of study.

In formulating the questionnaire and letter explaining its purpose, the writer put forth every effort to select points that would reveal the status of business education in the Negro schools. The purpose of the questionnaire and study was thought to be clearly stated. The questions were simple,

only requiring a figure, a check mark, or a few words to supply the answer to the questions. A copy of the questionnaire will be found in the Appendix.

School directories were secured from each of the four states, Kansas, Oklahoma, Arkansas, and Missouri. A list of the Negro high schools and colleges was formulated from these directories. Schools were selected that were designated as offering a business curriculum by the directory, and those not designating the type of curriculum offered in the schools were selected on the basis of the ratings of the schools.

A total of fifty-four questionnaires were sent out, two were sent to the two Negro high schools in Kansas, sixteen were sent to the Negro schools in Oklahoma, twenty-four to the Negro high schools and colleges in Arkansas, and twelve to the Negro schools in Missouri. It was necessary to write a number of follow-up-letters and in some instances to mail a second copy of the questionnaire.

Of the fifty-four questionnaires sent out, thirty-three returns were received, two from schools in Kansas, eleven from Oklahoma, twelve from Arkansas, and eight from Missouri.

The final step in the procedure was to tabulate the questionnaires in preparation for the writing up of the study.

Several reasons were given by the schools for not having business courses in their school curriculum. Three of the schools returning questionnaires unanswered stated that they hoped to offer some type of business training in

CHAPTER III
GENERAL DATA OF SCHOOLS USED IN STUDY

The first part of the questionnaire was designed to give certain general information relative to the length of the school program, the number of schools offering the business subjects, and the number of persons teaching the business subjects.

There were thirty-three schools that returned the questionnaires, but only twenty-three offered business curriculums, and supplied answers to the requested information in the questionnaire. Of the twenty-three schools reporting business curriculums, there were seventeen which had a four year school program, five which had a three year school program, and one which reported having a six year school program. This suggests that the four year high school program is prevalent in the Negro high schools and colleges of the four states.

The four year school program was found in one of the two colleges reporting. The other specified having a three year school program. One school stated having a four year high school program, but came under the caption of a trade school.

Several reasons were given by the schools for not having business courses in their school curriculum. Three of the schools returning questionnaires unanswered stated that they hoped to offer some type of business training in

the future, but they had been unable to do so in the past because a business teacher could not be obtained. One of the colleges that reported not offering a business curriculum stated that they were making provisions to open a business department this fall. Two of the schools stated that their equipment in the business department had been taken by the government for the war emergency, and they had dropped the business subjects from the school program at that time.

It is observed that the majority of the high schools which offered no business subjects were found in the state of Arkansas. This suggests that perhaps there is a need for an enlightenment on the importance of more business training among Negroes in the Negro high schools in Arkansas. There are two Negro colleges in Arkansas that offer broad programs of business training.

The data, requesting for the number of persons teaching business subjects, was stated on the basis of the number of full-time business teachers employed and the number of part-time business teachers employed, stating as to whether more or less than half of their time was spent in teaching business subjects. It was also asked that the sex of the teacher be specified.

Table I shows the number of schools employing either full-time business teachers, part-time business teachers, or both. It also shows the number of men and the number of women employed, and the total number of business teachers employed to teach business subjects.

TABLE I

Number of Business Teachers Employed In
Negro High Schools and Colleges

	Number of Schools Employing	Number of Males Employed	Number of Females Employed	Total Number
Full-Time Business Teachers	16	9	14	23
Part-Time Business Teachers (more than half business teaching)	5	2	3	5
Part-Time Business Teachers (less than half business teaching)	8	5	4	9

A study of the Table shows that there were sixteen schools employing full-time business teachers. Of the sixteen schools employing full-time business teachers there were nine men and fourteen women employed making a total of twenty-three full-time business teachers in the sixteen schools. The Table also shows that there were five schools employing part-time business teachers, who devote more than half their time teaching business subjects. Of the five schools employing part-time business teachers, there were two men and three women, making a total of five part-time business teachers, who devote more than half their time to business teaching. The Table further shows that there were eight schools that reported the

employment of eight part-time business teachers, who devote less than half of their time to teaching business subjects.

ENROLLMENT TRENDS IN THE NEGRO SCHOOLS

Under this type of business teacher, there were five men and four women employed who devote less than half of their time to teaching business subjects.

It will be observed that a larger number of schools employ full-time business teachers in the teaching of business subjects than those that employ only part-time teachers. It is also noted that of the thirty-seven business teachers in the twenty-three schools reporting, there were more women than men employed as business instructors. On the average there is about one business teacher to each of the twenty-three schools reporting.

It would have been rather an imposition to ask for the exact number of students enrolled in business subjects over a three year period, in that such information is difficult to secure, and those answering the questionnaire would likely be reluctant to take the time to give the information. Only an approximate per cent, therefore, of the number of students enrolled in business subjects for the two school years 1944-1945 and 1945-1946 was asked for, while an exact number of students enrolled in business subjects at the present time was requested. A number of the schools did not report on this phase of the questionnaire, while others reported on two years, but failed to report on the other year.

-9-

CHAPTER III

ENROLLMENT TRENDS IN THE NEGRO SCHOOLS

The data in this chapter is concerned with the past and the present enrollment trends in the various schools included in the study. The number of students enrolled in business subjects along with the percentages of the students enrolled is tabulated from the information received from the questionnaires.

This information is quite vital in helping to determine the status of business education with reference to whether there has been an increase or a decrease in the number of students enrolled in business subjects during the three year period under consideration.

It would have been rather an imposition to ask for the exact number of students enrolled in business subjects over a three year period, in that such information is difficult to secure, and those answering the questionnaire would likely be reluctant to take the time to give the information. Only an approximate per cent, therefore, of the number of students enrolled in business subjects for the two school years 1944-1945 and 1945-1946 was asked for, while an exact number of students enrolled in business subjects at the present time was requested. A number of the schools did not report on this phase of the questionnaire, while others reported on two years, but failed to report on the other year.

To present this information, two tables are given, one for the school years 1944-1945 and 1945-1946, and the other showing the enrollment trends of the school year 1946-1947.

In Table II which shows the enrollment trends in the schools, it is possible to list only the number of boys and girls enrolled, and the per cent of each taking business subjects. The information given was not sufficient to give the total enrolled with the corresponding percents.

Ten schools complied with the request for the enrollment and approximate per cent of students enrolled in business subjects for the school year 1944-1945 and the school year 1945-1946. Five schools which gave the enrollment and the approximate per cent of students enrolled in business subjects for the school year 1945-1946 did not give the enrollments for 1944-1945.

The following Table shows the number of boys and girls enrolled in the ten schools for the school years of 1944-1945 and 1945-1946, and the per cent of those enrolled in business subjects. The five schools, who gave the enrollments of boys and girls and the approximate percentage of each enrolled in business subjects only in the school year 1945-1946, is also shown in the Table.

A study of Table II shows that in the ten schools reporting enrollments for the school year 1944-1945, there was a larger number of girls enrolled than boys;

the total number of girls enrolled being 1,461, and the total number of boys 1,124. It also shows that in seven of the schools the approximate per cent of girls taking business subjects was larger than that of the approximate per cent of boys taking business subjects.

By comparing the enrollment in the business subjects in the ten schools for the school year 1945-1946, it is noticed that there was a slight increase in the number of girls enrolled in five of the schools, while in four others, there was a slight decrease. The total number of girls enrolled was 1,475. In the column that shows the number of boys enrolled, it is seen that in seven of the schools there was an increase in the number of boys enrolled, and a decrease in three others. There was an increase, therefore, of the total enrollment of the boys in the ten schools over the previous year; the total enrollment being 1,221.

The approximate percentage of girls enrolled in business subjects for the school year of 1945-1946 remained, to a great extent, the same as in the previous year. However, in a few instances, there is a decided change in the per cent, amounting to an increase of from 8 to 10 per cent.

The approximate percentage of boys enrolled in business subjects for this year shows an increase over the previous year in six of the schools. In one instance, there was an increase as high as 20 per cent in the number of boys taking business subjects. The approximate per cent of girls

taking business subjects, however, still exceeded the number of boys taking business subjects in this school year.

Five additional schools, as shown in the Table, reported the enrollment of boys and girls, and the approximate per cent of each taking business subjects. It is noted that in two of the five schools, there were no boys enrolled in business subjects in the school year 1945-1946. The approximate percentage of girls were relatively low in most instances.

Relying on the above data concerning the enrollment trends during the school years 1944-1945 and 1945-1946, there seems to be a relatively low per cent of the boys and girls taking business subjects in the Negro schools. It also shows that there is a trend toward more Negro girls taking business subjects than Negro boys.

Table III shows the enrollments of the twenty-three schools reporting. Listed are the number of boys and the number of girls enrolled, the number of girls and boys enrolled in business subjects, and the percentages of each group enrolled in business subjects.

A study of Table III reveals the present enrollment trends in the twenty-three schools reporting.

From this Table, it is observed, as in the previous years, the number of girls enrolled in the schools, as well as, in the business subjects exceeds the number of boys.

TABLE III

Enrollment of Students and the Number and the Per Cent Enrolled in Business Subjects for the School Year 1946-1947

Total School Enrollments	Total Number of Boys Enrolled	Total Number of Girls Enrolled	Number of Boys Enrolled in Business Subjects	Number of Girls Enrolled in Business Subjects	Total Number Enrolled in Business Subjects	Per Cent of Boys Enrolled in Business Subjects	Per Cent of Girls Enrolled in Business Subjects	Per Cent of Total Enrolled in Business Subjects
261	142	119	25	20	45	17.5	16.8	17
110	54	56	3	11	14	5.5	19.6	12.7
1993	744	1249	54	306	360	7.2	24.5	17.7
522	295	317	20	51	71	9.7	16	13.5
217	126	91	6	17	23	4.7	16.4	10.6
259	124	135	8	44	52	6.4	32.5	19.9
111	45	66	3	21	24	6.6	21.8	21.6
113	30	83	0	17	17		20.5	15
451	214	237	30	37	67	14	15.6	14.8
121	47	74	17	47	64	36.2	63.5	52.7
449	193	256	40	108	148	20.7	42.1	31.7
520	251	269	22	114	136	8.7	42.3	26.1
110	30	30	5	19	24	6.2	63.3	21.3
428	206	222	69	106	175	33.7	87.7	40.8
98	53	45	14	13	27	26.4	28.8	27.5
70	28	42	9	27	36	32.1	64	51.4
750	347	403	15	180	195	4.3	44	26
132	68	64	7	34	41	10.3	53.1	30.2
123	40	83	9	15	24	22.5	18	19.5
49	26	23	1	9	10	3.8	38.7	10
472	206	265	12	28	40	5.8	10.5	8
136	61	75	22	40	62	36	53.3	45.5
905	351	554	35	265	350	24.2	47.8	38
8400	3642	4758	476	1529	3005			

The total enrollment of the twenty-three schools is 8,400, of which 4,758 are girls and 3,642 are boys.

It is observed that in all of the twenty-three schools, except one, there is a larger number of girls taking business subjects than boys. The total number of girls enrolled in business subjects is 1,529, or 32.1 per cent of the total enrollment of girls in business subjects. The total number of boys enrolled in business subjects is 476, or only 12.7 per cent of the total enrollment of boys in business subjects.

In the largest school, having an enrollment of 1993, only 54 boys are enrolled in business subjects compared with 305 girls. In two schools which are rather small over half of the total enrolled are business students. There is, in another school, with an enrollment of 472, only 12 boys and 40 girls enrolled in business subjects.

According to the foregoing data, it is seen that there is an upward trend in enrollment in business subjects in the three year period under consideration. It is also seen that there is, on the whole, a tendency for more students to be enrolled in the smaller schools in business subjects than in the larger schools.

The next chapter is devoted to a consideration of the status of the teacher in the Negro schools together with the responsibilities of the business teacher in the schools.

CHAPTER IV

TABLE IV

TEACHER STATUS AND RESPONSIBILITIES
Negro Business Teachers Who Are Teaching in
the States of Kansas, Oklahoma, Arkansas,

In attempting to determine the status of business education in the Negro schools in this study, one of the most important factors is the business teacher. This chapter is devoted to the status and responsibilities of the business teacher. The educational status along with the business experience of the teachers, the extracurricular activities sponsored by the business teacher, the business periodicals read, and the teacher tenure are reported.

In requesting the information in regard to the educational status of the business teachers in the various schools, it was asked that the name of the institution attended by the teacher, and the degree taken at the institution be stated.

The twenty-three schools reporting answered this part of the questionnaire, but, in a few instances, some failed to include the information in regard to the education of those teachers who spend less than half their time teaching business subjects.

The following Table shows the institutions attended, the number of teachers receiving a degree from each institution, and the name of the degree received.

According to the data in the Table, five teachers hold the M. A. degree, two hold the M. S. degree, twenty-three hold the B. S. degree, and four hold the B. A. degree.

Two schools reported business teachers holding certificates, only. In one school it was stated that due to the inability

to secure a teacher for the school year 1946-1947 it was stated that a teacher be employed holding only a certificate, and serve in the capacity of a substitute teacher. There were a number of teachers who specified that work was being taken toward a Masters Degree.

TABLE IV
Degrees By Colleges and Universities Granted to Negro Business Teachers Who Are Teaching in the States of Kansas, Oklahoma, Arkansas, and Missouri

Institution	M.A.	M.S.	B.S.	B.A.
Langston University (Negro)	4			1
Alcorn University (Negro)	1			
Arkansas Baptist College (Negro)	2			
Howard University (Negro)	1			
Stowe Teachers College (Negro)				1
Philander Smith College (Negro)				2
Lincoln University (Negro)	4			
Kans. State Teachers Col. (Pittsburg)	1	4		
University of Denver	2			
Emporia Teachers College	1			
Simmons University (I.L.B.)-1				
Hampton Institute (Negro)	1			
Arkansas State College (Negro)	2			
Shorter College (Negro)	1			
University of California	1			
Atlanta University (Negro)	1			
St. Louis University	1			
Northwestern University		1		
Wilberforce University (Negro)				1
University of Kansas	1			

in which they are teaching.

A significant amount of occupational business experience for a business educator is an important requisite in a well-rounded and thoughtfully organized plan of teacher preparation. The business teachers, in this study, from the information obtained have had, in all but two cases, some type of occupational business experience.

The business experience of teachers, in general, consist mainly of secretarial or clerical work with

Two schools reported business teachers holding certificates, only. In one school it was stated that due to the inability to secure a business teacher with a degree for the school year 1946-1947 it was necessary that a teacher be employed holding only a certificate, and serve in the capacity of a substitute teacher. There were a number of teachers who specified that work was being taken toward a Masters Degree. Two were taking graduate work at Kansas State Teachers College, Pittsburg, two were taking graduate work at Columbia Teachers College, one at the University of Pennsylvania, and one at the University of California.

The majority of business teachers in this area hold degrees from Negro colleges and universities. There are twelve Negro colleges and universities listed as having granted degrees to twenty-two of the Negro business teachers, and eleven business teachers received degrees from eight other universities and colleges. In most instances, the teachers received training in the states in which they are teaching.

A significant amount of occupational business experience for a business educator is an important requisite in a well-rounded and thoughtfully organized plan of teacher preparation. The business teachers, in this study, from the information obtained have had, in all but two cases, some type of occupational business experience.

The business experience of teachers, in general, consist mainly of secretarial or clerical work with

private business concerns. Some of the teachers had been engaged in various types of business, such as insurance, ice business, banking theater, confectionary, and the pawn shop business. A number of the teachers had obtained business experience by clerking in stores. Others had been employed in civil service work as clerk-typists, stenographers, and in post offices. The time spent in these various occupations vary from three months to ten years. One of the business instructors had been an attorney-at-law for fifteen years.

In twelve of the schools which reported, the business teacher taught only business subjects. The other eleven schools reported the business teacher as teaching courses other than those in business training.

The following Table shows the subjects other than business subjects taught by the business teachers in eleven schools.

From the Table, it is observed that in four of the schools business teachers were required to teach two subjects other than business subjects, and in one school the business teacher was required to teach three subjects in addition to business subjects. Four schools required the business teacher to teach only one subject other than business subjects. The schools in which the business teacher is required to teach other subjects are largely found in small high schools. Apparently the offering in such schools is less than in large schools.

TABLE V

Subjects Other Than Business Subjects
Taught by the Business Teachers

Subjects	Number of Schools in which Business Teachers Teach Other Subjects
English	2
Algebra	1
Geometry	1
Biology	1
Music	1
French	1
School Paper	13
Mathematics	4
English Club	12
Spelling	6
Class Plays	3
History	1
Civics	1
Athletics	1
Physical Education	1
History Club	1
Student Council	1
Inter-City Council	1
Chairman of Finance Committee	1
Cashier of Lunch Program	1
Assistant Girl Scout Leader	1

The business teacher is usually called upon to sponsor one or more extracurricular activities as well. Table VI shows the extracurricular activities sponsored by the business teachers in the schools.

TABLE VI

Extracurricular Activities Sponsored by the Business Teachers

Extracurricular Activities	Number of Schools in which Business Teachers Sponsor Activities
Glee Club	2
Class Sponsor	6
School Paper	13
School Annual	4
Commercial Club	12
Homeroom	6
Class Plays	3
Girl Reserves	1
Clerical Work	1
Athletics	1
Ticket Selling	1
Hi-Y	1
Mointor's Club	1
Student Council	1
Inter-City Council	1
Pep Squad	1
Chairman of Finance Committee	1
Cashier of Lunch Program	1
Assistant Girl Scout Leader	1

In Table III the teacher tenure is given for those schools reporting. As previously stated, in some cases, where more than one business teacher was employed, the tenure was given only for the teacher reporting. The teacher tenure is given for twenty-three teachers in the schools.

The school paper is sponsored by the business teacher in thirteen schools, and in twelve schools the business teacher sponsors a commercial club. These are shown to be extracurricular activities that are most likely sponsored by the business teachers in the schools.

The business teachers were asked to list the business periodicals read by them. The Balance Sheet, Business Education World, Gregg Writer, Gregg Newsletter, and The Journal of Business Education were read regularly by 75 per cent of the teachers. Other periodicals listed as read regularly by the business teachers were: The Business Forum, Business Education Outlook, Opportunity, Time, American Business Education, Kansas Business Magazine, National Education Association Journal, Ediphone Educator, Magazine of Wall Street, National Underwriter, National Business Education Quarterly, and the Casualty and Surety Journal.

The part of the questionnaire asking for the teacher tenure was unanswered by four of the schools, but where it was answered, the tenure was given, in most cases, only for the business teacher doing the reporting.

In Table VII the teacher tenure is given for those schools reporting. As previously stated, in some cases, where more than one business teacher was employed, the tenure was given only for the teacher reporting. The teacher tenure is given for twenty-three teachers in the schools.

TABLE VII

Tenure of Business Teachers Showing the Number of Years, or Months, in which Each Teacher has Occupied his Present Position

Teachers	Years	Months
1	17	6
1	17	7
2	13	7
1	11	3
1	9	1
1	7	6
1	7	5
1	6	6
1	5	7
1	4	
2	3	7
1	3	
2	2	6
1	2	
1	1	6
1	1	5
1	1	4
1	1	
1		6
		3

There seems to be a relatively high turnover in the business teaching profession in the Negro schools in this area. It is, however, more pronounced in the state of Missouri, in that, the majority of the business teachers in that state have been in their present position for only one or two years.

The business teachers in the state of Oklahoma, on the other hand, have been at their present position for a longer period than those of the other states.

The business teacher reporting for one of the colleges in the state of Arkansas stated that the teacher turnover was very high, and that usually a teacher did not stay in the same position for more than two years.

-25-

CHAPTER V

VARIATION OF SUBJECTS OFFERED IN BUSINESS IN THE BUSINESS CURRICULUM

In this chapter the material presented is limited to the business curriculum in the schools, the changes that have been made in the business curriculum, and those anticipated in the future.

Of the twenty-one high schools, and the two colleges making replies, all indicated the subjects in the business curriculum for the present school year, 1946-1947.

In requesting the information in regard to the business curriculum, the subjects that were most likely to be offered were listed. The teacher reporting was asked to check the subjects offered, give the school grade in which the subject is offered, the number of semesters the subject is offered, the number of class periods per week, the length of the class periods, and the enrollment in each subject.

Table VIII shows the business subjects offered in the high schools, the number offering the subject, the school grade in which the subject is offered, the number of class periods, and the enrollment.

There are ten schools that offer bookkeeping in the business curriculum. Of the ten schools offering bookkeeping, there is one school offering bookkeeping in

TABLE VIII

Business Subjects Offered in Negro High Schools in Kansas, Oklahoma, Arkansas, and Missouri

Subject	Number of Schools Offering Subject	School Grade Offered			Number of Semesters Offered	Number of Periods per week	Length of Periods			Enrollment		
		9	10	11			12	40	50	60	Boys	Girls
Bookkeeping I-II	10	2	1	3	4	10	9	1	2	7	72	161
Business Arithmetic	2	1	1	1		1	1	1	2	2	16	34
Business English	2	1	1	2		1	1	1	2	2	12	28
Business Law	3	1	1	1	1	3	3	3	3	3	19	25
Business Education	1	1	1	1		1	1	1	1	1	9	5
Consumer Economics	1	1	1	1		1	1	1	1	1	Not given	
Filing	2			1		2	2	2	2	2	15	47
General Business	4	1		1		4	4	1	1	3	55	126
Science	2	2		2		1	2	1	1	2	3	14
Office Practice	1	1		1		1	1	1	1	1		26
Office Machines	1	1		1		1	1	1	1	1		3
Penmanship	1	1		1		1	1	1	3	14	20	10
Salesmanship	17	5	10	1	1	17	17	17	17	14	72	288
Shorthand I-II	5	1	3	2		5	4	1	1	4	21	55
Shorthand III-IV	1	1	3			1	1	1	1	1		26
Spelling	16	1	2	3	7	16	15	1	4	12	163	523
Typewriting I-II	8	3	2	5	1	16	17	1	7	7	37	109
Typewriting II-III												

the eleventh grade, two schools in the tenth grade, three schools in the twelfth grade, and four schools offering it in the tenth, eleventh, and twelfth grades. Bookkeeping I and II is offered two semesters in the ten schools. Nine schools have five class periods per week. Forty-minute class periods are found in one school, while two schools have fifty-minute class periods, and seven schools have sixty-minute class periods in the bookkeeping course. The Table shows an enrollment of 72 boys and 161 girls in the bookkeeping classes in the ten schools

In observing the Table, it is seen that there are a total of seventeen business subjects being offered in the business curriculum in the Negro schools. There is on the average of three business subjects offered in each of the twenty-three schools offering business subjects in the school their program. The business curriculum in the high schools, as shown by the Table, reveals a rather wide variation of subjects. total number of boys enrolled 160.

The subjects of bookkeeping, shorthand, and typewriting, however, predominate. Shorthand is taught in seventeen schools, typewriting in sixteen schools, and bookkeeping in ten. The newer subjects, such as consumer education, general business science, and office practice have only a small part in the curriculum. Business subjects are largely taught in the eleventh and twelfth grades. subjects that have been added to the business curriculum since 1944 be stated.

The business curriculum in the two colleges seems to be on a comparatively well organized basis by the offering of a large number of business subjects in the curriculum. There is, however, in one of the colleges, a problem of not being able to offer a number of business subjects, which are scheduled due to insufficient enrollment in the subjects. The three courses that could not be offered this school year because of insufficient enrollment were accounting, business English, and Business Organization.

Table IX shows the business subjects offered in the two colleges, the grade level at which they are offered, and the number enrolled in the subjects.

Table IX reveals that the two colleges, only in three instances, offered the same business subjects in their business curriculum. There is, as is true in the high schools, a larger number of girls enrolled in business subjects; the total number of girls enrolled being 165, and the total number of boys enrolled 160.

It is worthy of note that the two colleges reporting are in the state of Arkansas, where there are fewer high schools offering business subjects.

To determine the extent to which the business curriculum has been improved, or has not been improved, it was asked that the subjects that have been discontinued in the business curriculum since 1944, and the business subjects that have been added to the business curriculum since 1944 be stated.

There are five subjects that had been discontinued in the various schools. TABLE IX shows the subjects offered in the Negro Colleges reported as having discontinued business mathematics and

Subject	Number of Colleges Offering	Grade Level Subject Offered	Enrollment		
			Boys	Girls	Total
Accounting	1	Jr. Sr.	3	1	4
Bookkeeping I-II	1	Fresh.	20	20	40
Business English	1	Soph.	14	10	24
Business Law	1	Junior	19	10	29
Business Arithmetic	1	Fresh.	4	4	8
Business Organization	1	Soph.	20	8	28
Economics	1	Soph. Sr.	30	34	64
Filing	1	Fresh.		5	5
Office Practice	1	Senior		1	1
Office Machines	1	Senior	1	2	3
Shorthand I	2	Fresh.	6	15	21
Shorthand II	1	Soph.	4		4
Typewriting I	2	Fresh.	39	40	79
Typewriting II	2	Soph.	4	15	19
			160	165	325

In three schools changes were made by one course and substituting another to the curriculum. One school is now offering general business science in the business curriculum instead of advanced shorthand which was previously offered. Business education and correlated dictation and transcription are to be offered in place of general business science and shorthand in one of the colleges reporting. In another, general business science is to be offered instead of bookkeeping.

Another course to be added to the business curriculum in one of the colleges is a survey course in business.

There are five subjects that had been discontinued in the various schools. One school had discontinued the offering of shorthand in the business curriculum. Another reported as having discontinued business mathematics and bookkeeping III and IV. General business science and business training were also discontinued in one school.

There were very few business subjects discontinued since 1944 compared with the number of subjects added to the business curriculum in some of the schools since 1944. Typewriting was added to the business curriculum in two of the schools. Bookkeeping, business arithmetic, and business English were added to the curriculum in one school reporting. Another school reported that general business science was added, and accounting had been added in one of the colleges since 1944.

In three schools changes were made by discontinuing one course and substituting another to the curriculum. One school is now offering general business science in the business curriculum instead of advanced shorthand which was previously offered. Business education and correlated dictation and transcription are to be offered in place of general business science and shorthand in one of the colleges reporting. In another, general business science is to be offered instead of bookkeeping.

Another course to be added to the business curriculum in one of the colleges is a survey course in business.

It was stated that in one of the schools that plans were being made to add three courses in the business curriculum. These are commercial law, secretarial practice, and bookkeeping III and IV.

There seems to be a tendency for more Negro girls than boys to enroll in business subjects. and students work under a handicap if proper equipment is not available. This chapter gives the number of the various types of equipment available for use in the business departments in the high schools and colleges used in this study.

A list of the various types of equipment found in business departments was stated in the questionnaire. The person reporting was requested to give the brand or make, the number of each type of equipment, and to list any other type of equipment available in the department that was not included in the list.

The business departments in all of the schools, except two, had equipment available other than typewriters.

Table X shows the types of equipment available in the business departments, and also the total number of each type in the twenty-three schools reporting.

The number of typewriters listed in Table X are only given for fifteen schools. The other eight schools did not state the number of typewriters available.

CHAPTER VI

EQUIPMENT AVAILABLE FOR USE IN THE

BUSINESS DEPARTMENTS

Equipment is one of the essential items in the business department. The business teacher and students work under a handicap if proper equipment is not available. This chapter gives the number of the various types of equipment available for use in the business departments in the high schools and colleges used in this study.

A list of the various types of equipment found in business departments was stated in the questionnaire. The person reporting was requested to give the brand or make, the number of each type of equipment, and to list any other type of equipment available in the department that was not included in the list.

The business departments in all of the schools, except two, had equipment available other than typewriters.

Table X shows the types of equipment available in the business departments, and also the total number of each type in the twenty-three schools reporting.

The number of typewriters listed in Table X are only given for fifteen schools. The other eight schools did not state the number of typewriters available.

One adding machine is available in the business department in each of the schools, three are available in the business department in each of the schools. In three schools, an automatic timer is available. There are three bookkeeping machines and one calculating machine in each of three schools. Four schools have one in each. In seven schools, each has one. One has six filing cabinets, and another has six filing cabinets. Fifteen schools reported having access to a Mimeograph, and one of four schools reported having a Mimeoscope available for use. Comptometers are available in each of two schools. Six schools have Hectographs and one school reported having a Stenograph.

Types of Equipment	Number
Typewriters	192
Adding Machines	24
Automatic Timers	7
Bookkeeping Machines	3
Calculating Machines	3
Dictaphones	4
Duplicators	4
Filing Cabinets	17
Mimeographs	15
Mimeoscopes	4
Comptometers	2
Ditto Machines	4
Hectographs	6
Stenograph	1

Six schools have Hectographs and one school reported having a Stenograph.

The information regarding the trade name of the various types of equipment was insufficient, therefore, it was disregarded in this chapter.

One adding machine is available in the business department in each of eleven schools, three are available in each of two schools, and in one school five adding machines are available in the business department.

In three schools, an automatic timer is available, while two schools have two automatic timers. There are three bookkeeping machines and three calculating machines available in each of three schools. Four schools reported a dictaphone in each. In seven schools, each has one filing cabinet, one has six filing cabinets, and another reported three filing cabinets. Fifteen schools reported that they have access to a Mimeograph, and each of four schools have a Mimeoscope available for use.

Two Comptometers are available in each of two schools. Six schools have Hectographs and one school reported having a Stenograph.

The information regarding the trade name of the various types of equipment was insufficient, therefore, it was disregarded in this chapter.

asked if there was any type of formal vocational guidance offered, and if so, by whom. They were also asked if a counseling service was maintained, and to state how it was carried on.

Twelve schools reported that no formal vocational guidance, or counseling service was maintained.

CHAPTER VII

VOCATIONAL GUIDANCE ACTIVITIES

IN THE NEGRO SCHOOLS

There is no doubt that guidance is one of the obligations of every educational institution. It should involve not only the direction of a student to the type of occupation for which he seems suited and is trained, but also the direction of the same student to specific business firms in the community where it is possible that his services might be needed.¹

In attempting to establish the status of business education in the Negro schools, it was the writer's belief that it might be well to include in the study something of the nature of the guidance activities and counseling services provided in the Negro high schools and colleges.

In requesting information in regard to vocational guidance activities, the schools used in the study were asked if there was any type of formal vocational guidance offered, and if so, by whom. They were also asked if a counseling service was maintained, and to state how it was carried on.

Twelve schools reported that no formal vocational guidance, or counseling service was maintained.

¹Frances E. Merrill, "Guidance, Placement, and Follow-Up in Business Education", The National Business Education Quarterly, Spring, 1947, Vol. XV, page 7.

Formal vocational guidance in three of the schools was performed by the home-room teachers. A dean of teachers was elected in one school to offer formal vocational guidance to the students, but no form of counseling service was provided.

The principal was reported having charge of guidance activities in three of the schools, and the counseling services were provided by the home-room teachers.

Only three of the schools employed full-time vocational counselors, however, they are given the title of counselor-coordinator, and have charge of guidance activities, as well as, the maintenance of counseling services.

A course in occupations is offered in one of the schools as a means of guidance. It is given the first semester of each year to juniors and seniors.

Answers to the questionnaire with respect to guidance in the Negro schools used in this study would indicate that guidance has received little attention.

The number enrolled in business subjects also shows an increase over the three year period. A larger number of Negro girls than Negro boys are taking business subjects. In the school years of 1944-1945 and 1945-1946, the per cent of students taking business subjects was relatively low.

In the school year 1946-1947, the per cent of girls enrolled in business subjects is 32.1 per cent, while that

-37-

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

There were, included in this study, two Negro high schools in Kansas, eleven high schools in Oklahoma, twelve Negro schools in Arkansas, and eight Negro high schools in Missouri. Of the thirty-three schools reporting from these four states, there were twenty-three offering business subjects in the school program.

The four year school program was found to be quite prevalent in the schools reporting.

There is on the average one business teacher employed in each of the twenty-three schools offering business subjects. A majority of the business teachers in the schools are women.

The enrollments of the Negro schools in this particular area have shown an increase over a three year period. The number enrolled in business subjects also shows an increase over the three year period. A larger number of Negro girls than Negro boys are taking business subjects. In the school years of 1944-1945 and 1945-1946, the per cent of students taking business subjects was relatively low.

In the school year 1946-1947, the per cent of girls enrolled in business subjects is 32.1 per cent, while that

that of the boys enrolled is only 12.7 per cent.

The educational status of the Negro business teachers rank fairly high, only two were found to be teaching on certificates. Bachelor of Science degrees are held by the majority of the business teachers, while five hold Master's Degrees, and a large number are now taking work toward the completion of the Master's Degree. The completion of work for the Bachelor's degree was, in most instances, taken in Negro colleges and universities.

Business teachers are required to teach subjects other than business subjects in most of the small high schools. History was taught by the business teacher in four of the eleven high schools requiring the business teacher to teach subjects other than business subjects.

The school paper and the commercial club are the two extracurricular activities sponsored most by the business teacher in the majority of the schools reporting.

There seems to be a relatively high turnover in the business teaching profession in the Negro schools, especially in the state of Missouri. One of the most prevalent reasons for not offering business subjects in those schools which reported no business training was the inability to secure a well-trained business teacher.

The Negro schools fail to offer as broad business training program as seems desirable. Over 75 per cent of the schools reporting offered only bookkeeping, shorthand, and typewriting, and in few instances, only

shorthand, and typewriting. This would indicate that the schools are not as progressive as would be desired.

Such subjects as consumer education, distributive education, and business science are offered in a minority of the schools.

The two Negro colleges reporting offered a rather broad business curriculum, but the enrollments in the business subjects was relatively low.

The equipment in the business departments of the Negro schools does not seem to be sufficient for well organized business departments. Few of the schools have machines other than typewriters.

Over 50 per cent of the Negro schools in this study fail to provide any type of vocational guidance, or counseling. There are very few full-time vocational counselors employed in the schools that offer vocational guidance. This is a situation to be deplored, in that, many of the students may find themselves ill-trained for the work they may later be called to do.

The writer concludes that the status of business education in the Negro schools in this area is not very high. Business training, seemingly, is in the background in the school program, especially in the larger high schools.

Recommendations

1. The writer cannot emphaize too strongly the necessity of putting a much needed stress on the importance of the business training programs in the Negro high schools.
2. The writer would suggest that the business curriculum in the Negro schools be broadened to include more business subjects than are now offered.
3. The encouragement of more Negro young men and women to enter the profession of business teaching should be made, as there is a demand for trained business teachers in this area.
4. The writer feels that in the state of Arkansas there is an urgent need for an enlightenment on the importance of high school boys and girls taking some type of general business training which will enable them to learn the better business practices. There were very few of the Negro high schools in Arkansas offering any type of business training.
5. The writer urges the Negro schools to give more thought to the matter of guidance, and to encourage teachers in the various Negro school systems to take training in the field of guidance.

February 17, 1947

Dear Commercial Teacher

I am working toward the completion of my Master's Degree this spring at Kansas State Teachers College. As a thesis subject, I have selected, "A Study To Determine the Status of Business Education in the Negro high schools and colleges of Kansas, Oklahoma, Arkansas, and Missouri".

APPENDIX

I feel that a study of this kind might help to unify commercial work in the Negro schools, and also should prove quite helpful to the present commercial education.

I am enclosing a questionnaire. Will you please fill in the information requested and return it to me in the enclosed stamped envelope as soon as possible.

If you would like to have the results of my findings, please indicate when you return the questionnaire.

Thanks so very much for your assistance in helping me to make this study.

Sincerely yours,

Kathleen Wilson

PLEASE ANSWER FOLLOWING QUESTIONS
AND RETURN IN ENCLOSED ENVELOPE

Name of School _____ Location _____
Person reporting _____ Position Held _____

February 17, 1947

Please check type of high school: 3-year _____ 4-year _____ 6-year _____

Dear Commercial Teacher

I am working toward the completion of my Master's Degree this spring at Kansas State Teachers College. As a thesis subject, I have selected, "A Study To Determine the Status of Business Education in the Negro high schools and colleges of Kansas, Oklahoma, Arkansas, and Missouri".

I feel that a study of this kind might help to unify commercial work in the Negro schools, and also should prove quite helpful to the present commercial education.

I am enclosing a questionnaire. Will you please fill in the information requested and return it to me in the enclosed stamped envelope as soon as possible.

If you would like to have the results of my findings, please indicate when you return the questionnaire.

Thanks so very much for your assistance in helping me to make this study.

Sincerely yours,

Kathleen Wilson

Recent School Enrollment: Boys _____ Girls _____ Total _____
School Enrollment Trends: Please indicate your total enrollment by years: It is hoped that this will be answered.

School Year	Boys	Girls	Total
1944-1945			
1945-1946			
1946-1947			

If your school does not offer Business Education, please return this questionnaire in the enclosed envelope.

PLEASE ANSWER FOLLOWING QUESTIONS
AND RETURN IN ENCLOSED ENVELOPE

Date _____
Name of School _____ Location _____
Person reporting _____ Position Held _____

1. GENERAL INFORMATION

Please check type of high school: 3-year ___ 4-year ___ 6-year ___
Other _____

Is instruction in Business Subjects offered in your school?
*(Please check) Yes ___ No ___

Number of Teachers Giving Instruction in Business Subjects:

Full-time Business Teaching program:

Male ___ Female ___ Total ___

Part-time program, but more than half, devoted to Business Teaching:

Male ___ Female ___ Total ___

Part-time program, but less than half, devoted to Business Teaching:

Male ___ Female ___ Total ___

11. ENROLLMENT TRENDS

Present School Enrollment: Boys ___ Girls ___ Total ___

School Enrollment Trends: Please indicate your total enrollment by years: It is hoped that this will be answered.

School Year	Boys	Girls	Total
1944-1945			
1945-1946			
1946-1947			

If your school does not offer Business Education, please return this questionnaire in the enclosed envelope.

Please give the approximate per cent of students enrolled in the Business Curricula during the following years:

School Year	Boys	Girls	Total
1944-1945			
1945-1946			
1946-1947			

Please give the number of students enrolled in Business Subjects at present:
 Boys _____ Girls _____ Total _____

Please give the total number of Students taking only one Business Subject :
 Boys _____ Girls _____ Total _____

III. TEACHER STATUS AND RESPONSIBILITIES

Check the following Extra-curricula activities that are sponsored by the Business Teachers:

Check

- Class Sponsor
- School Paper
- School Annual
- Athletics
- Commercial Club
- Class Plays
- Dramatic Club

Check

- Pep Squad
- Debating
- Glee Club
- Home Room
- Hi-Y
- Girl Reserves
- Other Activities (List)

List Subjects taught by the Business Teacher Other than Business Subjects:

- | | | |
|----|----|----|
| 1. | 4. | 7. |
| 2. | 5. | 8. |
| 3. | 6. | 9. |

State the degree or degrees held by each Business Teacher:

	Bachelors Degree or Certificate	Graduate Degree	School Where Degree was Taken
<u>Illustration:</u>			
John Smith	B. S.	M. S.	Univ. of Kansas
Mary Jones	B. S.		Lincoln Univ.

What Business Magazines are read regularly by the Business Teacher?

- 1.
- 2.
- 3.
- 4.
- 5.

State Business Experience of each Business Teacher:

Kind of Experience

Length of Time

Illustration:

Clerk in Store

2 $\frac{1}{4}$ years

State Tenure in Present Position:

Years

Months

V. EQUIPMENT USED IN BUSINESS CLASSES

Check the types of equipment and indicate the brand or make, and the number you have in your school that are at the disposal of students enrolled in Business Courses:

Check	Kind of Equipment	Brand or Make	Number
	Adding Machine.....		
	Automatic timers.....		
	Billing machines.....		
	Bookkeeping machines....		
	Calculatine machines....		
	Dictaphones or Ediphones		
	Duplicators.....		
	Filing cabinets.....		
	Mimeograph.....		
	Mimeoscope.....		
	Comptometer.....		
	Ditto machine.....		
	Hectograph.....		
	(Please list others)		

Are Library Facilities for those taking Business Subjects

Good _____ Fair _____ Poor _____ (Check)

VI. Changes in Business Subjects

Write in the blanks below the Business Subjects that have been added to the Business Curriculum since 1944:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Write in the blanks below the Business Subjects that have been dropped from the Business Curriculum since 1944:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Write in the blanks below any changes or reorganization of the Business Subjects that are planned for the near future in regard to:

Changes From	To
Illustration:	
General Business Science	Business Law

- 1. _____
- 2. _____
- 3. _____
- 4. _____

VII. VOCATIONAL GUIDANCE ACTIVITIES

Nature of Vocational Guidance Activities in Your School:
(Please Check)

Does your school offer any formal vocational guidance?
 Yes _____ No _____ If so, by whom _____
 Is such assistance given only incidentally by administrators and
 teachers in your school? Yes _____ No _____

Counseling For Vocational Guidance:

Does your school maintain a counseling service in connection with Vocational Guidance Activities? Yes _____ No _____

How is it carried on _____
Is it successful? Yes _____ No _____

Does your school employ a full-time Vocational Counselor?
Yes _____ No _____

Are counseling activities for Vocational Guidance in your school performed informally and incidentally by administrators? Yes _____ No _____
By classroom teacher Yes _____ No _____

Please Return To:

Kathleen Wilson
803 North Michigan St.
Pittsburg, Kansas