

AN ANALYSIS OF THE BUSINESS CURRICULUM IN SMALL KANSAS HIGH  
SCHOOLS AND A PROPOSED BUSINESS CURRICULUM FOR  
UNIFIED SCHOOL DISTRICT 381,  
FORD COUNTY, KANSAS

9:8

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Donald D. Trent  
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R. B. Russell  
Approved for the Major Department

Samuel. Taylor  
Approved for the Graduate Council

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## CHAPTER I

### INTRODUCTION

The small high school has been confronted with the problem that size of enrollment, limited number of course offerings, and activities that are available to the students, place a restriction on the learning process of the student. In accordance with new educational theories that the size of the enrollment is an important factor, many schools in the State of Kansas have formed new unified educational districts. As a result of this unification, the curriculum in these districts should be improved.

Equally important to the total improved curriculum is the offering in each department. Dr. Bangs stated recently, "Business education at the senior high school level must be designed to prepare prospective citizens and businessmen for a productive and satisfying work life."<sup>1</sup> The business education program must be updated and improved in order to fit the new educational needs.

The responsibility for business curriculum redevelopment must be assumed by the professional business teacher.

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<sup>1</sup>Kendrick F. Bangs, "Business Education as Prevocational Preparation," Business Education Meets the Challenges of Change, National Business Education Yearbook, No. 4 (Washington, D. C.: National Business Education Association, 1966), p. 267.

Too often national curriculum groups and national testing programs have been allowed to impose a curriculum without stating its explicit purpose.<sup>2</sup> Moreover, the task of new curriculum planning must be dealt with primarily on the local level.

### I. STATEMENT OF THE PROBLEM

It was the purpose of this study to (1) find the employment-education need between the student and the businesses in Spearville, Kansas, and those businesses in Dodge City, Kansas, which had employed Unified School District 381 graduates; (2) determine a business education program for small high schools with two business teachers; and (3) present a business education curriculum for Unified School District 381, Ford County, Kansas.

### II. IMPORTANCE OF THE STUDY

The rapidly changing and progressing business world of today points up the urgent need for improvement in the education of today's youth. In too many instances there was not enough time to train and learn business skills after leaving a secondary education level. Too many times a small

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<sup>2</sup>John C. Roman, The Business Curriculum, Monograph 100 (Cincinnati: South-Western Publishing Company, 1966), p. 5.

community had not been aware of the effects of the world about it until a major movement was implemented. Outside pressures have forced the people to act for the betterment of their own society. Changes in educational conditions have forced small schools to unify and, perhaps, later to consolidate allowing the means by which the curriculum can be updated to improve the program for the students. As Dr. Eyster stated:

Change produces challenges, and those challenges, although complex and often seemingly impregnable, offer opportunities which, if properly appraised and implemented, may lead to advancement of business education. The opportunities emanating from challenges growing out of change are present, and they are numerous. The problem in taking full advantage of those opportunities for the benefit of business education are complex. First, those opportunities that have the greatest potential for business education must be selected. Second, business educators must be alert to the opportunities for advancement that stem from change. And third, there must be a readiness and willingness on the part of business educators to break sufficiently with traditional patterns of thought and practices to make innovations possible and to foster growth and development of new concepts and improved, updated practices.<sup>3</sup>

Business education departments in high schools face a responsibility to students in three areas. First, the student who plans to enter employment upon graduation must be able to acquire skills for clerical work, stenography, and sales.

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<sup>3</sup>Elvin S. Eyster, "A Philosophy of Business Education to Meet Change," Business Education Meets the Challenges of Change, National Business Education Yearbook, No. 4 (Washington, D. C.: National Business Education Association, 1966), p. 189.

This area of education has become more and more prominent in the past ten years. As new and more changes are made in the business world each day the high school business curriculum needed a re-evaluation in this area.

Second, all youth should have a basic understanding of business principles to meet the personal business needs of their adult life and for the betterment of the community in which they live. For youth to mature and take their place in any community, large or small, they must understand sound business principles.

Third, preparation must be provided for those students who plan to attend college and make some part of the business field their vocation. The need in this area is great since the business field has grown into a complex world of its own. A young student can no longer enter this world without a basic preparation for it.

As changes have taken place in the small communities, comparisons and evaluations of secondary schools were apparent. A fresh look at school curriculum was in order. Both education and business have gone through many changes in the past fifteen years. This forces any school to take stock of its curriculum and find the subjects best suited for today's needs.

### III. DEFINITIONS OF TERMS USED

Business. The term business was used instead of commerce because it has become more widely used. Webster's definition of business includes: one's rightful work of personal concern; one's particular work, occupation, or employment. The term business is an inclusive term that combines all activities in purchasing and selling transactions.<sup>4</sup>

Basic business education. Good<sup>5</sup> defines this term as that aspect of business education which enables the student to understand, appreciate, and perform effectively those business functions of everyday living which are common to all people.

Business subjects or curriculum. According to Good<sup>6</sup> this includes all subjects that prepare students either directly or indirectly for successful participation in all business activities. Social business subjects commonly taught in secondary schools are: Economics, Business Law,

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<sup>4</sup>John P. Bethel (ed.), Webster's New Collegiate Dictionary (Springfield, Massachusetts: G. and C. Merriam Company, 1958), p. 113.

<sup>5</sup>Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, 1959), p. 71.

<sup>6</sup>Ibid.

Business Geography, and Salesmanship. Skill business subjects include: Bookkeeping, Shorthand, Typewriting, Office Practice, Advertising, Business Arithmetic, Business English, and Business Spelling.

Alternated courses. Those courses which are offered only on an alternating semester or yearly basis.

Business teacher. A person who teaches all skill and social business subjects.<sup>7</sup>

Secondary schools. A secondary school is a four year high school containing grades nine, ten, eleven, and twelve.<sup>8</sup>

Small high school. The small high school is defined as a secondary school that has fewer than three hundred students and fewer than two full-time teachers of business subjects.<sup>9</sup>

Unified School District 381. The combination of School District 71, Spearville, Kansas, and School District 77, Windthorst, Kansas, is now known as Unified School District 381, Ford County, Kansas.

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<sup>7</sup>Ibid.

<sup>8</sup>Froilan Flores, "An Analysis of the Business Curriculum in Kansas Secondary Schools for 1953-54" (unpublished Master's thesis, The Kansas State Teachers College, Emporia, 1954), p. 5.

<sup>9</sup>Herbert A. Tonne, Principles of Business Education (New York: McGraw-Hill Book Company, 1961), p. 373.

#### IV. THE SCOPE OF THE STUDY

Data for this study were acquired from schools with an enrollment between 140 and 225 students in grades nine through twelve in the State of Kansas as listed by the State Superintendent of Public Schools, Topeka, Kansas, for the 1967-68 school term. Curricula and opinions were limited to the business teachers of those schools. Only one business teacher from each of the schools in the survey responded to the questionnaire although some of the schools had more than one business teacher.

The survey of the business communities was taken from Spearville, Kansas, and Dodge City, Kansas, businessmen. The survey of businessmen in Dodge City, Kansas, was limited to those who had employed graduates of U. S. D. 381 high schools.

The student survey covered a period of four years. This included the twelfth grade students attending high schools of U. S. D. 381, Ford County, Kansas, during 1967-68, plus the graduating classes of the three previous school years, 1965-67. The students and graduates included in the survey were from both of the district high schools, Spearville High School and Windthorst High School.

## V. METHODS OF PROCEDURE

Criteria of a good business curriculum were identified through studies of current educational periodicals, theses, and professional books.

The employment-education need in the business community of Spearville, Kansas, and a number of Dodge City, Kansas, businesses was determined by personal interviews with businessmen in the two areas. They made recommendations for the essential knowledge needed for employment. Areas where employees are weak or strong in skills or knowledge were listed by the businessmen. Strong recommendations from those businessmen helped determine a business education curriculum.

The opinions and recommendations of former students who had graduated from U. S. D. 381 high schools in the years of 1967, 1966, and 1965, were gathered through the use of a questionnaire mailed to them. They checked the subjects which had been necessary or helped in their vocational training or college classes. Subjects that were helpful to them in their occupation and their personal life were also checked. The former students listed additional comments and their recommendations for a business curriculum.

A survey of the twelfth grade students of U. S. D. 381 high schools was taken during the 1967-68 school year. They



checked business subjects on the questionnaire for a recommended business curriculum.

To obtain the professional business teachers' views of a good business curriculum, a letter and a questionnaire were mailed to the business teachers of all of the schools in the State of Kansas with an enrollment between 140 and 225 students in grades nine through twelve. Only one business teacher in each system was asked to answer the questionnaire. Recommendations from the business teachers who responded took into consideration the suggested business curriculum was limited to two business teachers.

The recommended business education program for Unified School District 381 was decided through the combined ideas and recommendations of the seniors of Spearville High School and Windthorst High School of 1967-68, graduates of the district high schools of the years of 1965-67, business teachers of small Kansas high schools, businessmen of Spearville, Kansas, and a select group of businessmen from Dodge City, Kansas.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

"Informal training for business is probably as old as business itself. Formal (that is, definitely planned) training for business began much later."<sup>1</sup> Tonne made these statements when he wrote about the beginning and early history of business education.

Business education was an uncommon practice in public high schools at the turn of this century. It was a new part to the secondary school curriculum. Roman stated:

Only since 1890 has there been any noticeable recognition of the importance of such courses in the high school curriculum. At that time in history, the aim of the high school business education was to prepare pupils to earn their living as office workers, particularly as bookkeepers and stenographers.<sup>2</sup>

The first business curriculum was set up primarily for only a small vocational need. Gradually the school officials became interested in this area. Slowly, one by one, business courses were added to the curriculum in high schools. It was in this manner that business education first made its appearance in the high school curriculum. As in any

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<sup>1</sup>Herbert A. Tonne, Principles of Business Education (New York: McGraw-Hill Book Company, 1961), p. 17.

<sup>2</sup>John C. Roman, The Business Curriculum, Monograph 100 (Cincinnati: South-Western Publishing Company, 1966), p. 3.

new area, problems arose but seemingly the most outstanding one concerned the teachers. Nolan stated:

Most of the early high school business teachers had their training in the private business school. No provision for issuing certification by state authorities was given. As far as most states were concerned business education did not exist.<sup>3</sup>

Several years passed until, in 1909, New York led the country and appointed Frederick G. Nichols as the new Inspector of Business Education for the State Department of Education.<sup>4</sup> During the next fifteen years other states began to employ specialists in business education. Business education became popular and flourished. Its standards were higher in those states that had employed supervisors. After World War II some thirty-nine states had supervisors and during the 1950's three states published handbooks relating to business regulations and curriculum.

Business education was new in the education process so many procedures and techniques in the teaching of academic subjects were applied to the teaching of business courses. Green and Browell said that business school administrators and business teachers should strive for a high level of

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<sup>3</sup>C. A. Nolan and Carlos K. Hayden, Principles and Problems of Business Education (Cincinnati: South-Western Publishing Company, 1958), p. 92.

<sup>4</sup>Ibid.

attainment in all subjects. They also should begin on long range plans for curricula and needs with the cooperation of the business community.<sup>5</sup> Long range planning was essential in a secondary school. Through planning, successful programs were devised to be of benefit to the students and their communities. Even though an effective plan was constructed it had to be adaptable to the system for which it was devised.

There were special problems in providing a curriculum for the small high school which an administrator or business teacher did not have in a large high school. Roman said that the small enrollment in a high school was a stumbling block for a diversified curriculum except at an exorbitant expense.<sup>6</sup> In addition to the expense, another problem for the business department in a small high school was centered in the particular needs of the community. Roman considered this when he said:

The administrator of the high school with fewer than 300 students finds it difficult each year to plan the business education program that his particular community needs. He knows that the business offerings should reflect the needs of both the youth who remain in the community after high school years and those who migrate to urban areas for employment.<sup>7</sup>

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<sup>5</sup>J. J. Green and C. W. Browell, "The Businessman Comments on the Business Graduate of 1976," American Business Education, 48:174, March, 1962.

<sup>6</sup>Roman, op. cit., p. 14.

<sup>7</sup>Ibid.

That individual studies were needed was evident. Gage suggested several areas of investigation before an adequate program could be recommended.

1. Investigate the general philosophy pervading your school system.
2. Investigate the needs of the community and the needs of the students.
3. Formulate the general aims and objectives of your business department.
4. Formulate a general plan for the curriculum.
5. List the physical equipment essential to the curriculum.
6. Survey the use of physical equipment already available.
7. Approach the budget headache.
8. Formulate specific plans for the curriculum.<sup>8</sup>

Those were the areas which a business teacher or administrator had to investigate before a properly studied plan could be made usable to serve the needs of student and community. Neither the business teacher nor the administrator was responsible for the totality of a curriculum. Conant stated, "As everyone familiar with American education knows, the courses offered in a high school are determined to a large degree by the local school board or its equivalent."<sup>9</sup> Once an investigation was completed by the teacher, a final decision as to what program would be followed was up to the elected public school officials.

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<sup>8</sup>Erdene Gage, "The One-Teacher Business Education Department," Journal of Business Education, 27:199, January, 1952.

<sup>9</sup>James Bryant Conant, The Church, The Parent, and The State (Cambridge: Harvard University Press, 1959), p. 59.

Curriculum generally lagged behind the needs of society. Various reasons were given for this occurrence. One of the reasons was tradition. It retained a great hold on education. Second was that a course or method of teaching had been used for years so therefore it must be the best. Nolan<sup>10</sup> believed education must show common sense in adopting new ideas. If a school changed its curriculum too hurriedly some of the practices end up being mere fads. A teacher planning a curriculum had to use judgment in evaluating the various new elements of society before placing a new program into effect.

Nicklin wrote of the student's three areas of need, " . . . (1) management of their lives, (2) prepare them in further study, and (3) vocation preparation."<sup>11</sup> Each area required understanding and examination of the program plus the student's capabilities and desires. Personal management of an individual's life had become an important part of the business curriculum. Business educators also became more concerned with a student of business understanding the economic system of the government. A committee of school

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<sup>10</sup>Nolan and Hayden, op. cit., p. 59.

<sup>11</sup>Thelma D. Nicklin, "The Role of Business Education in the Secondary Curriculum," The Balance Sheet, 43:13, September, 1961.

administrators and business educators for the State of Pennsylvania listed three major objectives in developing a curriculum to fit the needs of students.

1. To train for occupational competence in office, sales, and managerial occupation in business and industry.
2. To offer programs that will develop personal use competencies beneficial to anyone.
3. To contribute to the development of those understandings and skills basic to intelligent living in our economy.<sup>12</sup>

Both Nicklin and the committee suggested programs that require teaching courses to develop the basic understanding of an economic society, better personal management of financial affairs, and preparation of a student for an occupation.

Eyster offered a good program for a minimum curriculum. This contained mostly General Business and Economics plus two semesters of Typing. This gave the student general knowledge of the purpose of the free enterprise system.<sup>13</sup>

One element in providing a broader curriculum in business education was the number of periods available for teaching. It was necessary to have a teacher instruct for as many as six periods a day. Sometimes he had two different subjects during a single period. This method was needed in

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<sup>12</sup>A Committee of School Administrators and Business Educators for the State of Pennsylvania, "Guide for Business Education," The Balance Sheet, 43:160, December, 1961.

<sup>13</sup>Elvin S. Eyster, "New Directions in Business Education," American Vocational Journal, 40:18, September, 1965.

order to get basic and skill subjects into the curriculum. Most small schools had to devise a program that best fitted their particular need. Tonne listed several examples of business programs from small schools.

In a Colorado high school, for example, the business teacher has seven periods a day as follows: Typing I (two classes); Typing II; Office Practice; Business Law (full year); Shorthand I; Shorthand II. In a small New Mexico community, the teacher has six classes with these subjects: Shorthand; Typing; Bookkeeping; World History; Geography; Arithmetic. In Montana, the business teacher in a school with 120 students teaches four classes: Typing; Shorthand I; Shorthand II; and Bookkeeping, and also coaches baseball and football. In a small Illinois town, the business teacher has: Typing I (two classes); Typing II; Selling and Advertising (two classes); Bookkeeping I; General Business. In addition, the teacher sponsors these activities: photographic club, the school newspaper, public relations, and the yearbook. He also serves as senior class advisor.<sup>14</sup>

A factor in a small community, also, was the movement of the graduating seniors. Tonne indicated, " . . . almost 50 per cent of the youth of rural areas emigrate to urban areas."<sup>15</sup> This element was taken into consideration by the business teacher who had to provide a service to two groups; those staying in the local community and those leaving to seek jobs in a larger community. In planning a course of study it was necessary to consider these migrations and investigate the occupational changes in both areas. This

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<sup>14</sup>Tonne, op. cit., pp. 376-77.

<sup>15</sup>Ibid., p. 375.



factor was also expressed by Tener who said, " . . . the community and surrounding territory have demands for specific types of skilled workers."<sup>16</sup>

Many surveys and studies have been made on the needs and requirements of a business curriculum in the small high school. Agreement was reached by many business educators that a business education curriculum should meet the needs of the students involved. It should, however, be geared to a general understanding of the business world. Slaten <sup>17</sup> said basic business education courses must be put first in the offerings of a small high school, then vocational courses. Courses should be balanced in four areas: general office, bookkeeping, stenographic, and selling. If all four areas could not be offered, then the areas that were offered should be balanced.

Dotson<sup>18</sup> explained the continual improvement being made in business education when he said that it is dynamic and changing as is business. Although the basic structures

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<sup>16</sup>Morton Tener, "Organizing a Business Education Curriculum," Journal of Business Education, 41:243-244, March, 1966.

<sup>17</sup>Lenell Slaten, "Business Subjects in the Secondary School Curriculum," The Balance Sheet, 48:159-163, December, 1966.

<sup>18</sup>Verner Dotson, "Business Education is Unique," The Balance Sheet, 48:238, January, 1967.

and concepts remain the same, materials for instruction are updated to meet the changes. This continual changing of the business education curriculum was summed up by Fisk. He said:

For one to be able to adapt to whatever conditions develop and be ready to meet the changes as they occur, the emphasis in all business teaching-learning activities should be to help the student cultivate imagination, innovation, resourcefulness, and creativity. Principles and theory are enduring; techniques and procedures are fleeting, especially in these days of rapid change.<sup>19</sup>

Most business educators have stated that from the small beginning of business education it has become a permanent part of every high school curriculum. It has continued to accept the challenges demanded of it in a changing world.

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<sup>19</sup>McKee Fisk, "A Business Curriculum to Meet Change," Business Education Meets the Challenges of Change, National Business Education Yearbook, No. 4 (Washington, D. C.: National Business Education Association, 1966), pp. 209-210.

## CHAPTER III

### SURVEY OF BUSINESS TEACHERS

#### I. SIZE OF SCHOOLS SURVEYED

There were seventy-seven secondary schools listed with enrollments between 140 and 225 students in Kansas for 1967-68 by the Superintendent of Public Instruction of the State of Kansas. Forty-nine of these high schools had an enrollment between 140 and 184. The remaining twenty-eight schools had enrollments between 185 and 225. The mean enrollment for all of the seventy-seven schools was 174.46 students. The combined enrollment for the two high schools in Unified School District 381 for the 1967-68 school year was 179. With the consolidation of the two high schools the enrollment would be within four or five students of the mean enrollment of the high schools used in the survey.

#### II. NUMBER OF BUSINESS TEACHERS AND SUBJECTS OFFERED

A questionnaire was mailed to one business teacher in each of the seventy-seven schools with enrollments between 140 and 225 for 1967-68 in the State of Kansas. Business teachers from seventy of these schools responded to the questionnaire. This was a 90 per cent response. Some of the schools had more than one business teacher although only one responded for each school.

Number of business teachers. There were forty-one schools with one business teacher and five schools with one full-time and one part-time teacher. Twenty-three schools employed two full-time business teachers and one school had three business teachers. In many of the schools a business class such as Business Mathematics was taught by the mathematics teacher and Economics was offered by the social studies department. The teachers of these subjects in other departments were not included as a part of the business department or in the number of business teachers.

Business subjects offered. A total of twenty-one different business subjects was offered in the seventy schools according to the business teachers who responded to the questionnaire. Table I shows the courses offered most frequently, in at least 25 per cent of these small Kansas high schools. Of the eight courses shown in Table I, four subjects were offered in more than one-half of the schools. Only two subjects, Typing I and Bookkeeping I, were offered in all of the seventy schools.

Shorthand I ranked third with sixty-one schools offering it. Secretarial Training was taught in forty-five, or just over 64 per cent of the schools. Typing II, Economics, General Business, and Business Law were offered in more than 25 per cent of the responding schools.

TABLE I  
BUSINESS SUBJECTS OFFERED MOST FREQUENTLY  
IN SEVENTY SMALL KANSAS HIGH SCHOOLS  
DURING 1967-68

Course	Number of schools	Percentage
Typing I	70	100.00
Bookkeeping I	70	100.00
Shorthand I	61	87.23
Secretarial Training	45	64.35
Typing II	32	45.76
Economics	31	44.33
General Business	22	31.46
Business Law	18	25.64

Of these eight subjects, four were offered in the Spearville High School and three were offered in the Windthorst High School. Typing I, Typing II, Bookkeeping I, and Shorthand I were offered at Spearville in 1967-68. Shorthand I has been an alternated course with one semester of Economics and one semester of Business Law offered in alternating years. Windthorst offered Typing I, Economics, and Bookkeeping I during 1967-68.

Table II shows the business subjects being taught by less than 20 per cent of the schools. Nine schools offered Shorthand II, Office Machines, and Business Mathematics. Only three of the schools offered Bookkeeping II and two schools offered Business English. Eight different courses were offered by only one school. The courses were: Personal Finance, Advertising, Salesmanship, Typing II and Shorthand II, Penmanship and Spelling, Recordkeeping, Business Mathematics and Filing, and Data Processing.

Many of the business teachers tried to incorporate several business subjects together to give the students a wider range of offerings such as Typing II and Shorthand II combined with the Secretarial Training course. One teacher taught Office Machines, Typing II, and Data Processing in one class. Filing, Business English, and Business Spelling were combined in some Secretarial Training classes.

TABLE II  
BUSINESS SUBJECTS OFFERED IN LESS THAN TWENTY  
PER CENT OF SEVENTY SMALL KANSAS HIGH  
SCHOOLS DURING 1967-68

Course	Number of schools	Percentage
Shorthand II	9	12.87
Office Machines	9	12.87
Business Mathematics	9	12.87
Bookkeeping II	3	4.29
Business English	2	2.86
Personal Finance	1	1.43
Advertising	1	1.43
Salesmanship	1	1.43
Typing II and Shorthand II	1	1.43
Penmanship and Spelling	1	1.43
Recordkeeping	1	1.43
Business Mathematics and Filing	1	1.43
Data Processing	1	1.43

One teacher commented that business subjects were not planned or in an organized program so that students were able to include many of them in their programs. Typing I was always available to all students but beyond that the business department offerings were not given much consideration. It was the personal belief of 10 per cent of the teachers responding that their business department was the dumping ground for many of the students who did not meet standards for other departments. However, there seemed to be no need to meet any standards to enroll in the business subjects. One business teacher said she had spent so much of the class time trying to teach simple spelling, mathematics, and English that there was often little time left for the business subject supposedly being taught.

### III. RECOMMENDED BUSINESS CURRICULUM

Recommendations for a business education curriculum in a small high school by the business teachers of the schools surveyed showed only one subject recommended by all of them. This subject was Typing I. However, Bookkeeping I was listed by all but one of the teachers as a necessary part of the business department. All of the business subjects recommended by over 50 per cent of the business teachers are shown in Table III. Secretarial Training was selected by sixty-five teachers, or nearly 93 per cent, as



the third most important business subject. Shorthand I was a close fourth with sixty-four teachers checking it, or between 91 and 92 per cent. Only four other subjects were chosen by over 50 per cent of the teachers. The subjects were: Economics, between 78 and 79 per cent; Office Machines, just over 60 per cent; Typing II, between 58 and 59 per cent; and Business Law, nearly 53 per cent.

Several business teachers indicated that although they believed learning how to operate office machines was necessary, enough different machines would have to be available. One or two commented that they incorporated into their Bookkeeping I class the use of adding machines and calculators. They believed this was utilizing the teaching of machines to a better advantage than a full course of just learning how to operate machines. Four teachers believed that teaching the use of dictaphones and other dictating machines would be more valuable than teaching Shorthand.

Six additional subjects were selected by over 20 per cent of the business teachers. Table IV shows these six courses. Shorthand II was listed by thirty-three teachers, or just over 47 per cent. Business English, Business Mathematics, and Filing were preferred by over 34 per cent and General Business and Bookkeeping II were checked by over 20 per cent of the business teachers.

TABLE III  
BUSINESS SUBJECTS RECOMMENDED BY OVER FIFTY PER CENT  
OF SEVENTY BUSINESS TEACHERS IN SEVENTY  
SMALL KANSAS HIGH SCHOOLS, 1968

Course	No. who believe course should be offered	Percentage
Typing I	70	100.00
Bookkeeping I	69	98.57
Secretarial Training	65	92.95
Shorthand I	64	91.52
Economics	55	78.65
Office Machines	42	60.06
Typing II	41	58.63
Business Law	37	52.91

TABLE IV

BUSINESS SUBJECTS RECOMMENDED BY OVER TWENTY PER CENT BUT  
LESS THAN ONE-HALF OF SEVENTY BUSINESS TEACHERS IN  
SEVENTY SMALL KANSAS HIGH SCHOOLS, 1968

Course	No. who believe course should be offered	Percentage
Shorthand II	33	47.19
Business English	27	38.61
Business Mathematics	24	34.32
Filing	24	34.32
Bookkeeping II	17	24.31
General Business	14	20.02

Thirteen other business subjects were selected by a small per cent of the business teachers. Some subjects were new such as Data Processing and Notehand. Other business subjects were directed toward the personal use of the student such as Personal Typing and Personal Finance. Business Spelling led this group of subjects, being checked by twelve business teachers; but many subjects were preferred by only one or two teachers. These miscellaneous subjects are shown in Table V.

Teaching two or three business subjects together was suggested by many of the business teachers. Filing, Business English, Business Spelling, and Office Machines were often mentioned as combinations or as one semester courses. By offering a few one semester subjects the student could come into contact with a broader range of business courses. Several teachers stated that Filing and Office Machines should be combined with Secretarial Training since they believed it was not necessary to spend a year or even a semester on either of these as a separate subject. The business teacher who believed in a strong clerical curriculum suggested offering Typing II and Shorthand II as a single one-year course if they could not be included as separate yearly subjects. One teacher stated that if a high school had a predominant number of college bound students, they would benefit more by learning Notehand or

TABLE V

BUSINESS SUBJECTS RECOMMENDED BY LESS THAN TWENTY PER CENT  
OF SEVENTY BUSINESS TEACHERS IN SEVENTY  
SMALL KANSAS HIGH SCHOOLS, 1968

Course	No. who believe course should be offered	Percentage
Business Spelling	12	17.16
Salesmanship	9	12.87
Data Processing	3	4.29
Retailing	3	4.29
Office Machines and Filing	3	4.29
Notehand	2	2.86
Retailing and Salesmanship	2	2.86
Recordkeeping	2	2.86
Personal Typing	2	2.86
Shorthand, Business English, Business Spelling	1	1.43
Personal Finance	1	1.43
Business Communications	1	1.43
Filing and Secretarial Training	1	1.43

a course of Personal Typing than by learning Shorthand II and Typing II.

A large per cent of the business teachers said that the biggest problem in curriculum planning and in the business departments was the lack of interest by the school administration. This was stated in several different ways such as: no decent facilities, lack of interest by the administrators, poorer students pushed into business subjects, and little consideration in the scheduling of the business subjects.

#### IV. BUSINESS CLUBS AND ACTIVITIES

Of the seventy business teachers who responded to the questionnaires, only four teachers sponsored a business club and only seven teachers had organized Future Business Leaders of America chapters. Two schools planned to start Future Business Leaders of America chapters during the 1968-69 school term. One teacher wrote that both of the business teachers in the school also taught subjects in other departments. This might have been the reason there was no interest in organizing a business club in that school. Most of the teachers who sponsored some kind of business club in their school believed it to be of great help in getting the students interested and better acquainted with the business field. A Future Business Leaders of America chapter was organized in the 1967-68 school term at the Spearville High School.

Two business teachers sponsored different types of business clubs. One teacher had an Investment Club which dealt with buying and selling stock. The second business teacher had a "student day" when all of the business students worked in regular jobs for the day for no pay but to get on-the-job experience. In a large number of the schools surveyed the students in the business classes helped in typing programs, prepared school papers, and helped in other related activities. But, the activities were rarely oriented to business interests.

## CHAPTER IV

### SURVEY OF GRADUATES AND SENIORS

Information from former students was based on those who had graduated from Spearville High School and Windthorst High School during 1965, 1966, and 1967. There was a total of ninety-seven graduates in the three years. Questionnaires were returned by seventy-seven graduates. This was a 79 per cent response.

#### I. EDUCATION AND OCCUPATIONS OF GRADUATES

Additional education. Of the seventy-seven former students who responded, forty-five had been enrolled in college. This constituted 58 per cent of the former students who had received some college credits. Thirty-five and one-half per cent of this college group made business a large part of their additional education. Sixteen graduates had indicated a business major or minor as follows:

	<u>Major</u>	<u>Minor</u>	<u>Total</u>	<u>Per cent</u>
Business Administration	11	1	12	26.66
Accounting	<u>3</u>	<u>1</u>	<u>4</u>	<u>8.88</u>
Total	14	2	16	35.54

In addition, two graduates had completed business school and one other former student would complete business school within the next year. Ten other graduates were enrolled in



vocational-technical schools. Two of the respondents were in the selective service and had received some additional education.

Occupations and jobs. Seventeen of the graduates who returned questionnaires had received no formal education since graduating from high school. Four graduates were working as secretaries and one graduate was working as a bookkeeper. Almost 30 per cent of the group were directly occupied in the business field. The rest of the graduates listed occupations of nurse's aide, laborer, housewife, and farming. Two graduates were working as telephone operators.

Thirteen graduates had either completed or stopped additional formal education after one year. Four of this group of graduates had married and were now housewives. Two graduates were working as bookkeepers and two more graduates listed a present occupation of secretary. Another graduate had gone into sales work. The remaining graduates had taken jobs that did not require business training.

Seven graduates were currently working while attending vocational school or college. Four of the employed graduates in this group had part-time jobs as clerks or bookkeepers.

Over 70 per cent of the graduates had held either part-time or full-time jobs since high school graduation. The greatest number had held jobs on farms. Several of the

graduates worked at jobs that were related to work available after the completion of college studies. Many occupations of the graduates were listed as summer jobs or seasonal employment. However, over 20 per cent had worked in jobs connected with business.

## II. BUSINESS SUBJECTS AND ACTIVITIES OF GRADUATES

Business subjects taken. The responding group of graduates took a total of eleven different business subjects during their four years of high school. As shown in Table VI, two subjects were taken by over 50 per cent of the former students. All but one graduate had taken Typing I. Book-keeping I had been completed by nearly 70 per cent of the group. The two subjects had been offered in both of the district high schools every year. Economics had not been offered each year but had been taken by just over 41 per cent of the former students.

Typing II was offered only at Spearville High School and had been taken by just over 31 per cent of the total group of graduates. Another course offered only at the one high school was Business Law. It was not offered every year. However, just over 27 per cent of the total responding group of graduates had taken the course. Shorthand I was offered in both high schools the past two years but was not a regular yearly course. Fifteen graduates took the course but this

TABLE VI  
BUSINESS SUBJECTS TAKEN BY SEVENTY-SEVEN GRADUATES  
OF U. S. D. 381 HIGH SCHOOLS, 1965-67

Course	No. who had course	Percentage
Typing I	76	98.71
Bookkeeping I	54	69.66
Economics	32	41.28
Typing II	23	31.08
Business Law	21	27.09
Shorthand I	15	19.35
General Business	7	9.03
Business Mathematics	4	5.16
Bookkeeping II	2	2.58
Filing	2	2.58
Income Tax	1	1.29

was just over 19 per cent. Several of the former students commented that they would have taken Shorthand if it had been available and that it would have been useful in present occupations.

The other five courses were taken by less than 10 per cent of the graduates surveyed. These subjects are also shown in Table VI.

Subjects beneficial to occupation. The business subjects believed to be the most beneficial to the graduates are shown in Table VII. Typing I was checked by fifty-nine of the graduates as being the most valuable. Bookkeeping I was second in occupational value with thirty-four graduates checking it. Typing II was most beneficial according to twenty graduates. Economics and Business Law were relatively new subjects and were not available to all of the graduates. However, as shown in Table VI, Economics was taken by only thirty-two graduates and fifteen believed it to be most beneficial to them. Table VI also shows that Business Law was taken by twenty-one graduates and over 50 per cent of the graduates who had taken the course believed it to be beneficial to them in current occupations.

Subjects of no benefit in occupation. Table VIII shows the business subjects checked as being of no benefit to the present occupation of the graduates. Shorthand I was

TABLE VII

BUSINESS SUBJECTS MOST BENEFICIAL IN OCCUPATIONS  
OF SEVENTY-SEVEN GRADUATES OF U. S. D. 381  
HIGH SCHOOLS, 1965-67

Subject	Rank				Total
	1	2	3	4	
Typing I	49	4	4	2	59
Bookkeeping I	13	12	7	2	34
Typing II	2	15	2	1	20
Economics	2	7	5	1	15
Business Law	1	3	6	2	12
Shorthand I	0	3	0	0	3
General Business	0	2	1	0	3
Bookkeeping II	0	2	0	0	2
Business Mathematics	2	0	0	0	2
Filing	0	0	0	1	1

TABLE VIII  
 BUSINESS SUBJECTS OF NO BENEFIT IN OCCUPATIONS OF  
 SEVENTY-SEVEN GRADUATES OF U. S. D. 381  
 HIGH SCHOOLS, 1965-67

Subject	Rank				Total
	1	2	3	4	
Shorthand I	8	1	0	0	9
Typing I	8	0	0	0	8
Economics	5	1	1	0	7
Bookkeeping I	4	1	0	0	5
Business Law	2	2	0	0	4
General Business	1	1	0	0	2
Typing II	0	1	0	0	1

checked the most times with nine graduates listing it. Typing I was second in having no value according to eight graduates. Economics, Bookkeeping I, Business Law and General Business also were checked by a small number of graduates as of no benefit to their occupation. Most of the graduates who listed Shorthand and Typing were employed on farms or by manufacturing companies.

Subjects most beneficial in personal business affairs.

Graduates who responded to the questionnaires checked business subjects that were most beneficial to them in conducting personal business affairs. Table IX shows this list of subjects. Typing I and Bookkeeping I led this list of subjects. Forty-seven graduates checked Typing I and thirty-five graduates listed Bookkeeping I as having the most personal value. Economics, Business Law, and Typing II were also beneficial to one-fifth of the responding graduates. Four subjects were checked by a small number of graduates. Those subjects were: General Business, Business Mathematics, Bookkeeping II, and Shorthand I. The two business subjects valued most in conducting personal business affairs were offered each year in the two district high schools. The other business subjects were not available except in specific years so it was not possible for all the graduates of 1965-67 to have taken these business subjects.

TABLE IX

BUSINESS SUBJECTS MOST BENEFICIAL IN CONDUCTING PERSONAL  
BUSINESS AFFAIRS OF SEVENTY-SEVEN GRADUATES OF  
U. S. D. 381 HIGH SCHOOLS, 1965-67

Subject	Rank				Total
	1	2	3	4	
Typing I	37	5	3	2	47
Bookkeeping I	19	12	4	0	35
Economics	6	4	5	2	17
Business Law	5	3	5	2	15
Typing II	0	11	3	0	14
General Business	0	4	0	1	5
Business Mathematics	2	0	1	1	4
Bookkeeping II	0	1	1	0	2
Shorthand I	0	0	1	0	1



Business activities. A business club, Future Business Leaders of America chapter, and business activities were not available to this group of graduates since neither high school in the district offered either of these until the 1967-68 school term. Spearville High School organized a Future Business Leaders of America chapter during this past year. There were several comments by former students who indicated that they believed that having a business club or a Future Business Leaders of America chapter was an asset to the business department. They believed it was necessary to have business contacts made more available to the students during their high school years.

### III. BUSINESS SUBJECTS SUGGESTED BY GRADUATES

Over 50 per cent of the responding graduates of Spearville High School and Windthorst High School checked fourteen business subjects they believed should be offered in a good business curriculum. Eight of those subjects were checked by over 60 per cent of the graduates. Table X shows Typing I and Bookkeeping I tied as the most important business subject according to the graduates. Each subject was checked by all but one responding graduate. Typing II and Bookkeeping II were tied for second in importance. Between 92 and 93 per cent of the graduates checked these subjects. Shorthand I was third in rank with nearly 89 per cent of the graduates

TABLE X

BUSINESS SUBJECTS OVER FIFTY PER CENT OF SEVENTY-SEVEN  
GRADUATES OF U. S. D. 381 HIGH SCHOOLS BELIEVE  
SHOULD BE OFFERED, 1965-67

Course	No. who believe course should be offered	Percentage
Typing I	76	98.71
Bookkeeping I	76	98.71
Typing II	71	92.59
Bookkeeping II	71	92.59
Shorthand I	68	88.72
Economics	60	78.40
Office Machines	51	66.79
General Business	51	66.79
Secretarial Training	46	59.34
Business Law	45	58.05
Shorthand II	44	56.76
Business Mathematics	43	55.47
Filing	39	50.31
Business English	39	50.31

selecting it for the business curriculum. Economics was checked by sixty graduates, or just over 78 per cent of the group. Office Machines and General Business were tied with nearly 67 per cent of the graduates believing the two subjects to be a necessary part of the business curriculum. Table X also shows the remaining six business subjects checked by over 50 per cent of the graduates. Those subjects were: Secretarial Training, Business Law, Shorthand II, Business Mathematics, Filing, and Business English.

Table XI shows the nine business subjects selected for a business curriculum by less than 50 per cent of the graduates. Business Spelling was first on this list with nearly 40 per cent of the graduates having checked it. Salesmanship, Advertising, and Retailing were selected by over 20 per cent but less than 30 per cent of the graduates. Two graduates suggested Marketing. Management and Data Processing were recommended by one graduate who was majoring in business administration in college.

#### IV. COMMENTS BY GRADUATES

Most of the graduates listed additional comments about the business department and a new business curriculum. Many said they would take more business subjects, if available, if they could attend high school again. Since 35.5 per cent of the high school graduates attending college were studying

TABLE XI

BUSINESS SUBJECTS LESS THAN FIFTY PER CENT OF  
SEVENTY-SEVEN GRADUATES OF U. S. D. 381 HIGH  
SCHOOLS BELIEVE SHOULD BE OFFERED, 1965-67

Course	No. who believe course should be offered	Percentage
Business Spelling	31	39.99
Salesmanship	20	25.80
Advertising	20	25.80
Retailing	16	20.64
Marketing	2	2.58
Income Tax	1	1.29
Management	1	1.29
Dictaphone	1	1.29
Data Processing	1	1.29

some phase of business, it is possible they would have benefited from more exposure to a wider range of business courses in high school.

One suggestion repeated on many of the questionnaires was to have more field trips. Talks by businessmen, personnel managers, and secretaries was also mentioned frequently. The graduates said more experience in the actual, everyday business world was needed. As one girl said, "Let them put the theory of business courses into practice." Several of the young male graduates suggested that both Economics and Business Law be stressed more. They stated that the two business subjects were a big help in their day-to-day living. One young graduate wrote that a basic understanding of the economic system should be available to all of the students in a high school.

Several of the female graduates found Typing, Shorthand, and Filing very helpful when interviewing for jobs. One girl, now residing in Kansas City, Kansas, said that in almost all job interviews she was asked if she was able to use a dictaphone. Another female graduate stressed the value of part-time or on-the-job training while in high school. She believed this helped in obtaining a better job in less time. She had also worked while attending college. The same graduate said that much more time and attention should be spent on correct letter-writing procedure and basic English.

The most prevalent thought of the total group of graduates was the need of more interest in the business department during the student's four years of high school. One way they suggested this could be achieved was through a business club and related business department activities. One girl stated, "High schools should offer a wider variety of business courses and these should be more extensive; should enter deeper into the subject. Business courses are always useful whether you go on to college or not."

#### V. DATA FROM SENIORS OF U. S. D. 381, 1968

Thirty-six seniors were enrolled at Spearville High School and Windthorst High School for the 1967-68 school year. Questionnaires were returned by thirty-four seniors. This was 94 per cent of the group. Those thirty-four seniors had taken nine business courses while they attended high school.

Business subjects taken. The nine different business courses the seniors had taken are shown in Table XII. Typing I and Bookkeeping I had been taken by over 85 per cent of the responding group of seniors. Those two subjects were available to all of the seniors. Typing II was taken by nearly 21 per cent of the group but was available to only the students attending Spearville High School.

TABLE XII  
BUSINESS SUBJECTS TAKEN BY THIRTY-FOUR SENIORS  
OF U. S. D. 381 HIGH SCHOOLS, 1968

Course	No. who had course	Percentage
Typing I	33	97.06
Bookkeeping I	29	85.06
Typing II	7	20.58
Economics	6	17.64
Shorthand I	5	14.70
Office Practice	4	11.76
Business Mathematics	1	2.94
Filing	1	2.94
Personality in Business	1	2.94

The balance of the business subjects were taken by a small per cent of the seniors. Economics, Shorthand I, and Office Practice were offered only in specific years and then were not offered in both of the district high schools. The three subjects had been taken by between 10 per cent and 20 per cent of the seniors. Three other subjects, shown in Table XII, were each taken by only one senior. The three subjects had been taken at other schools the seniors had attended since neither district high school offered Business Mathematics, Filing, or Personality in Business.

Business activities. One senior from Spearville High School belonged to the newly organized chapter of the Future Business Leaders of America. The senior student served as president of the chapter in the club's first year at Spearville High School. Since no other business activities were available before, the senior students did not have a chance to participate in any other activities.

Business subjects suggested by seniors. Nine subjects were suggested by over 50 per cent of the responding seniors. Typing I and Bookkeeping I were checked by all thirty-four of the seniors who responded to the questionnaire. Shorthand I was checked by just over 94 per cent of the seniors. Third in importance, according to the seniors, was Typing II. It was recommended by just above 88 per cent of the seniors.



Economics, Office Machines, Bookkeeping II, and Secretarial Training were selected by over 60 per cent of the seniors. General Business was a suggested business offering by over 50 per cent of the seniors. Table XIII shows all of the business subjects that were recommended for the business curriculum by the seniors.

Many of the seniors believed that instruction in the operation of machines should be available in the high school business curriculum. However, a variety of machines would have to be available. The seniors who had checked Typing II and Bookkeeping II said that time and scheduling would be a problem although they still believed both subjects should be included in the business department offerings.

Comments by seniors. Many of the seniors who would graduate in 1968 from Spearville High School and Windthorst High School had interesting suggestions on a new business curriculum. A great percentage of this group believed more business subjects should be offered. More field trips should be scheduled so that the students could see how to use what they learned from the business subjects. One senior wrote, "These trips would give the students a closer look at business in action and what the person will be doing upon graduation." Several seniors suggested more experience in the application of the business subjects that were offered.

TABLE XIII

BUSINESS SUBJECTS THIRTY-FOUR SENIORS OF  
U. S. D. 381 HIGH SCHOOLS BELIEVE  
SHOULD BE OFFERED, 1968

Course	Number of seniors	Percentage
Typing I	34	100.00
Bookkeeping I	34	100.00
Shorthand I	32	94.08
Typing II	30	88.20
Economics	25	73.50
Office Machines	24	70.56
Bookkeeping II	23	67.62
Secretarial Training	21	61.74
General Business	20	58.80
Business Law	16	47.04
Shorthand II	15	44.10
Business English	14	41.16
Advertising	14	41.16
Salesmanship	13	38.22
Business Mathematics	9	26.46
Filing	9	26.46
Retailing	9	26.46
Business Spelling	5	14.70

Many of the seniors attending Spearville High School said that new interest in the business department would be forthcoming with the addition of the Future Business Leaders of America chapter. A club or an activity sponsored by a specific department would tend to create more interest in that department.

## CHAPTER V

### SURVEY OF BUSINESSMEN

Personal interviews were conducted with twelve local and area businessmen to find the present employment-education need in the local and in the area business communities. The local businessmen interviewed were from Spearville, Kansas. Personal interviews were conducted with area businessmen at Dodge City, Kansas. These businessmen had employed graduates of the local district high schools.

Businesses surveyed and areas of employment. Three businessmen were interviewed in Spearville, Kansas. The businesses employed ninety-one full-time and eleven part-time employees. The nine businesses surveyed in Dodge City, Kansas, had 409 full-time and thirty-three part-time employees. A total of 544 people were employed by the twelve businesses used in the survey.

Five businesses had a total of thirteen job openings each year for high school students graduating with business education backgrounds. Most of the positions were in a bookkeeping department of a bank. A few jobs were open for typists and clerks. Almost all of the businessmen interviewed said the stenographic positions in their businesses were specialized. They had very little turnover in those

jobs. The stenographer had usually been advanced from some other job within the business.

Recommended business curriculum. Eleven business subjects were recommended by over 70 per cent of the twelve businessmen interviewed. Table XIV shows the business subjects recommended most frequently by the businessmen who were consulted in the survey. Typing I and Bookkeeping I were listed by all of the businessmen. Typing II and Office Machines were business department offerings recommended by all but one businessman. Just over eighty-three per cent of the businessmen listed Bookkeeping II for a high school business curriculum. Six business subjects were recommended by nearly 75 per cent of the businessmen. Included in this group were: Economics, Business Mathematics, Business Spelling, Business English, General Business, and Filing.

Table XV shows the business subjects recommended by less than 70 per cent of the twelve businessmen. Secretarial Training, Salesmanship, and Shorthand I were listed by over 45 per cent of the businessmen. Shorthand II was checked by nearly 42 per cent of the businessmen. Four of the businessmen recommended Advertising in the high school business offerings. Four subjects were suggested by a small per cent of the businessmen and are also shown in Table XV.

TABLE XIV

BUSINESS SUBJECTS RECOMMENDED BY SEVENTY PER CENT  
OR MORE OF TWELVE BUSINESSMEN IN SPEARVILLE,  
KANSAS, AND DODGE CITY, KANSAS

Course	Number of businessmen	Percentage
Typing I	12	100.00
Bookkeeping I	12	100.00
Typing II	11	91.67
Office Machines	11	91.67
Bookkeeping II	10	83.33
Economics	9	74.97
Business Mathematics	9	74.97
Business Spelling	9	74.97
Business English	9	74.97
General Business	9	74.97
Filing	9	74.97

TABLE XV

BUSINESS SUBJECTS RECOMMENDED BY LESS THAN SEVENTY  
PER CENT OF TWELVE BUSINESSMEN IN SPEARVILLE,  
KANSAS, AND LODGE CITY, KANSAS

Course	Number of businessmen	Percentage
Secretarial Training	8	66.64
Salesmanship	7	58.31
Shorthand I	6	49.98
Shorthand II	5	41.65
Advertising	4	33.33
Business Law	3	24.99
Retailing	2	16.66
Developmental Reading	1	8.33
Business Manners	1	8.33

Business subjects listed as most important. Table XVI shows all of the business subjects listed by the businessmen to be the most important to a business curriculum. Typing I and Bookkeeping I were listed by seven businessmen as the most valuable subjects in a business curriculum. Business Mathematics was checked by six of the businessmen as an important business subject. Five businessmen checked Typing II and learning how to operate office machines was listed by four businessmen as valuable in the business offerings of a high school. Nine other business subjects were checked by a small percentage of the businessmen who believed the subject to be of value in the business curriculum. Many of those were subjects which related directly to individual businesses. Some of the subjects were areas in which employees needed extra training.

Weaknesses and strength of employees listed by businessmen. The twelve businessmen interviewed listed a total of fifteen subjects in which their employees were weak. Weaknesses in business subjects of the employees of the businessmen are shown in Table XVII. Four of the businessmen listed Business Spelling and Economics as areas of weaknesses of their employees. One businessman stated that prospective employees were not hired if they had many weaknesses that were readily noticeable.



TABLE XVI

BUSINESS SUBJECTS RANKED MOST IMPORTANT BY TWELVE  
BUSINESSMEN IN SPEARVILLE, KANSAS,  
AND DODGE CITY, KANSAS

Course	Rank				Total
	1	2	3	4	
Typing I	3	0	3	1	7
Bookkeeping I	0	4	3	0	7
Business Mathematics	0	3	1	2	6
Typing II	3	1	1	0	5
Office Machines	0	0	2	2	4
Bookkeeping II	0	2	0	1	3
Economics	3	0	0	0	3
Secretarial Training	0	0	0	3	3
Salesmanship	1	0	0	1	2
Business Spelling	0	2	0	0	2
General Business	1	0	1	0	2
Business English	1	0	0	0	1
Business Law	0	0	1	0	1
Business Manners	0	0	0	1	1

TABLE XVII

WEAKNESSES OF EMPLOYEES LISTED BY TWELVE BUSINESSMEN  
IN SPEARVILLE, KANSAS, AND DODGE CITY, KANSAS

Course	Number of businessmen
Business Spelling	4
Economics	4
Shorthand II	2
Bookkeeping II	2
Salesmanship	2
Business Mathematics	2
Business English	2
Business Law	2
Typing I	1
Typing II	1
Shorthand I	1
Bookkeeping I	1
Filing	1
Developmental Reading	1
Business Manners	1

Table XVIII shows all of the business subjects listed by the businessmen in which their employees were strong. Four businessmen checked Typing II. Employees were listed by three businessmen as being strong in operating office machines. Two businessmen checked five different business subjects where employees had strength. The five subjects were: Typing I, Business Spelling, General Business, Book-keeping II, and Secretarial Training. Three additional business subjects were each checked by one businessman.

Comments by businessmen. Several suggestions and comments were made by the businessmen who were interviewed. One drug store owner said the most common fault of employees was the lack of basic manners and courtesy. He stated that a business course designed to stress business manners should be included in the business curriculum. The manager of a publishing company said Salesmanship was a "must" in that business. Advertising, Business Spelling, and Business English were also strongly advocated by the publishing company manager. Most of the businessmen indicated that basic mathematics, English, and spelling were necessary in any business. Several of the businessmen suggested more work in those areas.

Economics should be stressed for a good, basic understanding of business and in the personal lives of the students.

TABLE XVIII

BUSINESS SUBJECTS WHERE EMPLOYEES ARE STRONG LISTED  
BY TWELVE BUSINESSMEN IN SPEARVILLE, KANSAS,  
AND DODGE CITY, KANSAS

Course	Number of businessmen
Typing II	4
Office Machines	3
Typing I	2
Business Spelling	2
General Business	2
Bookkeeping II	2
Secretarial Training	2
Salesmanship	1
Filing	1
Retailing	1

Several businessmen believed that the way an employee conducted his personal business affairs reflected in his job. Salesmanship was mentioned by several of the businessmen. They stated that an employee must have some knowledge in the area of selling. One businessman said a business course taught solely about credit would be helpful to many young people for personal business affairs and in their occupations.

Some of the businessmen stated that an aptitude test or knowledge of an aptitude for a specific occupation would be important. If the businessman knew that a prospective employee had a natural ability for a specific job, the cost of training the employee would not be an obstacle in job procurement. One businessman believed that positions might be more attainable by the graduating senior if enough business subjects were offered to give the student a sampling of more areas of the business field.

It was the general consensus of the businessmen that job openings were not readily available to many high school graduates. The reason was the deficiency in many of the high school business departments. More training and depth in business subjects were necessary. If the student was provided with enough knowledge and training, jobs would be available. For the student taking additional education in the business area, it was to his advantage to have a good background in business through high school studies.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

It was the purpose of this study to find the employment-education need between the student and the businesses in Spearville, Kansas, and those businesses in Dodge City, Kansas, who had employed Unified School District 381 graduates; determine a business education program for small high schools; and present a business education curriculum for Unified School District 381, Ford County, Kansas.

Seventy-seven schools were included in the survey of business teachers. The mean enrollment of the schools in the survey was 174.46 students. The enrollment of the high schools of Unified School District 381 was 179 during the 1967-68 school year.

Ninety per cent of the business teachers in the schools surveyed responded to the questionnaire. Forty-one of the schools had one business teacher and five employed one full-time and one part-time business teacher. Twenty-three of the schools employed two full-time teachers and one school had three business teachers.

Eight subjects were offered most frequently in the schools. Those subjects were: Typing I, Bookkeeping I, Shorthand I, Secretarial Training, Typing II, Economics,

General Business, and Business Law. Four of those subjects were offered at Spearville High School and three of the subjects were offered at Windthorst High School during 1967-68.

The most frequent comments by the business teachers were that not enough consideration was given to the business department except that Typing I was available to all students and, that the business department should not be the dumping ground for students who did not meet requirements of other departments.

Eight subjects were recommended by over 50 per cent of the business teachers for a small high school business curriculum. Those subjects were: Typing I, Bookkeeping I, Secretarial Training, Shorthand I, Economics, Office Machines, Typing II, and Business Law. Several business teachers indicated that teaching the operation of office machines should be included in the Bookkeeping class and Filing should be offered as a part of Secretarial Training. Business teachers also indicated a few one semester courses could be offered to allow more exposure to business subjects. Between 20 and 50 per cent of the teachers recommended that the following business subjects be offered: Shorthand II, Business English, Business Mathematics, Filing, Bookkeeping II, and General Business.

Four of the schools had business clubs and seven schools had Future Business Leaders of America chapters.

Most of the business teachers believed that a business club created interest in the business department. A Future Business Leaders of America chapter was started at the Spearville High School during the 1967-68 school year.

Graduates of Unified School District 381 high Schools, 1965-67, were surveyed through the use of a questionnaire. Seventy-seven out of a total of ninety-seven graduates returned the questionnaire. The response was 79 per cent of the graduates. Fifty-eight per cent of the former students had received some college education. Thirty-five and one-half per cent of this group had taken a large part of their college work in the business area. Ten other graduates had additional training at vocational-technical schools and three graduates had attended business college.

The two business subjects most of the graduates had taken were Typing I and Bookkeeping I. Three other subjects taken by over 25 per cent of the graduates were Economics, Typing II, and Business Law. The subjects that were offered on a regular basis at Unified School District 381 high schools ranked the most beneficial to the graduates in their occupations. The subjects were Typing I, Bookkeeping I, and Typing II. Although Economics and Business Law were not offered in either district high school every year, many of the graduates who had taken those two courses checked them as most beneficial in their occupations. Very few subjects



were checked to be of no benefit in the occupations of the graduates. A low response was indicated there. Shorthand I was checked by nine of the graduates and Typing I was checked by eight of the graduates as being of no value to them in their occupations. Many of the graduates who checked the two subjects were not employed in jobs that required the use of business skills. The graduates checked Typing I, Bookkeeping I, Economics, Business Law, and Typing II as the business subjects most beneficial in conducting personal business affairs.

The graduates suggested that more business subjects be offered in high school. Twenty-three business subjects were listed as important by the graduates. Eight subjects were listed by over 65 per cent of the graduates. These subjects were: Typing I, Bookkeeping I, Typing II, Bookkeeping II, Shorthand I, Economics, Office Machines, and General Business. Nearly sixty per cent of the graduates recommended Secretarial Training and several suggested that it include training in the use of the dictaphone or other dictating equipment. Several of the graduates believed that the number of business subjects was severely limited at the present time in the two district high schools.

The graduates indicated a need for business clubs. They also suggested field trips to businesses and talks by businessmen in the business classes at the school.

Thirty-four seniors of Unified School District 381 high schools, 1968, responded to the questionnaire. This was a 94 per cent response from a total of thirty-six seniors. Typing I and Bookkeeping I had been taken by over 85 per cent of the seniors. No other business subject had been taken by over 50 per cent of the group. Nine business subjects were recommended for the business curriculum by over 50 per cent of the seniors. Several seniors indicated that a wider range of subjects should be offered in business education for high school students.

Twelve businessmen were interviewed in Spearville, Kansas, and Dodge City, Kansas. Three interviews were with businessmen in Spearville, Kansas. The three businesses had ninety-one full-time and eleven part-time employees. Nine businessmen were interviewed at Dodge City, Kansas. The nine businesses employed 409 full-time and thirty-three part-time workers. Thirteen possible job openings were reported by the twelve businessmen. The positions available to high school graduates with business training included bookkeepers, typists, and clerks.

Eleven business subjects were recommended by over 70 per cent of the businessmen. Those subjects were: Typing I, Bookkeeping I, Typing II, Office Machines, Bookkeeping II, Economics, Business Mathematics, Business Spelling, Business English, General Business, and Filing. Business subjects

selected as most important to individual businesses were: Typing I, Bookkeeping I, Business Mathematics, Typing II, Office Machines, Bookkeeping II, Economics, Secretarial Training, and Salesmanship.

A low response was given by the businessmen in the areas where their employees were weak or strong. Four businessmen listed Business Spelling and Economics as weaknesses of their employees. Four of the twelve businessmen indicated the graduates they had hired were strong in Typing.

Suggestions by the businessmen were to stress that personality and aptitude was an employment factor and that conduct in handling personal business affairs reflected in the work of an employee. A recommendation for a business curriculum by the businessmen was to offer as large a variety of business subjects as was possible.

## II. CONCLUSIONS

From the survey of the businessmen it is apparent there are few job opportunities for high school graduates in Spearville, Kansas, and Dodge City, Kansas. Some job openings are available if a person is qualified. Positions that are available are for bookkeepers, typists, and clerks. There is a need for both basic business subjects and for vocational business subjects in the high school business curriculum.

Since 35.5 per cent of graduates in higher education and 30 per cent of graduates employed after high school are directly involved in the business field, a large number of students utilize high school business subjects. A great number of graduates in college are business majors. One-fifth of all full-time and part-time jobs held by graduates were a result of business training taken in high school.

Most business subjects taken in high school were beneficial to graduates in both occupations and in personal business affairs. Few business subjects could not be used in the occupations of the graduates.

Field trips were an asset to business classes. Talks by businessmen to business classes would be most beneficial to students. Business clubs and Future Business Leaders of America chapters created interest and were beneficial to both student and school.

More consideration should be given to the business departments from the administration and the school boards. This included consideration in scheduling problems, facilities, and inept students enrolled in business classes.

Business departments should offer as many business subjects as possible. Both Unified School District 381 high schools were lacking in this area since only five different subjects were offered between the two schools. At least eight business subjects should be offered by the business

department in a secondary school. Businessmen believed even more business subjects should be offered.

The problem of scheduling would be lessened if the program of yearly, semester, and alternating business courses had a definite schedule. Too many times students could not work business subjects into their programs.

The number of business subjects necessary for a good business education curriculum cannot be offered in a one business teacher school. Consolidation of very small schools would help to solve this problem. Consolidation of department personnel allows a wider range of offerings.

A survey run periodically on the graduates of Unified School District 381 high schools would help to determine current business curriculum needs.

### III. RECOMMENDATIONS

The following recommendations are based upon study of the related literature, additional curriculum study, and the information from the surveys.

1. A minimum of eight business subjects should be offered in secondary schools with two business teachers.
2. Small high schools should be consolidated to better utilize the facilities and personnel.
3. A business education curriculum schedule should be formulated and used.

4. Guidance and planning should be given to the high school student in decisions of scheduling.

5. Future Business Leaders of America chapters or business clubs should be a part of the business department and related activities should be scheduled.

6. A business education curriculum should include offerings in the following courses: Typing I, Shorthand I, Bookkeeping I, Bookkeeping II, General Business, Economics, Business Law, Salesmanship, Business Mathematics, and Secretarial Training.

7. Unified School District 381, Ford County, Kansas, should implement the following business curriculum in the business department:

Typing I	(two sections)
Shorthand I	(including use of dictaphone)
Bookkeeping I	(including use of office machines)
Bookkeeping II	(including use of office machines)
General Business	
Economics	(one semester)
Business Law	(one semester)
Salesmanship	
Business Mathematics	

Secretarial Training (including filing, business English, business spelling, use of dictaphone, and additional typing and shorthand)

8. A follow-up study should be made of high school graduates of Unified School District 381 periodically to determine if the business department is meeting the needs of the students in the district.

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## **APPENDIX**

## APPENDIX A

## Letter to Business Teachers

April 16, 1968

Dear Business Teacher:

I am conducting a research study on the business education curriculum needs in the small high schools of Kansas. This study is to fulfill partial requirements for a Master of Science Degree from Kansas State Teachers College at Emporia.

In order to make this study I need to find out the existing offerings of the Business Education Department in your school and suggestions for an improved business curriculum in your business department.

A survey of businessmen in the Spearville area is being conducted to find the relation between business subjects and community needs. Opinions of former students of Unified School District 381, Ford County, Kansas, are being collected to gain their ideas on necessary or needed business education subjects.

All replies will be summarized and a copy mailed to you upon request. Names of schools and contributors will not appear in the summary.

Please complete the attached form. Space is provided if you wish to include additional information. I am enclosing a self-addressed envelope for your convenience in returning the questionnaire.

Yours truly,

Donald D. Trent

## APPENDIX B

## Questionnaire for Business Teachers

- I. Name \_\_\_\_\_  
School \_\_\_\_\_
- II. Number of business teachers in your school \_\_\_\_\_
- III. Check the courses that are being offered in your high school for the 1967-68 school year.
- |                  |     |                 |     |
|------------------|-----|-----------------|-----|
| Typing I         | ( ) | Bookkeeping I   | ( ) |
| Typing II        | ( ) | Bookkeeping II  | ( ) |
| Shorthand I      | ( ) | Economics       | ( ) |
| Shorthand II     | ( ) | Business Law    | ( ) |
| General Business | ( ) | Office Machines | ( ) |
| _____            | ( ) | _____           | ( ) |
- IV. Does your business department sponsor a business club?  
Yes ( ) No ( ); FBLA Chapter? Yes ( ) No ( )
- V. List other activities sponsored by your business department.
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VI. Check all courses you believe are necessary in a good business education curriculum. (School limited to two business teachers)

Typing I	( )	Bookkeeping I	( )
Typing II	( )	Bookkeeping II	( )
Shorthand I	( )	Economics	( )
Shorthand II	( )	Business Law	( )
Salesmanship	( )	Secretarial Training	( )
Business Mathematics	( )	Office Machines	( )
Business Spelling	( )	Filing	( )
Business English	( )	Retailing	( )
_____	( )	_____	( )
_____	( )	_____	( )

VII. Please give any additional opinions you have for a good Business Education Curriculum in a small high school.

## APPENDIX C

## Letter to Former Students

April 16, 1968

Dear \_\_\_\_\_:

I am conducting a research study on the business education curriculum needs in the small high schools of Kansas. This study is to fulfill partial requirements for a Master of Science Degree from Kansas State Teachers College at Emporia.

Since you are a former student of Unified School District 381, I would like your opinion of the business subjects you believe necessary to be offered in the business department. Surveys of business education teachers and area businessmen are also being taken.

Please complete and return to me the attached questionnaire in the enclosed self-addressed envelope. The name of any contributor will not appear in the completed study.

Yours truly,

Donald D. Trent  
Business Teacher  
Spearville High School



## APPENDIX D

## Questionnaire to Former Students

- I. Name \_\_\_\_\_ Date of Graduation \_\_\_\_\_
- II. Present Occupation \_\_\_\_\_
- Other jobs you have held since graduation \_\_\_\_\_
- \_\_\_\_\_
- III. Additional Education
- College \_\_\_\_\_
- Major \_\_\_\_\_ Minor \_\_\_\_\_
- Vocational-Technical School \_\_\_\_\_
- Major \_\_\_\_\_ Minor \_\_\_\_\_
- Business School \_\_\_\_\_
- Major \_\_\_\_\_ Minor \_\_\_\_\_
- IV. Check all subjects taken by you in high school.
- |                         |     |                   |     |
|-------------------------|-----|-------------------|-----|
| 1. Typing I             | ( ) | 8. Bookkeeping I  | ( ) |
| 2. Typing II            | ( ) | 9. Bookkeeping II | ( ) |
| 3. Shorthand I          | ( ) | 10. Economics     | ( ) |
| 4. Shorthand II         | ( ) | 11. Business Law  | ( ) |
| 5. Office Practice      | ( ) | 12. Filing        | ( ) |
| 6. Business Mathematics | ( ) | 13. _____         | ( ) |
| 7. General Business     | ( ) | 14. _____         | ( ) |
- V. Use the corresponding number from the above list of courses to complete the following questions.
- List the courses most beneficial to you in your occupation.
- ( ) ( ) ( ) ( )
- List the courses that have been of no benefit to you in your occupation.
- ( ) ( ) ( ) ( )
- List the courses that have been beneficial to you in conducting personal business affairs.
- ( ) ( ) ( ) ( )

VI. Were you a member of a business club? Yes( ) No( )

Were you a member of an FBLA chapter? Yes( ) No( )

Other business sponsored activities in high school.

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VII. Check all subjects you believe should be offered in the business curriculum of your local high school.  
(Limited to two business teachers)

- |                 |     |                          |     |
|-----------------|-----|--------------------------|-----|
| 1. Typing I     | ( ) | 11. Bookkeeping I        | ( ) |
| 2. Typing II    | ( ) | 12. Bookkeeping II       | ( ) |
| 3. Shorthand I  | ( ) | 13. Business Mathematics | ( ) |
| 4. Shorthand II | ( ) | 14. Business Spelling    | ( ) |
| 5. Economics    | ( ) | 15. Business English     | ( ) |
| 6. Business Law | ( ) | 16. Secretarial Training | ( ) |
| 7. Salesmanship | ( ) | 17. Office Machines      | ( ) |
| 8. Retailing    | ( ) | 18. General Business     | ( ) |
| 9. Advertising  | ( ) | 19. _____                | ( ) |
| 10. Filing      | ( ) | 20. _____                | ( ) |

VIII. Please list any additional opinions for an improved business education curriculum.

## APPENDIX E

## Letter to Seniors

April 16, 1968

Dear \_\_\_\_\_:

I am conducting a research study on the business education curriculum needs in the small high schools of Kansas. This study is to fulfill partial requirements for a Master of Science Degree from Kansas State Teachers College at Emporia.

I would like your opinion of what business subjects should be offered in your business department. Please complete the attached questionnaire and return it to me in the self-addressed envelope. The name of any contributor will not appear in the completed study.

Yours truly,

Donald D. Trent  
Business Teacher  
Spearville High School

## APPENDIX F

## Questionnaire to Seniors

I. Name \_\_\_\_\_

II. Check all subjects taken by you in high school.

- |                 |     |                          |     |
|-----------------|-----|--------------------------|-----|
| 1. Typing I     | ( ) | 8. Bookkeeping I         | ( ) |
| 2. Typing II    | ( ) | 9. Bookkeeping II        | ( ) |
| 3. Shorthand I  | ( ) | 10. General Business     | ( ) |
| 4. Shorthand II | ( ) | 11. Business Mathematics | ( ) |
| 5. Economics    | ( ) | 12. _____                | ( ) |
| 6. Business Law | ( ) | 13. _____                | ( ) |
| 7. Filing       | ( ) | 14. _____                | ( ) |

III. Are you a member of a business club? Yes ( ) No ( )

Are you a member of a FBLA chapter? Yes ( ) No ( )

IV. List other business sponsored activities you have participated in.

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V. Check all subjects you believe should be offered in the business curriculum of your local high school. (Limited to two business teachers)

- |                 |     |                          |     |
|-----------------|-----|--------------------------|-----|
| 1. Typing I     | ( ) | 11. Bookkeeping I        | ( ) |
| 2. Typing II    | ( ) | 12. Bookkeeping II       | ( ) |
| 3. Shorthand I  | ( ) | 13. Business Mathematics | ( ) |
| 4. Shorthand II | ( ) | 14. Business Spelling    | ( ) |
| 5. Economics    | ( ) | 15. Business English     | ( ) |
| 6. Business Law | ( ) | 16. Secretarial Training | ( ) |
| 7. Salesmanship | ( ) | 17. Office Machines      | ( ) |
| 8. Retailing    | ( ) | 18. General Business     | ( ) |
| 9. Advertising  | ( ) | 19. _____                | ( ) |
| 10. Filing      | ( ) | 20. _____                | ( ) |

VI. Please list any additional opinions you have for an improved business education curriculum.

## APPENDIX G

## Interview with Businessmen

- I. Name of business \_\_\_\_\_
- II. Number of employees \_\_\_\_ Full-time \_\_\_\_ Part-time \_\_\_\_
- III. What number of positions are open for graduating seniors with a business education background? \_\_\_\_\_
- IV. What areas of employment are open?
- A. Clerk C. Bookkeeper
- B. Typist D. Stenographer
- V. What business subjects do you believe should be offered in high school?
- |                 |     |                          |     |
|-----------------|-----|--------------------------|-----|
| 1. Typing I     | ( ) | 11. Bookkeeping I        | ( ) |
| 2. Typing II    | ( ) | 12. Bookkeeping II       | ( ) |
| 3. Shorthand I  | ( ) | 13. Business Mathematics | ( ) |
| 4. Shorthand II | ( ) | 14. Business Spelling    | ( ) |
| 5. Economics    | ( ) | 15. Business English     | ( ) |
| 6. Business Law | ( ) | 16. Secretarial Training | ( ) |
| 7. Salesmanship | ( ) | 17. Office Machines      | ( ) |
| 8. Retailing    | ( ) | 18. General Business     | ( ) |
| 9. Advertising  | ( ) | 19. _____                | ( ) |
| 10. Filing      | ( ) | 20. _____                | ( ) |
- Which four subjects do you believe are the most important?  
 ( ) ( ) ( ) ( )
- In which of the above subjects are your employees weak?  
 ( ) ( ) ( ) ( )
- In which of the above subjects are your employees strong?  
 ( ) ( ) ( ) ( )
- VI. Do you have any additional comments in the business education area?