

AN HISTORICAL ANALYSIS AND PRESENT POSITION OF
BUSINESS EDUCATION IN THE PUBLIC SECONDARY
SCHOOLS OF LOUISIANA, 1956-1968

By

GLORIA ANN BRANTLEY,
"

Bachelor of Science
Northeast Louisiana University
Monroe, Louisiana
1955


Master of Business Education
The University of Mississippi
University, Mississippi
1959

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
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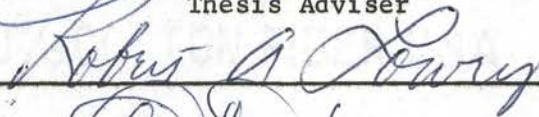
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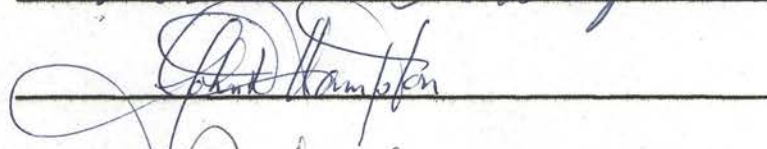
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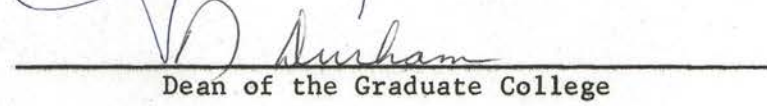
Thesis Approved:



Thesis Adviser







Dean of the Graduate College

PREFACE

This dissertation presents a summary of the study of secondary business education in the public schools of Louisiana and the status of Louisiana business education in 1968-1969, covering the areas of organization and growth, administration, supervision, curriculum, and teaching personnel. Data for the study were gathered from both primary and secondary sources. An examination was made of the State Department personnel records of all the business education teachers in the State of Louisiana in 1968. These personnel records were studied from the standpoint of certification, education, experience, and salaries of the teachers, as well as subjects taught by those teachers.

In order to complete a study such as this, I have received invaluable assistance from many people. I would like to express my appreciation to the many persons who have provided encouragement and assistance to me in the preparation of this dissertation.

Especially am I indebted to the following members of my committee: to Dr. Robert A. Lowry, for his valuable suggestions and criticisms during the writing of this study; to Dr. John D. Hampton, for his help in the early stages of this report in determining the contents of the report; and most particularly to Dr. John T. Bale, Jr., my major professor during this study, for his sympathetic understanding and careful guidance. Many hours of his time were given to the reading of my dissertation and to making recommendations and needed changes for improvement.

Special appreciation is extended to Dr. Ruth Bruner for her personal interest, encouragement, and sound counsel. The members of the Department of Office Administration at Northeast Louisiana University also deserve thanks for their encouragement during the writing of this report.

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CHAPTER I

THE PROBLEM

Although business education in the public secondary schools in the United States received little attention until the early part of the twentieth century, it has become a major part of public secondary education today. Paralleling this growth in national public secondary education is public secondary business education in Louisiana. From the standpoint of substantial enrollment and economic, social, and technological changes, business education in Louisiana today must rapidly accommodate itself to many new conditions.

Since material changes are to be expected in the areas of organization and administration, supervision, teaching personnel, and curriculum, this study should serve as a record of conditions existing during an earlier period and as a guide to those who must accommodate the rapid growth of business education in the State. Continuous appraisal and evaluation of the business education program seems to require an historical reference which this study should help to provide.

Statement of the Problem

The problem of this study was to trace the development of business education in the public secondary schools of Louisiana during the period 1956-1968 and to describe current Louisiana business education in the

areas of organization, administration, supervision, curriculum, and teaching personnel.

Delimitations

This study was limited to the 508 state-approved public secondary schools of Louisiana. The term "public secondary schools" includes the three-year and four-year high schools. Although a few junior high schools offer occasional typewriting classes, the enrollment was so negligible that these schools were excluded from the study.

Further, no effort was made to trace the development of business education in the private schools of Louisiana, nor in the area vocational schools. The private schools were not considered in this study because of a lack of data, and the area vocational schools were omitted because their enrollment also consists of adults, many of whom are non-high school graduates.

The study was further delimited to include only these areas of secondary business education: organization, administration, supervision, curriculum, and teaching personnel.

Analysis of the Problem

To trace the development of business education in Louisiana and to describe the present conditions of business education in the areas of organization, administration, supervision, curriculum, and teaching personnel, questions such as these had to be answered:

1. What organization patterns exist in the Louisiana public high schools?

2. What is the role of the Supervisor of Business Education in Louisiana and what functions does he perform?
3. What new programs have been instituted that affect the curriculum?
4. What have been the enrollment trends in the various business education subjects in the high schools? What are possible reasons for such changes?
5. What are the qualifications of each teacher relative to professional preparation? Types of degrees held? Institutions awarding degrees? Years of teaching experience? Years of work experience?
6. What changes have taken place in certification requirements of business education teachers with respect to types of certificates held? Subjects certified to teach? Subject combinations being taught? Non-business subjects being taught?

Definition of Terms

Certain terms used in this study are defined for the reader's understanding.

Business Education. Business education is

(1) school learning for competency in business occupations -- this learning involves skill learning and the development of occupational intelligence; and (2) education to make students better consumers of the services of business and better members of the economic community.¹

Vocational Education. Vocational education is a "program of education below college grade organized to prepare the learner for entrance

¹Herbert A. Tonne, Principles of Business Education (3d ed., New York, 1961), p. 266.

into a particular chosen vocation or to upgrade employed workers."²

Commercial Education. Commercial education was the early term used for business education. Many of the quotations in this study contain the term "commercial education" instead of "business education." For this report, the more current term "business education" was used.

Secondary School. A secondary school or high school is one comprised of grades nine through twelve or grades ten through twelve. Secondary school was used synonymously with high school.

Cooperative Education. Cooperative education is a program that provides for

alternation in study in school with a job in industry or business, the two experiences being so planned and supervised cooperatively by the school and the employer that each contributes definitely to the student's development in his chosen occupation.³

Supervisor. A supervisor, as used in this study, is a member of the State Department of Education whose duties include general supervision of cooperative office education programs in all state-supported schools.⁴

Business Education Courses. Business Education courses include general business, business English, typewriting, bookkeeping, shorthand, business arithmetic, clerical office practice, business law, business economics, business machines, business principles, cooperative office education, and data processing.

²Carter V. Good, ed., Dictionary of Education (2d ed., New York, 1959), p. 602.

³Ibid., p. 131.

⁴Ibid., p. 541.

Sources of Data

Both primary and secondary sources of information were used in preparing this study. Among the primary sources were:

1. The Annual Reports of all the high school business and office education teachers to the Director of Vocational Business and Office Education for the 1968-1969 session.

2. The Annual School Reports of all of the superintendents to the Division of Curriculum and Instruction, State Department of Education for the year 1968-1969, as well as other selected reports from these officials.

3. The proceedings of the State Board of Education for the years 1956-1968.

4. The Annual Reports of the Sessions issued by the State Board of Education for the years 1956-1968.

5. The Constitution and the Legislative Acts of the State of Louisiana.

6. Personal interviews with the Director of Vocational Business and Office Education and State Supervisors of Business Education.

The secondary sources used in this study included:

1. Master's theses and doctoral dissertations as indicated in the chapter on related literature.

2. Published books and periodicals referred to throughout the study.

3. Bulletins published by the State Department of Education of Louisiana.

4. Copies of the publications, Business Education in Louisiana and the Louisiana Commerce Teacher.

5. Bulletins and surveys made by the Division of Vocational Business and Office Education, State Department of Education.

Method of Procedure

The treatment of the data in this study is in narrative form. However, for a clearer understanding, factors which contributed to the growth and development of business education in Louisiana have also been presented in tabular form.

An examination was made of the State Department personnel records of the total population of 1,114 business education teachers in the State of Louisiana for 1968-1969. The names of these teachers were obtained from a list issued by the Division of Vocational Business and Office Education.

Forms used for collecting and tabulating information are shown in the Appendices. Appendix A is a copy of the Annual School Report form sent by each superintendent to the Division of Curriculum and Instruction of the State Department of Education. Appendix B is the form used by the Division of Vocational Business and Office Education to obtain information concerning business and office education teachers in the State. Forms were prepared by the researcher (see Appendix C) for transferring pertinent information from the Annual School Reports.

While the majority of the studies completed on any phase of education in Louisiana have been limited to the white public secondary schools, the present study is strengthened by the addition of statistics on all Negro secondary schools and teachers, as well as on white secondary schools and teachers.

The data on secondary business education in Louisiana from 1956 to 1968 are divided into three topics: organization, administration, and supervision; curriculum; and teaching personnel. A chapter, devoted to each topic, includes a summary at the end of each chapter.

Organization of the Study

The report is organized as follows:

Chapter I is an introductory chapter which gives a statement of the problem, delimitations, analysis of the problem, definitions, sources of data, procedure, and organization of the study.

Chapter II discusses the reasons for the comparatively slow development of business education in the United States and describes later changes that encouraged business education in the secondary schools. This chapter also contains a review of two types of studies -- research studies from states other than Louisiana which treat phases similar to the present study and research studies on various phases of business education in Louisiana.

Chapter III is concerned with the organization, administration, and supervision of business education on both the state and parish levels in Louisiana. To set the framework for business education, a background of the development of the administration of public education in Louisiana is given. A brief discussion is presented of the role of the State Board of Education, the State Superintendent, the State Department of Education, the Parish School Board, superintendents, supervisors, principals, and the State Supervisor of Business Education.

Chapter IV contains information relating to the business education curriculum in the public secondary schools of Louisiana. Included in

this chapter is background material showing the changes in subject offerings and enrollments that have taken place since the early 1900's. Detailed subject offerings and enrollments are presented for the period 1956-1968. Also included are separate sections on new programs that affect the curriculum, such as distributive education, cooperative office education, and data processing. Because the extra-curricular activities of teachers are so important in the teaching of business education subjects, separate sections are included to describe these activities.

Chapter V is devoted to the following topics concerning business education teaching personnel in the secondary schools of Louisiana -- certification, educational qualifications, professional preparation, salaries, experience, non-business subjects taught, and professional growth of teachers.

Chapter VI consists of a summary of each area covered -- organization, administration, and supervision; curriculum; and teaching personnel -- with conclusions and recommendations for improving business education programs in Louisiana secondary schools.

CHAPTER II

BACKGROUND FOR THE STUDY

Historical Setting

Even though the Massachusetts High School Law of 1827 required bookkeeping as part of its curriculum, business education was relatively slow, as compared to other programs of study, in becoming a significant part of the American secondary school.¹

Almost no serious effort was made to promote business training in the secondary schools until the end of the nineteenth century. Although bookkeeping was offered in the curriculum of the first public high school as early as 1823 and shorthand was offered as early as 1862, business classes, prior to 1870, generally were confined to bookkeeping. It was not until 1893 that the first regularly licensed teacher of business education subjects was appointed in the City of New York.² This slow growth may have been due to several factors.

Reasons for Slow Growth

Private Business Schools. One of the factors that may have slowed down the growth of business education in the public secondary schools

¹Elwood P. Cubberley, Public Education in the United States (Boston, 1934), p. 257.

²Herbert A. Tonne, Principles of Business Education (3d ed., New York, 1961), p. 266.

was the predominance of the private business schools. Because the private business schools offered more intensive courses and attracted students by a variety of promotional methods, more students were enrolled than in the public secondary school business education departments. As late as 1893, the United States Bureau of Education reported an enrollment of 115,748 students in the private business schools as compared with 15,220 students reported in the same year as pursuing business education courses in the secondary schools.³

Attitudes of Educators. The lag in public secondary business education may also have been caused by resistance from educators who believed solely in a liberal arts education. Although a few educators in this period saw some value in business education, most were skeptical of the educational value of vocational business training. As late as 1930, L. J. Natiens wrote in the North American Review that a large percentage of American youth were choosing the field of business education and that unless they were liberally oriented, both the student and the community would suffer.⁴

Attitudes of Businessmen. Another deterrent to the rapid development of vocational business education subjects might have been at least due in part to the attitudes of businessmen at that time. Their views also stressed the values of a liberal education and gave little attention to the possible need for more technical education. When these

³I. L. Kandel, History of Secondary Education (New York, 1930), p. 459.

⁴William M. Kephart, James E. McNulty, and Earl J. McGrath, Liberal Education and Business, Bureau of Publications (Columbia University, 1963), p. 35.

technical needs were considered, the stress tended to be on a broad knowledge of business, an ability to deal with people, the capacity to think clearly, and an appreciation of the role of business in our society.⁵

There were some businessmen, particularly in the smaller companies, who argued for specialized and vocational training; but, according to Gordon, these were not the views that appeared in the national journals and that were expressed in public addresses of that time.⁶

A plea for business education in the high schools was made by Professor Edmund J. James, Professor of the Wharton School of Finance and Commerce, in an address before the American Bankers' Association in 1897.⁷ In 1898, the Central High School of Philadelphia established a separate business school with a distinct curriculum; and this was soon followed by the establishment of similar schools in New York, Pittsburgh, Chicago, Brooklyn, Washington, and elsewhere.⁸

Despite these negative conditions, however, certain changes were taking place that encouraged the growth of business education in the public secondary schools.

⁵Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (New York, 1959), p. 125.

⁶Ibid.

⁷Paul Monroe, A Cyclopedia of Education, II (New York, 1911), p. 147.

⁸Ibid.

Forces Encouraging Secondary Business Education

Educational Factors. Educators who recognized a need for business classes were making their influence felt during the period, 1823-1940.

In 1892, the admission of the Business Educators' Association as a department in the National Education Association fostered the recognition of business education in the secondary schools.⁹ Although prior to this time the Business Educators' Association had been dominated by private business school members, the new Department of Business Education represented both private and public business educators.¹⁰

Nearly all business subjects were offered as electives until around 1900 when the various committees began releasing their reports. In 1903, the Committee of Nine recommended a "commercial course" which was primarily a stenographic-accounting program. This committee also suggested that separate commercial high schools be organized. Two curriculums, stenographic and accounting, were recommended by the Committee of 1915. Four years later, in 1919, a special National Education Association committee on business education advocated the establishment of three distinct curriculums -- a general business and bookkeeping curriculum, a stenographic curriculum, and a retail selling curriculum.

The establishment of the Committee on the Reorganization of Secondary Education, 1918-1921, was significant at this time. This body came forth with the seven cardinal principles of secondary education which included vocational competency as one of the principles.

⁹One Hundred Years in Business Education, Centennial Issue of Business Education Forum (Washington, D. C., 1957), p. 56.

¹⁰Ibid.

Economic Factors. In addition to educational factors, certain economic factors also contributed to the addition of business education courses in the public secondary schools.

When America began to change from an agrarian to an industrial society, industrialization brought about changes in the kinds of jobs by which Americans earned a living. By the period of 1860-1890, generally recognized as the time of the second industrial revolution in America, the proportion of workers employed in agriculture, forestry, and fishing had begun to decline, while the proportion engaged in manufacturing had begun to increase. From 1900 to 1940, workers engaged in manufacturing increased from 6,340,000 to 11,940,000, or approximately 50 percent.¹¹ Although 72 percent of all gainful workers were engaged in farming in the early nineteenth century, by the middle of the twentieth century it was only 12 percent.¹² The shift into nonagricultural work has gone on in every section of the country, but in recent years it has been particularly noticeable in the South. In 1940 only 1 in 4 Southern workers held nonfarm jobs; a decade later, 1 in 2 did so.¹³

This expansion of manufacturing and trade was accompanied by the shifting of the population into urban areas with a concomitant demand for business skills. In 1860 only 1 American in 6 lived in a town of 10,000 or more people; by 1900, 1 in 3 did so.¹⁴ At the same time, the

¹¹U. S. Department of Commerce, Bureau of the Census, The Statistical History of the United States From Colonial Times to the Present (Stamford, Connecticut, 1960), p. 74.

¹²Ruth Wood Gavian and William A. Hamm, United States History (D. C. Heath and Company, 1960), p. 815.

¹³Ibid., p. 816.

¹⁴Ibid., p. 432.

number living in large cities was climbing. By 1900 the United States had 77 cities with 50,000 or more people.¹⁵ The growth in business volume in the urban centers during this period brought about a growing demand for typists, stenographers, bookkeepers, and clerical workers.

Social Factors. Another factor encouraging the rise of business education was the increase in the number of women workers. The development of the typewriter and the subsequent rise in the importance of shorthand brought women employees into the business firm for the first time in stenographic occupations. In addition, during the first World War, women workers became much more common as they replaced men who entered the Armed Forces. Although the duties of women workers were chiefly secretarial in nature, employers also encouraged the acquisition of bookkeeping skills.¹⁶ Not only did women begin to be preferred for stenographic positions, but private business schools began to accept and even encourage them to enroll. By the early part of the twentieth century, the majority of the trainees in these private business schools were women.

When business education proved successful in the secondary school, courses began to appear rapidly. In fact, so great was the demand for commercial workers that, with the increase in the number of female stenographers, there were enough students for both private and public business schools. About the time of World War I, enrollments in business

¹⁵ Ibid.

¹⁶ John E. Binnion, "One Hundred Years of Bookkeeping Instruction," Business Education Forum, Centennial Issue (Washington, D. C., 1957), p. 20.

education subjects in the public high schools began to mount at a rapid rate.¹⁷

Legislative Factors. Other factors encouraging the growth of business education were those dealing with legislation passed by the Federal government.

Although the Smith-Hughes Act of 1917 did not provide funds for training in business occupations in the public high schools, it did set the basis for later acts to do so. This Act specified that studies should be made of the need for instruction in commerce and commercial pursuits in the establishment of vocational schools and classes. The George-Deen Act of 1936, also concerned with vocational education, for the first time recognized the need for vocational programs in distributive occupations. The George-Barden Act of 1946 increased the annual appropriation to vocational education.

According to Douglas, business education in general may be said to have attained its majority and to have taken its place as a fully recognized and respected part of American education during the period between 1890 and 1930.¹⁸

Related Literature

Investigation procedures in this study include an examination of two types of research studies: (a) research studies from states other

¹⁷Tonne, p. 266,

¹⁸Lloyd V. Douglas, Business Education (Washington, D. C., 1963), p. 12.

than Louisiana which treat phases similar to the present study and (b) pertinent research studies on various phases of business education in Louisiana.

Business Education Research Studies in Other States

Historical and status studies in the field of business education have been completed in various states. Some of the studies which provided a basis for comparison were those dealing with the states of Oklahoma,¹⁹ Kansas,²⁰ Maryland,²¹ Utah,²² California,²³ Michigan,²⁴

¹⁹Joseph H. Clements, "Business Education in the Secondary Schools of Oklahoma" (unpublished Ed.D. dissertation, The University of Oklahoma, 1954).

²⁰Lenell M. Slaten, "Business Education in the Public Secondary Schools in Kansas, 1962-63" (unpublished Ed.D. dissertation, The University of Oklahoma, 1965).

²¹James G. Brown, "A Status Study of Business Education in the Public Secondary Schools of Maryland, 1960-61" (unpublished Ed.D. dissertation, University of Maryland, 1961).

²²Glenn T. Seal, "An Analysis of the Procedures and Practices in the Business Education Curriculum of the Secondary Schools of Utah" (unpublished Ed.D. dissertation, Utah State University, 1963).

²³Bernadine M. Bell, "Background and Development of Business Education in California Public Schools" (unpublished Ed.D. dissertation, University of California, 1951).

²⁴Lyle Maxwell, "Business Education in the Public Secondary Schools in the State of Michigan" (unpublished Ed.D. dissertation, University of Colorado, 1955).

Montana,²⁵ Pennsylvania,²⁶ Tennessee,²⁷ Indiana,²⁸ Arkansas,²⁹ West Virginia,³⁰ and Colorado.³¹

Findings are summarized of the doctoral studies conducted in Oklahoma, Kansas, Maryland, Utah, and Colorado, which treat areas similar to the present investigation, including organization and administration, supervision, and teaching personnel.

Oklahoma. In 1954, a study was made of the state program in business education in the secondary schools of Oklahoma. In this study, Clements described conditions surrounding the offering of business education as revealed by enrollments in business subjects, qualifications of business teacher personnel, and teaching load of business teachers.

²⁵Robert G. Langenbach, "An Evaluative Study of Business Education in Montana Public High Schools" (unpublished Ed.D. dissertation, University of California, 1959).

²⁶Ida Grace Routh, "Background and Development of Contemporary Business Education in the Public Schools of Pennsylvania" (unpublished Ed.D. dissertation, University of Pittsburgh, 1961).

²⁷J. L. Roberts, "A Study of Business Education in the Negro Public Secondary Schools of Tennessee" (unpublished Ph.D. dissertation, State University of Iowa, 1962).

²⁸R. W. Kyle, "A Study of Business Education in the Secondary Schools of Lake County, Indiana, With Implications for the Improvement of Instruction" (unpublished Ed.D. dissertation, Northwestern University, 1963).

²⁹L. I. Wheelless, "An Evaluation of Business Education Programs of Public Secondary Schools in Northwest Arkansas" (unpublished Ph.D. dissertation, The Ohio State University, 1967).

³⁰O. P. Hager, "Survey and Evaluation of Business Education Programs in Selected Small High Schools in West Virginia" (unpublished Ph.D. Dissertation, The Ohio State University, 1967).

³¹Samuel James Mathieson, "A History of Public Schools in Colorado, 1859-1880" (unpublished Ed.D. dissertation, University of Denver, 1961).

He compared practices and procedures in Oklahoma with what is commonly considered good practice throughout the United States. The author stated that

1. The business education programs of the small schools in Oklahoma should be reorganized to provide opportunities for all students to develop an understanding of fundamental information about economics and business.
2. Balanced programs of education for business do not exist in the secondary schools in urban communities.
3. Typing today is a basic element in the program of general education rather than merely one phase in the vocational preparation of an office worker.
4. Prevailing practices relative to grade placement of business subjects and the enrollment of students should be examined in an effort to make certain that the nature and scope of the subject matter are in accordance with the maturity and needs of the students.³²

Kansas. In a study in 1962-1963 in the public secondary schools of Kansas, Slaten analyzed certain circumstances surrounding business education in terms of authoritative criteria issued by the Policies Commission for Business and Economic Education of 1961.

As a result of her study, the author made the following conclusions:

1. The circumstances surrounding business education in Kansas remain substantially the same as in 1940; thus, there is a failure in Kansas to provide adequately for the needs of students for essential kinds of preparation in business.
2. The limited business education programs in many Kansas public high schools should be revamped so that all students will have opportunities to develop fundamental business understanding, develop preoccupational business skills for use in varied careers, and acquire the occupational competencies required for employees in business and office positions.

³²Clements, 1954.

3. Essential leadership and supervision at the statewide level should be provided to insure more uniform and purposeful offerings that are balanced in scope and sequence.³³

Maryland. In a study of business education in 1960-1961 in the public secondary schools of Maryland, Brown studied subject offerings and enrollments, preparation and experience of business education teachers, teaching load and extra-duty assignments of teachers, and supervision and leadership available to business education teachers. His study revealed that

1. Enrollment in business education subjects in 1960-1961 was about one-third of the total secondary school enrollment.
2. Business subjects were offered more frequently in the eleventh- and twelfth-grade levels in Maryland counties.
3. Business teachers appeared to be well qualified to teach business subjects since 97.77 percent held bachelor's degrees and 20.53 percent held master's degrees. Ninety-four percent were teaching in the subject areas in which they were certified.
4. Many business teachers were released from teaching time to perform the duty of school treasurer or to operate the school store.
5. Only three counties had a full-time supervisor of business education, and there was no state supervisor of business education.³⁴

Utah. In 1963 an analysis was made of the business education curriculum of the secondary schools of Utah. The author based this study upon the hypothesis that a significant number of public secondary

³³Slaten, 1965.

³⁴Brown, 1961.

schools of Utah failed to provide an adequate business education program for their students. He concluded that

1. Many current procedures and practices of the business education curriculum in the secondary schools of Utah were not in accordance with nationally accepted procedures and practices.
2. Much diversity existed in the procedures and practices of the business education curriculum.
3. Utah secondary schools failed to consider the practice of a follow-up program as an integral part of the business education program.
4. The hypothesis was proved to be correct that a significant number of secondary schools in the state of Utah do not provide an adequate business education program for producing students with a broad knowledge of, and varied skills in, vocational competency, personal use, consumer-business, and social economic competency.³⁵

Colorado. A similar history of public schools in Colorado was discussed in terms of four topics: organization of the schools, finance, programs of instruction, and teacher qualifications, areas synonymous with those used in the present study.

It was found that

1. While the programs of the schools were fairly standardized, methods of instruction were varied.
2. From the first school law some form of teacher certification was included but requirements were later raised to help insure the certification of better qualified teachers.
3. The public elementary schools of Colorado were supported by taxation from the beginning, and it was not long before the high schools were also supported by the same tax structure.³⁶

³⁵Seal, 1963.

³⁶Mathieson, 1961.

The studies summarized above are representative of the studies completed in other states and provide background on the nature of historical studies, similar to this study, conducted in selected states.

Business Education Research in Louisiana

In a review of related literature pertaining to histories and status studies of business education in Louisiana, it seemed logical to describe conditions existing before 1956 when the present study begins. For this reason, studies were reviewed which treated similar phases of business education in the public secondary schools of Louisiana. The majority of the studies, completed prior to 1936, showed that the courses offered at that time were the traditional subjects of bookkeeping, typewriting, and shorthand. Business offerings were directed toward preparation for bookkeeping and stenographic positions. The various studies showed that training was needed in general clerical and selling fields, and that more background content courses were needed to give students understanding and appreciation of the occupations which they would enter.

Parish Studies. Studies of business education in different parishes in the State of Louisiana covered areas similar to the present study, such as enrollment, organization and administration, and teaching personnel.

Aucoin studied the development of business education in Evangeline Parish from 1911 to 1938. This research included pupil enrollment, salaries paid to teachers, funds expended for public school purposes, and growth in the number of high schools and elementary schools. He found that the number of pupils attending public schools increased from

1,534 in 1911 to 5,605 in 1938, while the number of teachers increased from 64 to 214. Aucoin also found that in 1911, 14.1 percent of the teachers had two years or more of college training while in 1938, 94.2 percent had two years or more.³⁷

The development of business education in the Beauregard Parish Schools was traced historically by Pugh from 1912 to 1938. Pugh found that enrollment of the public schools had decreased from 3,270 in 1912 to 2,952 in 1937, partly because of consolidation of schools from 50 to 8.³⁸

A study made in 1937 by Reeves was designed to determine the current status of business education in Tangipahoa Parish with special reference to the occupational status of students who were graduated in the business education curriculum of 1932-1936. He found that the business education offerings were largely the traditional subjects -- type-writing, shorthand, bookkeeping -- and that there was a need for a complete revision of the curriculum and a reorganization of business education departments. The curriculum was organized for meeting the needs of only a minority of graduates.³⁹

Weakly's study, covering the period 1898 to 1938, dealt with the development of the public school system of Washington Parish and traced

³⁷Raymond Aucoin, "The History of Public Education in Evangeline Parish From 1911 to 1938" (unpublished master's thesis, Louisiana State University, 1939).

³⁸Jennings Pugh, "The Development of Public Education in Beauregard Parish" (unpublished master's thesis, Louisiana State University, 1939).

³⁹H. W. Reeves, "A Study of Commercial Education in Tangipahoa Parish" (unpublished master's thesis, Louisiana State University, 1937).

certain trends or developments that characterized the growth of the system. He found that teachers had very long tenure and were steadily improving their training in academic and professional fields. The number of schools decreased from 1878 to 1938 from 45 to 21.⁴⁰

In 1951 a history was written by Hammett describing business education in West Carroll Parish from 1877-1950. He found that very little progress was made in public secondary business education in West Carroll Parish prior to 1877. By 1950, an analysis of the teaching personnel revealed an increasing number of professionally trained teachers. Hammett also found that in 1950, 89 of 139 teachers held college degrees and 7 held master's degrees.⁴¹

Saia investigated the business education curriculum in Lafayette High School to discover if the curriculum met the needs of the students and the business community, to discover what happened to graduates, dropouts, and transfers, and to find out how business education graduates compared with graduates from other curriculums. His conclusions were that the business education department did not meet the needs of the school and the community, that the graduates were mentally equal to those from other curriculums, and that even though all the graduates were employed, the dropouts and transfers received lower wages than the graduates.⁴²

⁴⁰Jesse Allan Weakly, "An Administrative History of the Public School System of Washington Parish" (unpublished master's thesis, Louisiana State University, 1939).

⁴¹Troy L. Hammett, "The History of Public Education in West Carroll Parish from 1877-1950" (unpublished master's thesis, Louisiana State University, 1951).

⁴²Vincent Saia, "A Study of Commercial Education in the Lafayette High School" (unpublished master's thesis, Louisiana State University, 1939).

Sills made a study of the development of business education in New Orleans in the following areas: aims and objectives, curricular offerings, teaching staff, growth in enrollment, guidance, placement, and occupations secured by graduates. One chapter traced the historical development of business education in New Orleans. Sills concluded that New Orleans was characterized by a lack of progress in public secondary business education until 1930.⁴³

State Studies. In addition to the studies investigating areas of business education in various parishes of Louisiana, some were conducted of the entire state as well. So that the facts of the present study from 1956 to 1968 can be considered in their proper perspective, a summary follows of the progress of business education in Louisiana as given in earlier state studies.

In 1931, Ferguson investigated the status of business education in sixty-one accredited high schools of Louisiana. He studied teacher personnel problems, courses offered, objectives of business education courses and conducted a follow-up study of graduates from four high schools over a two-year period. He found that business teachers did not agree on objectives and that only the three traditional courses of shorthand, bookkeeping, and typewriting were offered.⁴⁴

A study by Norton in 1932 was made to determine whether the state colleges were providing proper education for business teachers in the

⁴³Ollie M. Sills, "The Development of Commercial Education in New Orleans" (unpublished Ed.D. dissertation, Louisiana State University, 1944).

⁴⁴L. A. Ferguson, "A Study of Commercial Education in Louisiana High Schools" (unpublished master's thesis, Louisiana State University, 1931).

State of Louisiana. He concluded that many Louisiana teachers were educated in colleges outside the state; however, the state colleges had begun four-year curriculum programs for business education teachers.⁴⁵

Adsit studied the training, experience, teaching loads, and subject combinations of the teachers in the white, state approved senior high schools in Louisiana.⁴⁶

A study in 1939 by Klaus to determine the status of shorthand and typewriting in the Louisiana high schools revealed that all 76 schools considered in the study offered typewriting while 64 offered shorthand. She found equipment inadequate and library facilities lacking.⁴⁷

According to a study by Norton⁴⁸ in 1938, there were only three public high schools in Louisiana, all in the City of New Orleans in 1874. Even by 1902, the State Course of Study listed no business education subjects for the secondary schools. The primary objective of the curriculum of that year was to prepare students for college entrance.

In 1905, business courses were first included in the curriculum of the public high school. Bookkeeping, stenography, and typewriting were

⁴⁵Howard M. Norton, "Commercial Teachers in Louisiana High Schools" (unpublished master's thesis, Louisiana State University, 1932).

⁴⁶John R. Adsit, "A Study of the Training, Experience, Teaching Loads, and Subject Combinations of Teachers in the Senior High Schools of Louisiana" (unpublished master's thesis, Western Kentucky State Teachers College, 1938).

⁴⁷Hannah B. Klaus, "The Status of Teaching Shorthand and Typewriting in Louisiana High Schools" (unpublished master's thesis, Louisiana State University, 1939).

⁴⁸Howard M. Norton, "Public Secondary Business Education in Louisiana" (unpublished Ed.D. dissertation, Louisiana State University, 1938).

offered as electives in the State Course of Study at that time. In 1910-1911, only six high schools offered business courses; by 1920, this figure had grown to 43. In the 1936 session, 148 state-approved high schools taught one or more business education subjects. Enrollment in commercial courses, as they were called at that time, increased from 1,683 to 13,183, or over 800 percent, during the period from 1920 to 1937.⁴⁹

The increased enrollment in business subjects created new positions for business education teachers. The number of business education teachers increased from 45 in 1920 to 185 in the 1936-1937 session. Only 7 of the 185 business education teachers in that session, or less than 4 percent, had less than a bachelor's degree. Although commercial law, junior business training, office practice, and business English were offered in a few urban schools during that year, the most frequently offered courses were bookkeeping, typewriting, and shorthand.⁵⁰

Norton found that in 1936 both businessmen and school administrators seemed to recognize a need for vocational business education on the high school level. The most significant deficiency of the curriculum, according to Louisiana businessmen queried by Norton, was the lack of integrating all educational activities in the development of "employable personalities." They also urged that prospective high school teachers of business be required to have actual business experience as part of their training.⁵¹

⁴⁹ Ibid.

⁵⁰ Ibid.

⁵¹ Ibid.

A study by Bruner⁵² covering the years 1936 to 1956 revealed that, during this period, the number of schools offering business education increased over 100 percent, while the number of business teachers increased approximately 80 percent. In 1955-1956, of the total 84,702 Louisiana high school students, 35,422 were enrolled in business education subjects.

As enrollments increased during this period, the preparation of business education teachers improved. By 1956, approximately 24 percent of the business education teachers in the State had earned the master's degree, while those having no degree was less than one percent. Approximately 87 percent of the business education teachers had met state certification requirements. Supervisory personnel were added in 1947 with the employment of a State Supervisor of Business Education and a State Supervisor of Distributive Education. In addition, by that time parish supervisors were available for professional assistance to the teachers.⁵³

According to Bruner's study, business education in Louisiana in the period of 1936-1956 was recognized as having both vocational and non-vocational objectives; the business skill courses were to prepare students for entry employment, and the basic business courses were to prepare students to live more intelligently in an economic environment. However, enrollments in business subjects during that period did not indicate that the general education values were being developed by the

⁵²Ruth Bruner, "Business Education in the Secondary Schools of Louisiana, 1936-1956" (unpublished Ph.D. dissertation, Louisiana State University, 1959).

⁵³Ibid.

basic business subjects, since the bulk of enrollment was in the three traditional skill subjects -- typewriting, shorthand, and bookkeeping.

In 1955-1956, 29,052, or approximately 82 percent, of the 35,422 students enrolled in business education were enrolled in typewriting, bookkeeping, and shorthand. In this same period, approximately 40 percent of all high school students were enrolled in at least one business class.⁵⁴

Summary

Although the development of business education was relatively slow in the United States as well as in Louisiana, by 1956 many improvements had been made in business education in the public secondary schools of Louisiana. However, approximately 80 percent of enrollments were still found in the three traditional skill subjects of shorthand, typewriting, and bookkeeping even though the latest study in 1956 showed that more background content courses were needed in the curriculum.

This, then, was the situation in 1956 when the present study begins. Guidance facilities were lacking in over one-half of the schools. Approximately 40 percent of all high school students were enrolled in business courses. The field of business education showed greater percentage gains in enrollment than did the total high school. Studies showed increased interest among Louisiana business education teachers in furthering their education. Certification requirements for business education teachers have been refined and upgraded. By this time, 87 percent of the business education teachers in Louisiana had met or

⁵⁴Ibid.

exceeded the certification requirements. Approximately 24 percent of the business education teachers in the State had earned the master's degree while those having no degree was less than 1 percent. Supervisory personnel had been in existence since 1947.

CHAPTER III

THE ORGANIZATION AND GROWTH, ADMINISTRATION, AND SUPERVISION OF BUSINESS EDUCATION IN LOUISIANA

An effective educational program demands adequate administration and supervision if the functions of education are to be performed with the least amount of duplication of services and facilities.

Since education is a responsibility of the State of Louisiana, the Constitutional and legal provisions which the State makes for the operation of the public school system form the basis of education for the youth of the State. Provisions for establishing and maintaining public schools are contained in the Constitution of the State of Louisiana.

In order to understand more fully the framework under which business education functions, it would seem necessary first to give a background of the development of the administration of education in Louisiana. The state administrative organization is an important factor in determining the quality of the educational program in a state.

For a better understanding of the framework under which business education functions in the State of Louisiana, this chapter will briefly outline the organization of both state and local administrations and will discuss the beginnings of business education in the State of Louisiana, including the supervision of business education.

State Administration

State Board of Education

The State Board of Education has supervision and control of all Louisiana public schools. It administers the affairs of all the state educational institutions except Louisiana State University, and it directs the efforts of the various employees in the State Department of Education.

The Constitution established the State Board of Education, providing for an eleven-member board elected by the people. Three members were to be appointed by the Governor for four-year terms, one from each Public Service Commission district, and eight elected for eight-year terms from districts corresponding to the Congressional Districts. The overlapping terms of office insure continuity in the development of educational policies and programs.¹ The Constitution states that the State Board of Education "is a body politic and corporate, to be made the Louisiana State Board of Education with authority to sue and be sued in public school matters within its cognizance."²

The 1946 Amendment provided for the election of three members from districts corresponding to the Public Service Commission districts for terms of six years and eight members from districts corresponding to the Congressional districts for terms of eight years.³

¹Louisiana, Constitution, art. 5, sec. 4, 1921.

²Ibid.

³Acts 1946, No. 392, section 1.

The Amendment of 1946 further stipulated that the Board of Education was to have its offices in the City of Baton Rouge, Parish of East Baton Rouge.⁴

State Superintendent. Under The Acts of 1922, the State Board elected the State Superintendent of Education for a four-year term, and his salary was fixed between \$5,000 and \$7,500 a year.⁵ The superintendent's salary was increased from \$10,000 to \$12,000 in 1952; to \$15,000 in 1956; to \$16,000 in 1959; and to \$17,000 in 1960.⁶

There has been a great deal of controversy as to whether the State Superintendent should be elected by the people or appointed by the State Board of Education. Disagreement also exists concerning the interpretation of constitutional provisions for naming a superintendent. Although Section 2 of the Acts of 1922 provided for election of the State Superintendent of Education by the State Board, Section 5 of the same act superseded that portion and also provided that the State Superintendent be elected by the people. In 1968, the State Superintendent in Louisiana was elected by the people every four years.

Although the original Acts of 1922 "recognized" only certain divisions of the Louisiana State Department of Education, the State Superintendent today has the authority to create such divisions and positions within the Department that he considers necessary. He selects the personnel of the State Department, defines their duties, and fixes the salaries of personnel not covered by civil service regulations.

⁴Ibid.

⁵Constitution, 1921.

⁶Louisiana Revised Statutes of 1950, R. S. 17:19.

In addition to his wide range of supervisory and inspectional duties, the State Superintendent is directed by the statutes to "keep in close touch" with all of the state institutions under the control of the State Board and with all of the public schools of the parishes. He is required to report to the State Board of Education all "irregularities" on the part of any school board or parish superintendent of which he has knowledge.⁷

The State Superintendent must keep on file all reports submitted to his office. In addition, he must make a comprehensive annual report to the Governor on the progress of, and improvements which might be made in, the public schools. He is also required by law to give

. . . advice, instructions, or information to school board members and superintendents and to citizens relative to the public school law, the duties of parents, guardians, pupils, and all officers, the management of the schools, and all other questions calculated to promote the cause of education.⁸

State Department of Education. Prior to 1900, the Louisiana State Department of Education was non-existent.

Although efforts were made to establish public education in Louisiana before 1860, little interest in education in the State resulted. Some of the more significant efforts were: provision for a state superintendent of education in 1845; the first state-wide public school law of 1847, providing for a public school system at state and parish levels; provision for parish superintendents in 1847; and abolition of the office of parish superintendent in 1852, which continued

⁷Ibid., R. S. 17:6.

⁸Ibid., R. S. 17:16-17.

to 1877.⁹ In 1852, the Legislature felt that the salaries paid to parish superintendents were extravagant and abolished the office.¹⁰ For the next 25 years, the schools of Louisiana lacked local administrative leadership.¹¹ The state superintendent became the administrative leader for the parishes.

The educational climate continued to be poor during the period between 1877 and 1900. There was a lack of educational leadership at the state and local levels, an absence of suitable legislation, and a fear of the return of forced integration of the races in the schools.¹²

At the turn of the century, the State Department of Education consisted only of the State Superintendent and his secretary. In 1904, the State Superintendent began to assemble a staff for the State Department of Education by bringing a State Institute Conductor to Baton Rouge. This conductor was responsible for instructing Louisiana teachers in teaching methodology. This office continued until 1914. In 1908 the first High School Inspector was added to the State Department, while in 1909 a Supervisor of Rural Schools and a Supervisor of Agriculture were added.¹³

⁹The Development of State Departments of Education, 1900-1965, State Department of Public Education, Bulletin No. 1123 (Baton Rouge, 1968), p. 4.

¹⁰E. B. Robert, et al., eds., Public Education in Louisiana, Yesterday, Today, Tomorrow, Proceedings of the Centennial Symposium (Baton Rouge, 1960), p. 9.

¹¹Ibid.

¹²C. W. Hilton, Donald E. Shipp, and Berton J. Gremillion, The Development of Public Education in Louisiana (Baton Rouge, 1965), p. 12.

¹³Minns Sledge Robertson, Public Education in Louisiana After 1898 (Baton Rouge, 1952), p. 204.

In 1910 the State Department of Education consisted of the State Superintendent, his secretarial staff, the State Institute Conductor, the State Supervisor of Agriculture, the State High School Inspector, and the State Supervisor of Rural Schools.

The Division of Certification in the Department of Education was organized in 1913. During 1925, the Service and Information Division was added to the State Department.

Before 1937, the State Department of Education was composed of thirteen separate divisions. Since that time, it has been reorganized several times, the first time into these divisions -- elementary, auditing, certification, and high school.

In 1940, a Division of Instruction and Supervision was created which included a section called "Commercial Education" during the school year of 1939-1940. The first State Supervisor of Business Education, George T. Walker, was appointed as a staff member with offices under the Division of Instruction and Supervision.

In 1948, the State Department of Education was again reorganized for leadership, efficiency, and service into four divisions -- School Administration, Elementary and Secondary Education, Vocational and Special Services, and Higher Education. The offices of the State Supervisor of Business Education were placed under the Division of Elementary and Secondary Education at this time.

In 1953, when an assistant to the Supervisor of Business Education was appointed, the office of the Supervisor of Business Education remained under the Division of Elementary and Secondary Education.

No further change was effected until 1964 when Superintendent William Dodd was responsible for the reorganization of the State

Department of Education into three administrative divisions -- Administration and Finance, Curriculum and Instruction, and Vocational Education. Secondary education, including business education, was at this time placed in the Division of Curriculum and Instruction. This organizational arrangement was still in effect in 1968 when this study ended.

In the 1965-1966 session, the Director and Supervisors of Business and Office Education were moved to the Division of Vocational Education where they remained in 1968, the closing period of the present study.

Continuous efforts were made to expand the services provided by members of the State Department of Education to parish and city school boards and to all other educational agencies.

Local Administration

Parish School Board

Section 10 of the Constitution of Louisiana provides for the creation and election of parish school boards for each of the sixty-four parishes and three city school systems who elect parish superintendents. The qualifications and duties of these superintendents are prescribed by the State Board of Education.¹⁴ Section 10 has not changed since the Constitution was written in 1921. The operation of public secondary schools in Louisiana is the responsibility of parishes except in the cities of Bogalusa, in Washington Parish; Lake Charles, in Calcasieu Parish; and Monroe, in Ouachita Parish; where the responsibility is placed on the cities by special acts of the Legislature.

¹⁴Louisiana, Constitution, art. 12, sec. 10, 1921.

Qualified voters of the various parishes elect school board members in each parish for six-year terms. As of 1964, Louisiana school boards varied in size from 5 to 19 members. In general, the number of school board members is determined by the number of police juror members in each ward. However, in the case of certain parish and city systems, special acts of the Legislature or separate Constitutional provisions apply to the board composition and to the method of electing school board members.¹⁵

The only changes made in the provisions of the Constitution concerning school board members occurred in 1948 and 1952 when board members received increases in compensation.

In 1960 the provisions remained essentially the same, and even today there has been very little change in the provisions. The powers of a parish board are defined and limited by state law. Board members exercise legal authority only in official meetings of their respective school boards. They are subject to the power of legislative acts so long as these acts do not violate the state and federal constitutions.¹⁶

The following list of powers of the school boards is representative, but not inclusive.

School boards have the power

1. To determine the number of schools to be operated and the number of teachers and salaries of these teachers.
2. To acquire land and construct school buildings.

¹⁵Horace C. Robinson, The Law and the Louisiana Teacher, The Louisiana Teachers' Association (Baton Rouge, 1965), pp. 14-15.

¹⁶Ibid.

3. To dispose of old school sites.
4. To recover for damages to school property.
5. To elect a superintendent.
6. To select teachers from nominations by the parish superintendent.
7. To conduct teacher institutes.
8. To adopt budgets.
9. To contract for liability insurance for school children.
10. To levy taxes for support of the schools.
11. To sell bonds.¹⁷

Parish school boards may also make "reasonable" rules and regulations to accomplish the purposes for which they have been created. This is stated in the statutes as follows:

Each school board is authorized to make such rules and regulations for its own government, not inconsistent with law or with the regulations of the Louisiana State Board of Education, as it may deem proper.¹⁸

School boards, therefore, have considerable leeway to make the rules and to establish policies relative to schools, students, teachers, and other school employees. Because the effectiveness of an educational program is determined to some degree by the success of the school board in selecting and keeping the best employees available, the selection of the parish superintendent is an important function.

Parish Superintendents. Each of the sixty-four parish and three city school boards created in Louisiana has a superintendent. The

¹⁷ Ibid., pp. 15-16.

¹⁸ Louisiana Revised Statutes of 1950, R. S. 17:18.

special requirements for school superintendent include

1. A valid Louisiana certificate.
2. Five years of successful school experience as parish or state supervisor of instruction, visiting teacher, principal, visiting president or dean of state-approved college, or director of teacher training.
3. Master's degree including twelve semester hours in professional education at the graduate level.
4. Resident of Louisiana for a period of not less than five years.¹⁹

The parish superintendent is required to devote his entire time to the office of parish superintendent of schools. Each parish superintendent not only receives reports from teachers and other school personnel but makes reports to his respective school board. His other responsibilities include visiting schools, planning and making recommendations for improvements in the school program, counseling with the Board on policy statements, and carrying out the plans adopted by the Board.

Parish Supervisor. Parish supervisors assist high school teachers in all academic fields. The need for a parish supervisor is determined entirely by the parish superintendent and the parish school board. A supervisor must have a valid Louisiana teaching certificate, a master's degree, five years of successful school experience, and appropriate graduate training in high school supervision.

School Principal. Each secondary school is administered by a principal who may have assistant principals, all of whom are selected

¹⁹Louisiana Standards for State Certification of School Personnel, State Department of Public Education, Bulletin No. 746 (Baton Rouge, 1964), p. 23.

by the local parish board. A principal must have appropriate graduate training in school administration and supervision, plus a master's degree. The principal can influence the quality of learning and teaching in the school. He is also in a key position of leadership in the improvement of the curriculum.

Within the framework of state and local administrations, the secondary business education program in Louisiana is implemented through various types of school organizations.

Secondary School Organization and Growth

Organization Patterns

Before the addition to the secondary schools of a twelfth grade in 1948, the organization of the schools was generally on the 7-4 or the 8-3 plan. With the addition of the twelfth grade, variations occurred in the organizational patterns of the public secondary schools. In the period under study, 1956-1957 to 1968-1969, various grade combinations existed. Table I reveals the organization patterns found in the Louisiana public secondary schools for the 1968-1969 session, the last period covered by this study.

Although approximately 24 percent of the Louisiana public secondary schools were organized on the 7-5 and 8-4 plan (including the extra grade added), the 6-6 organization plan prevailed in 198 out of 508 high schools, or approximately 39 percent of the schools in the 1968-1969 session.

On the State Department forms (See Appendix A) examined in this study for the 1968-1969 school session, a category designated "Other Patterns" showed the second largest percentage. Included in this

category were the following patterns: 5-3-4, 4-4-4, 5-7, 5-3-4, 6 through 12, 9 through 12, 7 through 12, 10 through 12, 8 through 12, and 1 through 12. The experimentation in organization patterns may have been given impetus because of increasing enrollments.

TABLE I
ORGANIZATION PATTERNS, PUBLIC SECONDARY SCHOOLS
OF LOUISIANA, SESSION OF 1968-1969

Pattern	Number of Schools	Percent of Schools
8-4	65	12.8
6-3-3	37	7.3
7-5	58	11.4
6-6	198	39.0
6-2-4	29	5.7
Other	98	19.3
Not given	<u>23</u>	<u>4.5</u>
Total	508	100.0

Source: Annual School Reports of the Division of Curriculum and Instruction, State Department of Education.

Enrollment Trends

Enrollments in the public secondary schools in Louisiana have steadily increased. From 1905 to 1950, Robertson found an approximate increase of 5,738 percent in public school enrollments from 1,408 to

82,199.²⁰ Bruner also found a continual rise during the twenty-year period of her study, 1936-1956, except for temporary losses during the war years, due possibly to the decrease in population as a result of World War II and to the low birth rate during the depression years in the 1930's.²¹

An upward trend in enrollments was experienced in the public secondary schools of Louisiana during the entire period of the present study, 1956-1968.

Table II lists the number of state approved high schools, the enrollments in these schools, and the number of white and Negro teachers employed in the Louisiana public secondary schools from the 1956-1957 session to the 1968-1969 school year. An examination of Table II reveals a constant growth in the number of students enrolled and in the number of teachers employed in the public secondary schools of Louisiana from 1956-1957 to the 1968-1969 session.

In 1956, high school registration was 131,174. By the session 1968-1969, enrollments had increased to 232,013, a gain of approximately 77 percent.

During the same period, 1956-1957 to 1968-1969, the number of public high school teachers employed increased from 7,740 to 17,001, or an increase of approximately 120 percent. The fluctuation in the number of schools during this period might possibly have been due to consolidation of some schools.

²⁰Robertson, p. 79.

²¹Bruner, p. 33.

TABLE II
STATE APPROVED HIGH SCHOOLS, ENROLLMENTS, NUMBER
OF WHITE AND NEGRO PUBLIC SCHOOL TEACHERS,
LOUISIANA SECONDARY SCHOOLS,
1956-1957 TO 1968-1969

Year	Number of Schools	Students Registered	Teachers Employed
1956-1957	*	131,174	7,740
1957-1958	*	139,541	8,251
1958-1959	*	147,320	8,863
1959-1960	506	150,800	9,468
1960-1961	512	158,323	10,232
1961-1962	523	170,798	10,927
1962-1963	522	184,183	11,462
1963-1964	517	197,313	12,233
1964-1965	519	205,000	13,139
1965-1966	513	209,845	14,010
1966-1967	509	215,910	14,807
1967-1968	508	223,178	15,508
1968-1969	508	232,013	17,001

Source: Annual School Reports of the Division of Curriculum and Instruction, State Department of Education.

* Figures not available.

A similar growth in numbers occurred in Louisiana public secondary business education. Table III reveals the growth in number of teachers and number of students in business education at five-year intervals from 1936 to 1956. According to Bruner, the number of business teachers employed from 1936 to 1956 increased by approximately 80 percent, while the number of students enrolled in business classes more than doubled over the twenty-year period.²²

²² Ibid., p. 61.

TABLE III

GROWTH IN BUSINESS EDUCATION, LOUISIANA
WHITE PUBLIC HIGH SCHOOLS, 1936-1956

Year	Number of Teachers	Number of Students
1936-1937	274	16,979
1941-1942	328	25,561
1946-1947	303	18,774
1951-1952	416	26,515
1955-1956	495	35,422

Source: Compiled from data in Bruner's study, 1936-1956.

Table IV shows for each year from 1956-1957 to 1968-1969 the number of business education teachers employed, the number of business students enrolled, the number of schools offering business education subjects, and the percentage of increase or decrease in each item.

In the session 1956-1957, there were 486 business education teachers employed; and by 1968-1969, this number had grown to 1,114, an approximate increase of 129 percent.

The number of students registered in business education subjects more than doubled, increasing from 48,255 in the school year of 1956-1957 to 97,612 in the session of 1968-1969. The table shows a steady growth in the number of students enrolled in business education for all years except 1960-1961 and 1963-1964, in which, according to the Louisiana State Department of Education, discrepancies existed in student census statistics.

TABLE IV
GROWTH IN BUSINESS EDUCATION IN THE LOUISIANA
PUBLIC HIGH SCHOOLS, 1956-1957 TO 1968-1969

Year	Number of Teachers	Percent Increase or Decrease	Number of Students	Percent Increase or Decrease	Number of Schools
1956-1957	486		48,255		*
1957-1958	504	+ 3.7	48,666	+ .9	335
1958-1959	519	+ 2.9	52,340	+ 7.5	488
1959-1960	*		61,362	+17.2	506
1960-1961	717	+38.2	57,764	- 6.2	512
1961-1962	755	+ 5.3	*		523
1962-1963	*		70,332	+21.8	522
1963-1964	779	+ 3.2	57,306	-22.7	517
1964-1965	814	+ 4.5	72,195	+25.9	519
1965-1966	886	+ 8.8	78,951	+ 9.4	513
1966-1967	956	+ 7.9	86,593	+ 9.7	509
1967-1968	1,066	+11.5	90,536	+ 4.6	508
1968-1969	1,114	+ 4.5	97,612	+ 7.8	508

Source: Compiled from the records of the Division of Vocational Business and Office Education, State Department of Education.

* Figures not available.

Table V shows the percentage of high school students enrolled in at least one business subject for the period 1956-1957 to the 1968-1969 session.

TABLE V
STUDENTS ENROLLED IN BUSINESS SUBJECTS,
LOUISIANA PUBLIC SECONDARY SCHOOLS,
1956-1957 TO 1968-1969

Year	High School Enrollment	Business Subject Enrollment	Percent
1956-1957	131,174	48,255	36.8
1957-1958	139,541	48,666	34.9
1958-1959	147,320	52,340	35.5
1959-1960	150,800	61,362	40.7
1960-1961	158,323	57,764	36.5
1961-1962	170,798	*	*
1962-1963	184,183	70,332	38.2
1963-1964	197,313	57,306	29.0
1964-1965	205,000	72,195	35.2
1965-1966	209,845	78,951	37.6
1966-1967	215,910	86,593	40.1
1967-1968	223,178	90,536	40.6
1968-1969	232,013	97,612	41.7

Source: Annual School Reports of the Division of Curriculum and Instruction, State Department of Education.

* Figures not available.

High school enrollment in the session of 1956-1957 was 131,174, while enrollment in the business subjects was 48,255. By the school year of 1968-1969, high school enrollment had grown to 232,013, a gain

of approximately 77 percent, while enrollment in business subjects had increased to 97,612, or approximately 102 percent.

This section was included to show the growth in Louisiana public secondary schools from the standpoint of overall high school enrollment, business subject enrollment, number of teachers employed, and number of school units from 1956-1957 to 1968-1969.

Enrollments during this period in the Louisiana public secondary schools increased approximately 77 percent, while the number of teachers employed increased over 100 percent. Although a similar growth occurred in business education during this time, business subject enrollments showed a greater overall gain than the total high school enrollment gain from the 1956-1957 session to the 1968-1969 school year. Business education exhibited a 102 percent increase in enrollments, as against a gain in high school enrollment of 77 percent.

This upward trend in numbers has specific meaning for school administrators in the area of supervision. Tonne states that full-time supervisory service should be available in every school with 10 or more business teachers or in every area with a population of 50,000 or more.²³

Despite the fact that Louisiana has had some supervision on the state level since 1940, the growth in the number of teachers would seem to increase the need for state supervision.

²³Tonne, p. 505.

Supervision of Business Education

Local Supervision

According to State Department officials, there are numerous schools throughout the state that have persons designated as "heads" or "co-ordinators" of the business department. Usually a head is appointed by the principal in schools with two or more business teachers. Of the 338 vocational schools (those who have complied with the Federal government requirements) approximately 231 have two or more business teachers on which the State Department of Education has records.²⁴

Although each parish in Louisiana has at least one secondary school supervisor, with the number and variety of high school teachers, there are not sufficient supervisors to assist teachers.

Although a principal may act as a supervisor to his teachers, many principals are not knowledgeable enough about business education to offer significant assistance.

State Supervision

Since 1940, Louisiana has had a State Supervisor of Business Education. Among the necessary functions of a state supervisor, suggested by Tonne, are: visiting classes, demonstrating teaching, organizing statewide testing programs, assisting with the evaluation of textbooks, recommending teachers, suggesting suitable equipment, coordinating the schools with business and industry, developing guidelines for placement

²⁴ Statement of Jean E. Christian, Supervisor, Vocational Business and Office Education, Louisiana State Department of Education, in a letter to the writer dated March 9, 1971.

and follow-up, representing the administration to the teachers and the teachers to the administration, providing adequate publicity, writing the State Plan for work experience and cooperative training, encouraging the effective reorganization of the business program and courses of study, and directing state programs for in-service training.²⁵ That the Louisiana State Business Education Supervisors have engaged in all of these functions will be seen by a review of their activities. The supervisory duties of state supervisors of business education in Louisiana not only agree with the functions discussed by Tonne, but include additional activities, such as the following:

1. Preparing and distributing curricular materials to stimulate better teaching methods.
2. Cooperating with trade schools in organizing evening classes in business education for adults.
3. Attempting to keep abreast of the latest trends in business education by attending and participating in meetings of national and regional business education associations.

In 1939, secondary business education teachers in Louisiana began efforts to convince the educational authorities of the state that supervision was needed. During that year, the Louisiana Commerce Teacher began a series of articles pertaining to supervision in business education. The advantages of supervision on the state level were pointed out, in particular, in an article by Lucille Robinson.²⁶ In that same

²⁵Tonne, p. 496.

²⁶Lucille Robinson, "State Supervision and What It Could Mean to Business Education," The Louisiana Commerce Teacher, II (January, 1940), p. 10.

periodical, an editorial pointed out the need for a State Supervisor of Business Education in the State Department of Education of Louisiana.²⁷

During the 1939-1940 session, George T. Walker was appointed by the State Superintendent of Education as the first State Supervisor of Commerce.

Under the reorganization of the State Department of Education in 1940-1941 into the divisions of Administration and Finance, Instruction and Supervision, and Higher Education, supervisors and directors were named for each division and their duties and activities outlined. One of the fifteen sections placed under the Division of Instruction and Supervision was "commercial" education, an earlier term for business education.²⁸

During Walker's first year in office, he visited 195 schools in Louisiana, writing detailed reports to the Director of Instruction and Supervision.²⁹ His activities were not limited to classroom visits. Workshops and refresher courses were sponsored by the State Department of Education under the supervision of Walker. Circulars were issued containing suggestions for effective teaching, professional education books and magazines, and book titles for library purchase. Probably one of Walker's most important accomplishments was the revision of the course of study for business education. The revised course of study,

²⁷ Editorial, The Louisiana Commerce Teacher, II (January, 1940), p. 4.

²⁸ Ninety-First Annual Report for the Session 1939-1940, State Department of Education, Bulletin No. 448 (Baton Rouge, 1941), p. 40.

²⁹ Bruner, p. 194.

"Suggestive Curricular Guide for Business Education," listed the approved business subjects with suggested grade placement of each, presented the objectives for each business subject offered, and outlined general and stenographic curriculum sequences in the Louisiana public secondary schools.

In the 1941-1942 session, Walker's title was changed to Supervisor of Business Education, and his position was moved from the Division of Instruction and Supervision to the Division of Vocational Education. Perhaps this change was due to the necessity for preparing students for wartime jobs in defense plants and governmental offices.

In the school session 1942-1943, the administrative location of business education was again changed. Through a reorganization of the State Department, the offices of business education were placed under the Division of Elementary and Secondary Schools. Distributive Education, which had been housed under the Division of Vocational Education, was also placed under the Division of Elementary and Secondary Schools.³⁰

After Walker's resignation in 1942, as State Supervisor of Business Education, the Departments of Distributive Education and Business Education were combined; and Donovan R. Armstrong, Supervisor of Distributive Education, became the Supervisor of Distributive and Business Education, with offices maintained under the Division of Elementary and Secondary Schools.

³⁰Ninety-Fourth Annual Report for the Session 1942-1943, State Department of Education, Bulletin No. 518 (Baton Rouge, 1944), pp. 60-61.

After the war, high school students enrolled in business education courses were in great demand for part-time work in offices. Many students were permitted to work in offices; and, in doing so, gained valuable experience under real working conditions, anticipating the later growth in cooperative office education.³¹

Late in the school year of 1947-1948, the State Superintendent of Education appointed Gladys Peck as a full-time supervisor in the field of business education.³²

The State Department of Education was reorganized into four divisions -- School Administration, Elementary and Secondary Education, Vocational Education and Special Services, and Higher Education. Donovan Armstrong, the supervisor of Distributive Education, was moved to the Division of Vocational Education and Special Services. The supervisors of business education remained under the Division of Elementary and Secondary Education.

During her first year, Miss Peck visited 143 schools in 38 parishes -- consulting and advising with teachers, conducting classes and teaching demonstration lessons, trying to build renewed interest of teachers and pupils in business subjects and trying to promote a better and more effective program in business education.³³

³¹Ninety-Sixth Annual Report for the Session 1944-1945, State Department of Education, Bulletin No. 585 (Baton Rouge, 1945), p. 28.

³²Ninety-Ninth Annual Report for the Session 1947-1948, State Department of Education, Bulletin No. 658 (Baton Rouge, 1949), p. 70.

³³One-Hundredth Annual Report for the Session 1948-1949, State Department of Education, Bulletin No. 699 (Baton Rouge, 1950), p. 63.

Beginning early in January, the new Supervisor broadened her supervisory duties to establish a pattern that lasted throughout her appointment. In addition to visits made to schools, the supervisor attended meetings of, and worked with, various business education organizations, served on workshops, and served on programs of the Louisiana Business Education Association and Future Business Leaders of America.³⁴

A quarterly newsletter entitled "Business Education in Louisiana" was prepared and distributed in 1950.

Progress in business education in Louisiana became more widely recognized in other states. The supervisor was constantly called upon by individuals and groups from other states for assistance in organizing programs of improvement.³⁵

Richard Clanton came to the Department of Business Education in 1952 as Assistant Supervisor of Business Education. That same year, Clanton was also appointed Executive Secretary of the Future Business Leaders of America in Louisiana, the business education youth organization in the State. Clanton's appointment as Executive Secretary of the Future Business Leaders of America gave impetus to the growth of this activity in the State of Louisiana. From the time of his appointment in 1952 to 1963, when he became Director of Business Education, 47 new chapters in Louisiana were formed, an increase of 65 percent, while the number of members in the organization more than doubled.

³⁴Ibid., p. 64.

³⁵One Hundred Second Annual Report for the Session 1950-1951, State Department of Education, Bulletin No. 736 (Baton Rouge, 1952), p. 71.

Gladys Peck resigned in August of 1963; in the 1963-1964 session, Clanton became Director of Business Education. That same year, Marie Louise Hebert was appointed Supervisor of Business Education and Acting Executive Secretary of the Future Business Leaders of America, with offices under the Division of Vocational Education in the State Department of Education of Louisiana,

Clanton's duties as Director included visiting classrooms, addressing state and district conventions of business education, serving in workshops and seminars, and revising courses of study. During his term of office, the handbook for business education teachers was revised. Secondary teachers and college professors from every part of the state helped with this revision. In addition to objectives for business education subjects offered, grade placements, and units recommended, the "Business and Office Education Handbook" outlined sample lessons for each business subject offered in the Louisiana public secondary schools.

In the session 1964-1965, two supervisors were added to the staff of business education. Andrew Ferguson and Josephine C. Willis made a total of three supervisors on the staff of the Director of Business Education.

In the next session, 1965-1966, with the resignation of Ferguson and Hebert, only one supervisor of business education was available. Huland D. Miley, Jr., was appointed supervisor, making a total of two supervisors on the staff of the Director of Business Education.

After the resignation of Hebert, the other supervisors worked alternating years with FBLA.³⁶ In 1966 the State Superintendent of

³⁶Telephone conversation with Richard Clanton, March 13, 1970, at Baton Rouge, Louisiana.

Education appointed Lynn D. Moak as full-time Executive Secretary of the Future Business Leaders of America, a position she holds in 1968, when this study ends.

In 1967, the title of Director of Business Education was changed to Director of Vocational Business and Office Education as it is in 1968. That same year two other supervisors -- Jean Christian and Perry Thompson -- were added to the staff of the Director.

By the 1968-1969 session, the last period considered in this study, various organizational changes in the Division of Vocational Business and Office Education had taken place. The increased emphasis placed on supervision at the state level by educators is revealed in the number of supervisors available in the 1968-1969 session. In 1968, the following people held positions in the Division of Vocational Business and Office Education:

Richard Clanton, Director, Vocational Business and Office
Education

Josephine Willis, Supervisor

Jean Christian, Supervisor

Huland D. Miley, Jr., Supervisor

Perry Thompson, Supervisor

Lynn D. Moak, Supervisor and Executive Secretary, Future
Business Leaders of America

Summary

The administration of business education in Louisiana is accomplished on the state level through the State Board of Education, the State Superintendent of Education, and the State Department of Education.

On the local level, administration is accomplished through parish school boards, parish superintendents, school principals, and parish supervisors.

Many variations in the organizational patterns of the public secondary schools were found with the 6-6 plan the most prevalent.

A constant growth has been experienced in the total number of students enrolled, the number of teachers employed, and the number of students enrolled in business education subjects in the public secondary schools of Louisiana.

Enrollments in the public secondary schools increased approximately 77 percent from 131,174 in 1956 to 232,013 in 1968-1969. During this same period, the number of public high school teachers employed increased over 120 percent from 7,740 in 1956 to 17,001 in the 1968-1969 session.

Paralleling this growth in public secondary enrollments and number of teachers employed was the growth in enrollment of business education subjects and teachers in Louisiana. The number of business education teachers increased over 121 percent from 1956-1957 to 1968-1969. The number of students enrolled also increased over 100 percent from the 1956-1957 session to the 1968-1969 session.

School supervision for public secondary business education teachers is provided in Louisiana on both the state and local levels. The State of Louisiana has provided state supervisors of business education since 1940 who have served such functions as visiting classrooms, serving in an advisory capacity on textbook committees and certification requirements for the improvement of business education in Louisiana, planning

and conducting meetings and workshops for in-service training of teachers, and preparing and distributing curricular materials to stimulate better teaching methods.

CHAPTER IV

CURRICULUM IN BUSINESS EDUCATION IN LOUISIANA

A group of planned experiences implemented through a framework of courses in a school forms a curriculum.¹ The curriculum in a school is the means by which formal education seeks to achieve its objectives. The whole area of complex and rapidly changing needs of youth in our society are shown to be central in designing today's educational programs. A review of curricular offerings seems essential to an understanding of the growth and development of business education in Louisiana. This chapter will attempt to show the efforts of business educators in Louisiana to build a worthwhile curriculum which would serve to accomplish the aims of general business training and job training for business education.

The data on curriculum in business education are presented in this chapter according to the following time periods:

1. The Period Prior to World War II, 1905 to 1941
2. The Period During World War II, 1941 to 1945
3. The Period After World War II, 1945 to 1950
4. The Period 1950 to 1956
5. The Period 1956 to 1968

¹C. A. Nolan, Carlos K. Hayden, and Dean R. Malsbary, Principles and Problems of Business Education (3d ed., Cincinnati, 1967), p. 67.

In the discussion of the second, fourth, and fifth time periods, particular emphasis was given to the revised statewide curricular guides, which determined the type of courses to be offered for that period.

Because the war created changes in curriculum offerings in the Louisiana schools both during and after the war, the first three periods of the chapter were included.

Because of the renewed recognition in 1950 by business educators in Louisiana of the importance of general business training for all business students, the fourth period evolved.

The fifth period was developed because of the increased emphasis on vocational education during this period through the cooperative office education, distributive education, and data processing programs.

Included in the discussion are enrollments and changes in subject offerings made since 1905 when the first business courses were offered in the public secondary schools of Louisiana. Also included are new programs in data processing, as well as programs in distributive education and cooperative office education added since 1956, when the present study begins.

The two major extra-curricular activities that affect business education in Louisiana are the Future Business Leaders of America organization and the Distributive Education Clubs of America. Because these two extra-curricular activities of business education teachers have proved themselves a definite adjunct to classroom instruction in Louisiana schools, separate sections are included to describe these activities.

The information in this chapter was taken from state department bulletins, records from the Division of Vocational Business and Office Education, and principals' reports submitted to the Division of Curriculum and Secondary Education.

The Period Prior to World War II, 1905 to 1941

Prior to 1905, little had been done to develop a state course of study for the public secondary schools of Louisiana. According to Farrar, the only account before this time of a type of prescribed course of study was in 1896 when the State Board of Education approved an outline of subjects.²

Farrar says, however, "The records for the last few years indicate that little attention was paid to it."³

In 1908 the three courses in the high school program were literary, commercial, and agriculture.⁴ The purposes of the commercial and the agricultural curricula were to train students primarily for life's activities, while the literary course was designed to prepare students for college entrance.⁵ The objective of the commercial course was "training for a position in business."⁶

²Joe Farrar, "The Development of Public Secondary Education in Louisiana, 1876 to 1908" (unpublished Ed.D. dissertation, George Peabody College for Teachers, Nashville, 1939), p. 52, quoted in Minns Sledge Robertson, Public Education in Louisiana After 1898 (Baton Rouge, 1952), p. 57.

³Ibid., p. 89.

⁴Biennial Report of the State Superintendent of Public Education, 1898-1899 (Baton Rouge: The Advocate, Official Journal of the State of Louisiana, 1900), pp. 4-5.

⁵Robertson, p. 61.

⁶Ibid., p. 62.

A general lack of uniformity existed in the courses offered in each parish from 1908 until 1941.

The Period During World War II, 1941 to 1945

In 1941, a number of business education teachers, principals, supervisors, and superintendents attended district conferences for the purposes of discussing business education curricular problems and of making definite plans for the development of new course-of-study materials.

During the 1941-1942 session, as a result of these conferences, basic business courses were given greater recognition than they had been given prior to this time. A general business course had been taught in about 10 of the 457 public secondary schools in Louisiana before this time. But during the 1941-1942 session, approximately 200 of the 457 public secondary schools offered a course in general business.⁷ A course in buying and selling, available in some of the schools, also broadened the business education curriculum in Louisiana. In some small schools, prior to 1941, one teacher taught shorthand and typewriting in the same room at the same hour. During the 1941-1942 session, the teaching of many of these double classes in business education by the same teacher were eliminated.

By 1942, educators felt that because business skills and knowledges were essential to the well-being of every citizen, some business education courses in each school could be justified. This was not true, however, for vocational business education subjects. Many educators

⁷Bulletin No. 495, p. 98.

felt that vocational subjects were justified only in areas where students would have opportunities to enter business jobs.⁸

The war brought new emphasis to job-training courses as many boys and girls were needed for office jobs.

Because of a scarcity of typewriters and a shortage of teachers during the war years, a reduction in the enrollment in typewriting classes and the elimination of business subjects in some of the small schools was evidenced. Almost every public school sold to the government one or more typewriters during the war period.⁹ In spite of the loss of these machines, more typists were trained in 1943 than in any previous year.¹⁰

Table VI reveals the number of business subjects offered, the number of schools offering each subject, and the number of students enrolled in each subject for the 1942-1943 session. Typewriting, as will be seen throughout the period of study, lead the group with the greatest number of schools and students. Bookkeeping I was second in 166 schools, while the second year of bookkeeping was taught in only six schools. The second year of shorthand was not taught in any of the schools. Because many business teachers believed in the need for a basic understanding in the business world by all, the course in general business was emphasized during this period. Although in the past the vocational courses in typewriting, shorthand, and bookkeeping had maintained the greatest enrollments, general business gained second place

⁸ Ibid., p. 99.

⁹ Bulletin No. 518, p. 60.

¹⁰ Ibid.

in the 1941-1942 session with a greater number of students enrolled than in either bookkeeping or shorthand.

TABLE VI
BUSINESS SUBJECT OFFERINGS AND ENROLLMENTS
IN THE LOUISIANA PUBLIC HIGH SCHOOLS
FOR THE 1942-1943 SESSION

Subject	Number of Schools	Number of Students
Typewriting	224	9,727
Bookkeeping I	166	3,160
General Business	153	4,874
Shorthand	114	3,054
Clerical Practice	31	570
Buying and Selling	19	387
Business English	11	274
Business Law	9	158
Bookkeeping II	6	72
Business Arithmetic	5	143

Source: Ninety-Fourth Annual Report for the Session 1942-1943, State Department of Education, Bulletin No. 518 (Baton Rouge, 1944), p. 60.

Curriculum Guide, 1943

In August of 1943, Bulletin No. 491, Suggestive Curricular Guide in Business Education, was published and developed by a group of people interested in the improvement of business education. This bulletin was the most comprehensive guide on curriculum ever published for teachers and administrators in Louisiana. Suggestions were given for curriculum planning and for teaching the business subjects.

The objectives of business education during 1943, as stated in Suggestive Curricular Guide in Business Education, were "to train in those phases of business that concern every member of organized society, and to give specialized job training for those who will seek employment in business occupations."¹¹

The handbook discussed subject offerings, professional growth of teachers, business clubs, teacher planning, visual aids, and guidance. A section, devoted to each of the business subjects, provided teaching guide suggestions for each subject.

State-approved business education courses, suggested grade level, time requirement per day, periods per week, number of semesters, and credits to be earned were presented in the bulletin. Table VII shows part of the data from this listing -- subjects offered, grade level of each subject, number of semesters, and credits possible to earn in any given subject.

Even though the grade level or levels suggested were guides only, teachers were encouraged to follow the grade placements closely. The writers of this bulletin also recommended that general business, typewriting, and bookkeeping be taught in every school. Then the other courses could be offered in schools as determined by the need for them, the personnel available, and job opportunities available.

Although two separate curricula -- General and Stenographic -- were suggested in Bulletin No. 491, it was not recommended that one or the

¹¹ Suggestive Curricular Guide in Business Education, State Department of Education, Bulletin No. 491 (Baton Rouge, 1943), p. 11.

other be adopted in every school. Educators felt that the adoption of a curriculum should be based on needs, interests, and abilities of the students.

TABLE VII
BUSINESS EDUCATION SUBJECT OFFERINGS, GRADE LEVEL,
NUMBER OF SEMESTERS, AND CREDITS IN UNITS IN THE
LOUISIANA PUBLIC SECONDARY SCHOOLS, 1942-1943

Subject	Grade	Number of Semesters	Credit in Units
General Business	9	2	1
Typewriting	10-11	2	1
Shorthand I	10-11	2	1
Shorthand II	11	1 or 2	1/2 or 1
Bookkeeping	10-11	2	1
Buying and Selling Principles	10-11	2	1
Business Law	10-11	1 or 2	1/2 or 1
Business Arithmetic	10-11	1 or 2	1/2 or 1
Business English	11	1 or 2	1/2 or 1
Clerical Practice	11	1 or 2	1/2 or 1

Source: Suggestive Curricular Guide in Business Education, State Department of Education, Bulletin No. 491 (Baton Rouge, 1943), p. 16.

The only difference in the General and the Stenographic Curriculum was in the required subjects. Both the General and the Stenographic Curriculum required three subjects, general business, typewriting, and bookkeeping. The additional requirement in the Stenographic Curriculum was first-year shorthand and second-year shorthand and/or clerical practice.

During the same period that the bulletin was published, a group of teachers, along with the Supervisor of Business Education, developed some wartime teaching materials in the following areas: pre-induction training in Army clerical procedures, speed-up possibilities in the training of office workers, and wartime consumer business problems.¹²

The war continued to influence the development of the business education curriculum in the 1943-1944 school year. Because of the decrease in the number of typewriters available, a shortage of teachers, and a general drop in high school enrollment, a decrease of approximately 19 percent in the total number of students enrolled in all business subjects was evident.¹³

Table VIII lists business subject offerings, number of schools, and number of students enrolled in the 1943-1944 session in the Louisiana public secondary schools. The table shows an increase in enrollment over the previous session in only two subjects -- Business Arithmetic and Bookkeeping II. Enrollment in typewriting decreased by 2,000 students, or approximately 23 percent from the previous session of 1942-1943.

The addition of the twelfth grade to the public school system in Louisiana during the 1944-1945 session was a significant occurrence in the progress of Louisiana schools. The addition of another year necessitated many changes in the curriculum in all grades, from the first to the twelfth, as well as changes in personnel, equipment, and classroom space.

¹²Bulletin No. 518, p. 61.

¹³Ninety-Fifth Annual Report for the Session 1943-1944, State Department of Education, Bulletin No. 543 (Baton Rouge, 1944), p. 32.

TABLE VIII
 BUSINESS SUBJECT OFFERINGS AND ENROLLMENTS
 IN THE LOUISIANA PUBLIC HIGH SCHOOLS
 FOR THE 1943-1944 SESSION

Subject	Number of Schools	Number of Students
Typewriting	206	7,737
Bookkeeping I	150	2,550
General Business	121	3,494
Shorthand	116	2,947
Clerical Practice	32	561
Buying and Selling	7	89
Business English	7	145
Business Law	4	66
Business Arithmetic	10	334
Bookkeeping II	5	148

Source: Ninety-Fifth Annual Report for the
 Session 1943-1944, Bulletin No. 543 (Baton Rouge,
 1944), p. 33.

Table IX reveals business subject offerings, number of schools offering each subject, and enrollments in each subject in the public secondary schools of Louisiana for the 1944-1945 session. Slight gains in enrollments were reported in most business subjects.

During the 1944-1945 session, the greatest increase was reported in bookkeeping with the greatest decrease in shorthand. A slight decrease was also reported in general business. During 1944, a new course was devised in general business to be offered in the eighth grade as an elective in the 1945-1946 session. No credit then would be given any longer in high school for taking general business.¹⁴

¹⁴Bulletin No. 585, p. 28.

TABLE IX
 BUSINESS SUBJECT OFFERINGS AND ENROLLMENTS
 IN THE LOUISIANA PUBLIC HIGH SCHOOLS
 FOR THE 1944-1945 SESSION

Subject	Number of Schools	Number of Students
Typewriting	211	8,378
Shorthand I	112	2,680
Shorthand II	12	190
Bookkeeping	177	3,528
General Business	114	3,388
Buying and Selling	7	176
Clerical Practice	28	590
Business English	11	339
Business Law	6	83
Business Arithmetic	12	449

Source: Ninety-Sixth Annual Report for the Session 1944-1945, State Department of Education, Bulletin No. 585 (Baton Rouge, 1945), p. 28.

The Period After World War II, 1945 to 1950

In the 1945-1946 session, business teachers who had left the teaching field for better-paying non-teaching jobs, returned to the classroom in greater numbers than in any previous year. A possible reason might have been increased salary schedules, as well as changing business trends. However, the public schools still had to compete with business employment for teachers of business subjects.

Equipment continued to be scarce. Many schools were unable to take care of students' needs due to insufficient equipment, while others who planned to start new departments were unable to do so because typewriters were not delivered on time.

Table X shows the business subject offerings, number of schools, and enrollments in each business subject in the public secondary schools of Louisiana for the 1945-1946 session.

TABLE X
BUSINESS SUBJECT OFFERINGS AND ENROLLMENTS
IN THE LOUISIANA PUBLIC HIGH SCHOOLS
FOR THE 1945-1946 SESSION

Subject	Number of Schools	Number of Students
Typewriting	225	9,050
Shorthand I	115	2,751
Shorthand II	20	391
Bookkeeping	178	3,567
Buying and Selling	7	176
Clerical Practice	35	679
Business English	8	162
Business Law	3	51
Business Arithmetic	11	345

Source: Ninety-Seventh Annual Report for the Session 1945-1946, State Department of Education, Bulletin No. 605 (Baton Rouge, 1946), p. 33.

Because of a scarcity of jobs available, students began to see the need for more training in the business subjects. In the 1945-1946 session, enrollment in typewriting showed an increase. During this period, 14 more schools were offering typewriting. Of the 451 public secondary schools in Louisiana, 225, or approximately 50 percent, offered

typewriting, which was the largest number since the 1942-1943 school year.¹⁵

Table XI shows business subject offerings, number of schools, and enrollments in each subject in the public secondary schools of Louisiana for the 1946-1947 school year. The table indicates increases in enrollments in Shorthand I and II, Clerical Practice and Business Arithmetic, and decreases in Business Law, Business English, Buying and Selling, and Bookkeeping.

TABLE XI
BUSINESS SUBJECT OFFERINGS AND ENROLLMENTS
IN THE LOUISIANA PUBLIC HIGH SCHOOLS
FOR THE 1946-1947 SESSION

Subject	Number of Schools	Number of Students
Typewriting	225	9,298
Shorthand I	123	2,916
Shorthand II	27	479
Bookkeeping	165	3,425
Buying and Selling	6	170
Clerical Practice	38	748
Business English	9	200
Business Law	2	34
Business Arithmetic	15	382

Source: Ninety-Eighth Annual Report for the Session 1946-1947, State Department of Education, Bulletin No. 646 (Baton Rouge, 1947), p. 42.

¹⁵Ninety-Eighth Annual Report for the Session 1946-1947, State Department of Education, Bulletin No. 646 (Baton Rouge, 1947), p. 42.

Because more and more principals began to feel the need for general business again as a high school course, the course was reinstated the next session.¹⁶

Table XII reveals the number of schools offering each business subject and the number of students enrolled in each subject in the 1947-1948 session of the public secondary schools of Louisiana.

TABLE XII
BUSINESS SUBJECT OFFERINGS AND ENROLLMENTS
IN THE LOUISIANA PUBLIC HIGH SCHOOLS
FOR THE 1947-1948 SESSION

Subject	Number of Schools	Number of Students
Typewriting	215	7,146
Shorthand I	122	2,108
Shorthand II	18	232
Bookkeeping	178	3,315
Buying and Selling	3	63
Clerical Practice	47	975
Business English	9	250
Business Law	4	71
Business Arithmetic	6	256
General Business	41	765
Comptometer	1	10

Source: Ninety-Ninth Annual Report for the Session 1947-1948, State Department of Education, Bulletin No. 658 (Baton Rouge, 1949), p. 22.

¹⁶Ibid.

By the 1947-1948 session, enrollments in business subjects, as well as all high school subjects in Louisiana, again declined slightly particularly because of the transition to a twelve-grade system and the lack of students in one of the upper grades in high school. A decline was evident from the previous session in the number of schools offering Typewriting, Shorthand I and II, Buying and Selling, and Business Arithmetic. A slight increase occurred in the number of schools offering Bookkeeping, Clerical Practice, and Business Law.

Although general business was reinstated in the curriculum during the 1947-1948 session, schools did not include it because notice was given too late for a change to be made. As in the past, many typewriters ordered were still not available to supply the demand. Because of a scarcity of typewriters and other equipment, several new departments planning to open were unable to do so.

It was at this time that some educators asked that typewriting be taught at the tenth-grade level since few students were in the eleventh. The State Supervisor agreed because she felt students could use their typewriting skills in other courses throughout their high-school career. Also the age level of the students would be the same as the age level in the former eleven-grade system.

Few schools offered a second year in shorthand because of a lack of interest among the students. Another possible reason for not offering second-year shorthand might have been that with the variety of courses offered, students could not take every subject they wanted before graduation.

During the 1948-1949 session, with the addition of a full-time supervisor of business education, renewed interest was found in business

subjects. Table XIII lists the business subjects offered, and the number of students enrolled in each. Information was unavailable on the number of schools offering each.

TABLE XIII
BUSINESS SUBJECT OFFERINGS AND ENROLLMENTS
IN THE LOUISIANA PUBLIC HIGH SCHOOLS
FOR THE 1948-1949 SESSION

Subject	Number of Students
Typewriting	9,158
Bookkeeping	2,489
Shorthand	2,375
General Business	1,326
Commercial Geography	726
Office Practice	645
Business Law	85
Business Arithmetic	545
Business English	241
Other Courses	112

Source: One Hundred First Annual Report for the Session 1949-1950, State Department of Education. Bulletin No. 714 (Baton Rouge, 1951), p. 65.

Table XIII shows an enrollment increase in all business education subjects except bookkeeping, business English, and office practice.

During the 1948-1949 session, the business education curriculum was revised and expanded. A new course, Business Organization and Management, was added to the curriculum in a few schools, while many schools added a second year of bookkeeping to their programs.

Demonstration lessons in the teaching of typewriting skills were held for public secondary teachers. Summer workshops for business education teachers were planned and carried out at various colleges in the state. While special emphasis was placed on techniques for teaching shorthand, typewriting, and bookkeeping, the basic-business subjects were also included in the demonstration lessons and workshops. Emphasis was given to audio-visual equipment and use of it in the business education classroom.

Before 1949, some business education subjects had been included in the curriculum of every parish high school in the State except in Cameron Parish. During the 1949-1950 school year, two new business education departments in Cameron Parish were organized, bringing the total number of departments in high schools of the State to 346.¹⁷

Table XIV lists the business subjects offered in Louisiana and the number of students enrolled in these business subjects during the 1949-1950 school session. Increases were recorded in all subjects except in general business and commercial geography. Because of doubt among administrators as to the usefulness of general business in the high school curriculum, students were not encouraged to enroll in these courses.

¹⁷Bulletin No. 714, p. 65.

TABLE XIV
 BUSINESS SUBJECT OFFERINGS AND ENROLLMENTS
 IN THE LOUISIANA PUBLIC HIGH SCHOOLS
 FOR THE 1949-1950 SESSION

Subject	Number of Students
Typewriting	11,697
Bookkeeping	5,340
Shorthand	3,901
General Business	1,268
Commercial Geography	214
Office Practice	1,419
Business Law	213
Business Arithmetic	1,147
Business English	303
Other Courses	132

Source: One Hundred First Annual Report for the Session 1949-1950, State Department of Education, Bulletin No. 714 (Baton Rouge, 1951), p. 65.

The Period 1950 to 1956

Curriculum Guide Revised, 1950

In March, 1950, Bulletin No. 686, Handbook for Business Education Teachers, was published and distributed to business education teachers in Louisiana to replace Bulletin No. 491, the supply of which had been exhausted.¹⁸

The bulletin included such things as philosophy of business education, the training responsibilities of the high schools in business education, the teacher's responsibility in vocational guidance,

¹⁸Ibid., p. 66.

objectives of business education, teacher certification, and evaluation of student progress. Also chapters were included on each subject offering, its place in the curriculum, adopted textbooks, recommended teaching materials, and outcomes desired for each course.

The objectives and philosophy stated in Bulletin No. 686 were essentially the same as in the earlier bulletin, Suggestive Curricular Guide in Business Education. Two types of business education were mentioned in the objectives of 1950.

The presently accepted objectives of high-school business education, stated briefly, are: to give general business training in the phases of business education which concern every member of society and to give specialized job training for those who wish to seek employment in business occupations.¹⁹

Louisiana had begun to recognize its responsibility in general business training. The number of subjects offered in a school were to be determined by the size of the school, available materials and equipment, and job opportunities of the students. The administrators and teachers who revised the handbook for business teachers recommended that all departments should teach general business, business English, typewriting, and bookkeeping before considering other business subjects.²⁰ With the exception of business English, these same subjects were recommended in the earlier bulletin to be included in every school.

The handbook published in 1950 also presented a chart of subject offerings approved by the State, as well as the suggested grade level,

¹⁹Handbook for Teachers of Business Education, State Department of Education, Bulletin No. 686 (Baton Rouge, January, 1950), p. 3.

²⁰Ibid., p. 7.

number of semesters, and credits in units. Table XV presents this information.

TABLE XV
BUSINESS EDUCATION SUBJECT OFFERINGS, GRADE LEVEL,
NUMBER OF SEMESTERS, AND CREDITS IN UNITS IN THE
LOUISIANA PUBLIC SECONDARY SCHOOLS, 1950-1951

Subject	Grade	Number of Semesters	Credit in Units
General Business	9	2	1
Business English	12	1 or 2	1/2 or 1
Typewriting	10-11-12	2	1
Bookkeeping	11-12	2	1
Shorthand I	11-12	2	1
Shorthand II	12	2	1
Business Arithmetic	10-11-12	1 or 2	1/2 or 1
Clerical Practice	12	1 or 2	1/2 or 1
Buying and Selling	11-12	2	1
Commercial Geography	10-11	1 or 2	1/2 or 1
Business Law	12	1	1/2
Business Economics	12	1	1/2

Source: Handbook for Teachers of Business Education, State Department of Education, Bulletin No. 686 (Baton Rouge, January, 1950), p. 3.

Commercial geography and business economics were an addition to the courses included in the first bulletin. The only other change was a modification in the grade level because of the addition of the twelfth grade.

Although Bookkeeping II had been included in some schools prior to 1950, it had never been approved in the state course of study. On

April 14, 1950, the State Board of Education passed a resolution permitting the addition of a second year of bookkeeping to the high school programs where there was a demand for it.²¹

There was also a growing demand during this time from many business teachers to include courses in office machines and business organization and management in the curriculum.

By the 1951-1952 session, expansion had been made in both curriculum development and methods of instruction. Business education subject offerings included General Business, Typewriting, Bookkeeping I and II, Shorthand I and II, Business English, Business Arithmetic, Clerical Practice, Commercial Geography, Business Economics, Business Law, and Buying and Selling; also included were Office Machines, Business Principles, and Organization and Management, subjects earlier requested by a number of business teachers.²² During the 1952-1953 and the 1953-1954 sessions, course offerings remained essentially the same.²³ Figures were not available, however, for enrollments in each of the business subjects for the 1951, 1952, and 1953 sessions.

In the 1954-1955 school year, the business education offerings included the same subjects as those in the prior session. Included were General Business, Typewriting, Bookkeeping I and II, Shorthand I and II, Business English, Business Arithmetic, Clerical Practice, Commercial Geography, Business Economics, Business Law, Buying and Selling, Office

²¹Ibid., p. 6.

²²Bulletin No. 758, p. 60.

²³Bulletin No. 804, p. 76.

Machines, Business Organization and Management. To these, Cooperative Office Education was added, while Business Principles was deleted.

Each year since 1948 there has been an increase in the number of courses offered in the curriculum and a seemingly continued closer relationship between business and business education through the Cooperative Office Education program. This program makes it possible for business education students to attend school a half day and work in actual business offices for the other half day.

Table XVI lists the enrollments for the 1954-1955 session in business education courses. Included in this table are eighty students enrolled in Cooperative Office Education.

Increases in all courses are seen over the 1949-1950 session, the last previous available figures, except for a slight decrease in business law and the omission of commercial geography from the listing.

In the 1955-1956 session, two new classes in Cooperative Office Education were initiated, making a total of three classes. According to State Department officials, these classes proved very satisfactory and received support and cooperation from most businessmen in the community.

The offerings in business education remained about the same except that the course in business organization was again included in the curriculum in 1956.

TABLE XVI
 BUSINESS SUBJECT OFFERINGS AND ENROLLMENTS
 IN THE LOUISIANA PUBLIC HIGH SCHOOLS
 FOR THE 1954-1955 SESSION

Subject	Number of Students
Typewriting	16,956
Bookkeeping	7,443
Shorthand	5,905
General Business	2,201
Office Practice	2,079
Business Law	141
Business Arithmetic	1,598
Business English	447
Cooperative Office Education	80
Other Courses	332

Source: One Hundred Sixth Annual Report for the Session 1954-1955, State Department of Education, Bulletin No. 820 (Baton Rouge, 1955), p. 60.

The Period 1956 to 1968

After 1955, statistics for business education enrollments were no longer listed in State Department bulletins. Table XVII, therefore, was compiled from information found in the records of the Division of Vocational Business and Office Education. The table includes business subject offerings and enrollments in these subjects for 1955-1956, 1956-1957, 1958-1959, and 1959-1960. Information for the 1957-1958 session was not available.

The information available in Table XVII included enrollments in private and parochial schools, as well as public secondary schools, which makes comparison with prior data impractical. The purpose of the

TABLE XVII

BUSINESS SUBJECT OFFERINGS AND ENROLLMENTS IN THE LOUISIANA PUBLIC, PRIVATE,
AND PAROCHIAL HIGH SCHOOLS, 1955, 1956, 1958, 1959 SESSIONS

Subject	Number of Students			
	1955-1956	1956-1957	1958-1959	1959-1960
Typewriting	18,895	23,052	24,611	26,606
General Business	2,839	5,315	5,411	5,146
Business English	862	1,854	1,606	1,687
Bookkeeping I	7,489	8,868	9,538	9,775
Bookkeeping II	193	172	122	220
Shorthand I	5,555	5,943	5,691	6,038
Shorthand II	902	1,079	869	840
Business Arithmetic	2,896	4,324	5,164	5,001
Clerical Practice	2,143	3,027	3,535	3,555
Buying and Selling	60	72	649	530
Business Law	210	344	303	263
Commercial Geography	735	770	932	965
Office Machines	44	77	55	112
Business Economics	0	0	155	154
Cooperative Office Education	74	103	126	143
Business Principles	0	196	287	327

Source: Compiled from the records of the Division of Vocational Business and Office Education.

table is to show how enrollments decreased or increased from 1955 to 1960. Although decreases and increases may not occur at the same rate in public, private, or parochial schools, the chart should give some indication of the rate of growth in the public secondary schools during this period.

From 1956 to 1960, enrollments increased in the majority of business subjects. Shorthand II is the only subject that had a constant decrease after 1957 which might have been due to the fact that with the great variety of courses offered, the second-year course had to be eliminated from the students' programs. In the 1958-1959 session, Business Economics was added to the curriculum, while in 1956 Business Principles was included.

Curriculum Guide Revised, 1961

In 1961, a third curricular guide was prepared by the Supervisor of Business Education and her assistant for business education teachers in Louisiana. Included in this manual were suggestions for teaching business education subjects and establishing new departments. A listing of available films was given along with objectives of business education. In addition, an outline of each business education course was given showing objectives, grade level, state-adopted textbooks to be used, and desirable outcomes. The objectives of business education are stated in the introduction to this bulletin:

The high school business education program makes provisions: for individuals to develop economic literacy, for those interested to develop vocational competency, and for college-bound individuals to meet college entrance requirements.

Business Education is concerned with two major aspects of the education of an individual: A. The knowledge, attitudes, and nonvocational skills needed by all persons to be effective in their personal economics and in their understanding of our economic system. B. The vocational knowledge and skills needed for initial employment and for advancement in business careers.²⁴

Even though the objectives are worded differently, the meanings are essentially the same as those found in previous suggestive curricular guides. Table XVIII gives information included in the third curricular guide for business education on subject offerings, grade level, number of semesters, and credits allowed. The chart is essentially the same as in the first two bulletins except for some additional courses added and one deleted. Business Organization and Administration, Business Machines, Bookkeeping II, and Office Education were added to the latest list of offerings while Commercial Geography was omitted.

Table XIX was compiled from the records of the Division of Vocational Business and Office Education. The table shows enrollments in business education subjects in the public secondary schools from 1963 to 1968.

The same courses were being offered as in the 1950's and the 1960's -- Typewriting, General Business, Business English, Bookkeeping I and II, Shorthand I and II, Business Arithmetic, Clerical Practice, Buying and Selling, Business Law, Office Machines, Business Economics, Cooperative Office Education -- except that the course in Data Processing, with 489 students, was added in the session 1967-1968, and Commercial Geography and Business Principles had been dropped from the list of offerings.

²⁴Business Education in Louisiana, State Department of Education (Baton Rouge, 1961), p. 1.

TABLE XVIII
 BUSINESS EDUCATION SUBJECT OFFERINGS, GRADE LEVEL,
 NUMBER OF SEMESTERS, AND CREDITS IN UNITS IN THE
 LOUISIANA PUBLIC SECONDARY SCHOOLS, 1960-1961

Subject	Grade	Number of Semesters	Credit in Units
General Business	9-10	2	1
Business English	12	1 or 2	1/2 or 1
Typewriting	10-11-12	2	1
Bookkeeping I	11-12	2	1
Bookkeeping II	12	2	1
Shorthand I	11-12	2	1
Shorthand II	12	2	1
Business Arithmetic	10-11-12	1 or 2	1/2 or 1
Clerical Practice	12	1 or 2	1/2 or 1
Buying and Selling	11-12	2	1
Business Law	12	1	1/2
Business Economics	12	1	1/2
Business Organization and Administration	12	2	1
Business Machines	12	1	1/2
Office Education*	12	2	2

Source: Business Education in Louisiana, State Department of Education (Baton Rouge, 1961), p. 3.

*90-minute classroom activities; 15 hours a week actual office experience.

TABLE XIX

BUSINESS SUBJECT OFFERINGS AND ENROLLMENTS IN THE LOUISIANA
PUBLIC SECONDARY SCHOOLS, 1963-1968

Subject	Number of Students				
	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968
Typewriting	27,542	34,703	35,694	39,551	43,475
General Business	6,357	7,469	8,088	9,321	10,058
Business English	1,340	2,243	1,523	2,747	2,104
Bookkeeping I	11,274	13,123	13,518	13,509	13,589
Bookkeeping II	233	745	449	661	511
Shorthand I	6,129	7,134	7,533	7,248	7,501
Shorthand II	824	860	1,054	989	1,022
Business Arithmetic	*	*	4,719	5,766	4,587
Clerical Practice	2,899	4,823	4,821	5,021	5,128
Buying and Selling	20	9	23	75	0
Business Law	285	583	501	493	667
Commercial Geography	*	*	*	*	*
Office Machines	102	194	224	361	418
Business Economics	130	196	457	315	354
Cooperative Office Education	171	313	347	536	634
Business Principles	*	*	*	*	*
Data Processing	*	*	*	*	489

Source: Compiled from the records of the Division of Vocational Business and Office Education.

* Courses not offered during these sessions.

Although some of the courses, such as Bookkeeping II, Shorthand II, and Business Arithmetic, had both drops and increases in enrollment, these variations did not seem significant. More students were enrolling in Cooperative Office Education, and they were not able to take as many subjects as they could formerly.

Curriculum Guide Revised, 1966

Because of the various subject offerings added since the publication of the 1961 curricular guide, a revised handbook was published in 1966. The bulletin was entitled Business and Office Education Handbook and was the last one published for business education teachers during the period of this study, 1956-1968. It was designed "to serve as a guide to teachers, administrators, boards of education and others interested in developing strong and meaningful programs in business education."²⁵

The major portion of the handbook contained descriptions of course content, objectives, test and evaluation techniques, and teaching suggestions. At least one sample unit and one sample daily lesson plan was included as a guide for teaching each business subject.

Five general objectives were given in the handbook for business education to be used as guides for teachers and school administrators.

1. To provide for all students exploratory opportunities and introductory information relating to business.

²⁵Business and Office Education Handbook, State Department of Education, Bulletin No. 1080 (Baton Rouge, 1966-1967), p. ii.

2. To assist students to develop the ability to choose discriminately and to use wisely all goods and services which business has to offer.

3. To develop an understanding and appreciation into the functioning of our economic system,

4. To enable students to acquire knowledges and skills in business subjects for personal use.

5. To prepare students for initial employment and to provide a background for future achievements in a business occupation.²⁶

In the handbook published in 1966, a chart of subject offerings showed essentially the same offerings as the curricular guide published in 1961, with the addition of a second year of typewriting. Table XX, which lists the subject offerings, grade level, number of semesters, and credits, shows that Buying and Selling was omitted as well as Business Organization and Administration; however, Business Principles was included. It is possible that these courses are the same but with different titles. In the Cooperative Office Education program, the amount of time to be spent in the classroom was changed from 90 minutes to 60 minutes with 15 hours a week of actual office practice.

In the session 1968-1969, the last period of the present study, enrollments in the majority of the business subjects still showed an increase. Table XXI gives the information concerning registrants in vocational and business office education subjects for this session.

Although Shorthand I decreased by approximately 200 students, enrollments in Shorthand II remained about the same. Bookkeeping II

²⁶Ibid., pp. 2-3.

TABLE XX
 BUSINESS EDUCATION SUBJECT OFFERINGS, GRADE LEVEL,
 NUMBER OF SEMESTERS, AND CREDITS IN UNITS IN THE
 LOUISIANA PUBLIC SECONDARY SCHOOLS, 1966-1967

Subject	Grade	Number of Semesters	Credit in Units
General Business	9-10	2	1
Business English	12	1 or 2	1/2 or 1
Typewriting I	10-11-12	2	1
Typewriting II	11-12	2	1
Bookkeeping I	11-12	2	1
Bookkeeping II	12	2	1
Shorthand I	11-12	2	1
Shorthand II	12	2	1
Business Arithmetic	10-11-12	1 or 2	1/2 or 1
Clerical Office Practice	12	1 or 2	1/2 or 1
Business Law	12	1	1/2
Business Economics	12	1	1/2
Business Machines	12	1	1/2
Cooperative Office Education*	12	2	2
Business Principles	12	2	1

Source: Business and Office Education Handbook, Bulletin No. 1080 (Baton Rouge, 1966-1967), p. 6.

* 60-minute or more class period per day and 15 hours a week in actual office practice.

TABLE XXI
 BUSINESS SUBJECT OFFERINGS AND ENROLLMENTS
 IN THE LOUISIANA PUBLIC HIGH SCHOOLS
 FOR THE 1968-1969 SESSION

Subject	Number of Students
Typewriting I	42,939
Typewriting II	4,992
Shorthand I	7,319
Shorthand II	1,025
Bookkeeping I	14,222
Bookkeeping II	455
Clerical Office Practice	6,027
Data Processing	502
Business Math	4,686
General Business	10,759
Business English	2,097
Cooperative Office Education	917
Business Economics	354
Office Machines	626
Business Law	668
Business Principles	24

Source: Compiled from the records of the Division of Vocational Business and Office Education.

showed a decrease, as it had since the 1966-1967 session. A course in business principles was again added to the subject offerings with an enrollment of 24. This was the first time Business Principles had been offered since 1960.

Since 1956, when the present study began, programs in distributive education, cooperative office education, and data processing have considerably affected the curriculum. Also extra-curricular activities, such as Future Business Leaders of America organizations and Distributive Education Clubs of America, have proved their significance as aids to classroom instruction. These programs and activities will be described separately in the following pages of this study.

Distributive Education

Distributive Education today is a training program which prepares persons for careers in the retail, wholesale, and service fields.

Distributive Education received its start from a series of Federal acts which made funds available for vocational education. These acts continue to play a large role in the operation of distributive education programs. Even though various acts came before 1936, it was not until the George-Deen Act of 1936, that distributive occupations were included in the Federal program. This act provided funds for teachers, supervisors, and directors of, and for teacher-training in, distributive subjects.²⁷ The George-Barden Act of 1946 increased the funds for distributive education.

²⁷ S. J. Wanous, "A Chronology of Business Education in the United States," Business Education Forum, Centennial Issue (Washington, D. C., 1957), p. 58.

The Vocational Education Act of 1963 was designed to assist states in the improvement and extension of existing vocational programs, and distributive education was included in these funds.

The high school distributive education program in Louisiana began in the 1940-1941 session when two cooperative part-time programs were initiated in Shreveport. During the 1941-1942 school year, three programs were added to the two existing programs -- one each in high schools in Monroe, Lafayette, and New Orleans. Through these programs, high school students secured vocational training in preparation for a career in distribution, as well as a high-school diploma.

An increase in enrollment in distributive education classes was seen in 1942 despite problems resulting from the war, such as excessive labor turnover, shortages of manpower, shortages of supplies, and regulations on business. Seven cooperative part-time training programs were conducted in the following high schools: Istrouma High, Baton Rouge High, Ponchatoula High, Lafayette High, L. E. Rabouin Vocational School, Byrd High, and Ouachita Parish High.²⁸ Students in these programs attended school a half day and worked in a business establishment the other half day.

Through part-time school and part-time work, the students helped in relieving manpower shortages and at the same time began their careers in retailing.²⁹

During the 1943-1944 session, five new cooperative programs were added in New Orleans. The shortage of teachers prevented other

²⁸Bulletin No. 518, p. 62.

²⁹Ibid.

cooperative programs from starting and turnover of teaching personnel hindered growth of the work. However, in 1944 three new schools added programs. One school did drop its program because of lack of a qualified teacher.

By 1946 there was a slight decrease in enrollments in distributive education in Louisiana. One other program was discontinued because of lack of a qualified teacher. Lack of teaching personnel handicapped the development of distributive education in this year.³⁰

Again in 1947 another program was discontinued; however, an increase in enrollment in distributive education was still recorded.

In the 1948-1949 session, through a reorganization of the State Department, a Division of Vocational Education, with a director in charge, was set up. A state supervisor of distributive education was appointed, conferences were held, and new programs were organized.

Enrollments increased again in the 1949-1950 session. Two new programs in distributive education were started. In the 1950-1951 session, Covington High School began an experiment in which a teacher coordinator conducted one training program for those who chose careers in retail, wholesale, and service occupations and one program for those students who chose careers in office work. This small beginning opened the way for similar programs in the smaller schools which could not afford a full-time program in either Distributive Education or Cooperative Office Education.³¹

³⁰Bulletin No. 646, p. 50.

³¹Bulletin No. 736, p. 88.

Employment in the field of distributive education in Louisiana has been increasing rapidly since 1900. Almost 22 percent of the total labor force in Louisiana in 1950 were employed in the distributive occupations of wholesale and retail trade, finance, insurance, and real estate.³² Because of this great demand in distributive occupations in Louisiana, enrollments in high school distributive education programs increased the next few years despite shortages of funds and lack of qualified teachers.

Table XXII reveals information on enrollments in the distributive education program in Louisiana since 1940. Included in the table are figures showing the number of schools, teachers, and students in Distributive Education. The figures were taken from the annual reports of principals submitted to the State Department of Education and from the State Department bulletins.

In some schools, two distributive education coordinators were employed, while in a few others, three coordinators worked in one school. Orleans Parish also employs a full-time supervisor of distributive education in addition to coordinators.³³

According to Table XXII, from the session of 1940-1941, when the first program in distributive education began, to the session of 1968-1969, the number of students in distributive education increased from 24 to 3,045; the number of teachers reached 80; and the number of schools increased from 2 to 80. In one year from the 1967-1968 session

³²One Hundred Sixth Annual Report for the Session 1954-1955, State Department of Education (Baton Rouge, 1955), p. 177.

³³One Hundred Eighth Annual Report for the Session 1956-1957, State Department of Education, Bulletin No. 850 (Baton Rouge, 1957), p. 72.

TABLE XXII
STUDENT ENROLLMENT, TEACHERS, AND SCHOOLS IN
DISTRIBUTIVE EDUCATION, LOUISIANA PUBLIC
SECONDARY SCHOOLS, 1940-1968

Year	Number of Schools	Number of Teachers	Number of Students
1940-1941	2	*	24
1941-1942	5	*	92
1942-1943	7	*	143
1943-1944	12	*	271
1944-1945	13	*	302
1945-1946	13	*	358
1946-1947	12	*	300
1947-1948	10	11	269
1948-1949	15	16	460
1949-1950	16	18	500
1950-1951	18	20	580
1951-1952	18	20	611
1952-1953	18	20	666
1953-1954	18	22	686
1954-1955	18	22	732
1955-1956	20	25	813
1956-1957	22	27	863
1957-1958	21	27	925
1958-1959	20	26	845
1959-1960	20	26	855
1960-1961	21	27	906
1961-1962	23	28	946
1962-1963	23	28	911
1963-1964	24	29	824
1964-1965	35	42	1,489
1965-1966	35	40	1,525
1966-1967	47	54	1,550
1967-1968	56	53	1,948
1968-1969	80	80	3,045

Source: Compiled from annual principals' reports and State Department bulletins, State Department of Education.

* Figures not available.

to the 1968-1969 session, enrollments in distributive education increased by approximately 56 percent, while the increase in the number of coordinators was also more than 50 percent. The decreases shown in number of students and teachers were possibly the result of lack of funds and lack of qualified personnel to take care of the demand.

By the 1968-1969 session, the last year covered by this study, distributive education programs were being conducted in 80 high schools in Louisiana with a total of 3,045 students. With this magnitude of students in the field of distribution, the necessity for attainment of the goals of distributive education in Louisiana is recognized. The goals as listed in the handbook for distributive education in Louisiana in 1968 were stated as follows:

1. To raise the occupational efficiency of distributive workers through planned vocational training.
2. To increase the skill, technical knowledge, occupational information, understanding, appreciation, and judgment of both management and employees.
3. To prepare workers in one phase of distribution to transfer to another distributive occupation or to move to a higher position in their field.³⁴

Cooperative Office Education

Cooperative Office Education in Louisiana is a program which is designed to bridge the gap between the theory taught in the classroom and actual performance on the job. A half-day is spent in the classroom and the other half usually in an actual work situation as a teaching-learning device. The program is similar to the distributive

³⁴Coordinator's Handbook for Distributive Education in Louisiana (Baton Rouge, 1967), p. 3.

education program already described except that students work in offices rather than in retail and wholesale establishments.

Various terms used to describe cooperative office education are work-experience programs, office occupations, and cooperative office education. Cooperative office education is the term used in this discussion.

Office education programs in Louisiana are designed to meet the need expressed by the National Education Policies Commission:

All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledges of their occupations.³⁵

According to Mason and Haines, the cooperative plan of vocational instruction uses the work situation as a "school laboratory" in which competencies in work areas are developed through supervised work experiences while related instruction is given to the students in school.³⁶

As early as 1940, Louisiana business education teachers were urged by the State Supervisor of Business Education to develop cooperative part-time training programs in office occupations.³⁷ At least one part-time program was successfully carried on in a high school in

³⁵ Charles A. Prosser and Thomas H. Quigley, Vocational Education in a Democracy (Chicago: American Technological Society, 1949), p. 283, quoted in Ralph E. Mason and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum (Danville, Illinois, 1965), p. 36.

³⁶ Ralph E. Mason and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum (Danville, Illinois, 1965), p. 93.

³⁷ Suggestive Consideration for Wartime Business Education, Circular No. 1757 (Baton Rouge, May, 1942), p. 3.

Covington in the 1940-1941 school session. Others were reported but disappeared during the war years because of lack of qualified personnel.

The first full-time cooperative office education program was at Bolton High School in 1951. From 1951 to 1964, five parishes in Louisiana developed cooperative office education programs in eleven schools.

The cooperative office education programs in the public secondary schools in Louisiana during this period operated solely on state funds. Unlike the programs in cooperative distributive education and industrial education, the cooperative office education programs were not eligible for reimbursement under provisions of Federal vocational education acts. It was not until the national Vocational Education Act of 1963 that programs were reimbursed by the Federal government. The Vocational Education Act of 1963 contained provisions for use of Federal vocational funds for office occupations.³⁸ The purpose of the Act of 1963 was to encourage public schools to improve, strengthen, and expand their educational programs which are designed to fit individuals for positions in desired occupations.³⁹

Table XXIII reveals the programs in existence in the Louisiana public secondary schools before distribution of funds from the Vocational Education Act of 1963. Eleven schools in five parishes operated programs in cooperative office education from 1951 to 1964 without reimbursement from Federal funds.

³⁸Mason and Haines, p. 107.

³⁹Ibid., p. 509.

TABLE XXIII

COOPERATIVE OFFICE EDUCATION PROGRAMS
IN THE LOUISIANA PUBLIC SECONDARY
SCHOOLS, 1951-1964

School	Year
Bolton	1951
Rabouin	1952
Fortier	1955
Nicholls	1955
Istrouma	1955
Ouachita	1959
West Monroe	1960
McDonogh	1963
Martin Behrman	1964
Cohen	1964
Landry	1964

Source: Coordinator's Handbook
Cooperative Office Education, Bulletin
No. 1143 (Baton Rouge, 1969), p. 84.

Seven more schools initiated programs in cooperative office education in 1965 when schools in Louisiana began to obtain reimbursement of funds from the Vocational Education Act of 1963.

Table XXIV lists the schools which were organized after distribution of funds from the Vocational Education Act of 1963.

Table XXV shows the growth in number of parishes, number of schools, and number of students enrolled in the cooperative office education programs in Louisiana since 1951.

By 1968, the last year considered in this study, cooperative office education programs were conducted in 60 public secondary schools in Louisiana, while the number of students enrolled in the programs reached 890.

TABLE XXIV

COOPERATIVE OFFICE EDUCATION PROGRAMS IN THE LOUISIANA
PUBLIC SECONDARY SCHOOLS, 1965-1968

1965	1966	1967	1968
East Jefferson	Assumption	Byrd	Oakdale
Fairpark	Bogalusa	B. T. Washington	Donaldsonville
Ferriday	Central Lafourche	Baker	East Ascension
Riverdale	Covington	Jackson	Lowery
Thibodaux	Denham Springs	Jonesboro-Hodge	Deridder
Vidalia	Franklinton	Lincoln	Baton Rouge
West Jefferson	Hammond	John Martyn	Broadmoor
	Andrew Jackson	G. W. Carver	Glen Oaks
	LaGrange	Kennedy	Bastrop
	Mandeville	Eunice	Delhi
	Natchitoches	Opelousas	Rayville
	Northside	South Terrebonne	P. G. T. Beauregard
	Port Allen	Terrebonne	Destrehan
	Slidell		Ponchatoula
	South Lafourche		Leesville
	Warren Easton		

Source: Compiled from information in Coordinator's Handbook Cooperative Office Education.

TABLE XXV

GROWTH IN COOPERATIVE OFFICE EDUCATION, LOUISIANA PUBLIC
SECONDARY SCHOOLS, SESSION 1951-1952 TO
SESSION 1968-1969

Year	Number of Parishes	Number of Schools	Number of Students
1951-1952	1	1	*
1952-1953	2	2	*
1953-1954	2	2	*
1954-1955	2	2	*
1955-1956	3	5	*
1956-1957	3	5	*
1957-1958	3	5	*
1958-1959	3	5	*
1959-1960	4	6	*
1960-1961	4	7	*
1961-1962	4	7	*
1962-1963	4	7	*
1963-1964	5	11	*
1964-1965	5	12	346
1965-1966	9	19	347
1966-1967	19	34	536
1967-1968	22	45	634
1968-1969	28	60	890

Source: Compiled from files of the Division of Vocational Business and Office Education.

* Figures not available.

In the cooperative office education programs in Louisiana, an average of fifteen hours per week is spent in each school by the students participating in the program. The number of hours spent on-the-job training plus the hours in class must not exceed forty hours per week. The student is supervised in his work by the employer and visits are made by the coordinator to evaluate what he is doing.

In 1966-1967, Bulletin No. 1080, Business and Office Education Handbook, suggested that six units of work be taught in the related class in the public secondary schools of Louisiana. Included in these units were topics covering grooming and personality development, typewriting, filing, office machines, and preparation for general office routine. Although these topics were suggested, the writers of the handbook recommended a course outline planned around the student's vocational objective or his future career in office occupations as well as his success in the immediate work station.

Organizing the instruction for the related class is one of the most important and time-consuming responsibilities which the teacher-coordinator must perform. Since the purpose of the related class is to give the student instruction corresponding to his training station or career objective, no one textbook is used. Because of the variety of teaching units needed, each teacher-coordinator must develop applicable instructional units. The results of a survey made in the Spring of 1968 showed the following units of work were used by various coordinators in the related class during the 1967-1968 school year.

- Typewriting Review and Production
- Office Machines, Computing, Duplication, Machine Transcription, and Key Punch Operation
- Human Relations and Public Relations in the Office
- Indexing and Filing Practices
- Secretarial Procedures and Practices
- Oral Communication and Business Correspondence Skills
- Hospital Practices, Procedures, and Records (Specialized)
- Job Orientation
- Personal Development
- Receptionist and Telephone Training
- Office Communication and Basic Language Skills
- Payroll Records and Procedures
- Introduction to Data Processing
- Banking Procedures and Practices
- Business Mathematics Review
- Business Principles and Management

Civil Service
 Term Paper
 Income Tax
 Job Analysis for Students
 Securing, Holding, and Advancing in a Position⁴⁰

The Coordinator

The selection by the school administration of a coordinator is significant because the success of the program depends on the successful public relations done by this person. The coordinator deals with many people -- other teachers, students, parents, school administrators, businessmen, and the general public.

Cooperative office education coordinators in Louisiana are employed on a ten-month basis. The coordinator must have certain qualities which will earn the confidence of the people with whom he works. Some of these are self-confidence, pleasing personality and appearance, competence and efficiency, and a great interest in school, business, and community activities.⁴¹ The coordinator must be a certified Louisiana business education teacher, and some successful experience in teaching business subjects is desirable. He must have had a minimum of 1,500 hours of successful office experience, so that he is skilled in making direct contact with the business world.

Reimbursed Programs

Funds appropriated by the Federal and state governments to support the programs in vocational education must be used in accordance with

⁴⁰ Coordinator's Handbook Cooperative Office Education, Bulletin No. 1143 (Baton Rouge, 1969), p. 43.

⁴¹ Ibid.

the Louisiana State Plan for Vocational Education, a plan approved by the State Board of Education and the United States Office of Education. Local schools in Louisiana are not reimbursed unless they comply with the following minimum standards for reimbursement:

1. The teacher must hold a valid Louisiana teacher's certificate in business education and must have a minimum of 1,500 hours of employment in business and/or office occupations.

2. Suitable classrooms, equipment, materials of instruction and visual aids for instruction in the vocational area should be provided by the local parish or city school board.

3. The coordinator must spend full time in the vocational area. If the school is small, any time spent by the coordinator in teaching outside business will be prorated in the reimbursement formula.

4. The teacher of vocational education must prepare necessary reports subject to the approval of the high school principal and the superintendent.⁴²

The number of cooperative office education coordinators in the 1968-1969 school year in Louisiana grew to sixty. The number of parishes offering Cooperative Office Education programs had increased to twenty-eight. Table XXVI shows the parishes in Louisiana offering cooperative office education programs, the number of schools, and the number of coordinators in each school for the session 1968-1969, the last period covered by this study. The table reveals that only one teacher is employed as coordinator in each school in the parish to operate the cooperative office education program. In the distributive education

⁴² Ibid., p. 75.

TABLE XXVI
 PARISHES, NUMBER OF SCHOOLS AND NUMBER OF TEACHERS
 OFFERING COOPERATIVE OFFICE EDUCATION PROGRAMS,
 LOUISIANA PUBLIC SECONDARY SCHOOLS, 1968-1969

Parish	Number of Schools	Number of Teachers
Allen	1	1
Ascension	3	3
Beauregard	1	1
Caddo	3	3
Calcasieu	1	1
Concordia	2	2
East Baton Rouge	5	5
East Feliciana	1	1
Jackson	1	1
Jefferson	5	5
Lafayette	1	1
Lafourche	3	3
Livingston	1	1
Morehouse	1	1
Natchitoches	1	1
Orleans	10	10
Ouachita	2	2
Rapides	1	1
Richland	2	2
St. Bernard	2	2
St. Charles	1	1
St. Landry	2	2
St. Tammany	3	3
Tangipahoa	2	2
Terrebonne	2	2
Vernon	1	1
West Baton Rouge	1	1
City of Bogalusa	1	1

Source: Compiled from the records of the Division of Vocational Business and Office Education.

program described earlier, it was found that two or even three coordinators were employed in some schools.

Data Processing

Data processing as a course in the secondary schools of Louisiana has been in existence only since 1967. The program is designed for eleventh-grade students who have selected business for their major area of concentration in vocational training. The course of study may include basic business skills such as shorthand, bookkeeping, business machines, and typewriting which would provide the foundation for training in the cooperative office education program in the twelfth grade. This type of training is planned to help integrate theory with actual office experiences, to promote better human relations, and to generate an understanding of cooperation with society.⁴³ Topics are designed to give the student an understanding of the principles of business operations, experience with techniques and methods of handling business data, and competence in the application of data processing systems.

The New Orleans Public School System was the first to open data processing centers. In September of 1967, two centers were organized at John McDonogh Senior High School and at Alcee Fortier Senior High School. These two centers are attempting to prepare selected twelfth-grade students to attain marketable skills in keypunch; sorting and accounting machine operations; control panel wiring; and basic unit record

⁴³Suggested Outline for Data Processing Teachers, 1968-1969, mimeographed.

systems design concepts,⁴⁴ Each center was equipped with eight key-punch machines, one sorter, and one 402 accounting machine.

In 1967, the year the centers were organized, McDonogh and Fortier Schools enrolled fifty-two students in the data processing course from public senior high schools throughout New Orleans. The course met three hours daily for two semesters and offered three units of credit.

At Warren Easton Senior High School in New Orleans, a one-semester course in punch card data processing was offered in 1968 on a pilot basis. Two simulated pilot programs were initiated during the 1968-1969 school year at Rabouin High School in Orleans Parish. The only requirements were that students be juniors in order to enter the simulated program. Thirty-four students were enrolled at the beginning of the year with twenty-six completing the training.⁴⁵

Programmed, rotation, and battery methods of teaching were used in the new simulated pilot programs at Rabouin. Units of study for block time of three hours per day were developed by the teachers at Rabouin High School.

Eighteen of the twenty-six students enrolled in the simulated program at Rabouin planned to participate in cooperative office education programs in the 1969 school year.⁴⁶

Sixteen pilot programs were offered in Louisiana during 1968 as one-semester courses in the basics of data processing with credit of

⁴⁴Letter in the files of the Division of Vocational Business and Office Education received from Mary J. Madden, New Orleans Public Schools, January 30, 1968.

⁴⁵Information taken from the files of the Division of Vocational Business and Office Education.

⁴⁶Ibid.

one-half unit. These pilot programs used the equipment at Warren Easton Senior High School in New Orleans, consisting of the Mark II Perceptoscope, IBM Selectric typewriters with keypunch simulators, and two IBM keypunch machines.⁴⁷

In addition to the courses in data processing, Martin Behrman and John F. Kennedy Senior High Schools each have computer installations for problem solving in math and science.

By the school year 1968-1969, the number of data processing teachers had grown to twenty-nine in twenty parishes. Table XXVII shows the parishes and number of teachers in each parish participating in a data processing course during the 1968-1969 session.

It will be noted from the table that some parishes employ more than one teacher; however, each of these teachers is located in a different school in the parish so that only one teacher is employed for each data processing pilot program.

⁴⁷ Ibid.

TABLE XXVII
 PARISHES AND NUMBER OF TEACHERS IN DATA PROCESSING,
 LOUISIANA PUBLIC SECONDARY SCHOOLS,
 1968-1969 SESSION

Parish	Number of Teachers
Ascension	1
Avoyelles	1
Bossier	2
Caddo	4
Calcasieu	1
Concordia	1
East Baton Rouge	2
Iberville	1
Jefferson	1
Lafayette	1
Lafourche	3
Natchitoches	1
Orleans	1
Rapides	1
St. Bernard	2
St. Charles	1
St. James	1
St. Landry	2
Vernon	1
City of Monroe	1

Source: Compiled from records of the Division of Vocational Business and Office Education.

Extra-Curricular Activities in Business Education

Distributive Education Clubs of America

The Distributive Education Clubs of America -- known as DECA -- is a national organization designed for students in distributive education which encourages leadership and development in high school students. The handbook for Louisiana distributive education clubs states what DECA means to a student: "DECA chapters are to distributive education class members what a civic or professional organization is to a group of businessmen."⁴⁸

Students who are enrolled in distributive education are eligible for membership in a local, state, and national organization. The coordinator for distributive education is the advisor of each local chapter.

In Louisiana chapter activities are a part of the regular classroom training program which serve the teacher-coordinator as a teaching tool because they create interest in the fields of marketing, management, and merchandising. Chapters of Distributive Education Clubs of America attempt to develop leadership ability, professional attitudes, better citizenship, and social growth of the individual.

The goals of DECA are stated in the Louisiana handbook.

To assist State Associations in the growth and development of DECA.

To further develop education in marketing and distribution which will contribute to occupational competence.

⁴⁸Distributive Education Clubs of America, Official Handbook (Baton Rouge, December, 1967), p. 1.

To promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.⁴⁹

National Distributive Education Clubs of America is composed of state associations of DECA. Students elected by each state organization elect their national officers. The adult governing body is DECA, Inc., composed of the head state supervisors of Distributive Education.

DECA is the only national youth organization operating in the nation's school which attracts people to careers in marketing and distribution.⁵⁰ Its activities are always school-centered and thus contribute to the school's purpose of preparing future citizens to make adjustments in life.

Between 1937 and 1942 when cooperative programs in distributive education were being established in the United States, students in these classes became interested in forming distributive education clubs. These students were working at training stations in the afternoons when other high school students were carrying on their activities in the school and distributive education students felt they were missing an important part of school life. They also wanted to develop socially and grow professionally.

Local chapters began to develop all over the country. During the school year of 1944-1945, Louisiana distributive education clubs were organized in six high schools. Three students representing Louisiana

⁴⁹Ibid.

⁵⁰Ibid.

attended the first convention of a national association of distributive education clubs held in Memphis in April of 1947.⁵¹

A few states held state-wide meetings between the years of 1941 and 1944 and by 1945 had organized state associations. A state organization of students' clubs, known as Louisiana Distributive Education Club, was organized at a state meeting in Baton Rouge during the 1947-1948 session.

The idea of a national organization began to develop, and in 1948 a constitution was adopted and seventeen charter member states were accepted, Louisiana being one of these seventeen.⁵²

Louisiana has received national honors in clubs of Distributive Education Clubs of America at national meetings. One student received honors by placing first in the public speaking contest in 1950-1951, and Louisiana students took second and third places in the essay contests in the 1951-1952 session. The present Louisiana State Supervisor of Distributive Education, Donovan Armstrong, served as president of the national organization for the year 1950-1951.

Growth and development in Distributive Education Clubs of America in Louisiana has been rapid. There is much indication from past growth and plans for the future that DECA will become one of the leading youth organizations in the country.

Future Business Leaders of America

The youth organization known as Future Business Leaders of America

⁵¹Bulletin No. 646, p. 50.

⁵²Distributive Education Clubs of America, Official Handbook, p. 5.

came into existence as the result of a proposal made first by Hamden L. Forkner, who is called the Father of FBLA, during the school year of 1937-1938.⁵³

At various meetings of business education teachers throughout the United States, a plan of organization was suggested to be set up for the many business clubs in high schools and colleges throughout the country. The Future Business Leaders of America organizations have become a significant part of the business education program in Louisiana.

The Future Business Leaders of America is the national organization for students in business education. The first chapter organized in Louisiana was at Natchitoches High School in Natchitoches, Louisiana, in 1947 by Mrs. Eunice Kennedy; and the state chapter was organized in 1949.⁵⁴

A state convention is held annually while yearly district meetings are conducted in each of six areas in the state.

Louisiana students have participated in the Future Business Leaders of America national convention since one was held in 1951. Three students from Louisiana have held the office of National President of Future Business Leaders of America. A delegation of 97 members and 14 sponsors attended the first national convention of the organization in Chicago. Jeron LaFargue, from Sulphur, Louisiana, was elected the first national president in 1951 and Louisiana won five awards that year.⁵⁵

⁵³Future Business Leaders of America Handbook, Bulletin No. 1158 (Baton Rouge, 1970), p. 5.

⁵⁴Ibid.

⁵⁵One Hundred Third Annual Report for the Session 1951-1952, Bulletin No. 758 (Baton Rouge, 1952), p. 61.

Frances Clanton of Baton Rouge was the national president for the 1960-1961 school year while Craig Henry from Bernice was the fifteenth national president. Some of the other national offices held were first vice president and national treasurer, in the 1952-1953 and 1953-1954 sessions, respectively. In the 1955-1956 school year a boy from Louisiana was elected vice president for the Southern region.

Louisiana led the nation in the number of chapters of Future Business Leaders of America in the 1949-1950 school year.

The appointment of Richard Clanton as Executive Secretary of Future Business Leaders of America in Louisiana in 1953 aided in this organization's tremendous growth. Before 1949, there were only three chapters in the state. This number had grown to forty with a membership of 1,200 in 1949.

Table XXVIII gives statistics as to the growth of the Future Business Leaders of America organization in Louisiana from the 1948-1949 session to the 1968-1969 session. Statistics are given on number of chapters, number of members, and number of members attending both the state and national conventions each year. Various years are omitted because information was not available. From 1965 to 1968 a decrease was seen in the number attending the state conventions because of a lack of hotel accommodations in the cities in which the conventions were held.

Over a twenty-year period, 1948-1968, the number of chapters in the state grew to 180, while the number of members increased from 91 to 6,000.

The state paper, published bi-monthly, is named the Louisiana FBLA Leader; the national magazine, published quarterly, is named the FBLA Forum.

TABLE XXVIII

GROWTH OF THE FUTURE BUSINESS LEADERS OF AMERICA, LOUISIANA
PUBLIC SECONDARY SCHOOLS, 1948-1968

Year	Number of Chapters	Number of Members	Number Attending State Convention	Number Attending National Convention
1948-1949	3	91	52	*
1949-1950	36	1,080	315	*
1950-1951	47	1,413	507	*
1951-1952	72	2,164	1,202	111
1952-1953	89	2,919	1,522	161
1953-1954	106	3,696	1,087	151
1954-1955	118	4,684	1,377	132
1955-1956	138	5,000	*	*
1957-1958	112	5,000	1,200	110
1960-1961	117	5,000	1,700	112
1963-1964	119	*	*	*
1965-1966	128	*	1,200**	*
1966-1967	149	*	1,250**	*
1967-1968	150	*	1,500**	*
1968-1969	180	6,000	1,800**	63

Source: Compiled from the Records of the Division of Vocational Business and Office Education.

* Information not available.

** Convention held on percentage basis due to lack of hotel accommodations.

In 1964, Clanton, who had been the Executive Secretary of the Louisiana chapter of the Future Business Leaders of America, was appointed full-time Director of Business and Office Education. From 1964 until 1966, when Lynn D. Moak was appointed Executive Secretary, the supervision of the Future Business Leaders of America organization was carried on by the Director and Supervisors of Business and Office Education.⁵⁶ Mrs. Moak today still holds this position with the title of Executive Director of Future Business Leaders of America for the State of Louisiana.

Various contests, actively participated in by students in the Future Business Leaders of America organization, are held at district, state, and national conventions. Some of these contests are Mr. and Miss Future Business Leader, Spelling, Current Events and General Information, Parliamentary Procedure, and Public Speaking.

Summary

Although the initial objective of the business education program in Louisiana in 1905 was for job training only, the objectives since 1936 and during the period under consideration, 1956-1968, have been to offer training in vocational skills needed for employment in business and to develop the economic education of all students as a contribution to general education.

The subjects offered have varied to some extent during the years 1956 to 1968. Typewriting, bookkeeping, shorthand, and general business

⁵⁶ Telephone conversation with Richard Clanton, March 13, 1970, at Baton Rouge, Louisiana.

were included every year in the offerings, and enrollments have increased continuously in these subjects. Typewriting, bookkeeping, and shorthand have consistently shown greater enrollments than the other business subjects. Since 1963, general business enrollments have climbed above shorthand with highest enrollments remaining in typewriting and bookkeeping. Enrollments in general business have increased constantly since 1963 and the total number of students at the end of the last period of this study was 10,759.

Enrollments have fluctuated in both second-year shorthand and second-year bookkeeping. Supporting courses in business education have included buying and selling, business law, commercial geography, business economics, business principles, business arithmetic, and business English. The courses in office machines and clerical practice have had a continuous increase in enrollments.

During the period under consideration, 1956 to 1968, and especially since the Vocational Education Act of 1963, greater interest in the programs in distributive education and cooperative office education has been shown than in any other period in Louisiana history.

The distributive education program increased from 22 schools, enrolling 863 students, in 1956, when the present study began, to 80 schools in the 1968 session, enrolling 3,045. By the end of the period under study, 80 teachers were employed as distributive education coordinators.

The cooperative office education program grew to 60 programs in 28 parishes with a total enrollment of 890 students in 1968, the last period under consideration.

Although data processing as a course in Louisiana has been in existence only since 1967, the increase in enrollments and teachers has accelerated. By the end of the period under study, 1968, the number of data processing teachers in Louisiana had grown to 29 in 20 parishes. Students enrolled numbered 502 in the 1968-1969 session.

Two official handbooks were published in 1961 and 1966 dealing with curriculum in vocational business and office education in the public secondary schools of Louisiana.

In addition to curriculum changes, the extra-curricular activities for business education have become important activities. Memberships in both Distributive Education Clubs of America and Future Business Leaders of America have steadily increased and chapters have multiplied.

CHAPTER V

THE BUSINESS EDUCATION INSTRUCTIONAL PERSONNEL IN LOUISIANA

The quality of a school system is determined to some extent by the quality of its teachers, the teaching staff being one of the key factors in a school program. Even when all physical facilities are present, the schools will suffer if the classrooms have poorly trained, incompetent teachers. The professional preparation and experience and the certification of business education teachers are often used as criteria by administrators in Louisiana to determine a teacher's effectiveness in the classroom and his ability to teach. For this reason, this chapter will be devoted to answering questions such as the ones listed in Chapter I: What are the qualifications of each teacher relative to professional preparation? What changes have taken place in certification requirements with respect to types of certificates held? What subject combinations are being taught by business teachers at the present time? For which of these subjects are the business education teachers certified? What non-business subjects are being taught by business education teachers?

The statistical information was compiled from the reports of principals to the Division of Curriculum and Instruction of the State Department of Education, records of the Division of Teacher Certification, and reports of individual teachers to the Division of Vocational

Business and Office Education. These reports show that with 867 women teachers and 247 men teachers in the department of business education in the secondary schools of Louisiana, women outnumber the men almost four to one.

The total secondary business education instructional force in Louisiana was composed of 844 white teachers and 270 Negro teachers, a three-to-one ratio. Approximately seven percent of all public secondary school teachers in Louisiana were in the business education departments.

Certification of Business Education Teachers

Prior to 1877, parish police juries were responsible for certification of teachers. From 1877 to 1912, certification was the responsibility of parish school boards. The parish superintendent gave an examination, graded the papers, and awarded first-, second-, or third-grade certificates.

A score of 75 percent or more was required for a third-grade certificate; a score of 80 percent or more was required for a second-grade certificate; and a score of 85 percent or more was required for a first-grade certificate.¹

Complete state control of teacher certification came in 1912. Teacher certification became a state function delegated to the State Board of Education. Certification involved provisions whereby teachers meet certain minimum qualifications for teaching. It is the public's ". . . guarantee that in so important a service as the education of

¹Public Education in Louisiana, A Survey Report, p. 51.

citizens, the qualifications of the teachers, who are representatives of the State, shall not fall below certain stated minimum requirements."²

The Division of Certification in the State Department of Education of Louisiana was organized in 1913. Examinations were abolished and life certificates were issued to teachers who earned a college degree. At the same time, first-, second-, and third-grade certificates were still issued for those who completed one, two, and three years of college.

The Constitution of 1921 and the Acts of 1922 dealt with certification and examination of teachers by the State Board of Education. According to the Acts of 1922, the State Board of Education had "broad" authority over the examination and certification of teachers.

On April 4, 1936, to be effective September, 1940, the State Board of Education added to the certification requirement of a college degree suitable professional training, including practice teaching.³ The procedure of issuing first-, second-, and third-grade certificates was changed in 1940, and a degree was required for all.⁴

Since certification requirements in 1941 for business education teachers were lower than in most other fields, problems existed in business teacher education and certification which required extensive study. As a result, the business teacher-training departments in the colleges

²Louisiana Standards for State Certification of Schools, State Department of Education, Bulletin No. 746 (Baton Rouge, 1964), p. 3.

³Bulletin No. 746, p. 64.

⁴Bulletin No. 1123, p. 26.

in Louisiana and the state committee on teacher training and certification made an analyses of the certification situation.⁵

A report by the business education department in the 1942-1943 session showed an urgent need for higher certification requirements. During this time, teachers were required to possess qualifications only in the areas of accounting, shorthand, and typewriting.⁶

Even though the state committee on teacher training and certification approved in 1943 a certification plan consisting of 52 semester hours in the area of business administration, it had not been approved by the State Board of Education.

In the Revised Statutes of 1950, the Legislature gave the State Board of Education the authority to approve first-grade or life certificates issued to teachers by the State Department of Education of any state in the United States and to issue life certificates to those teachers in Louisiana who had taught fifteen years or more in the public schools. These Statutes of 1950, however, omitted the sections of the Constitution which spelled out the certification requirements of teachers. These sections have been replaced with bulletins issued by the State Board of Education, giving rules and regulations for certification of teachers in Louisiana.

In 1952 the State Department of Education required that all teachers graduate in an approved program of general, professional, and specialized education before being certified to teach. A person without a

⁵Bulletin No. 495, p. 99.

⁶Bulletin No. 518, p. 61.

degree could no longer add a few courses required by the state and gain a teaching position.

As of 1953, revisions were made in the requirements of all professional school personnel and these are still in effect. To be eligible for professional service in the schools of Louisiana a teacher must have a valid teacher's certificate which is issued by the Louisiana State Department of Education. Teachers and administrators are not legally eligible for administrative, supervisory, teaching, or other professional services without proper certification.

In 1968, the last year of this study, three types of general certificates were issued by the State Department of Education, which are still applicable.

Type A. Valid for Life for Continuous Service. This type of certificate requires five years of experience and a baccalaureate degree awarded by an approved college with credits including general, professional, and specialized education.

Type B. Valid for Life for Continuous Service. This type of certificate has exactly the same requirements as Type A except that only three years of teaching experience is required.

Type C. Valid for Three Years From Date of Issuance. A Type C certificate requires a baccalaureate degree with credits in general, professional, and specialized education. It authorizes employment for a period of not more than three years, at which time the teacher must apply for a Type B certificate.⁷

⁷Bulletin No. 746, p. 76.

Various types of special certificates are issued by the State Department of Education. One of these that concerns business education teachers is the temporary certificate. This certificate, valid for one school session only, authorizes the employment of teachers in fields for which they are not certified.

The certificate is issued upon recommendation of the supervisor of business education in the respective schools supported by the following information:

I hereby certify that there is no regularly certified, competent, suitable person available for this position and that the applicant is the best qualified person open for employment in the position herein above described.⁸

Table XXIX reveals information as to the number of business education teachers in the public secondary schools of Louisiana in 1968 who held either Type A, B, or C certificate, the number who had no certificate, the number who held a temporary certificate, and the number who held out-of-state certificates. For the school year 1968-1969, 43 of the 1,114 teachers studied were teaching with temporary certificates, or approximately 4 percent. Of these 43 temporary certificates, 2 had expired.

An even greater number of teachers had certificates of Type C which had expired. Forty-six, or approximately 4 percent, of the teachers had expired certificates, while fifteen of the teachers held no Louisiana certificates. Two of these fifteen teachers had an out-of-state certificate, one from Texas and one from Mississippi.

Approximately one-half of the fifteen teachers without a certified Louisiana certificate had no degree or had only two or three years of

⁸Ibid.

college work. Type A, B, and C certificates were distributed fairly evenly among the business education teachers in Louisiana. Twenty-eight teachers were teaching one course or more in which they were not certified.

TABLE XXIX

TYPES OF CERTIFICATES HELD BY BUSINESS
EDUCATION TEACHERS, LOUISIANA
PUBLIC SECONDARY SCHOOLS,
1968-1969

Type Certificate	Number of Teachers
A	375
B	290
C	364
Temporary	43
Out-of-State	2
No Certificate	13
Not Given	27

Source: Compiled from the records of the Division of Teacher Certification.

All Type C certificates may be converted into Type B or Type A certificates after the required number of years of successful teaching experience. In 1947, the policy became effective that all Type A and B

certificates issued after that time would be valid for life provided the holder did not allow any period of five or more consecutive years of disuse to occur.⁹

If the certificate does lapse after five years, reinstatement can be made only when the holder has earned six semester hours of credit in courses approved by the State Supervisor of Teacher Education and Certification.

Certificates of Type A, B, and C are based upon the following specific requirements as listed in the bulletin on certification.

A. Bachelor's degree based on an approved teacher education curriculum.	
B. General education, total semester hours	46
1. English	12
2. Social studies (history, economics, sociology, geography, political science, survey of social sciences, including 3 and not more than 6 in United States history)	12
3. Sciences (including 3 in biological and 3 in physical science)	12
4. Mathematics	6
5. Health and Physical Education	4
C. Subject fields (in addition to general education and professional education), total semester hours:	36
1. Special subjects	
a. To teach all business subjects:	36
36 semester hours	
Typewriting	6
Accounting	9
Shorthand	9

⁹Ibid., p. 8.

Related courses in business and economics which are essential to a well-rounded foundation (courses to be determined by institution)

12

- b. To teach all business subjects except shorthand
27 semester hours as distributed above except that shorthand is not included.
- c. To teach all business subjects except accounting: 27 semester hours as distributed above except that accounting is not included.¹⁰

Before 1956, any institution, regardless of the quality of its staff and other facilities, could prepare teachers if the State Department of Education approved the curricula. On October 8, 1956, the State Board of Education adopted Bulletin No. 996, Louisiana Standards for Accrediting Teacher-Education Institutions, thus raising the standards of all teacher preparation in the state.¹¹

From 1948 to 1964 teacher certification was administered through the Division of Higher Education. In the 1968 session, the program for teacher certification was under the direction of the Assistant Superintendent, Division of Curriculum and Instruction.

Educational Qualifications of Business

Education Teachers

The educational qualifications of Louisiana business teachers have improved steadily in the past three decades, as can be seen by years of college training acquired by the teachers. Before 1931, teachers were

¹⁰Ibid., pp. 10-13.

¹¹One Hundred Thirteenth Annual Report for the Session 1961-1962, State Department of Education, Bulletin No. 890 (Baton Rouge, 1962), p. 28.

employed who had only one, two, and three years of college. After 1931, when a degree was made a prerequisite for teaching in Louisiana, teachers began to upgrade their education. Since that time, approximately three-fourths of Louisiana teachers have held the baccalaureate degree. Table XXX shows the professional preparation of business education teachers in the Louisiana public secondary schools for the last session of this study, 1968-1969. Of the 1,114 teachers studied, 808, or approximately 73 percent, had earned the bachelor's degree as their highest degree, while only ten of the total 1,114 had less than a bachelor's degree. This is less than one percent, which was also the finding in an earlier study in 1956. Of these ten, five had only two years of college training, two had three years of college, and the other three did not specify.

TABLE XXX

PROFESSIONAL PREPARATION OF BUSINESS EDUCATION TEACHERS,
LOUISIANA PUBLIC SECONDARY SCHOOLS, 1968-1969

Preparation	Number of Teachers	Percent of Teachers
Bachelor's	808	72.6
Master's	265	23.8
30-Plus	31	2.8
Less than 4 years or No Degree	10	.9

Source: Compiled from the records of the Division of Curriculum and Instruction, State Department of Education.

Data revealed that 265 of the 1,114 teachers held the master's degree as the highest degree attained. This is approximately 24 percent, which is the same percentage found in the earlier study by Bruner. The percent of teachers holding the master's degree rose from 10 percent in the school session of 1936-1937 to 24 percent in the school session of 1955-1956.¹²

The fact that Bruner's study was a sample of approximately 300 teachers whereas the present study considered the entire population of 1,114, might have some bearing on comparable results. Statistics show that while more teachers obtained the master's degree in 1968, the percent of the total number of teachers receiving masters' degrees did not increase in comparison with the former study. One factor which possibly decreased the total number holding masters' degrees is the fact that 31 teachers were counted in the thirty-plus category who might have been included in the masters' totals earlier. While less than 3 percent in 1968 had thirty hours of work beyond the master's degree, others were approaching this level. One hundred forty-five of the teachers, or approximately 13 percent, who were not counted in the master's degree or thirty-plus categories had hours ranging from 3 to 27 beyond the bachelor's or master's degree.

Table XXXI shows the number of business education teachers in the public secondary schools of Louisiana who attended Louisiana schools and out-of-state schools for their bachelors' and masters' degrees. The majority, or approximately 87 percent, of the teachers earned the bachelor's degree in Louisiana colleges and universities.

¹²Bruner, p. 186.

TABLE XXXI

LOCATION OF INSTITUTIONS ATTENDED BY LOUISIANA
BUSINESS EDUCATION TEACHERS, 1968-1969

College or University	Bachelor's Degree	Percent	Master's Degree	Percent
Louisiana Schools	662	86.9	180	92.4
Out-of-State Schools	146	13.1	85	7.6

Source: Compiled from the records of the Division of Curriculum and Instruction, State Department of Education.

Of the 1,114 business education teachers, 146, or approximately 13.1 percent, obtained their bachelor's degree from states other than Louisiana. The percentage was lower for those going out of the state to obtain their master's degree. Of the 1,114 teachers, 85, or 7.6 percent, acquired hours toward the master's degree from out-of-state institutions.

Salaries of Business Education Teachers

The practice of paying teachers on different scales, according to plans devised by local school boards, has prevailed in Louisiana from the beginning of public secondary school education. High-school teachers were paid more than elementary teachers, and men were paid more than women; Negro teachers were paid on one schedule and white teachers on another.¹³

¹³Robertson, p. 150.

Following a demand by these Louisiana teachers for equal pay, the differences were gradually eliminated. By 1936, the Legislature passed a law providing "that there shall be no discrimination as to sex in fixing salaries."¹⁴

Then in 1938, the State Board of Education passed a resolution establishing equal pay for teachers.¹⁵

In 1948, the Legislature provided a minimum salary schedule for the payment of all teachers in the public schools of Louisiana.¹⁶

Table XXXII shows average annual salaries of all public school teachers in Louisiana for the years from 1898 to 1969 that data was available. Even though separate data on salaries of business education teachers were not available, business teachers were paid on the same basis as all other Louisiana public teachers.

The largest increase in the average annual salary was from the 1940-1941 session to the 1950-1951 session when the average salary more than doubled. The next ten-year period from 1950-1951 to 1960-1961 also showed a considerable increase of 79 percent, while from 1960 to the last period of this study, the increase was only 11 percent.

Table XXXIII presents the minimum teacher salary schedule implemented by the State Board of Education for the 1968-1969 school session. The following parishes paying this state salary schedule included Bienville, Caldwell, Claiborne, DeSoto, Grant, LaSalle, Madison, Natchitoches, Red River, Sabine, St. Helena, and Union. The source of

¹⁴ Acts, No. 59, 1936.

¹⁵ Minutes of State Board of Education, Bulletin No. 368 (Baton Rouge, February, 1938), p. 43.

¹⁶ Acts, Nos. 155 and 390, 1948.

TABLE XXXII
 AVERAGE ANNUAL SALARIES OF TEACHERS IN THE
 LOUISIANA PUBLIC SCHOOLS, 1898-1969

Year	Average Annual Salary	Percent Increase
1898-1899	213.52	
1900-1901	230.28	7.8
1910-1911	442.84	92.3
1920-1921	906.93	104.8
1930-1931	963.74	6.3
1940-1941	1,114.59	15.7
1950-1951	2,817.79	152.8
1960-1961	5,044.86	79.0
1968-1969	5,932.53	11.6

Source: Annual reports of the State Department of Education.

TABLE XXXIII

SALARY SCHEDULES OF PARISH AND CITY SCHOOL SYSTEMS
OF LOUISIANA FOR THE 1968-1969 SCHOOL SESSION

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30*	Ph.D. or Ed.D. Degree
0	\$2,400	\$2,800	\$4,400	\$4,600	\$4,600	\$5,300
1	2,500	2,900	4,600	4,800	4,800	5,500
2	2,600	3,000	4,800	5,000	5,000	5,700
3	2,800	3,200	5,000	5,200	5,200	6,000
4	3,000	3,400	5,200	5,400	5,400	6,300
5	3,200	3,600	5,400	5,700	5,750	6,600
6	3,400	3,800	5,600	6,000	6,100	6,900
7	3,600	4,100	5,800	6,300	6,450	7,200
8	3,900	4,400	6,000	6,600	6,800	7,500
9	4,200	4,700	6,300	6,900	7,150	7,800
10	4,500	5,000	6,600	7,200	7,500	8,100
11				7,500	7,850	8,400
12					8,200	8,700

Source: Mimeographed copy received from the State Department of Education.

*Master's Degree plus 30 Graduate Hours.

this minimum salary was a yearly appropriation by the Legislature. The other 52 parish school systems and three city systems paid above the schedule listed in the table by utilizing additional ad valorem and sales taxes.

Table XXXIV gives the annual salary range and the number of business education teachers in Louisiana making the salary within that range for the 1968-1969 session.

TABLE XXXIV
ANNUAL SALARIES OF BUSINESS EDUCATION
TEACHERS, LOUISIANA PUBLIC
HIGH SCHOOLS, 1968-1969

Salary Range Annual	Number of Teachers
Below \$5,000	62
\$ 5,000 - \$ 5,999	312
\$ 6,000 - \$ 6,999	246
\$ 7,000 - \$ 7,999	229
\$ 8,000 - \$ 8,999	162
\$ 9,000 - \$ 9,999	47
\$10,000 - \$10,999	7
\$11,000 - \$11,999	3
\$12,000 - \$12,999	1
Not Given	45

Source: Compiled from data in the Division of Curriculum and Instruction, State Department of Education.

One teacher received over \$12,000 but this person was the principal of a school and taught only one course in shorthand. The business

teachers who received \$10,000 and above were either Cooperative Office Education coordinators or Distributive Education teachers. One person was assistant principal with a salary in the range of \$11,000. Fifty percent of the business education teachers made from \$5,000 to \$6,999 annually. Comparison is difficult because each parish paid on a different scale even though there was a minimum salary schedule discussed in Table XXXIII. The Cooperative Office Education and the Distributive Education coordinators received funds above the regular classroom teacher. Some coordinators worked ten months instead of the regular nine. A few were employed with extra office duties for eleven months, according to State Department officials. Table XXXIV is as accurate as is possible since many principals in their reports listed salaries by the month and did not specify whether they were for nine or ten months. Ten of the sixty-two business education teachers in the salary range below \$5,000 had no degree; the other fifty-two were first- and second-year teachers.

Experience of Business Education Teachers

Although not a guarantee of excellence in teaching, both education gained and experience in the teaching field are criteria upon which the worth of a teacher are often measured. Judged by the length of service, the Louisiana teachers seemed to be an unusually experienced group.

Although separate records are not available for the experience of business education teachers before the present study began, those records of all Louisiana teachers in 1936 showed that about one-half of the teaching personnel had taught five or more years.¹⁷

¹⁷Bruner, p. 150.

Table XXXV was compiled from a study done from 1936 to 1956 by Bruner showing the median years of teaching experience of a sample of business education teachers in the public secondary schools of Louisiana.

TABLE XXXV
TEACHING EXPERIENCE OF BUSINESS TEACHERS,
LOUISIANA PUBLIC SECONDARY SCHOOLS,
WHITE TEACHERS, 1936-1956

Session	Median Years	Number of Teachers
1936-1937	6	274
1941-1942	4	328
1946-1947	4	303
1951-1952	6	416
1955-1956	8	495

Source: Compiled from Bruner's study.

From the table, it can be determined that the median years of experience was essentially the same, from six to eight years of experience, throughout the period except for the session 1941-1942 and 1946-1947 when the median number of years of experience had dropped to four years.

Table XXXVI gives the data on teaching experience for the school session 1951-1952, compiled from a survey report done that same year.

TABLE XXXVI

EXPERIENCE OF REGULAR TEACHERS, LOUISIANA SECONDARY SCHOOLS, 1951-1952

Years of Experience	Number White	Percent	Number Negro	Percent	Number All	Percent
1 - 5	2,292	19.9	1,320	26.3	3,612	21.8
6 - 10	2,009	17.4	942	18.8	2,951	17.8
11 - 15	1,906	16.5	725	14.4	2,631	15.9
16 - 19	1,335	11.6	623	12.4	1,958	11.9
20 or more	<u>3,994</u>	<u>34.6</u>	<u>1,406</u>	<u>28.1</u>	<u>5,400</u>	<u>32.6</u>
Total	11,536	100.0	5,016	100.0	16,552	100.0

Source: Public Education in Louisiana, A Survey Report (George Peabody College for Teachers, Nashville, 1954), p. 68.

In 1951-1952, nearly 70 percent of all teachers had taught at least five years. Approximately 44 percent had taught more than fifteen years and nearly one-third, or 33 percent, had taught twenty or more years. The white teachers had a longer tenure than the Negro teachers.

The experience of business education teachers in the public secondary schools of Louisiana for the 1968-1969 session is tabulated in Table XXXVII.

TABLE XXXVII
EXPERIENCE OF BUSINESS EDUCATION TEACHERS
IN THE PUBLIC SECONDARY SCHOOLS OF
LOUISIANA, 1968-1969

Years of Experience	Number of Teachers	Percent of Teachers
0 - 5	439	39.4
6 - 10	241	21.6
11 - 15	142	12.7
16 - 20	118	10.6
21 - 25	75	6.7
26 - 30	39	3.5
30 or more	36	3.2
Not given	24	2.3
Total	1,114	100.0

Source: Compiled from records of the Division of Curriculum and Instruction, State Department of Education.

Over one-half of the teachers, or 61 percent, had taught more than five years. Of the total 1,114 teachers, 439 or approximately 39 percent had taught less than five years. By adding the number of years of teaching experience given on the annual school reports, the total number of years of teaching experience was obtained. The median number of years of experience was 8, which was the same number found in an earlier study in 1956. Of the total, 268, or 22 percent, had taught more than fifteen years and 150, or 13 percent, had taught more than twenty years. These figures are slightly lower than those found in 1951.

Various writers agree that experience in the business field is an asset to a business teacher. The National Association for Business Teacher Education recommends work experience for business education teachers.¹⁸ Mason and Haines suggest at least two years of business or industrial experience by the coordinator in more than one type activity. They even suggest work experience in the kinds of jobs and firms in which the students will be working in the particular school area. The authors feel that a coordinator should gain additional occupational experience after he begins coordinating in order to "keep abreast of change and to expand his areas of competence."¹⁹

Of the articles written on work experience, one of the most recent ones was written by Eck. She stated her opinion on work experience for the beginning teacher in the following manner: "My contention is not

¹⁸Theodore Yerian, Principles to Be Considered in Teacher Education Curriculum Construction, National Association of Business Teacher-Training Institutes, Bulletin No. 63 (Baton Rouge, 1955), p. 8.

¹⁹Mason and Haines, p. 126.

that teaching without on-the-job experience is less satisfactory than teaching with job experience, but that this experience can contribute much to the teaching."²⁰

According to reports made to principals in the public secondary schools of Louisiana during the 1968-1969 session, work experience outside the teaching field by business education teachers included work in offices in secondary schools, hospitals, furniture stores, college dean's office, welfare office, school board office, utilities companies, churches, air force, lumber industry and accounting firms. Approximately 98 percent of all business education teachers had some type of work experience outside the teaching field. Only 24 of the 1,114 teachers studied had no business or work experience.

Non-Business Subjects Taught by Business Education Teachers

Schools that do not offer a wide variety of business subjects often require the business education teacher to teach subjects in his minor field in addition to the business subjects. A few others teach only in their minor field. The State of Louisiana encourages a minor field in its certification of business teachers. A business teacher should be able to teach in fields other than business education, especially in the small schools where only one or two business subjects are taught.

In the 1968-1969 session, business education instructors taught combinations of several types. One might have taught a combination of

²⁰Marilyn J. Eck, "Occupational Experience -- A Business Teacher's Asset," Business Education Forum, December, 1969, p. 30.

American history, civics, and typewriting while another might have taught business English, second-year English, and typewriting or general business.

Table XXXVIII gives the different subjects taught in the high schools in Louisiana in the 1968-1969 school session by business teachers, which are frequently combined with business subjects. As will be seen in the table, business education teachers taught English more frequently than any of the other non-business subjects. Social studies was taught by 85 of the teachers. Health and physical education was fourth, with 65 teachers listed for this course in addition to business courses. In earlier years, studies showed that health and physical education was taught most frequently by the business instructors.

TABLE XXXVIII
 NON-BUSINESS SUBJECTS TAUGHT BY
 BUSINESS EDUCATION TEACHERS,
 LOUISIANA PUBLIC SECONDARY
 SCHOOLS, 1968-1969

Subject	Number of Teachers
English	119
Social Studies	85
Mathematics	74
Health and Physical Education	65
Science	14
Reading	8
Spelling	8
French	7
Speech	5
Drivers' Education	4
Safety	1
Journalism	1
Home Economics	1
Coaching	2

Source: Compiled from the records of the Division of Curriculum and Instruction, State Department of Education.

Professional Growth of Business

Education Teachers

As stated in the previous chapter on supervision of business education, refresher programs have been offered for business teachers by the Supervisor of Business Education to enhance their professional growth.

Because the professional activities of business education teachers have been centered around their state teachers' organization, a brief review of the state organization seems necessary.

In 1936, the organization of business teachers was known as the Commerce Section of the Louisiana Teachers Association.²¹ In 1941, a Constitution was written for the group, which renamed them the Louisiana Business Education Association.²²

Besides the increase in the number of departments, students, and teachers by 1950, it was pointed out that a definite advancement was reflected in the professional development of business education teachers.²³ All professional conferences, workshops, and typewriting demonstration lessons showed excellent attendance.²⁴

In June, 1950, the Louisiana Vocational Conference was held for business education teachers.

²¹Constitution of Louisiana Business Education Association, Unpublished.

²²Ibid.

²³Bulletin No. 714, p. 66.

²⁴Ibid.

In August, 1950, the first business education workshop was held with 125 teachers in attendance. Special emphasis was placed on developing necessary skills and techniques for effective teaching of shorthand, typewriting, bookkeeping, general business and clerical practice.²⁵

Approximately 200 business education teachers attended the business education sectional meeting of the Louisiana Education Association in 1950 and thirty-five of those teachers attended the annual meeting of the Southern Business Education Association.²⁶ In June, 1951, fifty business education teachers participated in the Louisiana Vocational Conference at Louisiana State University.²⁷

To assist teachers in keeping up with modern trends and developments in business education, a newsletter entitled "Business Education in Louisiana," was distributed in 1951.

The 1954 annual bulletin of the State Department of Education reported that several business education teachers attended a five-day Gregg conference at Northwestern University in Evanstown, Illinois, on methods of teaching bookkeeping, shorthand, typewriting, and transcription.²⁸

²⁵Bulletin No. 736, p. 68.

²⁶Ibid.

²⁷Ibid.

²⁸Bulletin No. 820, p. 80.

In 1957, two hundred business teachers attended the Louisiana Business Education Convention, while sixteen teachers attended the Southern Business Education Association meeting.²⁹

In 1968, eleven years later, all business education teachers were members of at least one or more of the following organizations as listed on the forms filled in by individual teachers and submitted to the Division of Vocational Business and Office Education: Administrative Management Society, Future Business Leaders of America, Louisiana Business Education Association, Southern Business Education Association, National Business Education Association, American Vocational Association, Louisiana Vocational Association, Louisiana Teachers Association, and Delta Pi Epsilon.

Four district meetings of public secondary business education teachers were held each year in the respective districts in Louisiana with approximately 85 to 100 members in attendance, culminating in annual state meetings held during Thanksgiving week in conjunction with the Louisiana Teachers Association meeting. This plan is still being followed, with both district and state meetings planned for the high school teacher; many college business education teachers participate also. For the years 1967-1968 and 1968-1969, the district and state meetings planned their programs on such topics as the disadvantaged student, simulated office practice, and data processing. Still popular at all meetings is the subject of typewriting, shorthand, and bookkeeping -- the three traditional subjects.

²⁹One Hundred Ninth Annual Report for the Session 1957-1958, State Department of Education, Bulletin No. 887 (Baton Rouge, 1958), p. 57.

Summary

Certification requirements for business education teachers in the public secondary schools of Louisiana have improved considerably since state control of teacher certification in 1912. The early state teachers' examinations have been abolished; and a college degree with general, professional, and specialized training, including practice teaching, has been added. For the school year 1968-1969, the last period covered by this study, only 43, or approximately 4 percent, of the 1,114 teachers studied were teaching with temporary certificates. Less than 1 percent of the total number of business education teachers considered had no baccalaureate degree.

Although the percentage of teachers holding the master's degree has remained essentially the same as in the last study in 1956, approximately 3 percent, or 31 of the teachers, had obtained 30 hours above the master's degree. As an indication of the interest among Louisiana business teachers in studying for higher degrees, approximately 13 percent had gained hours ranging from 3 to 27 beyond the bachelor's and the master's degree in addition to the 3 percent with 30 additional hours. The majority, or 87 percent, of business education teachers had earned a bachelor's degree in Louisiana colleges and universities while an even greater number, 92 percent, had received their master's degree in Louisiana colleges and universities.

Discrimination in fixing salary had practically been abolished by a minimum salary schedule adopted in 1948. Although the average annual salary had increased, the increases were rather sporadic, depending on the legislative appropriations. For instance, one year the increase was

over 100 percent; in another year, it was 152 percent. (See Table XXXII, page 131.) Fifty percent of the business education teachers in the 1968-1969 session made an annual average salary from \$5,000 to \$6,999.

In the 1968-1969 session, over one-half of the teachers, or 61 percent, had taught more than five years. The median number of years of experience was eight. Over 98 percent of all business education teachers considered had some type of work experience outside the teaching field. Combinations of subjects in business and outside the field of business education were taught by business education teachers. An examination of Table XXXVIII, page 141, reveals that English was taught most frequently by business education teachers with social studies, mathematics, and health and physical education following closely.

The professional activities of business education teachers during the period of this study included refresher programs under the direction of the State Supervisors of Business Education, yearly state and district meetings of the teacher associations, workshops, and short conferences.

The Louisiana Business Education Association, the state organization for business teachers, held annual meetings in November, as well as district meetings throughout the year. In addition to these activities, Louisiana business teachers attended and participated in the Southern Business Education Association, the Louisiana Vocational Association, and the Louisiana Teachers Association during the period of this study, 1956-1968.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study, to arrive at certain conclusions, and to make recommendations based on a careful and detailed analysis of the findings. The study was concerned with secondary business education in the public schools of Louisiana for the period 1956-1968 and the status of Louisiana business education in 1968-1969, covering the areas of organization and growth, administration, supervision, curriculum, and teaching personnel.

The study traced the development of certain elements of business education in Louisiana from 1956 to 1968, with background data being given on the development of business education in Louisiana from 1905 to 1956. The study was limited to the 508 state-approved public secondary schools of Louisiana.

The treatment of the data was in narrative form, with certain factors which contributed to the growth and development of business education in Louisiana presented also in tabular form. Data for the study were gathered from both primary and secondary sources. An examination was made of the State Department personnel records of 1,114 business education teachers in the State of Louisiana for the 1968-1969 school session. These personnel records, consisting of annual reports prepared by principals and teachers and sent to the State Department of Education, were studied from the standpoint of certification, education,

experience, and salaries of the teachers, as well as subjects taught by those teachers.

Summary

The Organization and Growth, Administration, and Supervision of Business Education in Louisiana

Business education in Louisiana is a responsibility of the State Board of Education, the State Superintendent of Education, and the State Department of Education.

The State Board of Education has supervision and control of all Louisiana public schools and administers the affairs of the sixty-four parish school systems and the three city school systems.

The State Superintendent of Education, elected by the people of Louisiana every four years, is by statute responsible for the staffing and functioning of the State Department of Education. During the period covered by this study, 1956-1968, continuous efforts were made to expand the services provided by the State Department of Education to parish and city school boards and to all other educational agencies under its supervision.

The operation and administration of the public schools is the responsibility of the local parish and city school boards, the parish and city superintendents and supervisors, and the principals of the local schools.

For the most part, business subjects were taught in the tenth, eleventh, and twelfth grades; however, by 1943, the state curricular guide showed general business as a ninth-grade subject. Although various organizational plans were found, in 1968 the 6-6 plan was used more

than any other one plan, being found in 39 percent of the schools. A continued upward trend was experienced in total number of students enrolled in business education. Over the twelve-year period from 1956 to 1968, the total number of students enrolled in the public secondary schools of Louisiana increased from 131,174 to 232,013, or approximately 77 percent, while the number of public secondary teachers employed increased from 7,740 to 17,001, or 120 percent. The number of business education teachers employed increased at the same rate as the total number of public school teachers, while enrollments in business education subjects increased over 100 percent, a greater percentage gain than that for the total public secondary school enrollments.

Louisiana has, since 1940, provided a state supervisor of business education whose duties include visiting classrooms, serving in advisory capacities on textbook committees and certification requirements, planning and conducting meetings and workshops for in-service training of teachers, and preparing and distributing curricular materials to stimulate better teaching methods.

During the period 1956 to 1968, two comprehensive curricular guides were issued by the State Department of Education. These guides were prepared by in-service teachers under the direction of business education supervisors to provide assistance to business education teachers in Louisiana. Thus, progress in business education in Louisiana has been enhanced through the efforts of the office of the state supervisor.

Curriculum in Business Education in Louisiana

The curriculum in the public secondary schools of Louisiana has been constantly studied and revised to meet the demands of a rapidly changing society. Since 1956, additional programs in distributive education and cooperative office education have been added to the curriculum in the public secondary schools of Louisiana. A course in data processing was added to the curriculum of the public schools of Louisiana in 1967; and by 1968, the final year of this study, the number of teachers in data processing had reached 29, while students enrolled numbered 502. The student youth organizations in business education, the Future Business Leaders of America and the Distributive Education Clubs of America, developed rapidly in Louisiana. By 1968, membership in the Future Business Leaders of America had reached 6,000 in 180 chapters.

Prior to 1905, no course of study had been developed for Louisiana public secondary schools. A general lack of uniformity existed in the courses offered in each parish. It was not until 1941 that educators showed enough concern for curricular problems to make definite plans for the development of course-of-study materials. During the school session 1941-1942, the business curriculum began to be more clearly defined than in previous years.

The three traditional subjects -- bookkeeping, typewriting, and shorthand -- were taught more frequently than the other business courses during the period of this study. All schools studied offered one or more of these three subjects yearly, scheduling the other business subjects only when there was a need for them and when personnel were available.

Probably as a result of a clearer delineation of the business curriculum, the double-class scheduling of business subjects disappeared during these years. In addition, the growing consolidation of schools made it more economically feasible to add business courses.

Although the objective for business education in the early 1900's was for job training only, the objectives during the period under consideration were both vocational and non-vocational. By 1968, the objectives were to train in those phases which concerned every member of society and to provide specialized job training for those who wished to be employed in business occupations.

The addition of the twelfth grade to the public school system in Louisiana was a significant occurrence in the progress of Louisiana schools. This addition brought about changes, not only in personnel, equipment, and classroom space, but also affected the curriculum.

Although the course, general business, appeared in the curriculum as early as 1941, it was transferred to the eighth grade in the 1945-1946 session. It was not until the 1947-1948 session that general business was reinstated as a secondary school business subject.

Courses in second-year shorthand, second-year typewriting, and second-year bookkeeping were added to the curriculum during the period under consideration. Enrollments in these second-year courses fluctuated throughout the period. Courses such as business organization and management, business economics, business principles, and data processing were also added for the first time to the curriculum during the period of the study. That business education teachers, supervisors, and administrators in Louisiana recognized the vocational objective of business education and its importance to society is shown by the fact that

more Louisiana secondary schools included new programs in distributive education and cooperative office education.

The development of cooperative part-time programs in distributive education has been somewhat spotted in Louisiana, varying from time to time in both the number of teachers and the number of schools offering the subject. During the war years, from 1943 to 1948, the number of programs decreased because of the lack of qualified personnel. After the appointment in 1948 of a director and state supervisor of distributive education, improvements were made and enrollments increased. However, there was still a shortage of funds and a lack of qualified teachers when this study began in 1956. By 1968, however, the number of coordinators rose to 80, while enrollments increased approximately 56 percent over the previous session, 1967-1968.

Although part-time programs in cooperative office education had been offered as early as 1951, only five parishes listed programs in the years 1951 to 1964. In the next three years, 1965 to 1968, more than 50 programs were added in 28 parishes; the total enrollment in cooperative office education rose to 890 students in the 1968-1969 session. Only eleven of the programs were organized before funds were provided by the Vocational Education Act of 1963; the remainder were added after this legislation was passed.

Data processing emerged as a definite part of the curriculum during the latter years of the period from 1956-1968. It first appeared in the curriculum in 1967 in two schools in New Orleans. The next year, one-semester courses in data processing were tried as pilot programs in 16 schools. By 1968, there were 29 schools in 20 parishes with a data processing course as a part of their curriculum.

By 1968, less than one percent of the Louisiana secondary schools failed to include business courses in their schedule. Since some of this small percentage of schools alternate business courses yearly, it is safe to conclude that most Louisiana high schools offer at least one business subject every two years.

Thus, the business subjects offered in the public secondary schools from 1956 to 1968 varied. Typewriting, bookkeeping, and shorthand were included every year in the offerings in most public secondary schools of Louisiana. Non-skill business courses such as business law, business principles, and buying and selling, were included in some years and not in others. Enrollments in typewriting consistently increased throughout the period. Shorthand and bookkeeping enrollments decreased slightly from 1966 to 1968.

Although the objectives stated for business education in 1968 were twofold, the non-vocational objective showed little evidence of being fulfilled. Even though educators held the philosophy that the student needed certain knowledges, attitudes, and non-vocational skills for effective personal and economic life, enrollments in the general business courses such as economics, general business, and business law were secondary to those in the business skill subjects. In the last academic year covered by this study, 1968-1969, approximately 72 percent of the enrollments in business subjects were in the vocational courses of typewriting, shorthand, and bookkeeping. Less than 30 percent of the business enrollments were in the non-vocational subject areas.

The two extra-curricular organizations that were popular in the Louisiana public secondary schools during the period of this study were the Future Business Leaders of America and the Distributive Education

Clubs of America. The appointment in 1953 of an executive secretary for the Future Business Leaders of America aided this organization's growth. Before 1949, there were only three chapters in the state. By 1968, there were 180 active chapters with combined membership of 6,000. Records indicate that there was a yearly increase in the number of members of the Future Business Leaders of America during each year of this study.

Various contests for students in the Future Business Leaders of America were held each year at the district, state, and national levels. Louisiana students participated in both national and state conventions, winning honors at these conventions and serving as national officers.

The Distributive Education Clubs of America, while increasing in chapters and membership during the period of this study, did not experience as much growth as did the Future Business Leaders of America. The latter organization included as members any student enrolled in at least one business subject, while the Distributive Education Clubs of America group was limited to students enrolled in the part-time cooperative distributive program.

The Business Education Instructional Personnel in Louisiana

By 1968, the last year of this study, there were 1,114 business education teachers employed in the secondary schools of Louisiana. This figure represents approximately 7 percent of all secondary school teachers employed at that time. Of these, 842 were white; 272, black. Women outnumbered men four to one.

Professional certification was in effect in Louisiana by 1931. However, the same standards were not required of all teachers as shown

by the fact that certification of business teachers was based only on the three subjects of typewriting, shorthand, and bookkeeping. As other business courses were added to the curriculum, these limited standards were insufficient for properly identifying qualified teachers. Nevertheless, it was not until 1953 that a professional college degree was required of all public secondary school teachers.

This upgrading of all standards improved the qualifications of most business teachers. For the school session 1968-1969, only 4 percent, or 43, of the 1,114 business education teachers studied held temporary certificates. In this same year, 46, or 4 percent, of all business teachers were employed even though their certificates had expired. Fifteen, or 1 percent, of all business education teachers were teaching either with no certificates or with out-of-state credentials. The reports of the State Department showed that, in this session, only 28 teachers taught one or more courses for which they were not certified. It was thus obvious that approximately 90 percent of the business education teachers were accepted by the State of Louisiana as professionally qualified teachers.

Beginning with the 1950's, the educational qualifications of Louisiana teachers began to rise. Because a degree was required by 1953, the majority of the teachers at the end of the period under consideration held the baccalaureate degree. In the 1968-1969 session, 808 teachers, approximately 73 percent, of the 1,114 studied, had earned the baccalaureate degree as their highest degree; 265, or 24 percent, had earned the master's degree as their highest degree; and 31, or 3 percent, had acquired the master's degree plus thirty semester credit

hours. Only ten teachers, less than 1 percent, had less than a baccalaureate degree.

Business education salaries in Louisiana increased during the period 1956-1968. By 1968, 50 percent of the business education teachers earned an annual salary ranging from \$5,000 to \$6,999. Although a minimum salary schedule had been established by the Legislature, comparison was difficult because many parishes paid from \$400 to \$1,500 above the minimum pay scale. In fact, in that year, only 12 parishes of the 64 paid the exact salary shown on the minimum salary schedule.

The number of years of experience gained by business education teachers in Louisiana remained fairly constant during the period of this study. An earlier study, in 1926, showed that about one-half of the business teachers had taught 5 or more years. By 1956, the median number of years of experience had risen to 8.

In the 1968-1969 session, the last year of this study, 61 percent, or 675, of the 1,114 business education teachers had taught more than 5 years; 268, or 22 percent, more than 15 years; and 15, or 13 percent, more than 20 years. The median number of years of experience of the business teachers in this session was 8, the same median present in 1956. In addition, over 95 percent of all the business education teachers had gained some type of work experience other than teaching.

The teaching experience of business teachers was not limited to just classes in business education. A former study revealed that the non-business subject most frequently taught by Louisiana business education teachers was health and physical education. By the 1968 session, English was found to be taught more frequently by business education teachers than any other non-business subject.

Professional activities of business education teachers were essentially the same as those found in earlier studies. Organizations to which business education teachers more frequently belonged were the Louisiana Teachers Association, the Louisiana Business Education Association, the Southern Business Education Association, the National Business Education Association, the Louisiana Vocational Association, the American Vocational Association, the National Office Management Association (renamed the Administrative Management Society), Future Business Leaders of America, and Delta Pi Epsilon (honorary business education fraternity).

Conclusions and Recommendations

The Organization and Growth, Administration, and Supervision of Business Education in Louisiana

Very little change took place in the administrative organization of the business education program from 1956 to 1968. Changes that occurred, such as the addition of supervisory personnel, were caused by an increase in the number of students taking business subjects. Enrollment increases revealed in this study will probably continue in the business subjects, thereby causing overcrowded classrooms, overloaded teachers, and less opportunity for individual attention to students.

Louisiana administrators of business education should be concerned with making long-range plans for additional classroom space, for recruitment of a greater number of business teachers, and for developing innovative methodology to provide for individual differences.

The school principals were generally given the responsibility for supervising the business education departments in the public secondary

schools. Numerous schools, usually those with two or more business teachers, had a person designated unofficially as department head in the business department.

Louisiana school principals should consider the appointment of department heads who would have official responsibility for supervision of the business teachers in the school, as well as released time for department head duties and necessary paperwork. Such administrative assistance would relieve the principal of some of his burden.

Louisiana has had a state supervisor of business education since the school year of 1939-1940. During the period of this study, the number of assistants to the supervisor has varied, additional personnel being added as funds were available and enrollments required.

Although state supervision of business education was expanded during the period of this study, supervisors are still unable to make more than a token number of visits to teachers across the state. The supervisors in the State Department of Education should visit schools more often to assess methods used by older teachers, as well as those by beginning teachers. Administrators on all levels should continue to cooperate with the office of the State Director of Business Education in an effort to bring about maximum improvement in business education. Coordinated efforts on the part of school administrators, business education teachers, and guidance counselors will be necessary to bring about needed change.

Curriculum in Business Education in Louisiana

Much of the effort of administrators and teachers during the years 1956-1968 was devoted to curriculum study and improvement. Business

education teachers throughout the state were involved in preparing formal curricular guides.

Louisiana business educators should consider curricula in relation to the needs of individual communities. During 1956-1968, curricular study was not based on, for instance, the advice of committees which included administrators, businessmen, or students. The business education teacher, along with advisory committees, should examine, study, and evaluate the program and make suggestions for improvement.

There were only a few cooperative part-time programs in the schools of Louisiana prior to the opening year of this study. Cooperative part-time work-experience programs increased in number during the period of this study, accelerating more after the passage of the Federal Vocational Education Act of 1963.

A careful study and analysis should be made of existing work-experience programs and a more precise identification should be made of communities where these programs are particularly needed. Those which are operating successfully should be used as examples to show others how to obtain the best results. Schools should not offer courses in cooperative office education, distributive education, or data processing unless facilities and equipment are available and unless there is a definite need for these courses.

Through the years, Louisiana business education leaders have attempted to develop a curriculum consistent with the expressed philosophy regarding the purposes of business education.

It is generally agreed by Louisiana administrators and educators that the vocational objective of business education has been successfully implemented. Although administrators and educators agree that

both the vocational and the general objectives of business education should be met, enrollments do not indicate that the objectives of general education are indeed being met. Teachers, as well as administrators, on both the state and local levels, must work together to offer business subjects with general educational values. If the general objective of economic literacy is to be achieved, more business courses, including basic economics as recommended by the Educational Policies Commission, should be offered at an appropriate grade level in the high schools. Moreover, the contents of existing courses should be analyzed to see if they meet the objective of developing an understanding of our economic system.

A formal, on-going study of the business education curriculum in Louisiana secondary schools should be a matter of first priority. As economic, social, and political changes occur, course offerings need to be continually re-examined and re-evaluated. Care must be taken to avoid adding courses, particularly in the small schools, simply because they become momentarily popular or because large school systems have them. For instance, data processing courses may well be needed in the large industrial areas but not in the rural sections.

One critical area for business educators to consider is the problem arising from a wide diversity of student ability. Both the disadvantaged student and the academically talented student must be served by an appropriate business education program.

The Business Education Instructional Personnel in Louisiana

By the last year of this study in 1968, a majority of Louisiana business education teachers were considered to be qualified from the

standpoint of college degrees and state certification.

Insofar as at least one teacher is unqualified, however, instruction may well be adversely affected. Business education teachers must be required to meet state certification standards, and they should be encouraged to upgrade their pre-baccalaureate education by returning to the university periodically for additional business education. Preparation would be further strengthened if teachers were able to update their business experience by working temporarily in business firms at least every five years.

Universities should make provision for business education majors to do practice teaching in their minor as well as major fields, since many of them teach non-business subjects.

Business education in the secondary schools in Louisiana is a vital and important part of the total educational program. The number of actual and potential high school drop-outs underscores the need for practical training, not only to keep students in school longer, but to equip them to be self-supporting, productive members of society. Business education can adequately help fulfill this need. It also can help all students to cope with the economic facts of life in a culture that demands such knowledge for efficient living.

Historical studies, such as this one, which has examined and analyzed characteristics of business education in the past, should lead to a deeper understanding and a clearer vision of what should constitute secondary school business education in the future.

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APPENDIX A

ANNUAL SCHOOL REPORT FORM

Form C 8 1-1

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
BATON ROUGE 70804
DIVISION OF CURRICULUM AND INSTRUCTION

ANNUAL SCHOOL REPORT

SESSION _____

INSTRUCTIONS: (If new application, date school organized _____)

In cooperation with the faculty, the principal shall make three copies of this report based on conditions in his school at the time of the first monthly report to his superintendent. Not later than four weeks after the beginning of the school session, two copies of this report shall be sent to the superintendent for his approval and one copy shall be filed in the office of the principal. The superintendent shall retain one copy in his files and forward the other copy to the Division of Curriculum and Instruction, State Department of Education, Baton Rouge, Louisiana 70804.

Parish _____ School _____ Principal _____

Address _____ Opening date of school _____

Number of days in school session (Exclusive of holidays) _____

I. GENERAL INFORMATION

<p>A. Type of School 1. Public _____ 2. Non-Public _____</p> <p>B. Organization (check the type which characterizes this school) 1. Pattern a. _____ 5-6 b. _____ 7-8 c. _____ 8-9-4 d. _____ 6-8-8 e. _____ 6-8 f. _____ other</p> <p>C. Classification 1. Elementary school _____ 2. Elementary and junior high school _____ 3. Elementary and senior high school _____ 4. Junior high school _____ 5. Senior high school _____</p> <p>D. Number of teachers 1. Elementary _____ 2. High school _____</p> <p>E. School Plant 1. Site: Total area in acres _____</p> <p>2. Buildings in plant:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th rowspan="2">LIST ACCORDING TO USE</th> <th rowspan="2">TYPE OF CONSTRUCTION</th> <th rowspan="2">AGE</th> <th rowspan="2">CONDITION</th> <th colspan="2">NO. OF CLERMS.</th> </tr> <tr> <th>STAND.</th> <th>*SPEC.</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr> <td colspan="4" style="text-align: center;">TOTAL</td> <td> </td> <td> </td> </tr> </tbody> </table>						LIST ACCORDING TO USE	TYPE OF CONSTRUCTION	AGE	CONDITION	NO. OF CLERMS.		STAND.	*SPEC.																															TOTAL						<p>F. Registration</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>BOYS</th> <th>GIRLS</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr><td>1. Kindergarten</td><td> </td><td> </td><td> </td></tr> <tr><td>2. Grade I</td><td> </td><td> </td><td> </td></tr> <tr><td>3. Grade II</td><td> </td><td> </td><td> </td></tr> <tr><td>4. Grade III</td><td> </td><td> </td><td> </td></tr> <tr><td>5. Grade IV</td><td> </td><td> </td><td> </td></tr> <tr><td>6. Grade V</td><td> </td><td> </td><td> </td></tr> <tr><td>7. Grade VI</td><td> </td><td> </td><td> </td></tr> <tr><td>8. Grade VII</td><td> </td><td> </td><td> </td></tr> <tr><td>9. Grade VIII</td><td> </td><td> </td><td> </td></tr> <tr><td>10. Total Grades I through VIII</td><td> </td><td> </td><td> </td></tr> <tr><td>11. Grade IX</td><td> </td><td> </td><td> </td></tr> <tr><td>12. Grade X</td><td> </td><td> </td><td> </td></tr> <tr><td>13. Grade XI</td><td> </td><td> </td><td> </td></tr> <tr><td>14. Grade XII</td><td> </td><td> </td><td> </td></tr> <tr><td>15. Total Grades IX through XII</td><td> </td><td> </td><td> </td></tr> <tr><td>16. Total Grades I through XII</td><td> </td><td> </td><td> </td></tr> <tr><td>17. Post-Graduate</td><td> </td><td> </td><td> </td></tr> <tr><td>18. Special Ungraded</td><td> </td><td> </td><td> </td></tr> <tr><td>19. Evening Schools</td><td> </td><td> </td><td> </td></tr> <tr><td>20. GRAND TOTAL (16+17+18+19)</td><td> </td><td> </td><td> </td></tr> </tbody> </table>				BOYS	GIRLS	TOTAL	1. Kindergarten				2. Grade I				3. Grade II				4. Grade III				5. Grade IV				6. Grade V				7. Grade VI				8. Grade VII				9. Grade VIII				10. Total Grades I through VIII				11. Grade IX				12. Grade X				13. Grade XI				14. Grade XII				15. Total Grades IX through XII				16. Total Grades I through XII				17. Post-Graduate				18. Special Ungraded				19. Evening Schools				20. GRAND TOTAL (16+17+18+19)			
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*SPECIAL CLASSROOMS (LIBRARIES, SCIENCE LABS, ETC.)

Submitted by: _____

Approved by: _____

Signature of Principal _____

Signature of Superintendent _____

Date _____

Date _____

Form C 2 1-1

Report of the _____ School

G. Library

1. Librarian for the session _____
 - a. Library training in semester hours _____
 - b. Number of class hours of the school day the librarian spends in the library _____
 - c. Grades served by the librarian _____
2. Organization (list grades served by each type of library organization)
 - a. Centralized elementary _____
 - b. Centralized secondary _____
 - c. Centralized combination elementary and secondary _____
 - d. Elementary classroom collections _____
3. Books and other materials
 - a. Number of library books (for all grades regardless of the type of library organization)
 - (1) Approved books in good condition _____
 - (2) Added last session _____
 - (3) Total volumes per pupil _____
 - b. Encyclopedias
 - (1) Number sets _____
 - (2) Copyright date of last set purchased _____
 - c. Number of magazines and newspapers (for all grades regardless of the type of library organization)
 - (1) Magazines for elementary children _____
 - (2) Magazines for secondary youth _____
 - (3) Daily newspapers _____
 - (4) Weekly newspapers _____

d. Expenditures last session (for all grades regardless of the type of library organization)

- (1) Books, encyclopedias, periodicals, newspapers, and other instructional materials _____
- (2) Binding and consumable supplies _____
- (3) Total _____
- (4) Total expenditure per pupil _____

STATE FUNDS	PARISH FUNDS	OTHER FUNDS	TOTAL

e. Centralized library

- (1) General information
 - (a) Dewey Decimal System used _____
 - (b) Shelf-list maintained _____
 - (c) Card catalog maintained _____
 - (d) School owns latest edition of the Standard Catalog and the supplements _____
 - (e) School owns latest edition of the Children's Catalog and the supplements _____
- (2) Loans and instruction
 - (a) Average number of loans per pupil last session _____
 - (b) Total number lessons taught in the use of books and libraries _____

II. SECONDARY PROGRAM OF STUDIES

A. Curricula offered _____

B. Units of instruction

- English Language Arts
- _____ English
 - _____ Business English
 - _____ Speech
 - _____ Journalism
- Social Studies
- _____ American History
 - _____ General History
 - _____ Ancient History
 - _____ Medieval and Modern History
 - _____ Geography
 - _____ Civics
 - _____ American Government
 - _____ Economics
 - _____ Sociology
- Mathematics
- _____ General Mathematics
 - _____ Business Mathematics
 - _____ Senior Arithmetic
 - _____ Algebra
 - _____ Geometry

- _____ Trigonometry
- _____ Advanced Mathematics
- _____ Science
- _____ General Science
- _____ Biology
- _____ Chemistry
- _____ Physics
- _____ Pre-Flight Aeronautics
- _____ Elective Academic Subjects
- _____ Art
- _____ Bookkeeping
- _____ Shorthand
- _____ Business Principles
- _____ Office Machines
- _____ Typewriting
- _____ Business Law
- _____ Clerical Practice
- _____ Buying and Selling
- _____ General Business
- _____ Latin
- _____ Spanish
- _____ French

- _____ German
 - _____ Russian
 - _____ Italian
 - _____ Music
 - _____ Elective Vocational Subjects
 - _____ Home Economics
 - _____ Vocational Agriculture
 - _____ Trade and Industrial Education
 - _____ Industrial Arts
 - _____ Distributive Education
 - _____ Other Units
 - _____ Driver Education and Traffic Safety
 - _____ Health Education and Physical Education
- Please check plan in which most students are enrolled:
- Minimum of 180 minutes/average per week _____
- 300 Minutes per week _____
- All other (Please itemize) _____
- _____ Grand Total Units Offered

C. Subjects omitted by alternation this session:

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

D. Subjects taught this session on alternation plan:

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

E. Number of high school students enrolled in subjects taught in trade schools _____

III. PRINCIPAL, ASSISTANT PRINCIPAL, TEACHERS

NAME (LIST TEACHERS IN ALPHABETICAL ORDER AS THEIR NAMES APPEAR ON THE TEACHING CERTIFICATE) LIST PRINCIPAL ON FIRST LINE	COLLEGIATE TRAINING NAMES OF COLLEGES ATTENDED WITH DEGREES AND DATE RECEIVED	CERTIFICATION SUBJECTS OR AREA CERTIFIED TO TEACH	DAILY SCHEDULE					TOTAL STU- DENTS IN CLASSES TAUGHT
			GRADE	TIME PERIOD BEGINS	LGTH. IN MIN.	SUBJECT. SUBJECT MATTER. AREA OR BLOCK OF SUBJECTS NOW TAUGHT	NO. IN CLASS	
NAME								
ANNUAL SALARY								
\$								
NO. OF YEARS TEACHING EXPERIENCE (INCL. THIS YR.) THIS SCHOOL OTHER SCHOOLS								
LOUISIANA CERTIFICATE (CLASS AND NUMBER)								
NAME								
ANNUAL SALARY								
\$								
NO. OF YEARS TEACHING EXPERIENCE (INCL. THIS YR.) THIS SCHOOL OTHER SCHOOLS								
LOUISIANA CERTIFICATE (CLASS AND NUMBER)								
NAME								
ANNUAL SALARY								
\$								
NO. OF YEARS TEACHING EXPERIENCE (INCL. THIS YR.) THIS SCHOOL OTHER SCHOOLS								
LOUISIANA CERTIFICATE (CLASS AND NUMBER)								
NAME								
ANNUAL SALARY								
\$								
NO. OF YEARS TEACHING EXPERIENCE (INCL. THIS YR.) THIS SCHOOL OTHER SCHOOLS								
LOUISIANA CERTIFICATE (CLASS AND NUMBER)								

Form C & 1-1

Report of the _____ School

IV, SELF-EVALUATION

A. In the judgment of the faculty, an appraisal of the school plant and facilities is as follows:

1. Good features _____

2. Needs _____

B. In the judgment of the faculty, an appraisal of the program of studies of the school is as follows:

1. Good features _____

2. Needs _____

C. In the judgment of the faculty, an appraisal of the planning, methods, and evaluation of classroom instruction in the school is as follows:

1. Good features _____

2. Needs _____

Form C & 1-1

Report of the _____ School

D. In the judgment of the faculty, an appraisal of the guidance services being rendered for children and youth in the school is as follows:

1. Good features _____

2. Needs _____

V. ADDITIONAL INFORMATION

A. Below are the special pupil activity programs of the school:

B. Are all finances and special activities of the school completely controlled by the administration or designated personnel of the school? Yes____ No____

C. Are money raising activities of the school restricted to those which have recognized educational value? Yes____ No____

D. Are the financial records of the school audited annually? Yes____ No____

E. Is emphasis placed, in the elementary grades of the school, on participation of all children in the physical education program in lieu of a competitive sports program of a varsity pattern? Yes____ No____

G. Number of Guidance Counselors: Part time____ Full time____

F. If school enrollment is 1,000 or more, are library assistants employed? Yes____ No____

H. Number of secretaries: Part time____ Full time____

I. Professional faculty study project this session:

J. Brief description of plans for professional study project or projects by teachers:

K. Brief description of research and/or demonstration projects with students:

APPENDIX B

VOCATIONAL BUSINESS AND OFFICE EDUCATION FORM

BE-6601
(Rev. 9/1/69)

Date _____

Parish _____

STATE OF LOUISIANA
PERSONAL, PROFESSIONAL, AND WORK EXPERIENCE DATA
HIGH SCHOOL, COLLEGE, AND UNIVERSITY
BUSINESS AND OFFICE EDUCATION TEACHERS

*Name _____ -- School _____

Home Address _____ Address _____

ZIP _____ ZIP _____

Telephone _____ Telephone _____

Principal _____ Superintendent _____

No. of Years Taught Prior to This Year _____ Certificate Number and Type _____ Annual Salary (Total) \$ _____

SCHOLASTIC TRAINING

<u>College or University</u>	<u>From</u>	<u>To</u>	<u>Degree Earned</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

FIELD(S) OF SPECIALIZATION Major _____ Minor _____

Undergraduate _____

Graduate _____

MEMBERSHIP IN LEARNED AND PROFESSIONAL SOCIETIES

*PLEASE INDICATE WHETHER MR., MRS., or MISS

BUSINESS OR OFFICE EXPERIENCE: (Note: May include work in principal's office, keeping lunchroom records, summer work, work during college, etc. Vocational teachers need a minimum of 1500 hours.)

Name of Organization Date of Employment Length of time worked (Years, months, or days) Number of hours per day worked

Does your school have an active _____ inactive _____ or no _____ chapter of FBLA? (PLEASE CHECK ONE.)

TEACHER'S SCHEDULE

Please List Your Complete Schedule

Class Period	Subjects First Semester	Enrollments		Subjects Second Semester
		Vocational	Nonvocational	
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Professional meetings attended during the past three (3) years. (LBEA, SBEA, LVA, LVBOE, WORKSHOPS, etc. List each meeting separately. Attach additional sheet if necessary.)

APPENDIX C

FORMS PREPARED BY RESEARCHER FOR
COLLECTING MATERIAL

NAME _____	DAILY SCHEDULE _____	No. in Class _____	Units _____	Total Students _____
Salary \$ _____				
Experience:				
This School _____				
Other Schools _____				
Certificate:				
Type: _____ No. _____				
<u>Collegiate Training:</u>				
B.S. _____ Yr. _____ School _____				
Master's _____				
Other _____				
Certification:				
Bus. Ed. _____ except SH, Bkkpg. _____				
Shorthand _____				
Typing _____				
Sec. Sci. _____	Bus. or Off. Experience _____		Length of Time _____	
Soc. Stu. _____				
English _____				
Bkkpg. _____				
Bus. Ari. _____				
C. Pract. _____				

Parish _____	School _____
C. _____	Grade IX _____
	X _____
D. 2 _____	XI _____
	XII _____
Lib. Total	Totals _____
Expend. \$ _____	9-12 _____

<u>Subjects:</u>	<u>Units</u>	
Bus. Eng. _____	_____	FBLA: Active _____ Inactive _____ No _____
Eco. _____	_____	
Bus. Math. _____	_____	Counselors:
Bkkpg. _____	_____	Full-time _____ Part-time _____
Shorthand _____	_____	
Bus. Princ. _____	_____	C. Subj. omitted by alternation:
Off. Mach. _____	_____	Shorthand, Bkkpg., Gen. Bus.
Typing _____	_____	_____
Bus. Law _____	_____	
Cler. Pract. _____	_____	D. Subj. taught this session:
Buy, & Sell, _____	_____	_____
Gen. Bus. _____	_____	
Other _____	_____ COE	

VITA ²

Gloria Ann Brantley

Candidate for the Degree of

Doctor of Education

Thesis: AN HISTORICAL ANALYSIS AND PRESENT POSITION OF BUSINESS EDUCATION IN THE PUBLIC SECONDARY SCHOOLS OF LOUISIANA, 1956-1968

Major Field: Business Education

Biographical:

Personal Data: Born in Jonesboro, Louisiana, April 18, 1934, the daughter of Mr. and Mrs. Lionel Franklin Charles.

Education: Graduated from Ouachita Parish High School, Monroe, Louisiana, in May, 1952; received the Bachelor of Science degree from Northeast Louisiana University in 1955, with a major in Business Education; received the Master of Business Education degree from the University of Mississippi in 1959, with a major in Business Education; attended George Peabody College for Teachers, Nashville, Tennessee, Summer, 1962; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1971.

Professional Experience: Classroom Teacher, Cameron Parish Schools, Cameron, Louisiana, 1955-1956; Classroom Teacher, Ouachita Parish Schools, Monroe, Louisiana, 1956-1958; Assistant Professor of Office Administration, Northeast Louisiana University, 1958-1971.

Professional Organizations: Louisiana Teachers Association, Louisiana Business Education Association, Louisiana Vocational Association, American Vocational Association, National Business Education Association, Southern Business Education Association, American Business Communication Association, Ozark Economic Association, National Collegiate Association for Secretaries, Delta Pi Epsilon, Parent-Teachers Association.